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Vocational English Students' Perception of Motivation for Oral Assessment: A Self-determination Theory Analysis

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I

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Abstract

The aim of this thesis is to investigate how vocational students perceive their own motivation for oral assessment in the English subject in upper secondary school in Norway. The theoretical framework of the thesis is based in the self-determination theory, an authoritative motivational theory about intrinsic and extrinsic motivation. The theory declares that to facilitate for motivation, three basic human needs need to be fulfilled: relatedness, competence, and autonomy.

To investigate how the students perceive their motivation for oral assessment, semi-structured interviews were conducted with six students from two different vocational classes. The interviews were recorded and transcribed, and the findings were analyzed and discussed in light of the self-determination theory and relevant documents that regulate assessment in Norway.

The findings show that the students perceive the basic needs differently. Some find it important to have a sense of relatedness to the class and the teacher to perform well in oral assessments, while others find relatedness to education program and future work more important. All students report that they need to acquire vocation-specific oral skills, which should promote their motivation for assessment. However, there is an apparent disagreement among the informants about the need for more general, Bildung-like competence in the English subject. The informants describe little autonomous participation in assessment practices, which is held as the most important need to fulfill in the theory. Still, they perceive that the choice of education program was an autonomous choice, which could facilitate for a more overall motivation for their upper secondary studies, including that of oral English. Although motivation is an important ingredient in acquiring oral skills in English, the discussion also shows that this needs to be balanced against other demands inside and outside the classroom today.

Norsk sammendrag

Målet med denne oppgaven er å undersøke hvordan yrkesfagelever oppfatter sin egen motivasjon for muntlig vurdering i engelskfaget i videregående skole i Norge. Det teoretiske rammeverket for oppgaven er basert på selvbestemmelsesteorien, en autoritativ motivasjonsteori om indre og ytre motivasjon. For å kunne legge til rette for økt motivasjon slår teorien fast at tre grunnleggende menneskelige behov må oppfylles: tilhørighet, kompetanse og autonomi.

For å undersøke hvordan elevene oppfatter sin egen motivasjon for muntlig vurdering har semistrukturerte intervjuer blitt gjennomført med seks elever fra to forskjellige yrkesfagklasser. Intervjuene ble tatt opp og transkribert, og funnene ble analysert og diskutert i lys av selvbestemmelsesteorien og relevante dokumenter som legger føringer for hvordan vurdering skal foregå i Norge.

Funnene viser at elevene oppfatter de grunnleggende behovene på forskjellige måter. Noen anser at en form for tilhørighet til klassen og læreren er viktig for å prestere bra i muntlige vurderinger, mens andre synes tilhørighet til utdanningsprogram og fremtidig arbeid er viktigere. Alle informantene oppgir at de ser nytten i å tilegne seg yrkesspesifikke muntlige ferdigheter, som burde fremme deres motivasjon for vurdering. Likevel er det en klar uenighet blant elevene om behovet for mer generell dannelseskompetanse i engelskfaget. Elevene beskriver lite medbestemmelse i vurderingsprakisen sin, som i teorien er ansett som det viktigste behovet å dekke. De opplever likevel at valget av utdanningsprogram var et autonomt valg, som kan legge til rette for en mer helhetlig motivasjon for utdanningsløpet i videregående skole, inkludert for muntlig engelsk. Selv om motivasjon er en viktig ingrediens i tilegnelse av muntlige ferdigheter vil diskusjonen i oppgaven vise at dette behovet må balanseres mot andre krav som finnes i og utenfor klasserommet i dag.

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Chapter 1 – introduction and background

After almost fifteen years of teaching in upper secondary school, a constantly recurring topic in conversations and guidance of students and classes is that of *motivation*. Students report varying degree of motivation, and it is an issue that they find important in their attempt to master school. Is it possible to provide increased motivation for the students, or is this something that the students simply have or do not have? Psychologist Edward Deci states that people commonly see motivation as a unitary concept, something that differs only in amount – you can have less or more motivation (TED, 2012). Deci believes that it is the quality of the motivation that matters, not the quantity or amount. This master thesis aims to investigate how vocational students perceive their own motivation for oral assessments in English. To examine this, semi-structured interviews with six randomly picked vocational students will be conducted to explore what their motivation for oral assessments in the English subject is. Their answers will be analyzed with the use of the *self-determination theory*, which states motivation is dependent on the fulfillment of three basic needs: relatedness, competence, and autonomy. It is therefore both a personal interest as a teacher and an interest in the teacher's possibilities to enhance motivation that has led to the following main research question:

How do vocational students of English in Norwegian upper secondary school perceive their motivation for formative oral assessment in the English subject?

This chapter will present the legal and official documents that regulate teaching and learning in Norway, and the role that assessment and motivation is given. The chapter will also present and discuss how the renewed curriculum affects the teaching of vocational English, and present research and reports from the Norwegian Directorate for Education and Training on the connection between assessment and motivation. At the end of the chapter a short discussion of the role of English in Norway will be conducted.

1.1 Official documents that regulate assessment in Norway

The Education Act and its regulations are relevant documents for this thesis, because they govern what both teachers and students are obliged to do, and the rights they have, when they are assessing or being assessed. The Norwegian school system is legally regulated through the

Act relating to Primary and Secondary Education and Training, in short, the Education Act (Opplæringslova, 2016), and its regulations, Regulations for the Education Act (Forskrift til Opplæringslova, 2006). The Education Act regulates what all the participants in the Norwegian school system are legally obligated to, and the rights they have. In the Regulations for the Education Act, chapter three specifically deals with the rules regarding assessment, both in primary and secondary schools. § 3-2 explicitly states that students, apprentices, training candidates, and candidates for experience-based trade certification have the right to formative assessment, final assessment and documentation of their training and education (Forskrift til Opplæringslova, 2006). This means that the students have a legal right to both formative and summative assessment, and that teachers are legally obliged to give it. § 3-3 of the regulations states that the purpose of assessment is to promote learning and the desire to learn, and at the same time inform about the competence in the learning process and at the end of the teaching in the subject (Forskrift til Opplæringslova, 2006). The formative aspect of assessment in school is also described in § 3-10, and it gives the students the right to participate in the assessment of their own work, to understand what they are supposed to learn and what can be expected of them, what they master, and support in order to increase their competence (Forskrift til Opplæringslova, 2006).

In addition to these regulatory legal documents, values and principles for primary and secondary education are established in the *Core Curriculum* (The Norwegian Directorate for Education and Training, 2017). The Core Curriculum elaborates on the core values in the objectives clause in the Education Act, which express "values that unite the Norwegian society" (The Norwegian Directorate for Education and Training, 2017, p. 4), and it describes "the fundamental approach that shall direct the pedagogical practice in all lower and secondary education and training" (The Norwegian Directorate for Education and Training, 2017, p. 1). This means that the Core Curriculum presents the direction for the teaching and the training in the subjects and shall together with the subject curricula realize "the broad purpose of primary and secondary education and training" (The Norwegian Directorate for Education and Training, 2017, p. 1). The principles supplement the Education Act with details about how education in Norway should be carried out, and it applies to all subjects from year 1 through year 13, and is therefore a document that teachers and school leaders can use to support and guide their teaching.

The Core Curriculum establishes a clear and direct relationship between motivation and assessment. Here, assessment is viewed as an implicit component of learning, which the examples below will show. In chapter 2.4, "Learning to learn" the curriculum states that "[t]he teaching and training shall fuel the pupils' motivation, promote good attitudes and learning strategies, and form the basis for lifelong learning" (The Norwegian Directorate for Education and Training, 2017, p. 12). The aim is that students' motivation should be stimulated by the teaching and training, implicitly including assessment as a factor in this development. This development should also foster a "basis for lifelong learning". The notion of mastering is part of chapter 3.2, "Teaching and differentiated instruction", in the Core Curriculum: "[s]chool shall facilitate for learning for all pupils and stimulate each pupil's motivation, willingness to learn and faith in their own mastering" (The Norwegian Directorate for Education and Training, 2017, p. 16). A clear expectation is established; schools are responsible for the students' motivation and mastery. In order to prove that mastery is happening or has happened, it needs to be assessed against a set of criteria. This can happen both in informal and formal assessment of a student, and either in a formative or a summative fashion. Regardless of the shape and form of the assessment the Core Curriculum (The Norwegian Directorate for Education and Training, 2017, p. 17) is clear that while "[a]ssessments of the subject competence of the pupils should give an idea of what they know and can do" and hence be a measurement of how well something in mastered, still "a key purpose of assessment is also to promote learning and development". This is in many ways a conundrum for the school system and its teachers; on the one side teachers are asked to determine what the student masters, and in that sense also present what the student does not master. At the same time teachers are asked to use the students' level of mastery to promote further learning and development, both while stimulating the students' motivation. The Core Curriculum recognizes this dilemma, and states in chapter 3.2 that:

> "School and the teachers must balance the need for good information about pupils' learning and unwelcome consequences of different assessment situations. Unfortunate use of assessment may undermine a person's self- image and prevent the development of a good learning environment" (The Norwegian Directorate for Education and Training, 2017, p. 17).

The Core Curriculum itself does not offer a precise prescription on how this balance should be achieved and leaves it to the professional judgement of schools and teachers to solve, but

the Norwegian Directorate for Education and Training has a knowledge-based approach to assessment. This means that the Directorate has made use of theories and research on assessment to guide what should be practiced in in the Norwegian school system. Even though the balance between assessment and motivation is partly left to the professional judgement, the directorate has developed four basic principles for good continuous assessment that can support the teachers to some extent, and these are also found in § 3-10 (Forskrift til Opplæringslova, 2006). These principles declare that students and apprentices should: 1. Participate in the assessment of own work and reflect on own learning and educational development. 2. Understand what they should learn and what is expected of them. 3. Know what they master. 4. Receive advice on how they can increase their competence (Norwegian Directorate for Education and Training, 2020c). The listing is not meant to be understood as list of priorities, but rather a feasible overview of what good assessment practice is. Section 1.3 will give a more in-depth account of the Directorate's work on assessment the recent years.

1.2 The renewed curriculum

Work with a renewal of the Knowledge Promotion Reform began in 2017 (Norwegian Directorate for Education and Training, 2021a), and it builds upon White Paper 28 (Norwegian Ministry of Education and Research, 2015-2016). Rather than a completely new curriculum, the renewal was meant to be just that, a curriculum that was developed within the frames of the Knowledge Promotion Reform. The Norwegian Ministry of Education and Research argued that a renewal was needed, based on knowledge about the development of society, the school's role in society, and development in both subject specific science and new knowledge about how students learn (2015-2016, p. 9). An implication of this was that the vocational education programs no longer shared a curriculum with the general education programs, they were presented with a separate curriculum with separate competence aims and exams. A full account of the changes that were made will not be presented here, nor will a normative discussion of these changes. Rather, his section will briefly present the new curriculum in vocational English in upper secondary school, and more specifically how it affects the teaching and learning of oral skills. It will also give a brief account of the formal implications the renewed curriculum has for formative assessment in vocational English.

1.2.1 Changes that affect the vocational English curriculum

The renewal of the Knowledge Promotion Reform changed the structure of all the school subjects, including English. The relevance and central values of the subject are presented first, together with three new *core elements*. In the English subject, the three were *communication*, *language learning* and *working with texts in English* (Norwegian Directorate for Education and Training, 2020a). The three core elements are held as the three most important aspects of the subject, and they run through the subject from year 1 through to year 13 (Norwegian Directorate for Education and Training, 2021a). In addition, three interdisciplinary topics were introduced in all school subjects: sustainable development, health and life skills, and democracy and citizenship (The Norwegian Directorate for Education and Training, 2020b). Of these, the two latter were included in the English curriculum. The basic skills are still operationalized in the context of the English subject, as they are a part of the subject-specific curriculum. A further change is that the English subject in upper secondary school now has two separate sets of competence aims, one for general studies and one for vocational studies. The English subject for vocational programs shares some competence aims with the general studies, while others are explicitly vocational in their wording. This opens up for a more vocationally directed teaching and learning than was possible in the previous competence aims. Although there is a clearer direction towards the education program and the future work of the students, the vocational curriculum still keeps some of the general Bildung aims that the Core Curriculum orders: "[t]he school's mission is the education and all-round development (Bildung) of all pupils" (2017, p. 12). The Bildung ambition for the English students also seems to be visible in the choice of interdisciplinary topics that accompany the curriculum, as "democracy and citizenship" is included rather than "sustainable development". Sustainable development as interdisciplinary topic could have had potential in vocationally directed teaching but is not part of the curriculum. The aim with the vocational orientation of the competence aims is to create more relevance for the students, which in turn would increase an expectation of mastery and motivation among them (Norwegian Ministry of Education and Research, 2015-2016, p. 52).

1.2.2 Oral skills in the vocational education programs in English

Chapter 2.3 in the Core Curriculum orders schools to "facilitate for and support the pupils' development in the five basic skills throughout the entire learning path" (The Norwegian

Directorate for Education and Training, 2017, p. 12). The basic skills are reading, writing, numeracy, oral skills, and digital skills. Of particular interest for this thesis is *oral skills.* The renewed curriculum integrates the basic skills in the competence aims, to make the connection between the skills and the subject clearer than it previously was. In the English subject, oral skills refer to "creating meaning through listening, talking and engaging in conversation" (Norwegian Directorate for Education and Training, 2020a). The aim is to make the students equipped with skills to gradually communicate more accurately and nuanced in both formal and informal situations, and also in both authentic and practical situations (Norwegian Directorate for Education and Training, 2020a).

The introduction to the curriculum, which presents the relevance and central values of the subject, states that the aim for learning the language is to give the students the ability to orally communicate in English in societal life and in working life. As mentioned above, *communication* is one of the three core elements of English, which emphasizes the importance communicative skills, which includes both written and oral skills, have in the subject. In the curriculum, the noun "communication" is listed 18 times, and the verb "communicate" is stated 7 times. These different uses of the term will not be contextualized here, but merely serve to show that this skill has a central role in the subject. The competence aims for vocational education programs clarify the overall and general aims further by explicitly making it clear what the students are expected to be able to do. Some of these aims can be operationalized in only oral or written form, while others are open for the professional judgment of the teacher to decide.

1.2.3 Formative assessment in the vocational education programs in English

The aim of this thesis is to present and analyze how students perceive that formative assessment of oral skills in English affect their motivation. The renewed curriculum guides how the students' competence should be assessed, both formatively and summatively. As an extension to the competence aims for vocational studies, the curriculum informs the teacher how formative assessment should be employed to stimulate to further learning for the student and provide guidance to develop their skills in the subject. It also asks the teacher to include the students in the formative process of the assessment. The section on formative assessment in the vocational English curriculum is not a ready-to-use recipe that can be applied as it is, formative assessment should rather be understood as a continuous negotiation between the

subject-specific curriculum, the Core Curriculum and the professional judgment of schools and individual teachers. The presentation of the formative aspects of assessment is communicated as quite vague and general. A reason to include it as an explicit part of the curriculum might be to remind the teachers that formative assessment is a tool for learning that should be made use of continuously, but it offers little support in how this should be done in practice. It is worth noting that these instructions are identical in the vocational and the general studies part of the curriculum, so the reminder concerns English teachers all education programs.

1.3 Official research, projects and reports from The Norwegian Directorate for Education and Training

The introduction of LK06 triggered a need for better assessment practices (Norwegian Directorate for Education and Training, 2018, p. 4). White Paper 16 (Norwegian Ministry of Education and Research, 2006-2007) summed up the challenges for assessment in the Norwegian school system. It showed that regulations on individual assessment are perceived as unclear, schools have weak assessment cultures and practices, teacher training institutions and schools lack knowledge about assessment, and that little research has been conducted on the topic of assessment in Norway (Norwegian Directorate for Education and Training, 2018, p. 3). In response to White Paper 16 the *Better Assessment Practices Project* was launched in 2007 by the Directorate for Education and Training, and the findings of this report led to the *Assessment for Learning* program in 2010 (The Norwegian Directorate for Education and Training, 2018, p. 4). The aim was to improve assessment skills and practices, and the project was finished in 2018. Together with the White Paper, the teachers who participated in the *Assessment for Learning* program asked for a boost of both their own and the schools' assessment skills, and evaluations of the previous school reform (Reform 97) and reports from OECD (2005, p. 5) showed that assessment practices were not adequate (Norwegian Directorate for Education and Training, 2018, p. 4). According to the end report of the *Assessment for Learning* program the project remedied some of the assessment deficiencies that White Paper 16 presented, but that there was still need for attention on assessment practices (The Norwegian Directorate for Education and Training, 2018, p. 26). In 2009 the project *The Evaluation of Models for Assessment Criteria for Goal Achievements in Subjects* presented its findings on the use of assessment criteria in primary, lower - and upper

secondary school in Norway. The aim was to evaluate if the implementations of criteria led to an improvement of assessment practices in Norwegian schools (Throndsen et al., 2009, p. 12). The report (2009, p. 48) establishes that teachers' assessment practices and feedback play a decisive role in promoting or hindering the students' motivation to learn. It shows that motivation for assessment declines with age, and that the younger students show more optimistic and positive attitudes than the older students do. It is suggested that this drop in motivation can have two explanations. The first is that students in primary school are more involved in their assessments, which is regarded as the most influential variable for increasing student motivation (Throndsen et al. 2009, p. 14-15). The other explanation that is presented is that with increasing age comes different forms of assessment. The report (2009, p. 67) does not explicitly explain what this is, but shows that the drop happens in the transition between primary and secondary school, at the point when grades are introduced, while a further drop is reported in the transition between lower and upper secondary. This report shows that there is a need for a further examination of assessment and motivation, which is the aim of this thesis.

In 2014, Sandvik and Buland (eds) presented their final report on the effect the *Assessment for Learning* program had on the assessment practice in schools in Norway. The project, funded by the Norwegian Directorate for Education and Training, showed that schools that participated in AfL had not developed a unified view on what good assessment practice is (Sandvik & Buland, 2014, p. 21), but at the same time it also showed that the schools that participated in the program worked more systematically with assessment for learning than the schools that did not (Sandvik & Buland, 2014, p. 10). In light of the aim of this thesis it is interesting to note that the lack of a unified understanding of good assessment practice can also be found in the understanding of how assessment affects motivation, because their findings show that it does not seem like there are clear, established understandings of how assessment for learning can contribute to increased motivation and mastery for the students, neither among teachers in the same school or even within the assessment practices of one and the same teacher (Sandvik & Buland, 2014, p. 21).

The program's final report from 2018 shows that both students and teachers perceive a clear relationship between assessment and motivation. Both report that "setting clear objectives and criteria before the learning begins is a motivating factor for the pupils" (Norwegian Directorate for Education and Training, 2018, p. 19). Students also report that being involved in developing these objectives and criteria, they believe that they are more involved in their

own learning process, and that that contributes to their motivation for assessment (Norwegian Directorate for Education and Training, 2018, p. 19). The implications of this report could therefore be that in order to both stimulate motivation and promote learning among students, teachers should set clear goals for their students, they should make criteria that are comprehensible, and they should include the students in the planning of these, in line with the directorate's principles for good continuous assessment and § 3-10 (Forskrift til Opplæringslova, 2006) presented above. The wording in the principles is more accessible than the legal language of Regulations for the Education Act, and is therefore easier to operationalize and understand, both for school leaders, teachers and students.

1.4 The role of English in Norway

Before a presentation of relevant research and theory can be presented, and to roundup the background chapter, the role of English and the English subject in Norway must be given some attention. The teaching of the school subject has undergone several paradigmatic changes since it first was taught in Norwegian schools, from the grammar-translation methods from ca. 1900 (Simensen, 1998, p. 31), until today's communicative focus. The changes in didactical focus will not be dealt with in this thesis, but it shows that English is a well-established subject in the Norwegian school system. A common discussion has circled around the definition of English in Norway: is it a second language (L2) or is it a foreign language? The second language definition is that the language holds official status in the country, while a foreign language is not official, but acknowledged for its significance to education, business and mobility (Rindal, 2014, p. 8). Considering these definitions, English should be considered to be a foreign language, but Rindal underlines that these boundaries are fuzzy, and emphasize that English has been presented as a global language by language education authorities (2014, p. 9), meaning that it might not "belong" to English-speaking countries alone, but rather be treated as a Lingua France that everyone use. In their definition of minority speakers, The Norwegian Directorate for Education and Training also complicate the matter, by stating that a second language is a language that a person uses which is not his or her first language, and include both second language and foreign language in the definition (2016). The resource center for other languages than Norwegian is somewhat confusingly, given the definition above, called The Norwegian National Centre for English and other Foreign Languages in Education, and here the term "foreign language" is coined by official

authorities. Regardless of the definition is seems clear that both written and oral English are important skills to master in Norway today, as it is *the* global language of communication (Rindal, 2014, p. 8). This also concerns the vocational students of English, as they need to develop skills to meet the demands in an increasingly globalized world. The theoretical account of what these skills should comprise of follows in the next chapter.

Chapter 2 – theory and previous research

The research question of this thesis is: *how do vocational students of English in Norwegian upper secondary school perceive their motivation for formative oral assessment in the English subject*? To answer this several theoretical fields must be presented and discussed. The chapter opens with a presentation of *formative assessment*, both how the term is understood differently in different theories of learning and its role in second language assessment today. The next section defines *oral skills*, with a special focus on communicative competence. Part 2.3 is devoted to the *self-determination theory*, which is the theory that will be applied to analyze the students' perception of motivation in later chapters. The last part of this chapter will present previous research on both the intersection between formative assessment of oral skills in the vocational English subject, and the connection between assessment and motivation, trying to bridge formative assessment and oral skills with motivation.

2.1 Formative assessment in an educational perspective

This section will start with a presentation of the theoretical foundations for formative assessment in general, by defining the term and showing how the concept has changed with developments in general learning theories. To close in on the research question a brief presentation of how these changes have affected formative second language assessment will round off this section.

2.1.1 Formative and summative assessment

Munden and Sandhaug (2017, p. 121) succinctly define assessment in English as "making sure that learning happens, as simple and as complicated as that". The aim for assessment is therefore to make the learner learn more. To enable this learning, the teacher needs to know what the student knows in order to help the student progress. This is a continuous process between *summative* and *formative* assessment. Summative assessment sums up what the student has learnt in the course of a given period (Bøhn, 2018, p. 235), and is in the Norwegian school system given as grades from 1 to 6. Summative assessment can be given after a phase of learning, and at the end of each term. It is meant to provide documentation that establishes what kind of competence the student has acquired in a given subject, and it

functions as a certification that the student uses to apply to the next step in the education system, or for job applications (Bøhn, 2018, p. 235). Formative assessment utilizes the knowledge the teacher and the student have acquired through summative assessment, to help the student learn more. To be able to guide the student towards a better understanding of a subject, it is crucial to understand what the student already knows. Summative and formative assessment therefore always work in a symbiosis, the two are both necessary for the other one to function best.

2.1.2 Changing conceptions of formative assessment

The term "formative evaluation" was first proposed by Michael Scriven in 1967 in a discussion about the use of evaluation for ongoing improvement in a stretch of learning, rather than at the end of the learning process (Baird et al., 2014, p. 33). The understanding and the actual operationalization of the term has since then taken on many different forms, and these will be given in brief here. The following section will present these varying conceptualizations, and then discuss how this is relevant for this study.

According to Baird et al. the changing understanding of what the term formative assessment encompasses is a result of the changing trends in the overall learning theories the definitions are based in (2014, p. 40). The behaviorist paradigm of learning emphasizes the teacher's role in the formative assessment; the teacher's job is to "to manipulate the environment to create the desired responses, particularly through reinforcement and corrective feedback" (Baird et al., 2014, p. 35). This puts the teacher in the center of the formative process, as he or she is the initiator of the process that happens for the learner. According to Torrance and Pryor (2001, p. 617) the behaviorist view of learning leads to a convergent usage of formative assessment. This means that the teacher finds out if the learner knows, understands, or can do a predetermined thing, and focuses on contrasting the errors the student makes with the correct responses (Torrance & Pryor, 2001, p. 617). The student plays a passive role in the formative assessment, and is the recipient of the assessment, rather than an active participant in the process. The inactive role is a missed learning opportunity for the student, who has to prompted by the teacher to initiate further learning. In the context of oral English assessment, this theory of learning will lead to a focus on indicating errors in students' utterances, and substitute these with correct use of the language. This assessment strategy might be at odds with the emphasis on communication in the English subject in Norway today, as ability to

communicate with others is the main aim of learning the language. Still, if the aim of the teaching it to learn pronunciation of a specific set of vocabulary, like it might be in the vocational English subject, the behaviorist ideas of learning might still have something to offer teachers in schools today.

The cognitive paradigm rejects the stimulus-response accounts of learning, and instead focuses on the individual learner's mind in the construction of meaning (Baird et al. 2014, p. 36). The changing understanding of how learning happens also changes how formative assessment should be employed. The focus shifts from teacher to learner. The teacher's role is to design the instructional system so that the students can take part in the standard-setting and make sense of the learning process through clear learning goals, knowing better the standard to be reached, and receiving feedback which closes the gap (Baird et al., 2014, p. 37). The standard-setting can happen through student involvement in both learning goals and the creation of assessment criteria. These ideas of student involvement are included in the Norwegian school system as part of the Education Act, as presented in chapter 1, and teachers in the English subject are also mandated to do so.

The cognitive approach does not include a social context to the learning process, and the socio-constructivist perspective is a response to this. It has further developed the grounds of the cognitive theories by recognizing the importance of culture and context (Baird et al, 2014, p. 38). This lies at the very heart of the English subject in the Norwegian school system today. The English curriculum states that the subject "shall develop the pupil's understanding that their views of the world are culture-dependent" (Norwegian Directorate for Education and Training, 2020a). The learning theory makes use of divergent formative assessment as it aimed to discover *what* the learner knows, understands, or can do, rather than the *if* of the behaviorist paradigm (Torrance & Pryor 2001, p. 617). This theory holds a view of assessment as something that is accomplished jointly by the teacher and the student, and the student functions as both initiator and recipient of the assessment (Torrance & Pryor 2001, p. 617). It is important to note that the teacher still plays a significant role in the learning process although the student has been placed in a more central role than in the behaviorist theory. According to Vygotsky's concept of Zone of Proximal Development, a concept that overlaps with the socio-constructivist theory, "learning takes place in the space between what the students know and what they do not know, that is, the goal to be reached" (Bøhn, 2018, p. 240). To help this happen, the teacher functions as a guide or a scaffolder, assisting the

learner in his or her learning process (Bøhn, 2018, p. 240). To achieve this, the student needs a professional teacher who knows how and what to do to help the student get to where he or she wants to go.

The concept of formative assessment has changed with the paradigmatic developments of learning theories. These changes are important to comprehend because they present different assessment practices that teachers utilize in schools today. Even though the changes from behaviorist to socio-constructivist learning theory can trace a clear development in learner inclusion in line with what the curriculum orders, behaviorism and cognitive theories are not completely out of favor in classrooms today. Teacher initiated learning processes hold a natural place in classrooms today, even though the behaviorist idea of formative assessment as a whole might be outdated. The individual student's construct of understanding is also still very much part of learning today, so there is a great deal of teaching that is based in cognitive theory. As teachers it is important to be aware of both positive and problematic aspects of the theories, rather than dismissing them as out of date.

2.1.3 Formative assessment in education today

As the discussions above show, formative assessment can take on many forms based on which learning theory one uses as starting point. These varying perspectives have made it more difficult to present a united view on what formative assessment actually can be defined as, and the different approaches make it difficult to evaluate the effects that formative assessment might have (Baird et al., 2014, p. 30). Despite the fact that there seems to lack a unifying definition and practice, formative assessment is central to teaching today. Even so much that in Norway it is a legal right for students to receive it, and a legal obligation for teachers to give it (see section 1.1) This section will briefly present some of the key contributions that have enhanced the understanding and importance of formative assessment in the last decades.

According to Green (2014, p. 207), much of the reason for the strong foothold formative assessment has gained in education from the late 1990s and onwards stems from Black and William's seminal article "Inside the Black Box: Raising standards through classroom assessment" Although the term was coined by Scriven as early as 1967, it was this article that gave renewed impetus to the concept of assessment for learning (Green, 2014, p. 207). The

aim of the article was to figure out what was going inside the "black box" – what was happening inside the classroom, and how can standards of learning be raised? Their article builds on more than 650 studies and shows that "effective use of formative assessment could substantially improve the performance of school children across the curriculum" (Green, 2014, p. 207). Black and William's definition of formative assessment is that "assessment becomes formative when the evidence is actually used to adapt the teaching to meet student needs" (1998/2010, p. 82). Their findings argue that formative assessment can help all pupils, but that it can have a particular strong impact on low-achieving students if the teacher aids them in finding specific problems with their work, and "giving them a clear understanding of what is wrong and how to put it right" (Black & William, 1998/2010, p. 86). For formative assessment to work, on any type of learner, it should "be about the particular qualities of his or her work, with the advice on what he or she can do to improve, and should avoid comparison with other pupils" (Black & William, 1998/2010, p. 86).

Another substantial contribution to the effects on formative assessment, through the use of feedback, has come from Hattie and Timperley and their work "The Power of Feedback" from 2007. Hattie and Timperley wanted to measure different types of feedback and their effectiveness for promoting learning, how students deal with the feedback, and the relationship between feedback and assessment (2007, p. 81). They found that effective feedback that leads to good learning answers three questions that teacher and student should focus on together: Where am I going? How am I going? Where to next? The answers to these questions would again lead to feedback on four different levels. The first one is the *task level*. This feedback informs the student to what extent he or she has understood the task, and how well the task performance is (Bøhn, 2018, p. 243). It informs the student about what is correct and what is incorrect, and what the task needs more or less of to become better. Feedback on this information level is necessary for the student, but it is most effective when it is combined with feedback on the next two levels (Hattie & Timperley, 2007, p. 91). The next level is the *process level*, here the feedback informs the student how well he or she understands the underlying processes of solving the task, and how to make use of the most effective strategies in order to do so (Hattie & Timperley, 2007, p. 93). The third is the *self-regulation level*, which "involves an interplay between commitment, control, and confidence" (Hattie & Timperley, 2007, p. 93). This type of feedback informs the learner how well he or she is able to monitor and regulate his or her own work with the task (Bøhn, 2018, p. 242). This suggests that the ability to self-assess can be a form of assessment that can be useful for students. The

self-regulation level of feedback is then formed internally within the learner, and effective learners do this continuously as they are solving academic tasks. Less effective learners on the other hand tend to have minimal self-regulation strategies, and depend on external feedback, like the feedback from a teacher on a task (Hattie & Timperley, 2007, p. 93). The last of the levels is the *self-level*, and involves personal feedback that expresses positive evaluations about the student (Hattie & Timperley, 2007, p. 96). This type of feedback can often be perceived as "empty" by the learner because it is too general for the student to make use of it (Bøhn, 2018, p. 242). The feedback offers little or no help in solving a task or getting closer to a goal, therefore it is held as the least effective feedback. At the same time the three first levels of feedback are held as effective ways of helping the students get where they want to go (Bøhn, 2018, p. 242). It might seem like the combination of the three together makes for an effective way of giving feedback that helps the student getting closer to the goal.

2.1.4 Formative second language assessment

The previous sections establish that assessment is important for learning, and that formative assessment in particular can have a big impact on this learning. This is obviously true for formative assessment of second language too, and this section will briefly present how formative assessment is understood in second language learning today, more specifically the English subject. Green (2014, p. 207) shows that formative assessment of second language has undergone many of the same trends as formative assessment in general, but instead of explicitly placing formative assessment in general learning theories, he demonstrates that assessment practices have developed from an *interventionist* to an *interactionist* approach. The *interventionist* approach builds on the idea of mastery learning – the student undergoes a test, the teacher assesses it and based on the results, he or she changes the focus of the teaching. This idea is similar to that of the behaviorist learning theory. To check if the teaching has been successful, the student undergoes a new test, and the result of this is held as proof of triumph or failure for the teaching, the student, and the teacher (Green, 2014, p. 207). This approach is formative because it allows the student to make use of feedback to improve, but the teacher has both hands on the steering wheel in the process between the two tests, the student merely takes on the role of passenger.

The *interactionist* approach on the other hand involves an interaction between the learner and the teacher, in line with the socio-constructivist theory. For formative assessment of English

language learning, this approach has two key advantages. First it gives a real and immediate opportunity to learn, because the student is continuously involved in the language learning process as he or she is given feedback on what the main obstacles for improvement are, and is supported with strategies to overcome these obstacles (Green, 2014, p. 208). This means that the student is equipped with the ability to self-assess, which is continuously going on in effective learners' learning processes, as presented above. This strategy might equip learners with self-assessment tools, but it does not mean that all students do this automatically just because they have been involved in their own assessment, it is a skill that takes time to develop. The interactionist approach to formative assessment also includes repeated opportunities to perform, not just before and after learning as the interventionist approach does (Green, 2014, p. 208). The second advantage of this approach is that it is "more revealing than traditional tests because it can inform the user about how each learner will have to develop in order to perform independently" (Green, 2014, p. 208). This indicates that in addition to potential the approach can have for the learner, also the teacher can benefit from using it. However, a common criticism from the teachers' point of view is that it can be time consuming to formatively assess many students (Higgins, Grant & Thompson, 2010, p. 8) and this needs to be taken into consideration when planning assessment for a group of learners.

2.2 Defining oral skills

Learning English in Norway is learning a second language, or in some cases learning a third language if the learner has a bilingual background. Learning a second language is a complex process, and there is no integrated, unifying theory of how this acquisition happens (Brown, 2007, p. 285). Rather, the theoretical field is loaded with competing models, like it is in all academic disciplines that attempt to give explanatory power to complex phenomena (Brown, 2007, p. 285). This thesis will not delve further into the discussion of different definitions and discussions of what second language acquisition is, but rather be content with the summary that Brown presents:

> "(…) second language acquisition is, among other things, not unlike first language acquisition, is a subset of general human learning, involves cognitive variations, is closely related to one's personality type, is interwoven with second culture learning, involves the learning of discourse and communicative functions of language, and is

often characterized by stages of learning and developmental trial and error processes"
(2007, p. 285).

This further strengthens the idea that several theories of learning should be utilized when
learning and assessing language, as aspects of all three theories presented above are evident in
Brown's definition. Learning oral skills is one part of English language learning. Oral skills
involve both productive abilities, that is speaking a language, and interactive abilities, which
includes listening to and understanding spoken language, and responding to it (Green, 2014,
p. 127-128). This is also how oral skills are defined in the renewed English curriculum, as
presented in chapter 1. A core element in the renewed English curriculum is *communication,*
which encompasses both the productional and interactional processes of oral skills, but also
other sides of communication like reading and writing. In the English subject, oral
communication skills are therefore part of the concept of *communicative competence*.
According to Canale and Swain (1980, p. 28), *communicative competence* is composed of
grammatical competence, sociolinguistic competence, and strategic competence. To Canale
and Swain, the three are of equal importance to the communicative competence (1980, p. 27).
Grammatical competence consists of knowledge of lexical items and rules of morphology,
syntax, sentence-grammar semantics, and phonology (Canale & Swain, 1980, p. 29). This
type of competence also applies to the vocational student of English, but of particular
importance is perhaps the ability to acquire a relevant vocabulary. Each vocational study
program has its specific set of relevant words and phrases, and this is expressed in the
competence aim in the vocational curriculum that states that the student is expected to "listen
to, understand and use terminology appropriate for the trade, both orally and in writing, in
work situations" (Norwegian Directorate for Education and Training, 2020a).

The sociolinguistic aspect consists of knowledge about sociocultural rules and rules of
discourse (Canale & Swain, 1980, p. 30). Sociocultural competence is the knowledge of how
to use the language and how to use it in different sociocultural contexts (Chvala & Graedler,
2010, p. 77). The second language learner needs to understand that language is used in
different ways in different situations, and that these situations are socially and culturally
conditioned. The vocational English students should be equipped with the skills to
communicate with customers and colleagues with different language backgrounds and should
therefore practice their oral skills in "authentic and practical situations" (Norwegian
Directorate for Education and Training, 2020a). The discourse aspect relates to the ability to

provide meaning to a text and link it with a meaningful organization, respectively referred to as cohesion and coherence (Chvala & Graedler, 2010, p. 77). Lastly, the second language learner needs to master a strategic competence. This competence describes the strategies that the language user has at hand to compensate for breakdown in the two aforementioned competences. If the second language user has grammatical or sociocultural shortcomings, he or she needs to be equipped with strategies to overcome the communicative failure. This is particularly helpful in the beginning stages of second language learning (Canale & Swain, 1980, p. 31). Mastering communicative skills and oral skills in second language is thus a complicated matter which demands a great deal from students who try to learn it.

2.3 Self-determination theory

The field of assessment and motivation in education is a rich and diverse flora one can easily get lost in. In order to carry out an empirical analysis of how vocational students of English perceive motivation for oral assessment it is essential to narrow down the theoretical field to make the project concrete and feasible. The focus in the empirical gathering and analysis will be on formative assessment of oral English, as presented in the sections above. To support the analysis, the *self-determination theory* will be employed. The sections underneath begin with a general introduction of the self-determination theory (SDT). Then a specific presentation of the three basic human needs *relatedness*, *competence* and *autonomy* will be presented with a focus on how these can bear relevance to the research question: *How do vocational students of English in Norwegian upper secondary school perceive their motivation for formative oral assessment in the English subject?* The section ends with a presentation of possible criticism of SDT.

2.3.1 An introduction to the self-determination theory

The most authoritative and most cited theory on intrinsic and extrinsic motivation is developed by Edward Deci and Richard Ryan (Skaalvik & Skaalvik, 2018, p. 148). In addition to being a formal theory about motivation, researchers of SDT have developed it to become an applied science for the practical purpose of enhancing motivation in different domains, including education (Center for self-determination theory, 2021). These two reasons, the theory's authoritativeness and its potential for application in real-life domains,

make it suitable for empirical research on how students perceive their motivation for a real-life event like oral assessment in English is. It is not an L2-specific theory but is applicable for many areas of life. Still, it is of particular fit for assessment according to Wu, Cheng and Bettney (2014, p. 360). They argue that "testing and assessment policies are mostly based on the concept that rewards, punishments, and self-esteem-based pressures are effective motivators for learning. Self-determination theory thus fits well in the assessment context" (Wu et al., 2014, p. 360). This thesis is not discussing testing, and especially formative assessment might not always be about rewards and punishment only, but assessment in school is an extrinsic activity where motivation is essential for performance.

Ryan and Deci's own definition of motivation is that it is "to be moved to do something" (Ryan & Deci, 2000a, p. 54). SDT makes a difference between intrinsic and extrinsic motivation, and how motivation can be facilitated (Ryan & Deci, 2000b, p. 73). They present them like this: "The term extrinsic motivation refers to the performance of an activity in order to attain some separable outcome and, thus, contrasts with intrinsic motivation, which refers to doing an activity for the inherent satisfaction of the activity itself" (Ryan & Deci, 2000b, p. 71). According to Ryan and Deci (2000a, p. 60) intrinsically motivated activities decrease with age, especially after early childhood, and they claim that this is particularly visible in schools, where intrinsic motivation becomes weaker with each advancing grade. They argue (2000a, p. 60) that the reason for this is twofold; with age comes increased social demands, and an increased demand to take on activities and responsibilities that are inherently nonintrinsically interesting. This theory is in line with what Norwegian students report in the Pupil Survey (Elevundersøkelsen) in 2019. The analysis of the Pupil Survey conducted by Wendelborg et al. (2020, p. 140) shows a gradual decline in motivation from fifth grade to the last year in upper secondary. It shows a slight increase in motivation from year 10 to first grade in upper secondary, but with a gradual decline from year 1 to year 3 of upper secondary again. The implication of this could therefore be that the older the students are, the more they need motivational support.

Intrinsic motivation is qualitatively better than extrinsic motivation, but most activities that people do are not intrinsically motivated, they are done in order to attain some separable outcome (Ryan & Deci, 2000a, p. 60). The person who is about set out on a task that is extrinsically motivated needs to *internalize* and *integrate* the values and behavioral regulations that these activities demand to carry them out (Ryan & Deci, 2000a, p. 60).

Internalization is defined as "the process of taking in a value or regulation", and integration as "the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self" (Ryan & Deci, 2000a, p. 60). The more internalized and integrated the demands of the activities are, the closer to the intrinsic end of the continuum the motivation is (see figure 1 below). Ryan and Deci argue that educational activities in school are not designed to be intrinsically interesting, but it is the students' abilities to internalize and integrate the value of the activities that determine the quality of the extrinsic motivation (Ryan & Deci, 2000a, p. 60). Assessment is a good example of an educational activity that is extrinsic in nature, but if the learner can understand the reason for the assessment, the SDT theory asserts that the quality of the motivation will improve. Acquiring relevant oral skills that are necessary for a future work could serve as an example of how students can understand that assessments are valuable for them in the vocational English subject.

To facilitate for internalization and integration, the self-determination theory suggests that fulfillment of three basic psychological needs need to be met. These needs are *relatedness*, *competence*, and *autonomy* (Ryan & Deci, 2000b, p. 74). If these three basic needs are fulfilled the learner will be closer to the intrinsic end of the scale in figure 1, and the motivation will be internalized. Internalized motivation is qualitatively good motivation, which increases the chances of perseverance and success in the activity one copes with. A natural consequence is that if the opposite happens, and the three needs are not fulfilled, motivation will be closer to the amotivational end of the same scale. It is important to note that an activity can set out at the amotivational end of the continuum, but gradually advance towards the intrinsic end, given that the values of the action are internalized and integrated. For the vocational English student this means that the he or she needs to understand the value that assessments can have, and the more the basic needs are fulfilled, the more he or she understands the value of the assessment. Niemiec and Ryan (2009, p. 140) assert that "numerous studies support the SDT postulate that satisfaction of students' basic psychological needs for autonomy, competence, and relatedness is critical for their internalization of academic motivation". The sections underneath will present and discuss how these basic needs can be fulfilled to motivate students in assessment of oral skills in the vocational English subject.
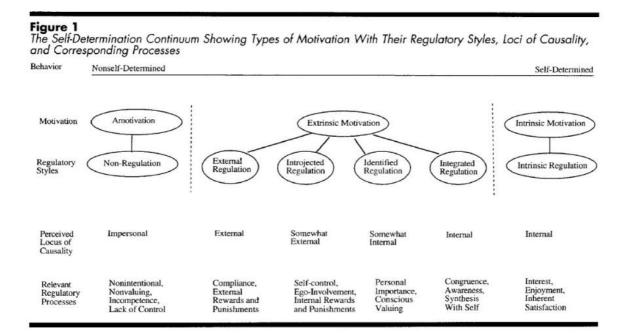
22

Figure 1
The Self-Determination Continuum Showing Types of Motivation With Their Regulatory Styles, Loci of Causality, and Corresponding Processes

Behavior	Nonself-Determined					Self-Determined
Motivation	Amotivation	Extrinsic Motivation				Intrinsic Motivation
Regulatory Styles	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Perceived Locus of Causality	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal
Relevant Regulatory Processes	Nonintentional, Nonvaluing, Incompetence, Lack of Control	Compliance, External Rewards and Punishments	Self-control, Ego-Involvement, Internal Rewards and Punishments	Personal Importance, Conscious Valuing	Congruence, Awareness, Synthesis With Self	Interest, Enjoyment, Inherent Satisfaction

Figure 1. The Self-Determination Continuum, retrieved from "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being" by Ryan, R. and Deci, E., 2000, in *American Psychologist,* p. 72.

2.3.2 Relatedness in motivation for oral assessment in vocational English

The first need in Ryan and Deci's theory is *relatedness*. This is defined as "the feeling of belonging or being connected to other people" (Dörnyei & Ryan, 2015, p. 81). Motivation doesn't "happen" in isolation in a person's mind, it is shaped and influenced by the social world. The more related a person feels to a group, the better is the chance that the person internalizes and integrates the values the group maintains. Still, it is important to keep in mind that belonging to a group of people is not an absolute prerequisite for motivation, because people often involve in intrinsically motivated activities without being together with others (Skaalvik & Skaalvik, 2018, p. 150). For that reason, relatedness is considered to be the least important of the three basic needs.

A pedagogical implication of the need for *relatedness* is that the teacher creates a safe and including learning environment, where the students are seen, respected and feel that they contribute to the development of a social and academic fellowship (Skaalvik & Skaalvik, 2018, p. 153). In oral assessment of English, this relates to the *climate* of the feedback: the feedback should be given in a way that strengthens the safe learning environment. Niemiec

and Ryan (2009, p. 139) claim that people more easily internalize the values and practices of people that they feel, or want to feel, a connection with. A teacher that has a good relationship to his or her student is therefore more likely facilitate for motivation than a teacher who does not. Ryan, Stiller and Lynch have in their research found that children that have fully internalized regulation for a positive behavior towards school-related activities felt securely connected to their teachers and their parent (Ryan & Deci, 2000b, 73). Furrer and Skinner's research (2003, p. 148) claim that children's sense of relatedness is vital to their academic motivation and establish three important social partners that students feel related to; teachers, parents, and peers (2003, p. 149). They show that "children's enthusiasms, interest, happiness, and comfort during new and ongoing academic tasks seem to be shaped by their relatedness to others; likewise, feelings of boredom, frustration, sadness, and anxiety in the classroom are exacerbated when children feel alienated from others" (2003, p. 160).

Relatedness can play a role in the motivation for oral English assessment because the use of a second language, and language in general, is in its essence an activity that connects people. First language acquisition is a process that forms in the child automatically and without much formal instruction, and relatedness is a driving factor behind it, because it gives the child a chance to connect to the people around it, which is a prerequisite for its survival. In second language acquisition this process does not present itself in the same natural manner, but relatedness can still play an important role in the motivation to master the English language. Dörnyei has summed up different strategies to motivate second language learners and points out that it is important that the teacher promotes "the development of group cohesion and enhance intermember relations" (1994, p. 282). This creates a learning environment in which the learner can get to know the others by sharing genuine personal information like feelings, fears, and desires, and in that way feel safe with peers in the classroom (1994, p. 282). This sense of safety, and thus motivation, can be harmed if the learners' assessments are compared. According to Dörnyei (1994, p. 282) evaluation can have detrimental effects on motivation in second language learning, especially if it is a comparison between learners. In the case of vocational study programs, the vocational program itself, or a possible future job, can also enhance relatedness. The student can feel that belonging to a group that he or she has chosen to be part of increases relatedness, as it is more relevant for his or her own interests than in the lower secondary training. The sense of relatedness might also be visible for the students in the vocational English subject, because the curriculum demands that the students develop a vocabulary that is relevant for a future job that not all students in all other study programs

learn. A sense of relatedness can thus develop through oral assessment, because of the necessity of knowing a specific vocabulary, and ability to communicate that is relevant for a future job.

2.3.3 Competence in motivation for oral assessment in vocational English

Competence is regarded as "the feeling that one is capable or accomplished" (Dörnyei & Ryan, 2015, p. 81), meaning that mastery of a given task will contribute positively to motivation. Deci and Ryan emphasize the affective sides of the *feeling* of competence (Skaalvik & Skaalvik, 2018, p. 150). This means that the learner needs to *believe* that he or she is mastering, or has a chance to master, the task in front of them. This feeling is an important driving force in the engagement in challenging tasks, and for the stamina to remain in the task when it gets challenging (Skaalvik & Skaalvik, 2018, p. 150). To enhance motivation Ryan and Deci (2000a, p. 58) suggest the use of "optimal *challenges*, effectance promoting *feedback*, and freedom from *demeaning evaluation*", a prescription that goes hand in hand with the aims of formative assessment. Learning activities need to be optimally *challenging* (Niemiec & Ryan, 2009, p. 139), meaning that they cannot be too difficult nor too easy to engage in. Optimally challenging learning is supported by Vygotsky's theory of "proximal zone of development", which signals that everyone can develop their skills, given that they are challenged on the level a bit over where they are, in order for them to have something to strive for (Imsen, 2006, p. 261). This means that to foster competence, both high- and low-achieving students alike should be met by challenges adapted to their level to promote motivation in education. The feeling of competence will gradually perish if students systematically work with tasks that are too difficult to master, but at the same time it will not be strengthened if the tasks continually do not challenge them (Skaalvik & Skaalvik, 2018, p. 153).

Assessment in general, and therefore also oral English assessment, is to somehow evaluate the *competence* someone has shown in a specific field. Green (2014, p. 5) defines language assessment as "obtaining evidence to inform inferences about a person's language-related knowledge, skills or abilities", in other words: oral English assessment is about measuring language competence. The focus in formative assessment is to increase this competence. To support a sense of oral English competence building, the formative assessment must focus on individual improvement and progress (Dörnyei, 1994, p. 282). As mentioned above, both

future work and life outside school and work can increase motivation. The vocational student is aware that the possible jobs that he or she can procure in the future requires an oral communicative competence in English, but also that life in a globalized world demands the ability to communicate in a common language. If this need for English competence is obvious for the learner, it makes him or her internalize and integrate the values of both vocational and general oral assessment and moves the learner towards the intrinsic side of the motivational continuum, thus increasing the quality of the motivation. To aid this, Dörnyei suggests that second language teachers make obvious the role English plays in the world and the potential usefulness both for the learners and their community (1994, p. 281). It is important to note that the feeling of competence will not enhance intrinsic motivation alone, it needs to be accompanied by a sense of autonomy (Ryan & Deci, 2000a, p. 58), so the vocational students of English also need to feel that they have some self-determination to enhance motivation.

2.3.4 Autonomy in motivation for oral assessment in vocational English

Autonomy is the last of the three needs, and it is the "feeling of being in control of one's own actions" (Dörnyei & Ryan, 2015, p. 81), i.e., to take action based on own will and choice. Of all three needs, Deci and Ryan highlight the importance of autonomy (Skaalvik & Skaalvik, 2018, p. 149). Autonomous behavior springs from the person's own desire to do something, and the activity is not forced upon him or her from external influence, regardless of whether this influence has positive (rewards) or negative (punishment) intentions. The behavior is determined by the self, giving the name to the theory, self-determination theory. Autonomy can be facilitated and supported by others by providing a meaningful rationale for an uninteresting behavior (Ryan and Deci, 2000a, p. 64). In the vocational English classroom this means that the teacher plays an important role in making the students understand why they are doing what they are doing, preferably by explaining the relevance the activity has for their acquiring of a skill. By doing this, internalization and integration of the task is strengthened, and motivation can improve. The opposite of autonomous behavior is *controlled* behavior, which means not being in control one's actions. Controlling contexts leads to less internalization (Ryan & Deci, 2000a, p. 64), which weakens motivation.

In a pedagogical aspect, the sense of autonomy means that the students must feel that they are involved in the activities in school, through a perceived freedom of choice and participation in the planning and carrying out of both content and methods (Skaalvik & Skaalvik, 2018, p.

153). In oral English assessment, the need for autonomy can be realized by the inclusion of learners in both planning the content and form of the assessment, and the creation of assessment criteria. Dörnyei (1994, p. 281) claims that both discussions with the students about the choice of teaching materials, and the promotion of learner autonomy can enhance second language motivation. By including the students in the choice of teaching materials the assessment will be affected, but they can also be involved in the process of making the assessment, both in term of what it should include, its form and how it should be assessed. The promotion of learner autonomy is to invite the learners into the processes of learning, not just the materials. Dörnyei asserts that learner autonomy is promoted:

> "(…) by allowing real choices about alternative ways to goal attainment; minimizing external pressure and control (e.g., treats, punishments); sharing responsibility with the students for organizing their time, effort, and the learning process; inviting them to design and prepare activities themselves and promoting peer-teaching; including project work where students are in charge (…)" (1994, p 282).

For vocational students, choice of study program might contribute to a feeling of autonomy that also impacts motivation for oral assessment in English. This is obviously not the main rationale for choosing a vocational line of study, but the renewal of the curriculum in English has a clearer vocational focus than the former curriculum. This could mean that choosing an education program that is of interest can increase the motivation in general and knowing that the English subject will be vocationally directed towards relevant oral skills can increase the internalization of the oral assessments, thus promoting a qualitatively better motivation.

The feeling of autonomy can also be supported by teachers who minimize the salience of evaluative pressure and sense of coercion in the classroom (Niemiec & Ryan, 2009, p. 139), meaning that the teacher plays an important role in providing a feeling of autonomy for the students in assessment situations. Ryan and Deci (2000a, p 59) refer to studies on autonomy-supportive teachers, and they show that students that feel they have this type of teaching display "greater intrinsic motivation, curiosity and the desire for challenge". Skaalvik & Skaalvik have summed up what an autonomous-supportive teacher does, and thus the pedagogical implications of SDT, in four points: (1) give the students challenges, (2) give the students opportunities to make individual choices, (3) support the students in finding meaning and relevance in assessment and subject matter, and (4) give the students positive feedback

(2018, p. 153-154). These four points sum up the theoretical foundation for the whole thesis in a simplified manner, as they build a bridge between formative assessment of oral skills (challenges and feedback), vocational studies (relevance) and motivation (autonomy).

2.3.5 Criticism of SDT

A fundamental premise for SDT is the belief that people themselves are the main source of their own behaviors. The self-determination theory labels this as *locus of causality*, which is described as "being the origin of one's action rather than being pushed and pulled around by external forces (Van den Broeck et al., 2016, p. 1198). If one does not follow this premise of behavior being a volitional act, the theory cannot be applied to analyze or facilitate for motivation. This is not a direct criticism of SDT as such, but the theory rests on an acceptance of this premise.

A common, and perhaps natural, criticism of SDT is the somewhat un-unifying concepts of *relatedness* and *autonomy*. How can feeling related and the wish to belong to something on one side, and the feeling freedom from external pressure and a feeling of self-determination on the other, happen simultaneously? Steinberg and Silverberg (1986, p. 841) present different ways of operationalizing autonomy, among them as "a growing sense of detachment from parents", "resistance to peer or parental pressure", and "a subjective sense of independence, especially with regard to parental control and family decision making". These ways of defining autonomy regard it as a concept of individualization or independence from something, which can be seen as a clear opposite of relatedness. Ryan and Deci's main argument against this is that autonomy in SDT does not refer to being independent, detached or selfish, but rather to a feeling of volition that can accompany any act, whether dependent or independent, collectivistic or individualistic (2000b, p. 74). This means that the feeling of autonomy can be realized at the same time as feeling relatedness, and that the two are not a dichotomous pair of needs. Research that Deci and Ryan refer to actually shows the opposite, there are positive rather than negative links between relatedness to parents and autonomy in teenagers (2000b, p. 74).

The SDT belongs to the cognitive-situated period of second language motivational paradigms, which focuses mainly on learner cognition and language learning situations on a microlevel, like the classroom, rather than the community and culture as a whole (Dörnyei & Ryan, 2015,

p. 80). Still, the students of English in Norway belong to a larger community and a culture outside the classroom, and this perspective might also be relevant to consider when discussing motivation for assessment. English in upper secondary school is a subject that is taught for all students in the first year, both in general and vocational studies. The final grade they are given in the subject is part of their certificate of upper secondary school, which is used either to apply for higher education, to apply for an apprenticeship, or to apply for work. This means that *social comparison* seems unavoidable, given the qualifying role final assessment plays. Social comparison has been presented above as detrimental to motivation but seems to be an aspect of students' reality that is not emphasized in the cognitive-focused self-determination theory.

In both assessment theory and SDT, a sense of autonomous behavior among the students is highly regarded; the students should participate in their own assessment, and the autonomy is the most important basic need to cover to promote motivation. However, this might conflict with the demands on the teacher inside and outside the classroom. The teaching in Norway is guided by many official documents and regulations as chapter 1 has shown, which in sum means that the teacher must weigh up the demands from the Regulations Act, the Core Curriculum, the subject curriculum, and exams, with the autonomy of each student. This means that a motivational framework like the self-determination theory is a good way to create motivation, but in a complex job like teaching is it is impossible to cater for the basic needs in isolation. These demands have to be continuously compromised by the individual teacher every day.

Finally, it is obvious that the self-determination theory is one of many theories about motivation, and Skaalvik and Skaalvik even state that some of the theories of motivation might contradict each other (2018, p. 137). Although SDT is regarded as an authoritative motivation theory that is applied in many areas of research, is not a theory that explains all aspects of the topic. *Self-confidence* and *self-efficacy* are key features in other motivational theories (Skaalvik & Skaalvik, 2018, p. 94). These do not play particularly central roles in the SDT, but everyone who has ever tried to perform a task can relate to the importance of believing in oneself. *External rewards* might be a motivational forceful power in some cases in life, like a good grade to qualify for further education or a money prize in a competition. In the SDT this holds low motivational quality, but it could be reasonable to recognize the impact this could have.

2.4 Previous research

The previous sections have given an introduction to formative assessment and defined oral skills, and presented the main theory for the analysis of the thesis. This section offers an overview of other central research and theory on formative assessment of oral skills in the vocational English subject, and an account of research on the connection between assessment and motivation that can be relevant for the analysis in the thesis.

2.4.1 Previous research on formative assessment of oral skills in vocational English

This section will look more closely at formative assessment of oral skills in vocational English. According to a synthesis of doctoral work on the English didactics field in Norway over the last 30 years, few studies have been conducted on the vocational study programs, at least on PhD level (Rindal & Brevik, 2019, p. 422). This is somewhat surprising, given that almost 37% of upper secondary students in Norway attended vocational studies in the school year of 2020-2021 (Norwegian Directorate for Education and Training, 2021b, p. 56), and that English is an obligatory subject for all these students. This is also a good argument for carrying out this study, as there is an obvious gap in research on vocational English in Norway. One of the studies that has been carried out is Bøhn's doctoral dissertation on how general studies teachers and vocational studies teachers understand constructs in oral English examinations in Norway (2016). Although the focus in this PhD was on summative assessment, it might still be of relevance for this research, as it presents findings on the use of spoken language in an oral English assessment situation in Norway. Bøhn's research shows that teachers focus on two main constructs in the oral exams, "content" and "communication" (2016, p. iii). Assessors in vocational studies have a tendency to be less concerned with the content part of the oral performance than the general studies teachers (2016, p. 59). Bøhn's hypothesis is that general studies teachers are used to working with more proficient English users than vocational teachers and points out that assessors find linguistic features more important in the assessment of students with lower levels of proficiency (2016, p. 59). This is not to say that all vocational students are lower achievers than general studies students on an individual level, but Bøhn indicates that this might still be a reason for differences in assessment on a macro level. Vocational studies teachers were also more inclined to assess non-relevant information, such as effort (Bøhn, 2016, p. 70). To rectify these differences,

Bøhn suggests that national guidelines for the assessment of oral exams should be introduced to support the scoring of performance, and that more rater training of teachers should be employed (2016, p. 70). It is important to note here that his PhD was submitted before the renewed curriculum was introduced, and that some of Bøhn's discussion is about whether or not it is a good idea to have the same exam for the two different programs (2016, p. 70). The exams have since then been changed, as presented in chapter 1, so Bøhn's arguments for a division of the two were foresightful.

Even though there are reasonable arguments for two different curricula and thus different assessments, one for general studies and one for vocational studies, Skarpaas and Brevik (2018) want to warn that vocational oriented teaching is not enough. In an article that discusses relevance in the vocational English subject they argue that vocationally oriented teaching creates relevance for the vocational students, and that relevance is important both for completion of the subject and for necessary skills, including oral skills, that are needed to function in future work (2018). In another study, Skarpaas and Hellekjær argue that vocational oriented teaching in English in upper secondary engage students, and that it creates an opportunity to scaffold and help them, because the teaching is anchored in their vocational experiences (2021, p. 7). Even though there are many positive effects of teaching the English subject with a vocational orientation, Skarpaas and Brevik (2018) still stress that the teaching must also include other aspects of relevance, namely *individual relevance*, *societal relevance*, and *youth relevance* (own translations). *Individual relevance* relates to the individual interests the student has. A doctoral thesis in progress by Skarpaas argues that this type of interest can be utilized in oral assessments, creating a relevance for vocational students that is not oriented towards future work (Skarpaas & Brevik, 2018). This type of relevance naturally varies from student to student, but the teacher must still try to capture these interests to ensure that each student can utilize this to create relevance. *Societal relevance* is the strengthening of democratic participation through the English subject. Skarpaas and Brevik link this type of relevance to the communicative competence that is described in relation to oral skills above; to function in society, you need to be able to communicate. The societal relevance is also covered by the interdisciplinary topic "democracy and citizenship" in the renewed curriculum and is according to Skarpaas and Brevik a type of skill that needs to develop to become democratic citizens that participate in both the physical and virtual worlds (2018). It is also necessary for the development of critical assessment of news and news sources (Skarpaas & Brevik, 2018). This is also in line with the Bildung aspect of the Core Curriculum, which

gives an overarching requirement to include an all-round development in the teaching of all subjects (Norwegian Directorate for Education and Training, 2017, p. 1-2).

The last type of relevance, *youth relevance*, is connected to the cultural expressions that vocational students are exposed to, be it popular culture from English speaking countries or the use of English in daily activities like gaming or communication with peers (Skarpaas & Brevik, 2018). Their findings show that the fulfillment of all types of relevance happen when the students feel that the teaching holds a value for them both in the short and the long run. In the short run the students need to perceive that what they are learning can be utilized immediately, for example if they learn something vocationally relevant in the English subject and can go straight to the workshop and make use of the same competence there. Simultaneously the students need to understand that the English competence they acquire also can be used outside the workshop, in a more Bildung-like fashion. According to Skarpaas and Brevik, this is not always easy for the students to understand. Although these presentations of relevance are understandable on a theoretical level, the article does not describe how these two values should be explained to the students, which makes it difficult to grasp how teachers can facilitate for relevance in the short and long run at the same time. The point with Skarpaas and Brevik's article is probably not to undermine the importance of vocational relevance, but rather to show that relevance in vocational English is more complex than just vocational orientation of the subject. This has consequences for the assessment, including the oral assessment of the subject. It is not enough to bring the students in to the workshops or kitchens, oral assessment of vocational students also needs to cover the abovementioned areas, and Skarpaas and Brevik argue that their oral competence needs to stretch beyond the ability to communicate about necessary tools and work processes. Skarpaas and Hellekjær's study shows that vocational oriented teaching at English upper secondary has three potential upsides: it builds on the students' interest, it creates relevance, and it provides opportunities for scaffolding the learning of English (2021, p. 5). Though Skarpaas and Brevik (2018) acknowledge this, they do not consider vocational relevance as enough, the students need to be subject to a wider definition of relevance beyond their future work to function as English language users. This means that vocational English teachers will have to balance the training of oral skills directed at vocational competence with a broader interpretation of oral skills the students need.

This thesis is interested in the assessment of oral skills, and how vocational students perceive their motivation to do well in these assessments. Because oral skills are shown in the production and perception of actual language, it means that some sort of product needs to be produced and in the field of language learning in the school system it also needs to be assessed in one way or another. A text can be this type of product, and text here is given a wide definition that includes both oral and written pieces of language in use (Chvala & Graedler, 2010, p. 78). In order to create a successful text that can be assessed, it needs to answer a task or a question that is of relevance to someone. The task needs to define what the topic and purpose of the text is, what the intended audience of the text is, and some reference to the form of the text (Chvala & Graedler, 2010, p. 78). If this is done in the design of the task, these issues can easily be transformed to usable assessment criteria that can be used for both formative and summative purposes, according to Chvala and Graedler (2010, p. 80-81). This means that there is a close relationship between what type of questions you ask and the answers you get. The teacher should therefore be aware when creating a task, the design is crucial for the product you get in return.

As this section shows, there is a connection between, and a potential in, formative assessment and the development of oral skills. If the design encompasses clear expectations for what the purpose of the oral task is, and who it is intended for, there is great potential to equip the learners with skills that can be used in both future work and future life. Still, this potential rests on the *motivation* the learner has to actually learn something new. The next section will bring in the last component in the research question and try to argue how the actual assessment of the oral English skills in vocational studies can affect motivation.

2.4.2 Theory and previous research on second language assessment and motivation

This section makes an effort to bridge the second language assessment and oral skills on one side, and second language motivation on the other. This is done by presenting theory and research in the intersection between the two. *Feedback* is of particular importance in creating motivation for assessment, as it can affect it both positively and negatively. This section will therefore present different perspectives on how feedback should and should not be given. This thesis' main research question addresses oral assessment, but parts of the theories and research presented underneath are related to written assessment. These parts are presented

because they are considered to be of relevance for assessment of oral skills, as they deal with concepts that can be transferred to this type of assessment.

Second language (L2) acquisition, including oral skills, holds a special role in the research on the motivational aspects of language learning. Ushioda (2010, p. 5) declares that motivation is widely recognized as a variable of importance in the L2 learning process, and possibly one of the key factors that distinguishes first language (L1) acquisition from L2 learning. She uses the example of the infant that acquires his/her mother tongue. In this case motivation is not really an issue, while in L2 learning "being motivated or not can make all the difference to how willingly and successfully people learn other languages later in life" (Ushioda, 2010, p. 5). Learning a L1 is a process of necessity, while learning a L2 can be driven by something else. It can be seen as essential if one moves to another country and needs to acquire a new language to function, or if it necessary in order to obtain a new job. Yet, it can also be considered to be an obligatory thing that is forced upon you, like some students might feel about learning English in schools in Norway. The types of motivations that someone has when learning something is crucial to the effort one puts in, and this will be discussed further in following sections in this chapter.

It is thus clear that motivation to learn a second language differs from learning a mother tongue. Additionally, motivation is also widely accepted as an important factor in *assessment theory* of second language learning, as it can affect the motivation to learn both positively and negatively (Green, 2014, p. 14-15). In research where assessment is the main focus, *feedback* is emphasized as an important motivational factor. Feedback is defined as "information provided by an agent regarding aspects of one's performance or understanding" (Hattie & Timperley, 2007, p. 81). In Hattie and Timperley's article (2007, p. 83), feedback is held as one of the most effective ways to influence student achievement. The following sections will present different perspectives on how assessment feedback can foster or hinder motivation.

Informational vs. controlling feedback. Dörnyei (1994, p. 278) distinguishes between two types of feedback on second language assessment: *informational* feedback and *controlling* feedback. The first feedback type comments on the student's competence, and the use of praise should "attribute success to effort and ability, implying that similar successes can be expected in the future" (Dörnyei, 1994, p. 278). Students should understand that their success

(or failure) is a result of the work they have put in and the mastery the have shown in a given assessment situation, and that repeating the same effort and understanding would likely give the same result in future work. Hattie and Timperley also regard informational feedback as the type of feedback that has most value for learning, stimulate most to motivation and is best suited to create or maintain a good relationship between teacher and student (Skaalvik & Skaalvik, 2018, p. 212). The second type, controlling feedback, judges a student's performance against external standards (Dörnyei, 1994, p. 278). The term "external standards" in this context is presented by Dörnyei as the comparison of the student's performance with the performances of others. Ames (1992, p. 264) asserts that social comparison of assessment in education has a detrimental effect on student motivation. Such types of social comparisons can be the announcement of highest and lowest score on a test, publication of the average grade on a given assessment or presentations of selected papers or test answers in the classroom. Ames (1992, p. 264) argues that such comparisons are unfavorable to students because they avoid risk taking in future learning and assessments, they use less effective or superficial strategies to learn, and they perceive their own abilities negatively. These types of official announcements of grades might be more common in other school cultures than the Norwegian, but it is still worth noting for the Norwegian context as well. Not necessarily because grades are published for everyone to see in Norway, but because informal and implicit comparison between the students might be carried inside and outside all classrooms, and teachers should be aware that it may affect motivation. This informal comparison might happen outside the teacher's control, and the teacher has little or no possibility to affect it, which could be problematic in a motivational perspective. Dörnyei therefore encourages the use of informational feedback to increase L2 learner's motivation (1994, p. 282), pointing out what the learner has done well, and avoiding too much focus on errors in assessments. The implication of this research is that the teacher holds an important role in the development of students' motivation, through the choice of feedback style in the assessment of student's work.

Performance goals vs. learning goals. Nicol and Macfarlane-Dick (2006, p. 205) also identify feedback as an important principle for good formative assessment. Feedback that is "geared to providing information about progress and achievement" on a product that is assessed is likely to cater for increased motivation (Nicol & Macfarlane-Dick, 2006, p. 205). Their research warns against "frequent high-stakes assessment", where grades are given, because it can impact the motivation for learning in a life-long perspective (2006, p. 211). Nicol and

Macfarlane-Dick (2006, p. 211) present research which shows that "high-stakes" assessments encourage students to focus on *performance goals* rather than *learning goals*. To achieve lifelong learning, it is more important to master the subject (a learning goal) than to pass the test (performance goal), the latter thus affecting long lasting motivation negatively. It is important to note that it is the frequency of assessments with grades they are wary of, they do not insist on a school system without formal, summative assessment at all. In the English subject upper secondary schools in Norway, teachers report little pressure to prepare the students for the exams, but the students themselves report a greater extent of exam pressure (Sandvik & Buland, 2013, p. 124). The research does not compare the degree of exam pressure in English measured against other school subjects, and it presents students' wish for good grades as a possible reason for the reported exam pressure (Sandvik & Buland, 2013, p. 124). A possible exam in English is not "frequent" but it is high stakes, as it only can happen once at the end of the year if the students are selected to have it. It is therefore difficult to say if reported exam pressure in English can have an effect on motivation.

Constructive feedback. Krulatz, Dahl and Flognfeldt recommend that teachers use *constructive* feedback to build the learners' intrinsic motivation and self-esteem in assessment of the English subject (2018, p. 257). This is done by pointing out specific examples of what is done well, and what needs improvement. Moreover, Krulatz, Dahl and Flognfeldt (2018, p. 260) suggest the use of analytic rubrics, where assessment criteria are broken down into several levels with clear and specific descriptions of the level the student has performed. They admit (2018, p. 260) that designing specific rubrics for each assessment situation can be time-consuming for the teacher and that it might fit older students better than younger, but that it can be helpful to make the students understand where they are, and what they need to do to get where they want. This is in line with Hattie and Timperley's analysis of feedback, as presented above. A specific and detailed description of the learner's level at a given time alone is not enough though, the teacher also needs to present this as an opportunity for improvement (Krulatz et al., 2018, p. 262). In assessment of oral English, Simensen (1998, p. 177) argues that the purpose of the task should guide the feedback. If the focus of the task is on *how* to say things, errors should be corrected, in line with the behaviorist idea of what formative assessment should embody. If the aim the task is on *what* to say, the focus of the feedback should rather be on the content, given that the communication does not break down. Making errors is a natural element of learning to speak a new language, and it needs to be addressed to become a better English speaker. The student needs help to understand that

receiving a low grade or being guided when making oral language mistakes is not the same as a failure, but rather a possibility to improve. This is a pedagogically difficult exercise for teachers to master, but Krulatz et al. (2018, p. 262) suggest that the feedback needs to be well-delivered, and it needs to be constructive.

Feedback climate. In written second language assessment a central debate has been about the effectiveness of corrective feedback. Corrective feedback is teachers' use of feedback that point out the errors the second language learners make in their writing (Bitchener, 2012, p. 855), and the debate revolves around the effectiveness this has for learners' second language acquisition. Its effectiveness will not be presented in full in this thesis, as the focus is on oral assessment, but it is interesting to note the motivational effect written corrective feedback has on learners. According to Brown this is largely overlooked in the research, even though it "plays a significant role in how students benefit from instruction and attend to language form" (2012, p. 864). Brown points out that the *climate* of the feedback is essential to student motivation (2012, p. 865). The feedback should remind students that making errors is a natural and necessary part of learning a new language, and it should not make it a priority to eradicate errors made by the learner (Brown, 2012, p. 865). Hyland and Hyland (2006, p. 84) agree that feedback on errors in L2 writing is discouraging for the learner, but they problematize this by pointing out that students expect that written errors are commented on, and that they are frustrated when if it does not happen. Their article has also reviewed feedback from the students' perspective, and the research it refers to shows that student of English as a second language greatly value written feedback, especially when it is combined with another feedback source, like writing conferences (2006, p. 87). These examples are collected from debates about the written feedback, but Brown (2007, p. 259) points out that feedback climate is relevant to all types of language learning, including oral production. Brown states that while "the diminishing of errors is an important criterion for increasing language proficiency, the ultimate goal of second language learning is the attainment of communicative fluency" (2007, p. 259). Too much focus on correcting oral mistakes can lead to a strategy of avoidance, which means that the learner simply steers clear of producing a particular sound, word, structure of discourse category (Brown, 2007, p. 259). The overarching goal of English teaching is to learn how to communicate, and the feedback must always balance this against the need for correcting oral shortcomings.

2.4.3 Issues with formative feedback for motivation

The central role of feedback is also clearly visible in the English subject in upper secondary in the Norwegian school system. Sandvik and Buland's report (p. 37) on the state of assessment in Norwegian schools from 2013 underlines the important capacity feedback can have: when students receive feedback on their learning it will affect their motivation for learning and their feeling of mastery. Their research of assessment in the English subject in upper secondary school shows that there is room for improvement in the work with feedback (Sandvik & Buland, 2013, p. 136). Their observation (2013, p. 136) is that the students in the English subject often are left alone with the understanding and follow-up of feedback and self-assessment, without the necessary support from their teachers. It could be discussed if this type of feedback could be considered as formative at all: if the learner does not understand it, how can it help him or her learn more? In order to improve this practice, the report (2013, p. 139-140) suggests that the feedback to a greater extent should be followed up by formative assessment processes, both in the classroom as a whole and individually to each student. More time to work with the feedback given on an assessment, and more student involvement in the assessment processes, will develop the students' ability to self-assess future work in English (Sandvik & Buland, 2013, p. 140), and thus improve their skills in the subject. This will in turn increase student motivation for learning English, because good feedback leads to better motivation.

This lack of understanding is also in line with Tony Burner's PhD on formative assessment of writing in English in four lower secondary schools in Norway (2019). In an article where he sums up the findings from his PhD, Burner shows that although the idea of constructive feedback might be valuable, it does not mean that the students are able make full use of it. His research indicates that students do not follow up feedback on their written text, either because it is negative, or because they do not understand it (2019, p. 88). Burner suggests that students need to be given more time to work with the feedback in the classroom to improve, and that the teacher fills a supervisory role, supporting the students in their individual revision of their own texts (2019, p. 94). The main point here should therefore be that it does not seem to be enough that the teacher gives constructive formative feedback on student work to facilitate for increased motivation, a necessary condition for it to be effective is that students actually understand and spend time on the feedback to make use of it. Although Burner's findings relate to written assessment, they are in line with Sandvik and Buland' findings on all

feedback in the English subject; teachers need to ensure that the students comprehend the feedback, or else the formative potential is lost.

The presentation of the connection between oral assessment and motivation has so far been of a theoretical character. To explore how the self-determination theory, and other ideas about feedback, resonate with vocational students of English the next chapter will offer an overview of how the data has been collected and explain why this design has been chosen.

Chapter 3 – Methods

In order to gather information that can shed light on the relation between oral assessment and motivation, the study needs to capture the students' perceptions of this. The aim of the thesis is to describe how students perceive their own motivation for oral assessment in the English subject in vocational studies. The chapter will give a step-by-step presentation of the methodological stages the study has undergone, and present the theoretical choices and the methodological limitations of each step underway. The end of the chapter will reflect on the ethical issues that the choices of the study might lead to.

The methodology and the design of any research process should produce knowledge that is beneficial for humans and minimize harmful consequences, according to Kvale and Brinkmann (2021, p. 278). This research design has been guided by the supervisors of the project, and it has been approved by the NSD, Norsk senter for forskningsdata. NSD issues ethical guidelines that the researcher needs to comply with and follow in the whole research process. The guidelines that apply to this specific thesis will not be described in detail here, but they have been complied throughout the process. The project can therefore be said to be validated through two objective quality measures used on research of this kind. The results of this thesis might contribute to shine some light on how vocational students perceive motivation for assessment and can be seen as a small part in the large puzzle of teaching and learning in general, and should therefore be considered as beneficial. The consequences of the research cannot be viewed as harmful for anyone involved, and the informants are anonymized.

3.1 Methodological approach and design of the study

3.1.1 The semi-structured interview

The theoretical basis of the topic has been presented thoroughly in the previous chapters, but the main aim of the thesis is to present the students' perspectives on the subject. To capture their perceptions of the topics I have used the interview form, because this is a form of data collection that studies a few or maybe only one environment, but at the same time studies the environment as a whole, with all its concrete nuances (Repstad, 2018, p. 17). According to

Postholm and Jacobsen (2018, p. 61) the main strength of the interview is its capability to investigate *why* things do or do not happen, because it is difficult to observe people's motives. In this study the vocational students' motivation to do well is hard to discover and categorize by observing them. This type of data seems best understood with *language* through dialogue, where the researcher can follow up and ask questions about the information that is given, and the informant is given time to consider his or her answers. Describing information about motivation can be a complicated matter, regardless of how motivated the informants are, and it is their descriptive abilities that the interviews want to support to get as precise information as possible. To catch the information that is relevant for the study, it is important to get an insight into the students' perceptions of the world and allow them to explain in their own words how they perceive their motivation for oral assessment. A way to comprehend this is to conduct an interview that allows the students to explain, and then follow up with questions and interest when their language does not suffice in their first attempt to describe the matter. A fruitful approach to achieve this is by conducting a semi-structured interview, because it takes a middle position between the structured and the unstructured interviews, and it provides for opportunities that the two other forms do not give. This method combines the planned and prepared form of the structured interview with an openness for relevant digressions and fine-tuning of questions and answers that the unstructured interview invites to.

There are several methodological limitations connected to the qualitative interview. The method seeks to find information about depth rather than width in its units and that makes the findings less fit for generalization than a quantitative approach (Repstad, 2018, p. 17). The results of interviewing a limited number of vocational students about their own perceptions of motivation for assessment in the English subject in upper secondary school in Norway is difficult to generalize to other subjects or other school cultures in other countries. The results should therefore not be read as a description of how all vocational students perceive this, but rather as a contribution to the overall understanding of how students could understand the topics. Still, Repstad (2018, p. 25) underlines that even though this method cannot give precise information of general validity it does not mean that it is worthless, it can lead to further research or contribute as a piece in a larger puzzle about motivation and assessment.

3.1.2 Participants in the study

When the choice of methods was decided, participants for the study were recruited from two different vocational classes, three students from each class. To elicit a variety of perspectives both male and female students were asked to participate. In addition to gender the recruitment of interviewees aimed to select students with different achievement levels in oral English. This was to investigate if students with different achievement levels so far in the school year reported that their motivation for assessment differ. If that is the case, it could have implications for the teaching and assessment of different students, and this will be further discussed in the analysis chapter. To achieve a variety of achievement levels, assessments so far in the term was used. All students in both classes were initially subject to a randomized selection, and grouped in three categories: low, middle, and high achievements in the undergone oral assessments. The category "low" included grades 1 and 2, "middle" grades 3 and 4, and "high" grades 5 and 6. The six students were selected from the two classes based on their performances up to December 2021. Informants 1, 2 and 3 had undergone two oral assessments up to this point. The first was a an on-worksite presentation of a work process that the students had completed, and the second was a presentation about the company they had their work placement. Informants 4, 5 and 6 had completed a presentation about tools and machines that they use in their vocational study program, and an in-workshop presentation on a work process that they have carried out.

3.1.3 Data gathering

After the students were randomly picked, they were handed the information letter about the study and presented a simplified interview guide to prepare for the topics. The period for the fulfillment of the interviews was chosen at this time in the school year to allow the students time to experience how it is to be a student in a vocational education program, and to be able to give information that is relevant and precise. The interviews were initially planned to take place in November 2021, but because of Covid 19 related restrictions and quarantines for the students, the planned interviews were postponed. Interviews with informants 1-3 were first possible to carry out just before the Christmas holiday, while informants 4-6 were interviewed early January 2022. It is difficult to say if this has any impact on the information that the informants give, but they had to be reminded what the aim of the study was and were handed the simplified interview guide once more before the postponed interviews.

The interviews were held with one student at a time, to allow for them to speak freely without the possible social constraints that might follow with the presence of peers. This also allowed for a more open conversation about achievement levels in assessment and motivation in the subject. The simplified interview guide was handed out to the interviewees before the interviews were conducted, to set the scene for well-considered answers. To organize a predictable order in the semi-structured interview, a more comprehensive interview guide was pre-made for my own use, to make sure that the information that I wanted to ask about was covered. Postholm and Jacobsen (2018, p. 78) recommend that the guide should not be a list of specified questions in a defined order, but rather an overview of the topics that are relevant for the interview. Kvale and Brinkmann (2021, p. 162) suggest that a guide can vary from a strict, pre-defined structure to an interview where it is the interviewer's judgement and understanding of the situation that determines the organization of the questions. The research in this thesis aims at discovering the students' perception of motivation and an insight into their experiences with assessment in school. To explore this, the interview guide leans towards thematic rather than pre-defined structure, in order to capture the students' thoughts about and views on the topic. The interview guide used in this research is attached as Appendix 1.

The topics in the interview deal with thought processes that can be complicated to put into words, and some preparation on the subjects could help the students in these processes. Considering the possibly demanding topics, the interview situation allowed for the students to speak freely, within the frames of the topics. The interview guide opens with a general set of questions, before more concrete and to-the-point questions were asked. In this research the interviewees are aged 16 or older and their perception of their own motivation for assessment was investigated with follow-up questions to establish an in-depth understanding of the information and the interviewees' perceptions of the world. It was important that the interview questions were understandable for the informants because the topic for the research demands a metacognitive thought process about own motivation. This can be demanding to put into words, and requires follow-up questions. The semi-structured interview guide allows for this kind of sensitivity in the interview situation. In addition to the topic, validity of the interview situation is secured using a language that the participants can comprehend, so all interviews were carried out in Norwegian. Given the semi-structured fashion of the interview, it also allowed both interviewer and interviewee to reflect on points that came up during the conversation. This stage of the research relies on both the interviewer's interviewing

competence, and the interviewee's trustworthiness. To secure sounder interview competence an interview guide was tried out in a test interview prior to the actual interviews. This was a helpful test to validate that the questions in the interview guide were useful and relevant, and some of the wording in, the and the order of, the questions were changed. Still, as an inexperienced interviewer it was obvious that the role could have been perfected even more. In some cases, interviews took turns that were unexpected and therefore unprepared, and this could have been handled better with more practice. At the same time these unexpected turns could have led to a richer flora of information, which again can be utilized in the analysis chapter. The capacity as interviewer grew as more interviews were conducted, so there was an internal development of interview skills as the interviews progressed. This could mean that the first interviews are of poorer quality than the latter, and that could affect the validity of this stage to some extent.

The interviews were recorded on an analog recorder to comply with the norms of confidentiality and anonymity, further discussed in the section on ethical reflections underneath. All six interviews were transcribed in full, in Norwegian, with the parts that are relevant for the results and analysis chapters translated to English in the results and analysis chapters. That means that the transcriptions have gone through two stages – from oral to written and from Norwegian to English. In both these stages there are issues that can affect the validity of the research. Kvale and Brinkmann (2021, p. 212) claim that it is impossible to present a "correct" transcription, and that it is more constructive to present a "useful" transcription for the research. The recordings of the interviews make it possible to have a continuous check of what has been said, but the written transcriptions might still not be able to present the subtle distinctions of the spoken language, like tone of voice or emotions. Both me as interviewer and the students as informants in the interviews spoke in incomplete sentences, to a much greater extent than what was the feeling during the interviews. These incomplete sentences, and maybe also incomplete thoughts, could affect the validity of this stage, given that I do not know if the spoken language in fact was a thought that was allowed to be presented as it was intended. Still, the informants were given time and follow-up questions to secure that the information was as precise as possible. The language in the transcriptions is kept as it was stated and has not been cleaned up or copyedited. This is to secure a sense of reliability by allowing others to read the content of the transcriptions as it was expressed, and asses if the findings are well founded. Still, as stated above, there is no such thing as a true, objective transcription from oral to written form, but different versions of

the same utterances. This means that the transcriptions in this study must be read as one way of put the students' information into writing, not as the only one.

In addition to transcription, translation issues also need to be considered. To ensure that the translations of the interviewees' information are as precise and useful as possible, a careful assessment of the language used must be employed. Baker (2006) points out that translation issues can range "from the meaning of single words and expressions to grammatical categories and cultural contexts". Only the bits that are relevant for the results and analysis chapter are translated, which means that there is a restricted amount of text that needs translation. This means that these parts can go through a more meticulous translation process than if all the transcriptions were translated, which increases the chance of qualitatively better translations.

3.1.4 Data coding

After the interviews and transcriptions were completed, the data were coded in order to find patterns in the information. The thesis builds on the theoretical foundations of the self-determination theory, and the coding uses the three basic needs *relatedness*, *competence*, and *autonomy* as points of departure for organizing of the findings. Prior to embarking on the actual coding of the transcriptions, each basic need was ascribed with a color. These colors where then used to label the students' statements, giving the transcriptions a visual presentation that categorized the findings and assisted further analysis. The questions in the interview guide were also determined and organized based on the three basic needs to pave way for a straightforward coding. The actual coding showed that all the basic needs were evident throughout the interviews, not just when the questions pointed towards one of the needs. In several of the interviews a single statement from an informant could also encompass examples of more than one of the basic needs, which meant that color coding was a more demanding task than first intended. Although this meant more work, it also meant that the students' information was more complex than I envisaged, and this led to a richer collection of data. Chapter 4 presents the data from the interviews organized after SDT's categorization of the basic needs.

3.2 Ethical reflections

For a study of this type to be justifiable, it needs to include a consideration of aspects that can be ethically challenging. The guidelines for Research Ethics in the Social Sciences, Humanities, Law and Technology (NESH) in Norway state that researchers are "obliged to comply with recognized norms of research ethics" (The Norwegian National Research Ethics Committees, 2019), which means that a set of ethical standards must be met by everyone doing research. In these guidelines, children and adolescents are explicitly mentioned as a group that is particularly entitled to protection. The informants in this study are all over 16 years of age, which means that they can consent to the interviews without involvement from their parents or guardians, given that the information they give is not of particularly sensitive importance (Norsk senter for forskningsdata, n.d.). At the same time as these considerations need to be complied with, research on children and adolescents' lives is of importance, and should be carried out to gather more information and get more insight in issues of importance, in this case about how they perceive motivation for assessment.

In addition to the extra considerations for this group, these informants also require the right to *confidentiality* and *anonymity* (Postholm & Jacobsen, 2011, p. 134). Confidentiality in research implies that private data that identify the informants are not disclosed (Kvale & Brinkmann, 2021, p. 106). In this study the interviews are recorded on an analog recorder, and this is kept locked in a cabinet for the duration of the process. The recordings will be deleted when the thesis is handed in, or as long as they are needed before the examination result is announced. The informants' anonymity is kept by assigning the different numbers in the transcriptions, and in the results and analysis chapter. The school the informants attend will not be explicitly mentioned, as the interviews are conducted with students in my own vocational English classes. A possible anonymity weakness in this study is that it is fully possible to find out which school I work, and therefore possible to get closer to the identification of the informants. The references to "workshop" in the transcriptions and results chapter could also be a breach of anonymization because it can reveal which education program the students belong to, which could be an ethical pitfall. Still, the information that is gathered in this study is not of harmful character, and the potential positive consequences of the study are considered to outweigh the potential negative consequences that a lack of full anonymity can be said to have for the informants. The study, and the considerations for confidentiality and anonymity, is approved by the NSD.

Beyond the considerations of the abovementioned matters, research on and interviews with own students pose ethical issues that need to be discussed. Repstad (2019, p. 39) argues that it is fully realizable to conduct research in fields that are familiar and known, but that it demands additional reflection from the researcher. A consideration that this study has had to make is the fact that there is an asymmetrical power relation (Kvale & Brinkmann, 2021, p. 52) between me as both researcher and teacher, and my students as informants. The informants are asked to critically assess their motivation for oral assessment in English, which indirectly also could be a critique of the teaching and assessment done by me as their teacher. This skewed relationship can be difficult for the students to handle because they can intuitively have a feeling that some answers are "right", and other answers are "wrong". Will their answers affect the teacher-student relationship, and can these answers be potentially harmful for future assessment? To avoid these issues as far as possible, the information letter about the study contains clear expectations regarding this, and the ethical guidelines from NSD must be complied with in order to conduct a study that is methodologically reliable. I also remind each informant before, during and after the interviews that I want them to express their opinion freely. All the while doing interviews with own students can present ethical issues, a possible advantage in using own students as informants is that I know them well before we begin the interviews. This means that I do not have to spend time getting to know them, the informants can feel safe, and I know how to address the different informants in ways that can give me as much information about the topics as possible. Some informants were passive and needed time to reflect and put into words their own thoughts, others were active and talkative. I also know what types of assessments the students have gone through so far in the schoolyear, which makes the content of the interview more concrete and feasible for both interviewer and informant.

Chapter 4 – results and analysis

This chapter will present the results from the interviews with the six vocational students about their motivation for oral assessment in the English subject. The structure of the chapter will take on a thematically based presentation (Repstad, 2018, p. 131), meaning that the findings and analysis will be presented theme by theme, rather than informant by informant. This structure is chosen to clearly show how the informants' answers relate to the basic needs *relatedness*, *competence,* and *autonomy* of the self-determination theory, and they are presented in this manner as a result of what the students report in the interviews. These categories are pre-determined by the theory, but each of these categories are analyzed with oral assessment of vocational students of English as a backdrop. This means that sub-categories are developed to capture the aim of the thesis, the cross-section between assessment and motivation. These sub-categories are developed by me based on the data analysis, but they are founded in the basic needs of the self-determination theory's framework.

The interviews were recorded and transcribed in Norwegian, and the relevant quotes are translated to English in this chapter. The full transcriptions can be found in appendices 2-7, and all references to the informants' statements in chapters 4 and 5 refer to these transcriptions. The informants are given numbers in this chapter and the in transcriptions to ensure anonymity.

4.1 Relatedness as a basic need in motivation for oral English assessment

This section will show how *relatedness* is presented as a basic need in the informants' answers in the interviews about how they perceive their own motivation for formative oral assessment in vocational English. Ryan and Deci establish relatedness as central in the internalization of extrinsically motivated behaviors because "the behaviors are prompted, modeled, or valued by significant others to whom they feel (or want to feel) attached or related" (2000b, p. 73). This means that relatedness somehow refers to other people, and the connection the informants feel to one or several persons when presenting their perceived motivation to do well in oral assessments. All six informants report that relatedness is a factor in their motivation, but the need is presented with different degree of importance, and it takes

on three different forms. This typology is categorized by me as a result of the information the students gave in the interviews. The presentation of the forms of relatedness is not a list from most to least important, but rather groups the findings from micro to macro levels.

4.1.1 Relatedness to the teacher

This category denotes the importance of a sense of relatedness to the English teacher, and it is presented as important by two students especially, while others do not mention it at all. The basic need for relatedness to teacher seems to be strongest with the students who report that they have struggled with their oral English assessment in lower secondary school. Student 2 reports relatedness to the teacher as the most important motivational factor for her oral assessments in English. She says that lack of support at the end of primary school and throughout lower secondary school led her into a negative spiral in oral English. Her perception of this is that she in seventh grade started to fear making mistakes when speaking English, and that when she proceeded to eight grade, she noted that other reluctant speakers in her class were allowed to not speak out loud in the classroom, and as she states:

> "Of course, I took that chance. I was like; oh no, no, I do not dare to. So, we were never really pushed (to do it) either […] So I did not have to do it, the presentations were held for the teacher only, and I did not have to read (out loud). Then I just got this anxiety, and I never had to do anything about it".

This lack of teacher demands led the informant to believe that the teacher was not interested in her oral competence, and she reports that this further led to a fear of using oral English in other situations, outside the classroom and school.

Student 4 also considers that she was a reluctant speaker when she attended lower secondary, but reports that in upper secondary the feeling of showing the teacher that she is competent in oral English assessments is important for her motivation, which means that she is not as reluctant after she began her upper secondary training. This type of motivation borders to *competence* as a basic need to facilitate for motivation, but the student holds the relatedness to the teacher as key. She reports this as a key to her motivation because she wants to prove that she is better in English (than what she was in lower secondary) and that she is "more than this and that grade". She also reports that she felt that her English teacher in lower secondary

school did not appreciate or help her as a student, and that was detrimental to her motivation in the subject.

Student 1 reports teacher relatedness as important, and states that the teacher's communicative skills in English is an important attribute to create a sense of relatedness. He reports that he struggled with comprehending what his previous English teacher said, and that meant that he was not able to establish and maintain a functional relationship to the teacher. The student also finds the teacher's ability to include everyone in the class and make everyone participate in the work that the class is doing as relevant for motivation. This argument is difficult to grasp completely, but it seems like the teacher's role in involving all students is seen as an important motivational factor for the student. This can therefore be viewed as a sense of teacher relatedness border lining with the next category.

4.1.2 Relatedness to the class

Some informants hold their relatedness to the rest of the class as important for their motivation for oral assessment. Interestingly it is the two same informants who hold teacher relatedness high who also report class relatedness as important, and that these two were the only two girls among the six informants. Both present a safe classroom environment where oral mistakes are not sanctioned by the other students as significant. Student 2 reports that the class she attends makes her feel included, and this makes oral activity less stressful, and safer. In primary school and lower secondary, she was afraid that oral activity was commented by her peers, even to that extent that she is not sure if it was actually commented on or if she was just afraid that it would be commented on if she actually spoke. Student 4 holds class relatedness as the most important motivational factor for the development of her oral proficiency. She is clear that even though the class's oral proficiency is not on a high level, she finds it important for motivation that they can speak English with each other without negative consequences for anyone. Both informants' vocational classes are smaller than what they were in lower secondary which could mean that it is easier to create a good classroom environment.

4.1.3 Relatedness to the education program and future work

This category groups the informants that have answered that the education program they attend and their potential future job both can have positive effects on their motivation for oral assessment in English. Relatedness to education program is not described as the most important motivational factor by any of the informants but is still mentioned by several. Student 2 reports that the education program she attends gives her a sense of direction, and that this motivates her in the English subject because she knows that she needs to succeed to progress in the school system. This is contrary to lower secondary, where she felt that there was no sense of direction and she "did not know what she was doing". The student has attended general studies before, and says that she perceives vocational studies "less serious", but she is unsure if that is the correct term to use. She modifies her statement by saying that she found general studies as a constant pursuit for good grades to be admitted to higher education, but this was never her plan, so it was not a motivational factor for her, rather it was the opposite. Another informant, student 6, also uses the term "sense of direction" as important for his motivation for oral English assessment, and emphasizes the importance of the study program he has selected. He sees study program and future work as two inseparable parts, and therefore presents his study program as a step towards a future job, and that both of these point towards interests that he has, which makes him more motivated. This sense of motivation therefore includes relatedness to future work presented in the next paragraph, and it also comprises a relevant *competence*, which will be introduced in chapter 4.2.

Several of the informants also explain that they are motivated to do well on oral assessment in English because they sense a relatedness to the job they are planning or hoping to obtain in the future. Much of the data here is in the intersection between *relatedness* and *competence*. The informants have little or no work experience, but still sense a feeling of what their future work may encompass. Student 1 reveals that working abroad is dream of his and expresses that the need for oral English competence is an important motivational factor for him. Several students find oral competence important for their ability to function well in future work. Student 3 is motivated for oral English assessments because he finds it relevant for future work. He points out that his future lies in a trade where many employees do not speak Norwegian, and that communication with them must happen in English. Students 5 and 6 also report future work as motivational factor. Student 5 states that he is aiming for work within a field that interests him, and he knows that oral English will be useful. He holds future job as the most motivational aspect. Student 6 also has future job as one of the most important motivational aspects for oral assessment, so although the informants have little experience

with actual work, they have a perception of the importance it holds for their willingness to do as best as they can in oral assessments.

4.2 Competence as a basic need in motivation for oral English assessment

Competence is presented as "the feeling that one is capable or accomplished" (Dörnyei & Ryan, 2015, p. 81). This means that it is not actual competence measured against objective criteria that is needed to facilitate for motivation, it is the *feeling* of being competent that can enhance the motivational quality. The methods chapter promised a potential presentation of achievement levels and motivation, but the findings show little difference in the competence levels of the students and their perception of motivation. All informants report that oral competence is important to them, and they express that ability to speak English is significant for them, both at present time and in the future. There are however varying opinions among the informants about what kind of competence they find to be relevant, and how this affects their motivation for oral assessments in the English subject. These disagreements have led to two separate categories of competence, namely "Bildung" competence and vocational competence.

4.2.1 Bildung competence

In line with the Core Curriculum, "Bildung" has been used to cover what the students report as general knowledge about the world, history, societal issues, fictional and factional texts etc. Bildung competence is not an explicit part of the theoretical framework of SDT, but the category grew out of the presentations of competence that the informants gave in the interviews. Of all the issues in the interviews, this seems to be the one that the students disagree most about. Student 6 it is "much, much, much more motivated" to work with vocational directed content than he is the Bildung content and wants this to be emphasized more in the vocational English curriculum. He states that knowledge about cultural and societal phenomena has been dealt with in primary and lower secondary school, and thinks that that should suffice. If it is relevant, he thinks that this sort of competence should rather be developed in the social science subject in upper secondary school. He also expresses criticism of work with fictional texts, and says that this is detrimental to his motivation because it does not point in a direction of his vocational interests. At the other end of this argument, student 4

indicates that she wants to learn more about "history and stuff", and that she thinks this should have been done more in the vocational English subject too. When she is asked explicitly about what kind of topics that can increase her motivation, she states that she likes history very much, and that it is motivational to learn about other things than only what the education program leads to. It is important to her that she has an understanding of how the "world works", not only what she is doing in her future work life. The other informants do not explicitly voice any strong opinions for or against this type of competence, but student 3 holds communicative competence with others who also speak English as the most motivational factor for him in the subject. He does not associate this competence with a need he has in his future work, but rather presents it as a skill he finds important in all areas of life.

4.2.2 Vocational competence

If Bildung competence was a topic of discussion among the informants, the importance of vocational competence was not. Here all the informants agreed that vocational competence was a main contribution to their motivation for English assessment. Student 2 says that when she feels she is mastering something, she wants to master more, and explicitly states that this is not entirely related to grades, but rather the feeling of mastering oral English, which she has not felt a mastery of before. This lack of felt competence led to a decreased motivation for speaking English in her previous schooling. She makes a direct connection between this mastery and the vocational aspect of the English subject, because she understands for what and where she is going to use the language:

> "[…] I know that I am going to use it (oral English), that is at least what I have felt, that I kind of want to learn English, because I do not know what "bjelkelag" is in English. And that is motivation. I understand where I am going to use it, and I want to learn it because or else I know that I will stand there not knowing what to say […].

Student 3 points out the general communicative aspect of the learning English above, but also thinks oral competence in a future job is relevant. The students in his class have undergone an oral assessment where they presented a work process from start to finish, with emphasis on vocational vocabulary and terms for products, tools, and processes. Student 3 holds this assessment of particular relevance, because it resembles a real-life communicative activity, rather than "a presentation where you find all the information online". The 4th informant gives

a self-contradictory account of his feelings of competence. Initially he states that he feels more competent in the vocationally directed oral assessments in upper secondary than he did in assessments in lower secondary, but later he says that he feels more competent in written assessment. Regardless of this inconsistency, he declares that assessments in practical situations in the workshop are more motivational than in the classroom, because he feels that he is not able to show his full mastery in the classroom. He finds the ability to communicate to non-Norwegian speakers in English as a skill he holds high, and this is key for him to function in future work.

4.3 Autonomy as a basic need in motivation for oral English assessment

Autonomy is defined as "the feeling of being in control of one's actions" (Dörnyei & Ryan, 2015, p. 81), and is considered to be the most important basic need to fulfill in order to facilitate for motivation in the self-determination theory. All six informants were asked about how they considered their autonomy, and if they felt that they could affect the form and content of their assessments somehow. In the analysis of the interviews with the informants the information about this basic need manifested itself in two separate categories: their autonomous participation and influence on their oral assessments, and the choice of education program as an autonomous choice.

4.3.1 Autonomy in oral assessments in English

This category summarizes the students' perceptions of how involved fell they are in making autonomous choices and influence their oral assessments in English. In general, the students report little impact in the planning of form and content of the assessments. Student 1 reports that this would increase his motivation, and although he states that "the teacher has the last word", he would like to participate more. This impression is shared by student 2, but she reports some autonomous choice in the planning of when and where the assessments are held, and that she has a say if the deadline for an assessment task is too short. Student 3 reports some of the same ideas, he claims that he is given more time to prepare for assessments in upper secondary, and reports that the tasks are "bigger", meaning that the assessments comprise of more competence aims over a longer time span, which means that he can control and plan his progress rather than following a short schedule introduced by the teacher. Being

master of his own time is important to his motivation. Although student 5 at first reports little autonomous impact on content and form of assessments, he says that that is not very important to him, as long as the design of the assessment is "good". He does not express what he defines with "good", though. Later in the interview he reports that he feels autonomy in the planning of assessments, so there is an element of self-contradiction in this part of the interview. Nor student 6 feels that he can affect the content or form of the assessments to any degree, and he "feels that there is standard that is presented, and that is how it is". He reflects on the subject of autonomy through several questions and argues for the positive motivational power that assessments adjusted to each individual student could have. His discussion also touches upon how this might complicate the teacher's job in a full class but describes this as his ideal situation when he is prompted not to solve the practical implications for the teacher. In lower secondary the student has experienced several autonomous possibilities in the selection between solving an assessment orally or in written form. That has been "very, very, very useful" if it had been an opportunity in English in upper secondary, "it would have increased motivation a lot".

4.3.2 Choice of education program as autonomous choice

The last of the categories is the autonomous choice of education program. To student 1 it is important that the education program he attends stretches over a relatively short period of time, so he knows that within a few years he has a certificate of completed apprenticeship, and this short time horizon makes it easier to motivate for school. "A sense of direction" is also reported by several informants as motivational factor. Some report this without a direct link to motivation in English assessments, but rather as a more general comment about how their autonomous choice of education program has increased motivation. Others, like student 4 and 5, connect their choice of education program to motivation in English, because they see that the vocational content of her English assessments is relevant for their future work.

Chapter 5 – discussion

This chapter will tie together the previous four chapters and discuss how background and theory relate to the findings from the interviews. The sub-chapters will be categorized the same way as the results of the interviews were in chapter 4, and the data will be discussed in light of the self-determination theory and other presented theory on assessment and motivation, in addition to the official documents that govern the Norwegian school system.

5.1 Relatedness as a basic need in motivation for oral English assessment

5.1.1 Relatedness to the teacher

It is clear from the results that relatedness to the teacher has a motivational effect on some informants, while others do not mention it. Informant 2 ties her lack of motivation in lower secondary to lack of teacher demands, and thus also teacher support in her oral English learning. The self-determination theory holds optimal challenges as an important ingredient in the enhancement of motivation (Ryan & Deci, 2000a, p. 58). In oral assessment it is the teacher's duty to challenge the students and arrange for challenges that they both master and strive for at the same time. This is also in line with Vygotsky's Zone of Proximal Development, the teacher should try to adapt the assessment to the individual learner, to make him or her strive for a bit more to become more accomplished (Bøhn, 2018, p. 240). Chapter 3.2 in the Core Curriculum orders this as well, by stating that it is "extremely important that the school has ambitious but realistic expectations for all students, and that the teachers exercise professional judgement when assessing the pupils' learning" (The Norwegian Directorate for Education and Training, 2017, p. 17-18). This is a direct quote from the Directorate's English translation, and the strong wording clearly expresses a requirement for teachers to have high expectations for their students. Student 2 clearly states that this has not been the case in her lower secondary English assessment of oral skills, and that this lack of expectations has hindered her motivation to speak. The data from student 2 is in the cross section between *relatedness* and *competence*, because it denotes a feeling of being challenged to enhance oral competence. Still, it is categorized here because the informant initiates the discussion about the topic by presenting the relatedness to the teacher as the main cause for enhanced motivation.

Student 4 has a different take on what it means to feel relatedness to the teacher, she finds it important to show the teacher that she is able in oral English, beyond just the grade she is given. She views the teacher as a *significant other*, in line with Ryan and Deci's definition of relatedness as an important need to internalize extrinsic motivation (2000b, p. 73). If the teacher manages to create a relatedness to the learner, this basic need will be internalized, paving way for motivation. By moving the focus from grade to competence, the student also shifts focus from Nicol and Macfarlane-Dick's (2006, p. 211) *performance goal* towards a *learning goal*. The learning goal holds a higher motivational value, as it moves the emphasis away from passing the oral assessment towards mastering it. The lack of teacher support she reports in her oral English learning and assessment can be detrimental because it is the teacher's ability to make use of spontaneous formative assessment situations in the daily teaching that helps the students to become safe in the classroom, a safety that gives the students a courage to try and fail in unknown situations (Smith, 2012, p. 23). The type of feedback the teacher gives can also facilitate for student motivation in second language acquisition, meaning that the form and content of the feedback is important (Brown, 2012, p. 864). If the feedback is too focused on errors and faults, it effects the motivation negatively. Rather than being *controlling*, the feedback should be *informational,* informing the English language learner about what he or she has done well, because this increases the motivation (Dörnyei, 1994, p. 282). This also enhances the students' relatedness to their teacher (Skaalvik & Skaalvik, 2018, p. 212). According to Krulatz, Dahl and Flognfeldt, the feedback needs to be presented to the learners as an opportunity to improve their skills (2018, p. 262). This *constructive* feedback should be delivered so that the learner understands that acquiring a new language is a process of trial and error, and that making mistakes is a natural part of learning English oral skills. The relatedness to the teacher therefore plays an important role in motivation, because the student needs to believe that the teacher's feedback is about enhancing oral competence, not about pointing out the flaws.

The self-determination theory makes the same claim; positive feedback enhance motivation, negative feedback diminishes it (Ryan & Deci, 2000b, p. 70). While the theories seem to agree, the practical assessment in school might not always encompass this ideal type of feedback. Students are frustrated when their errors are not pointed out in feedback, and this is something that they expect (Hyland &Hyland, 2006, p. 84). It is also reasonable to believe that it is difficult for students to accept a low grade if the feedback is entirely positive in its

wording. This means that feedback assessment theory on motivation and empirical research is on collision course, and the teacher must balance the two when giving feedback.

5.1.2 Relatedness to the class

In addition to teacher relatedness, some students hold relatedness to their classmates as important to motivation. Formative assessment of oral skills is a continuous process which also includes the informal judgements of day-to-day activities in the classroom together with fellow students. This might show that it is not only the teacher's *feedback climate* (Brown, 2012, p. 865) that is of importance for the students, also the *classroom climate* (Chang, 2010, p. 130) is essential in constructing motivation. Chang's research shows the importance this has for motivation for EFL learners. It points out that belonging to a positive group enhances their L2 motivation, while the opposite happens when learners belong to a negative group (2010, p. 149). The answers the informants give in this thesis are in line with her findings; a cohesive group that is supportive of each other is important for language learning. Especially student 2 and 4 find this important and they compare it to pervious English classes which have influenced them negatively. As the socio-constructivist view on formative assessment maintains: to exercise a language orally is inherently a social activity, the learner is dependent on fellow students to practice his or her language, as spoken language always happens in a context with others. A classroom climate that accepts and encourages trial and error is held high by student 4. Still, according to the self-determination theory, relatedness is the least influential need for facilitation for motivation and might be the reason that the majority of the informants do not present this as important to them. Chang's research supports this, even though the class could influence motivation, the most important factor for L2 motivation is the students' own determination to do well (2010, p. 150).

A final observation is that the two informants that regard relatedness to teacher and class as most important are both girls, and it is the two only girls among the six students that were interviewed for this study. As the methods chapter has shown it is impossible to generalize these findings to a macro level, but it is still interesting to note that both girls attend classes where their gender is a clear minority. This could mean that teachers must be aware of this perspective in classes where there are minorities of some sort, be that gender, ethnicity or religion, and that relatedness to the teachers and the class as a whole could be more important

for them as they might feel this human need stronger than those who are already considered to be in the majority group.

5.1.3 Relatedness to the education program and future work

Relatedness to the education program is also reported as important by some students. The answers the informants gave in the interviews are somewhat difficult to categorize, because relatedness in the self-determination theory is about being connected to other people. The data presented here is not explicitly about connections to people, but rather to the vocational study programs and future jobs. The students who find this important inform that they feel identification with the education program and the future work, although they do not have any experience working. This could therefore be interpreted as a "perceived relatedness", where they perceive a connection to something that they have not yet experienced firsthand. The informants come from a primary and lower secondary schooling that has few possibilities for individual and autonomous decision making, and student 2 reports that this gave "no sense of direction". The informants who hold this type of relatedness do not express an explicit motivation in what they learn in the given study program, but rather that it gives a sense of direction. In the self-determination theory this is presented as extrinsic motivation that is *regulated through identification* (Ryan & Deci, 2000b, p. 70). This is qualitatively quite good extrinsic motivation (see figure 1 on p. 22) and is characterized as being personally important. The relatedness the students feel to their education program and future work is of such importance to them that they integrate the importance of doing well on oral assessments because it is a skill they need in the future. As mentioned above, this type of motivation is difficult to categorize, as it finds itself between *relatedness* to education program and future work on one side, and *competence* they need on the other.

5.2 Competence as a basic need in motivation for oral English assessment

5.2.1 Bildung competence

The Core Curriculum is clear: it states that the aim is to educate individuals with "knowledge and insight into nature and the environment, language and history, society and working life, art and culture, and religion and worldviews" (Norwegian Directorate for Education and

Training, 2017), a clear socio-constructivist idea of how learning happens best. This should take place in all subjects, including the English curriculum, which declares that "English is an important subject when it comes to cultural understanding, communication, all-round education and identity development" (Norwegian Directorate for Education and Training, 2020a). The informants express very varying degrees of agreement with these official intentions, which in turn influence their motivation for oral assessments according to the self-determination theory. As the theory has shown, the student needs to *internalize* and *integrate* the values and behavioral regulations that these activities demand to carry them out (Ryan & Deci, 2000a, p. 60). Student 6 is adamant that the Bildung related competence aims are unnecessary for him to learn, thus decreasing the will to assimilate to them. The practical outcome of this is a lack of motivation for the oral assessments that concern the Bildung aims in the curriculum. He is also on collision course with Skarpaas and Brevik's (2018) broadened concepts of relevance, which argue that vocational directed teaching should comprise of more than vocational relevance alone – vocationally relevant oral competence is what he finds important for his future. Although the examples from the Core Curriculum and didactical theory present Bildung competence and several types of relevance as important to instill in the students, the renewed curriculum caters to some of student 6's wishes to a greater extent than what was the case before the curriculum was renewed. White Paper 28 (Norwegian Ministry of Education and Research, 2015-2016) ordered two separate English curriculums for general and vocational studies, and more competence aims with vocational focus. This orientation was meant to create more vocational relevance for the students, which in turn would increase an expectation of mastery and motivation among them (Norwegian Ministry of Education and Research, 2015-2016, p. 52). The competence the curriculum asks for caters to student 6 to a greater extent in the renewed curriculum, although he is not satisfied with the inclusion of Bildung related competencies.

On the other side of this stance is the informant who wants more Bildung competence and finds this relevant for her life. She is very much in line with Skarpaas and Brevik's (2018) argument that *societal relevance* also should have a place in the vocational English curriculum, to foster democratic skills to participate in both the physical and virtual worlds. So how can the motivation for the informant who wants a stronger Bildung focus in oral assessment be catered for when the renewed English competence aims have taken a vocational turn? The solution lies in taking on a "holistic" reading of the curriculum, rather than the competence aims as the only competencies to be assessed. The Core Curriculum

orders teachers to understand the competence aims "in light of objectives clause and the other sections of the curriculum" (2017, p. 13), and that "teachers and school leaders must regularly reflect on the connection between the teaching and training in the subjects and the overriding goals, values and principles for the teaching and training" (2017, p. 14). The vocational English subject curriculum's relevance and central values, core elements, and interdisciplinary topics sections all order Bildung-relevant skills. This means that both informants 4 and 6 can cover their desired competencies in the curriculum, which can facilitate for internalization and lead to increased motivation for oral assessment. Student 6's wish for a completely vocational focus in the curriculum is not possible to entertain with the current curriculum, and this is probably a good thing. The students need to be prepared for a work life where intercultural skills are necessary, and the purpose of the objectives clause should also be covered by the English curriculum.

5.2.2 Vocational competence

There was broad agreement about the relevance of vocational oral English competence among all the six informants. They seem to be very aware of the globalized reality they live in, and that this is also very much the case in their future work. The students present vocational oral skills in two main categories: learning relevant vocational vocabulary, and ability to speak to non-Norwegian speakers at work. This shows how different theories of learning can contribute to relevant competence for the students simultaneously, the behaviorist idea of correcting vocabulary issues to make them right, and the socio-constructivist idea of communication in a cultural context. Several of the informants express a need for knowledge about what tools, machines, materials, and work processes are called in English. This correlates with Canale and Swain's need for *grammatical competence*, which together with *sociolinguistic* and *strategic competence* make up their definition of *communicate competence* (1980, p. 27). This vocabulary learning is also rooted in the curriculum, where "language learning" is a core element that states that learning vocabulary is key to give the pupils choices and possibilities in their communication and interaction (Norwegian Directorate for Education and Training, 2020a). The other oral skill they report as important is the ability to speak to customers and colleagues that do not speak Norwegian. The ability to communicate is obviously connected to their vocational vocabulary, but they also express a need to communicate in a more general matter, both with non-Norwegian speakers who work in Norway, and in work they potentially can obtain abroad. This is explicitly mentioned as

important for both student 1 and 6. The core element "communication" from the English curriculum instructs teachers to train and assess the skill in both "authentic and practical situations" (Norwegian Directorate for Education and Training, 2020a). This is supported by Canale and Swain's theory, who's *sociolinguistic competence* comprises of both sociocultural rules and rules of discourse (1980, p. 30). Although he finds these skills relevant, student 6 presents an opportune remark when he says that he feels the vocationally directed oral assessments are unnatural, and he questions the authenticity of the assessment situations. This could mean that although the students find this relevant for their future, the assessment situations cannot fully reenact workplace communication, and it is difficult to create situations in the English classroom in upper secondary school where sociocultural rules and rules of discourse are similar to genuine real-life situations. It is possible to imitate practical situations, but the sociolinguistic authenticity is more challenging to reach completely, because it will always happen in a scholastic discourse with a teacher or other students, not in real-life situations.

Even though authentic situations might be difficult to cater for completely, the informants' rather unanimous responses make assessment of oral vocational competence in English a good fit for the creation of quality motivation. The students report that these are important skills for them to master, and the self-determination theory asserts that "the more one internalizes the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become self-determined" (Ryan & Deci, 2000a, p. 62). This means that the reasons for an action, being competent in oral vocational English, is viewed as so important to the learners that the basic need for competence seems to be provided for. The challenge with this rationale is that it takes on an ideal view of competence, it is presented as something that all students can enjoy in abundance. What happens to student motivation when it turns out they are not competent in oral vocational English, even though they find it relevant and important to be just that? This is a dilemma that teachers need to consider, given that the students' English competence is to be assessed against a set of criteria, which means that neither perceived nor actual competence can always be obtainable by the low-achieving students. Vocationally directed oral English assessment might therefore be a good starting point for sparking motivation in the students, but it is not necessarily a silver bullet that will solve all motivational issues for low achieving students, because felt competence is what sets fire to that spark.

5.3 Autonomy as a basic need in motivation for oral English assessment

5.3.1 Autonomy in oral assessments

Autonomy is held as the most important basic need to fulfill to create good motivation in the self-determination theory, but the students report little autonomous influence in the planning and realization of oral assessments. Some informants report that they have some impact on time, meaning that they can affect when the assessments are carried out, and that they feel that assessments that comprise of several competence aims at once that stretch over a longer period give them more room for individual planning of their preparation time. Other than that, little autonomous choice is reported, and none of the informants express any impact on form or content in the assessments. According to the self-determination theory, the fulfillment of the *competence* need in the previous section is of little motivational value if it is not accompanied by the need for *autonomy*: "[…] people must not only experience perceived competence (or self-efficacy), they must also experience their behavior to be self- determined if intrinsic motivation is to be maintained or enhanced" (Ryan & Deci, 2000a, p. 58). Student 6 expresses it like this when asked about what effect more autonomous participation in assessments would have: "[…] in lower secondary we had it like this, in some subjects, that we could choose between, say, a presentation or write an essay or do this or that, for the assessment. I feel that that could have been very, very, very useful". This view of how formative assessment should be employed is in line with the cognitive learning theory, which introduces the idea of including the learner in the assessment process to develop a better understanding of the standard to be reached and receiving feedback which closes the gap (Baird et al., 2014, p. 37). So even though the students do not experience autonomy to any extent, the feeling is still expressed as something that would be beneficiary for them, and this is supported by both the self-determination theory and the cognitive learning theory.

A teaching and assessment practice that does not include the students actively is not only motivationally problematic, but also at odds with the intentions in the Core Curriculum: "Pupil involvement must be a part of the school's practice. The pupils must participate and assume co-responsibility in the learning environment which they create together with the teachers every day" (Norwegian Directorate for Education and Training, 2017, p. 18). Also, the Regulations for the Education Act § 3-10 legally obliges teachers to include students in

the participation of assessment of own work (Forskrift til Opplæringslova, 2006). This study is conducted with a very restricted number of participants and can thus contribute little to a generalization of students' feelings of autonomy. Still, it resonates with Throndsen et al.'s (2009, p. 14-15) findings that students in primary school are more involved in their assessment than older students, like the participants in this study. Sandvik and Buland also suggests that students should be more involved in assessment processes, based on their report on assessment in Norway (2013, p. 140). This means that there are both motivational and legal reasons to include students more in the work with assessment, and some empirical evidence that this is not done enough.

The starting point of self-determination theory is to develop the individual's motivation, and thus presents the individual's sense of autonomy as key for this development – the more autonomy, the better motivation. In the Norwegian vocational English classroom today, the teacher must consider more than just each individual learner's motivation. The point here is not to devalue the importance of learner autonomy, but rather to suggest that this is one of many considerations the teacher must make, and full autonomy for the students in assessment situations can compromise other factors that affect the teaching. Lack of time to follow up students' assessment, a restricted number of teaching hours per week, Covid-19 restrictions (for a period at least), student absence, lack of adequate facilities in school and demands to prepare for a centrally designed exam are just a few of many factors that might restrict a fuller autonomy for the students. The ideal type of motivational support presented in the self-determination theory might therefore not always be possible to fulfil in a classroom that has to take into considerations a lot of other factors in the day-to-day teaching. Student 4 also raises an interesting objection to the idea of student autonomy, she does not think all students would handle the autonomy as well, because "they would joke it away". These competing, and perhaps sometimes un-unifiable, concerns are recognized in the Core Curriculum: "What is in the best interests of the pupil must always be a fundamental consideration. There will always be tensions between different interests and views. Teachers must therefore use their professional judgment so that each pupil is given the best possible care within the school environment" (Norwegian Directorate for Education and Training, 2017, p. 6).

5.3.2 Choice of education program as autonomous choice

The students report that the choice of education program was their own, and that this has affected their motivation positively. This is not considered as a main motivational factor by any of the informants, but it affects motivation for oral assessment in English because the education program offers something that they are interested in. As mentioned above the categorizations of the three basic needs are not always clear cut, and this category might be considered to be a mix of *relatedness*, *competence* and *autonomy:* relatedness because some students identify with their future job even before they have begun working, competence because they have an intrinsic motivation for the content of the education program and future work, and autonomy because they report that this is a choice they have made themselves.

<u>Chapter 6 – concluding remarks</u>

The purpose of this study was to get closer to an understanding of how students perceive the idea of motivation for assessments in the vocational English subject. The motive for choosing these topics was to investigate student motivation but partly also if the teacher can facilitate for this. To analyze the students' perceptions of motivation the self-determination theory was chosen. Both the theoretical groundwork and the empirical evidence have shown that this was a sound choice. Although the self-determination theory is not a second language specific theory, nor an isolated educational theory, it makes use of three basic human needs that resonate well with motivation for assessment in a language subject. This final chapter does not intend to present a final conclusion to the conundrum of motivation for assessment but should be read as a contribution to the field.

6.1 Summary of findings

The basic need of *relatedness* is the least important of the three in the theory, and cannot by itself create good motivation, it must be accompanied by a feeling of autonomy. Still, the students report that they feel that relatedness contributes to their motivation. The informants that have felt insecure in oral assessments in previous schooling present relatedness to both teacher and fellow students as important to their motivation. The other informants do not state this at all, so there is a discrepancy in the presented data. These students rather describe a relatedness to education program, and especially future work. This is interesting because the students do not have any experience working in these fields, but they still report it as important. This category therefore seems to find itself halfway between relatedness and competence, as it is presented as both belonging to an occupational group, and practicing the competence that is relevant in the occupation.

The *competence* term is debated among the informants. One informant views the Bildung aspect of oral English competence as important for her motivation, while another student reports the acquisition of this topic as demotivational. The informants all agree that the fulfillment of vocational oral competence is important to enhance their motivation, and the renewed vocational curriculum supports this. This inconsistency in the data shows the challenges teachers face in a diverse classroom, but the official documents that regulate the

Norwegian schools system are clear that both of these competences must be practiced in the vocational English classroom.

Autonomy is the most important basic need to fulfill in the self-determination theory, but the students report little of this in the oral assessment situations they have experienced in their vocational English subject. This suggests that their motivation suffers under the lack of self-determination. This should be remedied by including the students more in the planning and realization of oral assessment, as one student reports, this was very influential in his motivation in lower secondary assessment. The students report autonomy in the choice of education program, which could affect their motivation to do well on a more overall level than just the English subject isolated.

6.2 Didactical implications

Motivation plays a more decisive role in the acquisition of a second language than a first language, simply because it is not intrinsically necessary for the learner in most cases. This is especially prevalent in school, where English is an obligatory subject and thus an extrinsic activity determined by someone else than the individual. Awareness of second language motivation could therefore contribute to more student engagement. The self-determination theory is a good starting point for motivational support, and the main didactical implications of this theory is to make the students *internalize* and *integrate* the values of the oral assessments, by fulfilling the three basic needs *relatedness*, *competence,* and *autonomy*. To achieve a feeling of *relatedness* the student needs to feel connected to both teacher and fellow students. Safe learning environments and good teacher-student relationships are pedagogical rather than didactical achievements, but this could be accomplished through *feedback* as a didactical approach to enhance both relatedness and competence. Both theory and interviews have shown how feedback *climate* is crucial to create this relatedness, both between teacher and student and between the students. Feedback can be interpreted by students as either *controlling* or *informational* (Dörnyei, 1994, p. 278), and this interpretation will depend on their previous experiences, the context the feedback is given in and the student's relationship to the teacher (Skaalvik & Skaalvik, 2018, p. 153). Controlling feedback makes use of student comparison and should be avoided, while informational feedback is feedback on the student's

competence and is best suited to create or maintain a good relationship between teacher and student (Skaalvik & Skaalvik, 2018, p. 212).

Assessment is about making judgements of *competence*, and it lies at the very heart of didactical practice. The self-determination theory holds *perceived* competence as the key to foster motivation, and this demands well-delivered feedback from the teacher in assessment situations. The potential for perceived competence lies in the formative aspect of assessment, where the focus is to enhance competence. Students should be given optimally *challenging* tasks to feel that they can master (Niemiec & Ryan, 2009, p. 139). The feeling of competence will diminish if the students systematically work with tasks and subject matter that they do not master (Skaalvik & Skaalvik, 2018, p. 153). The Regulations for the Education Act § 3-10 obliges teachers to use formative assessment to adapt the teaching to the student to increase the competence in the subject (Forskrift til Opplæringslova, 2006). This didactical tool should therefore be employed in the assessment of oral competence of English. A challenge with the concept of perceived competence in the school system is that the students are assessed against a set of competence aims and criteria that eventually will judge competence with a final, summative grade between 1 and 6. Low grades and negative feedback will harm motivation as the theory chapter has shown, so it is a didactical challenge for teacher to integrate the two demands.

As many activities in school feel extrinsically inflicted on the students, it is important to promote *autonomous* choices simultaneously to provide for a feeling of commitment to the activity (Skaalvik & Skaalvik, 2018, p. 153). This can happen through student involvement in the planning of the oral assessments. The students can contribute to what *content* and *skills* that should be assessed, and how it should be assessed through the creation of common assessment criteria. This can fulfill the basic need of autonomy to increase motivation, and it is in line with the Norwegian Directorate for Education and Training's principles for good formative assessment (2020c). Although the idea of autonomous student contribution is sensible for several reasons, the teacher still plays a key role in the didactical choices in the vocational English classroom. The professional judgement of the teacher is based on an overview of rules and regulations, curricula, subject content and pedagogical and didactical theory and practice, and this is not something that can be left to the students alone to be in control of.

6.3 Suggestions for further studies

The field of second language motivation has seen a surge in interest and research the last decades (Dörnyei, 1994, p. 273) and seems to be a well-covered topic internationally. The search for relevant theory in the Norwegian context has shown that this is a potential area for further research, though. It would be interesting to analyze the self-determination theory and oral English assessment in a quantitative manner to construct more generalizable results. That could have given insight that could have challenged the didactical implications that this study has produced.

The field of vocational English seems to be under-researched in Norway, especially on PhD-level (Rindal & Brevik, 2019, p. 422). Given the number of students that attend vocational programs this is somewhat surprising. The renewed vocational curriculum deserves a critical review; does it lead to more proficient vocational English students? A central question that has come up as a result of working with this thesis is if the idea of relevance in the vocational curriculum actually meets the needs that the trades and businesses actually need. Are the students' English competence the right type of competence? It seems like teachers and students have an idea about this, and the curriculum gives a direction, but it seems unclear if it is the right one.

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Appendices

Appendix 1: Interview guide

Plan for gjennomføring av intervjuet:

1. Gi en kort introduksjon til prosjektet, og hva intervjuet skal brukes til.

2. Undersøke intervjuobjektets generelle holdninger til engelskfaget, og sammenlikne engelsk på yrkesfag i videregående skole med engelskfaget i ungdomsskolen.
   - Hva opplever du er forskjellig i engelskfaget fra ungdomsskolen til videregående skole?
   - Hva synes du er bedre i videregående?
   - Hva synes du var bedre i ungdomsskolen?

3. Nærme seg temaene i prosjektet:
   - Vurderes du annerledes på videregående enn du gjorde på ungdomsskolen?
     - Hvordan opplever du disse forskjellene?
   - Hvordan vil du med dine egne ord forklare ordet «motivasjon»?

4. Sirkle inn prosjektets hovedproblemstilling:
   - Opplever du at du er mer eller mindre motivert for engelsk i videregående enn på ungdomsskolen?
     - Hvorfor tror du det er sånn?
   - Hvordan er din egen motivasjon for å gjøre så godt du kan på muntlige vurderinger i engelsk?
     - Har dette noe med ditt valg av utdanningsprogram på videregående skole å gjøre?

5. Konkretiserte spørsmål om SDT (relatedness, competence, autonomy)
   - Hvordan tror du det du lærer og får vist i muntlige vurderinger er relevant for ditt fremtidige yrke? (relatedness)
     - Hva gjør dette med motivasjonen din?
   - Synes du at du får du vist hva du kan i muntlige vurderinger i engelsk på videregående skole? (competence)
     - Får du vist mer eller mindre av det du kan i vgs enn u.skole? Hvorfor er det sånn?
     - Hva gjør dette med motivasjonen din?

- o Synes du at du har en påvirkning på hva og hvordan du skal vurderes i engelsk på videregående skole? (autonomy)
  - ▪ Hva gjør dette med motivasjonen din?
- o Hva er den viktigste motivasjonen for muntlig vurdering i engelsk for deg?

Appendix 2: Interview with student #1

I: Da er det som jeg har sagt intervjuer... eeehhh.... hvor prosjektet går ut på å finne ut om hvordan og hvorfor elever på yrkesfag er motivert for engelsk og vurdering enda mer konkret. Da starter vi bare litt sånn åpent, og så stiller jeg spørsmål sånn etterhvert, som blir litt mer konkrete, og så er det jeg på en måte som skal sørge for at jeg får svar på de tingene som jeg vil, ved å stille det spørsmålene, ikke sant. Eeehhh, men hvis vi kan starte litt sånn... hva slags forhold har du til engelsk? Som fag altså, på skolen?

S1: På skolen? Jeg synes forholdet med engelsk, på skolen, det er bra, ikke sant. Jeg tror jeg trives i engelsk mer enn det jeg trives i norsk-timene, da, ikke sant.

I: Ok, ja.

S1: Fordi, altså, engelsk, jeg har hatt det siden jeg gikk i barneskole da, så det har vært en del av livet mitt da. Det er på en måte som en andrespråk. Til og med når vi er hjemme så er engelsk på en måte sånn andrespråket da, liksom. Det er første er morsmål, og det andre er på en måte engelsk. Så jeg tror det påvirka meg på en, på en bra måte på skolen.

I: Eeehhh, hvordan synes du det er på videregående nå, og i år?

S1: Lettere enn da jeg gikk i 1. videregående, da. Da var jeg 16, 15-16. så engelsk nå, i videregående nå er mye, mye bedre enn det jeg hadde før da.

I: Kan du forklare hvorfor du mener det?

S1: Eeehhh, jeg mener det på grunn av lærere da. Når jeg gikk på, altså (snakker her om VG1), jeg forstod ikke, altså, han engelsklæreren da. Jeg forstod ikke da han prata engelsk, ikke sant, i forhold til han engelsklæreren jeg har nå, som, det er deg, hehehe. Så jeg tror læreren på videregående påvirker studenten på engelsk da, han snakker engelsk med... Da jeg gikk på 1. videregående da, så, han engelsklæreren, jeg forstod han ikke, han kunne ikke snakke så bra engelsk, skal jeg si... Og, altså, når han prata, så var det som, det var vanskelig å forstå han, liksom. Første jeg prøvde så mye som jeg kunne, men klarte ikke. Men jeg gjorde det bra på eksamen da. Så jeg tror på 1. videregående så, i engelsktimene, så tror jeg gjorde

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mest av jobben selv, og til og med eksamen, da jeg tok eksamen. Eneste jeg fikk vi er «du kommer opp på engelsk», jeg tror det, og så bare jeg tok eksamen på mitt egenhånd.

I: Kan, kan du sammenlikne noe med ungdomsskolen?

S1: Med ungdomsskolen?

I: Hvis du husker tilbake til det? Altså, hva er forskjellen i dag?

S1: Skal jeg være ærlig så gikk jeg ikke så lenge i... Altså, jeg kom til Norge i (anonymized), og i (anonymized), altså alderen min... (anonymized) Da var det i tiende klasse, så kunne jeg ikke bare gå til tiende klasse, jeg måtte gå til mottak og lære meg språket, norsk. Og så, og når jeg ble ferdig med det så var tiende i første videregående da, ikke sant. Så jeg bare holdt på til første vgs, og det gikk særlig ikke så... Eller jeg gikk aldri nesten i ungdomsskolen.

I: Nei, greit. Så det er litt vanskelig å sammenlikne... Ja... Eeehhh... Hvis jeg spør deg om hva ordet motivasjon betyr for deg.

S1: Ordet motivasjon?

I: Ja, bare beskriv det med dine egne ord, sånn som du opplever hva motivasjon er.

S1: Stå opp.

I: Ja.

S1: Eller, våkne opp bare. Du... For å få motivasjon så må du først starte å gjøre noe, liksom, altså, på en måte motivasjon... eeehhh... liksom, å gjøre noe, en forskjell, det er motiverende for meg, på en måte. Som å stå opp tidlig, bare for å stå opp tidlig selv om jeg ikke har noe, det er motiverende for meg. Så jeg synes det...

I: Hvis du skal koble motivasjon til skole da? Hva er det som motiverer deg for å gå på skolen?

S1: Eeehhh... Jeg hadde sagt... Bedre framtid, liksom. Så... I det å komme til skolen da, eller komme på skolen, det er å... Altså, du bygger noe til framtiden. Ikke sant. Hvis jeg står opp nå tidlig, eller hvis jeg kommer meg til skolen nå, det kan hjelpe meg til framtiden. Så det er det jeg tenker på hver dag. Og framtiden.

I: Jobb i fremtiden?

S1: Ja, jobb i framtiden og, ha bedre liv.

I: Ja. Eeehhh... Fint, takk. Eeehhh... Du sier at du opplever videregående, altså dette året på videregående som mer... som bedre, på en måte, enn forrige gangen du prøvde. Opplever du at det noe annerledes, er du noe mer eller mindre motivert for vurderinger?

S1: For vurderinger? Altså, karakterene eller?

I: Ja, prøver og presentasjoner?

S1. Ja, det er jeg. Jeg er mer motivert enn før, da Det var som jeg sa, før da jeg gikk på videregående så var det bare å få oppgaver uten å få hjelp, ikke sant. Og, altså bare, altså, engelsktimene var bare enten han står og snakker, eller han bare gir dere oppgaver. Det er det eneste, så det var ikke noe motiverende å... Skjønner du? Og når jeg kom hit, når jeg starta her da, når jeg starta i engelsktime, så var det sånn at, at du, altså, du prøver liksom å få alle til å være liksom sammen, i det samme temaet, og alle skal delta, alle skal være likt og alt det der. Mens når jeg gikk på første videregående i (anonymized), så bare læreren kommer inn, sitter seg ned, ferdig. Det er ikke noe... Bare opples den siden her, gjør oppgaver her... Så jeg synes nå det er annerledes enn da jeg gikk på første videregående.

I: Mhm. Vi har jo hatt to muntlige vurderinger, eeehhh, til nå. Én ute på, ja der ute, og én inne om arbeidsplassen. Opplever du det som motiverende å, eeehhh... Eller, er det mer eller mindre motiverende å drive med yrkesretting av engelskfaget enn å drive med «vanlig» engelsk? Og med yrkesretting så snakker jeg da om ting som er relevante for ditt fremtidige arbeid.

S1: Ja... Jeg synes, altså det er mer motiverende for meg, i engelsk, fordi jeg synes, eller jeg det jeg vil da er å jobbe i utlandet med firma, og engelsk er selvfølgelig en av de største, eller ikke en av de, den største språket i hele verden. Og hvis du kan det bra, og du kan, det, kan påvirke deg på en bra måte når du er på jobb, eller når du er ute på jobb, så er det jævlig bra fordi det... du kan forstå alle, ikke sant. Og... For meg, jeg vil jobbe i utlandet, eeehh... i framtida, da, så da er det sånn veldig viktig for meg å ha engelsk i, i... yrket mitt da.

I: Ja.... Og hva gjør det med motivasjonen din?

S1: Det påvirker veldig... På en veldig bra måte, ikke sant. Motivasjonen min gikk opp da. Da jeg starta her, så hadde jeg... Først tenkte jeg at... Bare jobbe i Norge, og ha en framtid der, men etterhvert så tenker jeg at, OK, hvis jeg skal til utlandet så jeg må ha engelsk, eeehhh, engelskspråket, det må være på plass, ikke sant. For meg, det motiverer meg mer, for jeg vil se det i framtiden da. Jeg vil oppleve det.

I: Ja... Når vi har disse muntlige vurderingene i... i engelsk, eeehhh, føler du at du får vist det du kan... i engelsk?

S1: Ja, det er ja. Det er annerledes enn før da... Før , det var ikke noe at jeg ville vise læreren noe, nå jeg vil, skjønner du? Ok, jeg vil gjøre det her på en skikkelig bra måte. Før det var sånn: OK, nå var det engelsk i dag, glem det, jeg orker ikke å jobbe med det, jeg sliter med... eller, jeg er sliten nå, jeg orker ikke engelsk, heller jeg tenker på noe annet. Og det var, den tiden der så var det litt vanskeligere enn nå, og jeg tror læreren påvirker en student på en veldig annerledes måte.

I: Ja... Eeehhh.... Synes du at du får være med på å bestemme hva som skal vurderes?

S1: Ikke særlig, så mye. Men jeg håper da...

I: Du ønsker det mer?

S1: Jeg ønsker det mer, ja.

I: Ja... Tror du det kan gjøre noe med motivasjonen din, at du får være med å bestemme mer hva som skal være innhold i vurdering?

S1: Min motivasjon?

I: Ja.

S1: Tror ikke særlig mye, men jeg tror alt, alt, til slutt da, siste ordet kommer fra læreren da. Det er han som bestemmer da. Så hvis jeg hadde fått muligheten, så, selvfølgelig. Hvorfor ikke?

I: Hva tror du selv er liksom den viktigste... motivasjonen for å gjøre det godt på muntlige vurderinger i engelsk, hvis du skal liksom peke på én ting, hva er det viktigste for deg, av alle de tingene vi har prata om til nå? Hva er det som motiverer deg mest til å gjøre det så godt som mulig på vurderinger i engelsk?

S1: Eeehhh, altså... Når det kommer til engelsk, så er det sånn at jeg kan allerede veldig mye, men ikke nok da. Jeg vil lære mer, og man lærer mer ved å prate, ikke bare lese, men prate. Og jeg synes at hvis jeg burde eller skulle prate mer da, så hadde jeg gått en, eller ett, steg opp. Sant, i engelsk. Og jeg synes at jeg, som person, burde prate mer på engelsk, og øve litt på det. Det er det jeg prøver på nå.

I: Så det er det som er motivasjonen din, å bli, å bli flinkere i engelsk muntlig?

S1: Mhm.

I: Når det er muntlige vurderinger, så da....

S1. Så da, prate litt mer enn det jeg gjør alltid.

I: Opplever du at, det at det er (anonymized), at det har noe å si? Gjør det noe med motivasjonen din?

S1: (Anonymized, states the education program)?

I: Ja, at det, at du går på (anonymized) nå, altså har det noe å si for motivasjonen din?

S1: Ja, ja. Stor del, egentlig. Det motiverer meg i hverdagen da. Til å, altså... For meg, det her er lettere vei å komme seg ut i jobb på, og det er det jeg ville alltid, siden etter videregående så jobba jeg, siden jeg var liten helt til nå, ikke sant... Og så, i fjor, når jeg prate med fetteren min, som jobber på (anonymized), så han bare: hvorfor ikke jobbe, eller hvorfor ikke bare studere i ett år, og så jobbe resten av... eller, ikke resten av livet da, men... Da har du et papir, eller fagbrev da, som du kan jobbe, du har ikke sånn at hvert to år du leter etter ny jobb, altså jobben er der. Så det siste motiverer meg mye, eeehh, å tenke på at om tre år så har jeg en jobb som tenker på meg, som jeg kan starte familie, mmm... jeg kan... bygge opp en framtid på, ikke sant, så det er veldig motiverende for meg, synes jeg.

I: Fint, bra, da tror jeg vi avslutter der.

Appendix 3: Interview with student #2

I: Da, som jeg sa til deg i sta, så går prosjektet ut på at, eeehhh, jeg har funnet en motivasjonsteori som sier noe om hvorfor folk blir motivert, eller som antar noe om hvorfor folk blir motivert, så har jeg lyst til å koble det til engelsk på yrkesfag fordi jeg har lyst til å finne ut om hvorfor, hva, som gjør at elever blir mer eller mindre motivert av engelsk, på yrkesfag. Og da intervjuer jeg en del elever, hvor du da ble trukket ut der. Og da tror jeg vi bare starter litt sånn bredt, snakker litt generelt om engelsk og litt om motivasjon, og så liksom snurper jeg det litt sammen til det som jeg på en måte kobler til, eeehhh, den teorien som jeg har. Jeg har... du har fått enn sånn forenkla versjon av spørsmålene, så du trenger ikke å forholde deg til de hvis... fordi du får nok litt andre type spørsmål av meg, selv om det der, det er tematisk innenfor det samme området. Eeehhh, da tenker jeg vi starter litt sånn generelt om hva slags forhold har du til engelsk?

S2: Fra før?

I: Ja.

S2: Eeehhh, ja... Jeg hadde ikke noe særlig bra forhold til engelsk, fordi jeg ble jo.... Fikk angst for å snakke engelsk, i tidlig ungsomsskolen...

I: Ja.

S2: Og da.... Derfra hadde jeg ikke noe godt forhold til engelsk egentlig.

I: Nei, det er jo lett å skjønne.

S2: Jeg synes det var skummelt å snakke engelsk egentlig... og skrive.

I: Ja. Klarer du å forklare hvorfor det ble sånn?

S2: Eeehhh, det starta med, på, jeg husker det... Det siste skumle, eller, det første skumle på en måte, på noen presentasjoner i 7. klasse, hvor, hvor jeg rett og slett merka at jeg var redd for å si ting feil og sånn, og så hadde vi jo noen sånne bøllegutter i sjuende klasse, som

liksom... Eller jeg vet ikke om de kommenterte det en gang, jeg var bare redd for at de skulle kommentere. Og så kom jeg i åttende klasse og så fikk vi liksom lov til å... da merka jeg at folk som ikke turte å lese fikk lov til å la være. Selvfølgelig tok jeg den sjansen, og da var jeg sånn: å nei, nei jeg tør ikke. Så ble vi liksom aldri pusha på det heller, og det var ikke noe... det var bare høytlesning i klassen og presentasjoner foran klassen. Så trengte jeg ikke å gjøre det, jeg tok presentasjonene foran læreren og.... lesinga trengte jeg ikke. Og så fikk jeg bare den angsten da, trengte aldri å gjøre noe med det.

I: Ja, så du tenker liksom at det ble på en måte gradvis verre av at du ikke måtte?

S2: Ja, jeg måtte ikke, og da ble det på en måte bare skumlere hvis jeg skulle ha måtte, så hvis jeg sa nei hver gang... Det ble skumlere og skumlere å si nei også, men jeg var sånn: nei, jeg vil fortsatt ikke. Fordi, man skulle liksom tro at: oj, ja, jeg sier, eller, slipper å gjøre det i dag, men kanskje jeg tør neste gang, så turte jeg aldri, så det ble det bare verre og verre. Så ble det til at jeg ikke turte å bruke engelsk til noe heller når jeg snakka med vanlige folk, holdt jeg på å si.

I: Ja, så det handla ikke bare om vurdering, det handla også om engelsk...

S2: Ja, det ble i hvert fall sånn. Ja, det var jo en litt sånn betydningsfull alder også da, det var liksom i 7. klasse, så jeg vet ikke hvor mye jeg brukte engelsk fra før før det, men så begynte det å bli skummelt og det er på en måte den alderen hvor man begynner å snakke engelsk også, og da stoppa det litt.

I: Mhm. Hvordan har dette endra seg når du kom til videregående?

S2: Mmm, det har endra seg mye. Det har i hvert fall endra seg mye siden jeg kom hit, på yrkesfag. Fordi her, ja jeg vet ikke om det er på grunn av videregående eller om det er på grunn av akkurat her, eller deg eller hva det er, men jeg har hvert fall fått oppfølging her. Også har det liksom, det har blitt tatt tak i da. På ungdomsskolen var det liksom bare masse barn som fjasa rundt, og så brydde ikke læreren seg, i hvert fall virka det som da, det var liksom ikke så viktig at akkurat jeg leste engelsk, så jeg trengte aldri heller som sagt. Og så ble det bare... Ja.... Mens her er det liksom mer sånn, du får faktisk en karakter på meg, og du snakker med meg, og liksom, ja, jeg skal faktisk få en karakter for meg da, ikke bare en

karakter for å få lov til å komme inn på (anonymized), som jeg fikk lov på ungdomsskolen. Jeg hadde ikke sagt noen ting, så fikk jeg liksom en treer fordi læreren lot meg komme inn på (anonymized) liksom. Det var ikke så heldig.

I: Nei... Er det noe du synes var bedre i ungdomsskolen, eventuelt hva?

S2: Eeehhh, hehe. Tror ikke det egentlig. Mmmm... Det er tre år siden...

I: Ja, det er jo det, så det er litt sånn.... Det kan være komplisert å tenke tilbake til...

S2: Jeg tror egentlig ikke jeg synes noe var bedre...

I: Nei... Eeehhh... Kanskje jeg kan stille spørsmålet på en litt annen måte, det er ikke helt det sammen innholdet, men er vurderingen annerledes her enn den var på ungdomsskolen, eller den tidligere erfaringen din på videregående?

S2: Eeehhh, det opplever jeg i hvert fall. Jeg føler at her får jeg oppgaver som vi har jobba... eller... vi jobber med et tema, så får man liksom oppgaver eller noe tekst utfra det, og så blir det liksom en litt helhetlig vurdering av det, da, og hva jeg gjør i timen og sånn. Mens på ungdomsskolen, som sagt, så var det jo bare sånn: «på fredag har alle sammen en vurdering», og så trengte ikke jeg å ha den, eller så kunne jeg ha den litt annerledes... Det var liksom så mange i klassen så vi bare droppa den til slutt. Jeg følte aldri... Det var liksom ikke... Hvis jeg bar syk, så var jeg syk, så kom jeg tilbake også: «å ja, du var syk så du trenger ikke å ta den». Det var liksom ikke noe at JEG skulle klare det da, på en måte. Det var veldig sånn, ja.... Bare kjørte gjennom alt. Det er forskjellig.

I: Jajaja, absolutt, og... Du forklarer på en måte hvordan du har opplevd de forskjellene også , litt tidligere. Eeehhh... Så til et begrep som kanskje, eeehhh, kan være litt knytta til det, og det er jo selve begrepet «motivasjon». Eeehhh, hvis du, med dine egne ord skulle beskrive hva det betyr for deg, hvordan ville du da gjort det?

S2: Beskrive hva motivasjon betyr for meg, eller hva som er motivasjon for meg?

I: Hva, hva...Ja.

S2: Mmm... Jeg vet ikke... Altså...

I: Eller, jeg kan også stille spørsmålet på den måten at, eeehhh, ha er det som motiverer deg, i tilfelle?

S2: Det som motiverer meg er jo å få til ting, da. Mestring, liksom. Det motiverer meg. Så uansett om det er de minste ting, så er det bare det å få til noe, motiverer meg så og si alltid. Ganske konkret.

I: Ja, det er veldig konkret. Ja... Kan vi kanskje snu på det, og at jeg spør om hva som gjør deg mindre motivert, eller ødelegger motivasjonen din?

S2: Hmmm... Ja, nå må jeg prøve å se for meg noe her. Hva som ville ødelegge motivasjonen min....?

I: ...og du trenger ikke bare å tenke... nå snakker vi helt fritt, du trenger ikke tenke skole nødvendigvis altså.

S2: Ja, hmmm... Å ikke få det til da, eller å ikke lære noe. Jeg blir også motivert av å lære. Men hvis jeg bare ikke får til noe eller føler at jeg ikke lærer noe, og ikke... Hva skal jeg si, å ikke bli motivert, men det jo...mhm...Ja, kanskje sånn samhold, nei ikke samhold, men sånn... At jeg ikke jobber alene for å få en karakter , altså at du hjelper meg og motiverer meg på en måte, og at vi er en klasse og alle sammen skal få de til. Jeg vet ikke hva det heter, men sånn...

I: Ja, samhold, jeg synes jo det beskriver det. At det å være en del av noe mer...

S2: Ja, det motiverer meg.

I: Det er også motivasjon i det, mhm. Ja, nei, det gir...det gir mening det, og som sagt, det er dine ord her som er viktige.

S2: Jeg håper bare du klarer å skrive...

I: Ja, ja. Ikke tenk på det. Jeg vil bare at du skal snakke helt fritt, så ikke tenkt for mye på det.

S2: For jeg snakker jo veldig sånn, usammenhengende...

I: Det går veldig bra. Eeehhh... Jeg tror at...vi kan videre på en måte til å konkretisere det litt nå. Eeehhh... Hva er motivasjonen din for, for nå har du snakka litt om at du opplevede muntlige presentasjoner, muntlige vurderinger i ungdomsskolen som stressende og etterhvert så trengte du ikke å gjøre noe heller, fordi det ble på en måte som en sånn ond sirkel nærmest. Men kan du si noe om motivasjonen for å gjøre det så godt som mulig på muntlig vurderinger i engelsk nå, altså hva er det som...? Har du noe mer...ord, som du kan sette på det?

S2: Ja, nå er det jo...

I: For nå, bare, bare... Nå har vi hatt to, ikke sant. Vi har hatt, eeehhh, den presentasjonen om Veidekke, den har ikke du hatt enda, men du har jobba med den. Du var jo syk, på mandag...

S2: Ja, jeg var i karantene hele forrige uke...

I: Så den kommer jo, så du har jo... Du har jo jobba med den da, ikke sant. Og så har vi hatt den ute, hvor du presenterte prosessen med å bygge... Hva er det som motiverer deg til å gjøre det så godt som mulig i de vurderingene der?

S2: Mmmm... Det som motiverer meg nå i hvert fall er at nå skal jeg et sted, hvis det gir mening. Nå vet jeg... På ungdomsskolen så ante jeg ikke hva jeg dreiv med, jeg var bare på skolen, som er barn, liksom, mens nå er jeg jo her for å gå videre i (anonymized), liksom, og jeg vet at jeg må få det til da. Pluss at jeg også har funnet ut at jeg faktisk får til noe, da er jeg motivert til å få til mer. Fordi, det har jeg ikke opplevd før da. Og nå som jeg får til litte grann, så er det liksom, jeg vil få til mer. Og fortsette å få bedre karakterer, ikke bare bedre karakterer men bare, ja... Få til ting, i engelsk.

I: Ja. Tror du det at det er (anonymized), tror du det har noe å si?

S2: Det hadde noe å si for meg, eeehhh... Litt fordi jeg tar det mindre seriøst, og jeg vet ikke hvorfor det skal være sånn, eller på en måte om det er riktig å si. Men på studiespes så var det

liksom sånn, for jeg har jo gått det og, så var det veldig sånn at du skal få høye karakterer for å studere videre og sånn... Det har jeg aldri egentlig hatt lyst til en gang, så... Ja.... Det var helt idiotisk (å gå der). Men her føler jeg liksom at det motiverer meg egentlig bare å komme videre, for jeg vet t jeg skal bruke det her da, det er hver fall det jeg har følt, at jeg vil liksom lære engelsk, fordi jeg aner ikke hva bjelkelag er på engelsk, liksom. Og det er motivasjon. Jeg skjønner hvor jeg må bruke det, og jeg har lyst til å lære det fordi jeg vet at ellers så står jeg der og kan ikke si noe, liksom, når jeg møter på en engelskmann.

I: Ja, absolutt.

S2: Mens det følte jeg jo ikke på ungdomsskolen eller studiespes da, åpenbart.

I: Eeehhh... Du har nærmest svart på mitt neste spørsmål, eeehhh... Men... om det med muntlige vurderinger har noe å si for ditt fremtidige yrke?

S2: Ja, det vil jeg jo si da, i hvert fall sånn vi gjør det her, når vi har presentasjoner eller har muntlige vurderinger om yrke, så har det absolutt noe å si. For jeg kunne i hvert fall ikke noe byggeord fra før.

I: Nei. Og fordi det er noe du helt konkret tror at du kommer til å få bruk for, så, ja, føles det relevant?

S2: Absolutt.

I: Ja. Eeehhh... Føler du at du får vist det du kan på muntlige vurderinger?

S2: Ja, jeg tror da det. Nå hadde jo jeg litt lavt grunnlag fra før, holdt jeg på å si, jeg har ikke fått vist noen hva jeg kan eller turt å vise meg selv heller hva jeg kan, så jeg har jo ikke visst noen ting. Så jeg føler i hvert fall at jeg får noe ut av de vurderingene vi har hatt til nå.

I: Ja... Eeehhh... Føler du at du får være med på å bestemme hva som skal vurderes?

S2: Eeehhh, ja... Når har jeg ikke spurt: hei, kan jeg få være med? Men sånn... Jeg føler i hvert fall at du er åpen for det. Sånn, hvis jeg hadde hatt noen ønsker da, det føler jeg i hvert fall.

I: Ja. Tror du det å kunne være med på å bestemme, eeehhh, hvordan eller hva som skal vurderes hadde hatt noe å si for motivasjonen din?

S2: Ja. For jeg føler at hvis du bare hadde gitt oss oppgaver, og sånn skal det gjøres, nå må dere gjøre det til onsdag, ferdig, så hadde ikke det vært så veldig motiverende. For eksempel hvis noe kommer i veien, eller jeg vet at: ok, det er rekker jeg ikke, det får jeg ikke til, eller det tør jeg ikke, og så hadde du bare sagt at sånn gjøres det så hadde ikke jeg turt å... Eller ja, det hadde vært veldig demotiverende, da hadde jeg sikkert bare gjort noe kjapt og så framført det og så heller ville blitt ferdig med deg. Da er vi tilbake til ungdomsskole-meg.

I: Ja, for det var sånn du opplevde at det var før, at du hadde lite påvirkning?

S2: Ja, da var det liksom bare sånn: sånn gjøres det, og så turte jeg ikke...

I: Skal vi bare sjekke tida her... Nå har du liksom snakka om forskjellige ting som kan være med å påvirke motivasjonen for å liksom prate engelsk, eller gjøre så godt man kan på vurderinger. Hvis du skal peke på en ting som du liksom anser som det viktigste for din motivasjon for muntlig vurdering, i engelsk, hva ville det det vært da, eller hva er det?

S2: Det viktigste for meg...

I: For din motivasjon for å gjøre så godt du kan på muntlige vurderinger...

S2: Eeehhh... Jeg tror egentlig det er god kontakt med læreren, eller sånn, god oppfølging, på en måte, er det viktigste for min motivasjon. Fordi da vet jeg at ... jeg vet på en måte at du vil at jeg gjøre det bra, på en måte da, du vil at jeg skal få gjort det, uansett hvordan. Eller ja.... Du vil at jeg skal få gjort det, ikke bare at alle skal få gjort det, ferdig snakka, men at vi skal få det til, på en måte. Det er motivasjon, at jeg, ja... Tror jeg. Jeg tror det er det viktigste.

I: Ja, og det er... Det er jo det vi... Du skal jo presentere det du tror og tenker nå. Ja. Fint. Da sier vi stopp vi.

Appendix 4: Interview with student #3

I: Da har jeg jo sagt litt om prosjektet og hva det skal brukes til, før vi begynte å ta opp, men at du blir anonymisert uansett her, ikke sant, så ditt navn kommer aldri til å komme i noe, i noe... I noe oppgave.

S3: Ok.

I: Eeehhh... Jeg tror at vi starter litt sånn generelt. Jeg stiller spørsmålene og du, bare på en måte, svarer på. Hvis jeg vil ha noe mer utfyllende svar så, så kommer jeg på en måte bare med oppfølgingsspørsmål. Ok? Viktig å understreke at det ikke er noe rett og galt svar, men at du svarer det du på en måte oppriktig mener selv. Hvis du synes det er vanskelig å svare fordi du trenger å tenke deg litt om, så gjør du det.

S3: Ok.

I: Ja, det er ikke sånn at det er noe tidsfrist her. Eeehhh...men, temaet da, for denne, dette intervjuet er engelsk, motivasjon for engelsk på yrkesfag, og enda mer konkret muntlig vurdering. Vi nærmer oss det litt sånn etter hvert her. Ja... Det jeg på en måte vil at du skal starte med da, er å si noe om du... du kan si noe om det du opplever at forskjellen i engelsk fra ungdomsskolen til videregående?

S3: Ja, altså forskjellen... det er vel at på ungdomsskolen så var min opplevelse at lærerne var veldig mye strengere der.

I: Ok.

S3: De var veldig mye mer: nå sitter du her, så får du den oppgaven her, og så gjør du det og så holder du kjeft. Det var liksom sånn opplegg følte jeg. Mens på ungdom, nei på videregående så er det mer... fritt på en måte, du kan få hjelp hvis du trenger det. Og du får en litt større oppgave da, som du jobber kanskje med over lenger tid, i de forskjellige engelsktimene da. Det er vel egentlig det som er den største forskjellen.

I: Eeehhh... Er det bedre eller dårligere, holdt jeg på å si, hvis det går an å gradere det?

S3: Nei, jeg synes det er bedre. Det gjør jeg. På videregående altså.

I: Hvorfor det? Hvorfor sier du det?

S3: Eeehhh...

I: Hva er det med det å få litt større oppgaver som er bedre enn å bare få....?

S3: Altså, man kan liksom jobbe litt, litt mer i sitt eget tempo da, du får ikke 30 oppgaver som du skal ha gjort innen timen er over, eller så får du anmerkning. Det er... Du får én karakter kanskje da, på den store oppgaven du leverer, og så har du kanskje to uker på å jobbe med den da. Da blir det litt lettere, for da kan du ta litt og litt hver dag for eksempel da. Det synes jeg.... Jeg synes det er bedre personlig, da.

I: Ja, ja, og det er din personlige... følelse jeg er ute etter å få svar på her, så bare kjør på med det. Eeehhh... Så det er det at du på en måte kan styre litt selv, er det det du er ute etter å si?

S3: Ja, ja.

I: Eeehhh... Er vurderingen noe annerledes i videregående enn i ungdomsskolen?

S3: (Pause). Jeg synes egentlig vurderingene er ganske like. Det er liksom muntlig og skriftlig, da. Og da... Det samme er det på ungdomsskolen. Og du får den der... Du får en presentasjon du skal gjøre her og der, liksom, og det er samme begge steder.

I: Ja. Vi har jo hatt to muntlige vurderinger til nå, eeehhh... Den ute, og den da som du skulle ha gjort på onsdag som du ikke har gjort, som du bare må ta igjen, men du har jo gjort jobben i forberedelsen til den. Eeehhh... Er de to annerledes enn det du har opplevd før, eller er det fortsatt likt?

S3: Det er ganske annerledes å bli intervjua ute når man jobber, det er det, for det har jeg ikke gjort før.

I: Nei...

S3: For da har vi bare sittet i et klasserom og lagd intervjuer til hverandre. Mens her intervjua du oss mens vi gikk rundt å jobba og prøvde å snakke engelsk, da.

I: Hvordan opplevde du det?

S3: Det var litt gøy, hehe. Det var litt annerledes. Å snakke engelsk og prøve å vite hva alt er på engelsk isteden for norsk hele tiden.

I: Ja. Eeehhh... Opplever du det som relevant?

S3: Det er jo relevant for yrket mitt, da. Så, ja...

I: Ja... Eeehhh... Den andre presentasjonen, er den, vil du si at den er likere det du har gjort før?

S3: Den som jeg skulle hatt på mandag? Ja, det synes jeg. Ja, du liksom får et tema så skal du skrive, lage en presentasjon om det, så det er ganske likt.

I: Ja. Mhm.... Hvilken av de foretrekker du da? Og hvorfor?

S3: Altså, jeg foretrekker egentlig den der ute, du intervjuer oss mens vi står og jobber. Eeehhh... For det var litt nytt og det var litt sånn... Du.... Man trengte... Man kunne ikke forberede seg på noe. Man kunne lære seg hva ting het, men man kunne ikke forberede seg på noen annen måte enn det, så jeg synes det var litt.. Da viser man litt mer hva man kan istedenfor å jobbe med en presentasjon hvor man finner all informasjonen på nett,da.

I: Ja, hvorfor sier du at du viser mer hva du kan?

S3: Ja, for da må du ta utgangspunkt i hva du har lært da, og ikke ting du har funnet på internett.

I: Ja. Så du tenker at det å ha lært noe og det å ha funnet noe informasjon er to forskjellige ting?

S3: Ja, det vil jeg si. Altså, man lærer jo selvfølgelig den informasjonen man finner og da, men det blir noe annet når du viser hva du har lært gjennom alle årene med engelsk, da.

I: Mhm. Eeehhh... Hvis jeg skal spørre deg om motivasjon, så lurer jeg litt på... hvis du skal beskrive med dine egne ord hva motivasjon er, kan du gjøre det for meg?

S3: Motivasjon er vel... det at man har lyst til å fullføre. Man får liksom en glede av å fullføre da... Å fullføre og gjennomføre de oppgavene man får.

I: Hva er det som motiverer deg, nå snakker jeg generelt i livet, ikke bare skole, men hva er det som motiverer deg til å gjøre ting?

S3: Det er jo å ha et bra liv i framtiden, da. Går skolen rett til himmels, så hjelper jo ikke det for framtiden.

I: Nei. Så du er, du blir motivert av å tenke på hva som kommer?

S3: Ja.

I: Din framtid?

S3: Jeg kan vel si det sånn.

I: Ja, mhm... Eeehhh... Er du mer eller mindre motivert for engelsk nå enn du var i ungdomsskolen?

S3: Om jeg er mindre motivert?

I: Mer eller mindre.

S3: Nei, jeg er mer motivert nå, det er jeg.

I: Ja. Kan du forklare meg hvorfor du er det?

S3: Det er litt som jeg sa i sta, det er lærerne. Det er... Ja, min personlige erfaring så er det... Lærerne på ungdomsskolen var en heks. Hun var liksom ikke noe hyggelig, hun: «hold kjeft, gjør den oppgaven her», og så var det det liksom. Mens du er liksom, mere... Du prøver å hjelpe, du hjelper oss å forstå oppgavene... Eeehhh... Hjelper oss underveis... Så det synes jeg er litt forskjellig, og det synes jeg er mye bedre her.

I: Ja. Eeehhh... Hva med vurdering? Er det mer motiverende...?

S3: Det er mer motiverende å gjøre vurderinger her, ja.

I: Greit, for da har jeg lyst til å spørre litt mer konkret om det. Eeehhh... Opplever du at engelsk på yrkesfag er mer eller mindre relevant enn det var på ungdomsskolen?

S3: Jeg synes det er mer relevant her.

I: Hva er det mer relevant for, og hvorfor er det mer relevant?

S3: Det er mer relevant... I mitt tilfelle er det jo (anonymized), da. Der er det jo mange utenlandske arbeidere også da, og de kan jo ikke alltid norsk og vi kan ikke alltid dems (sic) språk, så da er det jo engelsk man kommuniserer med, da. Så det hjelper jo veldig å kunne engelsk, bare på grunn av det.

I: Ja, og hvorfor oppleves det som... Altså, nå sa du jo hva det er relevant for, ikke sant, fordi du skal inn i en bransje hvor det er mange arbeidere fra andre land som ikke har ett felles språk, eeehhh... Ja, kan du si noe mer om, liksom, hvordan det påvirker de muntlige vurderingene dine?

S3: Det påvirker vel muntlige vurderingene mine fordi jeg må, liksom, kunne engelsk, da. Eeehhh... Jeg vet ikke helt hva jeg skal si.

I: Nei, det er lov å tenke litt.

S3: (Pause). Nei, det må nesten bli det svaret jeg gav.

I: Ja. Eeehhh... Er det motiverende, eller på hvilken måte er det motiverende å ha en sånn type engelsk som du veit du får mer bruk for... det var jo på en måte det du sa, da, ikke sant, at det er mer relevant fordi at du skal bruke det i framtiden i arbeidet ditt. Eeehhh... Hva gjør det med motivasjonen din, da? For vurdering, da?

S3: Det veit jeg ikke helt.

I: Nei.

S3: Det har jeg ikke noe konkret svar på.

I: Nei, det er greit det. Synes du at du får vist hva du kan i muntlige vurderinger på videregående?

S3: Ja.

I: Ja

S3: Det synes jeg. Jeg får jo snakka mer her, i dette tilfellet er det mindre klasse, så det er jo oftere at jeg får et spørsmål enn før. Da var vi neste 30 stykker i en klasse, og det var vanskelig å få ordet, liksom.

I: Ja. Hva gjør det med motivasjonen din, at du får vist hva du kan?

S3: Det gjør jo at den går opp da.

I: Kan du forklare hvorfor du tenker det?

S3: Jeg får vist hva jeg kan, da.

I: Ja. Men hvorfor er det viktig for deg?

S3: For...hehe... Ellers får jeg liksom ikke vist... Hvis ikke jeg får vist hva jeg kan, så ser jeg heller ikke poenget med å ha faget.

I: Nei.

S3: Det gjør det litt mer motiverende.

I: Så det å vise at du kan engelsk, det forsterker ønsket om... Ja... Eeehhh... Opplever du at du har noe påvirkning på hva du blir vurdert i, på disse muntlige vurderingene?

S3: Påvirkningen er vel min egen prestasjon, da.

I: Ja, men er den... Har du noe mulighet til å påvirke den? Hva du skal gjøre i den?

S3: Det vet jeg egentlig ikke.

I: Nei. Eeehhh... Hvis jeg skal spørre deg, hva er det som er det viktigste for motivasjonen din for muntlig vurdering? Dette er liksom et avsluttende spørsmål. Altså, hvis du tenker deg nå: hva er det viktigste...eeehhh... Altså, hva er den viktigste tingen for at du blir... For motivasjonen din for muntlig vurdering? I engelsk, vel å merke.

S3: (Pause). Det blir vel at jeg skal kunne klare å snakke språket ordentlig da. Vite hva jeg skal si, hvordan jeg skal si ting. Ikke bare ting som jeg tror er riktig, men faktisk kunne si ting riktig, da.

I: Men hvorfor er det viktig?

S3: For å kunne klare å kommunisere med andre som også snakker engelsk.

I: Så det er, liksom, sånn jeg skjønner deg da, ditt ønske om å være i stand til å kommunisere med andre, er, det er det som motiverer deg mest?

S3: Ja, det vil jeg si.

I: Hvorfor er det viktig å kunne prate med andre?

S3: Fordi vi lever i en verden med over 7000 forskjellige språk, da, og man kan ikke lære seg alle. Så... Man må jo kunne en av de internasjonale språkene, og da tenker jeg at engelsk er det som jeg klarer best, som jeg kan kommunisere med alle andre på da. De fleste andre i verden kan jo prate engelsk. Så...

I: Ja... Det gir fullt ut mening, det... Fint, takk.

Appendix 5: Interview with student #4

I: Jeg styrer rekkefølge av spørsmål og sånn, du svarer akkurat som du mener er hensiktsmessig, men hvis du på en måte sklir for langt ut og det ikke er relevant for det vi skal prate om så bare drar jeg deg inn dit jeg vil. Ok?

S4: Ja.

I: Men det er veldig viktig for meg, som sagt, at du svarer oppriktig og ærlig på det du skal svare på.

S4: Ok.

I: Ja. Nå har jeg jo gitt deg en kjapp introduksjon på hva prosjektet handler om, eeehhh, og at det benyttes til en oppgave som jeg skriver, eeehhh, og da tenkte jeg vil skulle starte litt med å si noe om engelsk nå og engelsk på ungdomsskolen. Opplever du at det er noe forskjell på engelsk i ungdomsskolen og engelsk i videregående skole?

S4: Eeehhh... Ja, fordi på ungdomsskolen så har vi jo ikke hatt, noe av som, det faget jeg driver med da, ikke sant. Og...eeehhh...Det er jo forskjell på hvordan man er på (anonymized).

I: Mhm. Hva slags... hvordan... Kan du være litt mer konkret på hvordan det da blir annerledes i engelskfaget?

S4: Eeehhh... Jeg følte at på ungdomsskolen så lærte vi på en helt annen måte, og da var det veldig sånn at det måtte være teori, man kunne liksom ikke ha det noe gøy liksom, det var veldig rett fram på en måte, og ja... Mens her på videregående så synes jeg det er veldig mye lettere å lære, fordi ja... Lærerne er jo også forskjellig på måten de lærer på, så det har også veldig mye å si...

I: Ja, ja. Men, eeehhh, hva er det... Altså, du sier det er mye teori i ungdomsskolen, hva er det... Vi driver jo med teoretiske ting her og?

S4: Ja, men det er... Det er liksom mye mindre skriftlig det vi har her, da. Vi har heller mye mer muntlig enn det vi hadde på ungdomsskolen.

I: Mhm. Opplever du at det muntlige er noe forskjellig?

S4: Eeehhh... Ja, litt egentlig, fordi på ungdomsskolen så turte jeg ikke å snakke høyt, mens jeg synes det er mye lettere å gjøre det nå. Eeehhh, fordi på ungdomsskolen så følte jeg liksom at hvis man sa feil, så ble man ledd av, mens her, i klassen og sånn, så kan man, så gjør det ikke noe om man sier feil.

I: Nei. Så gruppa, klassen du er i godtar feil på en annen måte?

S4: Ja.

I: Ja. Mhm. Jeg oppfatter deg jo sånn at du synes at det er bedre nå enn det har vært, men er det noe i ungdomsskolen som du synes var bedre enn det er nå? Altså, ikke nødvendigvis bare undervisningen, men hele faget i seg selv.

S4: Eeehhh... Ja og nei, egentlig. Jeg synes det er gøy å lære om historie og sånn, så det er jo annerledes enn fra nå, da. Så, ja, det er vel egentlig det.

I: Ja, det er litt mindre av det?

S4: Ja.

I: Ja, og det savner du, eller?

S4: Ja.

I: Ja, bra. Eeehhh... Synes du vurderingene er annerledes, nå snakker jeg først og fremst om muntlig vurdering fordi det er det dette prosjektet handler om. Synes du de muntlige vurderingene... eller hva er forskjellen på de muntlige vurderingene i engelsk på ungdomsskolen og i videregående?

S4: Eeehh... Det, det... På ungdomsskolen så kom det helt an på hvordan muntlig vurdering det var. Var det gruppevurdering, da måtte man liksom ha det foran alle i klassen, mens her så tar vi én og én, og bare foran deg da, så jeg synes jo at det er mye bedre.

I: Hvorfor det?

S4: For da slipper folk å se på deg, ikke sant, og da føler jeg ikke at jeg stresser jeg ikke like mye som når det er flere som ser på.

I: Ja, mhm. De muntlige vurderingene vi har hatt har jo vært en presentasjon av verktøy og maskin, og en, en presentasjon i verkstedet.

S4: Ja.

I: Eeehhh, hva synes du om den formen for muntlig vurdering?

S4: Jeg synes det var litt rart, fordi jeg har jo aldri opplevd det før. Så det var jo liksom noe nytt, på en måte. Men jeg likte jo, jeg likte det jo på en måte, men samtidig så var det litt stressende fordi jeg måtte liksom huske alt av verktøy og maskiner og sånt på engelsk.

I: Ja, og det var nytt? Og uvant?

S4: ja, i hvert fall når man sto nede på verkstedet og snakka om det der da.

I: Ja... En del av dette prosjektet handler også om motivasjon. Hvis jeg skal spørre deg hva du oppfatter ned det ordet: hva er motivasjon for deg?

S4: Eeehhh... Det er vel egentlig at når jeg følger jeg klarer ting, så blir jeg liksom mer motivert da. Og da kan jeg, liksom, gjøre det oftere og da vet jeg at det kan gå bare lettere og lettere, ikke sant. Men når jeg synes jeg ikke klarer det, så mister jeg jo den motivasjonen til å fortsette med det. Så det er veldig mye å si på åssen type... eller hva man gjør da.

I: Mhm. Så nå du opplever at du lykkes med noe, så øker motivasjonen...

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S4: Ja.

I: Og når du....

S4: Ikke klarer det så mister jeg motivasjonen.

I: Mhm. Ja. Fint. Det er jeg ute etter er egentlig hvordan du opplever, eller hva du, hva det er, fordi det kan man oppfatte på veldig mange forskjellige måter. Eeehhh... Er det du mer eller mindre motivert for engelsk i videregående enn det du var på ungdomsskolen?

S4: Jeg føler jeg er mer motivert, fordi jeg vil liksom vise da, at jeg kan bedre enn det læreren min på ungdomsskolen min så. Liksom vise mer for deg, da, at jeg er mye flinkere i engelsk enn den og den karakteren, på en måte.

I: Mhm, men har det noe å si for deg selv da? Nå sier du at du skal vise meg det, men...

S4: Ja, der er jo mye for meg å... for jeg vil jo, eeehhh, vite sjøl at jeg klarer å mestre det, og at jeg ikke liksom bare må bevise det for alle andre, men også for meg sjøl.

I: Mhm. Ja. Så du opplever motivasjonen som større nå enn den var?

S4: Ja.

I: Ja. Eeehhh... Tror du det har noe med valg av utdanningsprogram å gjøre og?

S4: Jeg tror det har veldig mye å si, egentlig, for på ungdomsskolen så følte jeg liksom ikke at jeg passa nok inn, og at jeg liksom ble sett på rart hvis jeg snakka om den og den tingen, mens nå passer jeg mye bedre inn fordi dette er det utdanningsprogrammet jeg vil gå, ikke sant. Og det er jo mitt valg, så jeg føler liksom at de jeg går med føler liksom litt lettere, da.

I: Ja, du føler en slags tilhørigheten, på en måte, til de...

S4: Ja....

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I:... de andre i klassen fordi de er mer like deg enn det du opplevde før?

S4: Ja.

I: Ja. Mhm. Eeehh... Synes du at det du lærer og får vist i muntlige vurderinger... eeehhh... Er det relevant for hva du skal gjøre etter videregående?

S4: Ja, altså det utdanningsprogrammet jeg går neste år har jo mye å si på at jeg kommer til å møte veldig mange mennesker, og det er jo ikke alle som snakker norsk, så da må jeg jo kunne... eeehhh... engelsk bra nok til at de skal forstå meg og at det er lettere for meg å snakke med dem, da.

I: Mhm, ja. Tror du det gjør noe med motivasjonen din for å, for å gjøre det så godt du kan?

S4: Ja, det har jo også litt å si det. For... Altså motivasjon kan jo være mye, men det med at jeg velger dette sjøl da, ikke sant, da er jeg jo mye motivert, mer motivert til det... Ja.

I: Ja, eeehhh... Føler du på en måte at du får vist hva du kan når du har muntlig vurdering i engelsk?

S4: Ikke alltid. Hehehe.

I: Nei, hvorfor ikke?

S4: For, altså... Jeg pleier som regel å øve før jeg har muntlig vurdering, for å prøve å gjøre det så best som mulig, ikke sant. Men, det er liksom, jeg har en dårlig da, også er, går, går det bare ikke så bra, og så veit jeg at jeg kan det mye bedre enn det jeg for eksempel viser. Ja.

I: Er det noe annet enn dagsform som liksom er... eeehhh.... avgjørende for om du får vist hva du kan eller ikke?

S4: Eeehhh, det kommer jo litt an på hva som skjer i livet mitt og egentlig, det har egentlig veldig mye å si.

I: Ja, så hvordan du har det ellers har noe å si?

S4: Ja.

I: Ja. Kan det temaet du har, på det... i den presentasjonen ha noe å si også?

S4: Ja, altså det spørs jo hvor mye motivert jeg er i det temaet, enn hvis jeg ikke er motivert i det, fordi hvis jeg er motivert så vil jeg gjøre det så bra som mulig, men hvis jeg ikke er motivert så, liksom, spiller det ingen rolle, på en måte.

I: Og den motivasjonen kan variere med tema, er det det du mener?

S4: Ja.

I: Ja. Hva skags tema er det som kan øke motivasjonen?

S4: Altså.... Som jeg sa i sta, jeg liker jo veldig godt sånn historie og sånn, fordi jeg synes det er veldig spennende. Og, det er en veldig stor motivasjon til å følge med på det, fordi da får man liksom lært om andre ting da, enn bare det programmet man går på.

I: Ja, så du synes det er viktig å få en slags forståelse av hvordan verden fungerer, og hvorfor den fungerer sånn som den gjør?

S4: Ja, og ikke bare det med hva man skal drive med videre i livet da.

I: Ja, mhm. Eeehhh... Føler du at du har noe påvirkning på det du vurderes i, i engelsk?

S4: Eeehhh... Altså påvirkning på meg?

I: Nei. Om du, kan, er du med på, føler at du kan være med på, på en måte, å få styre hvordan vurderinger er, og hvordan de blir gjennomført, og hva vi gjør?

S4: Eeehhh, jeg føler ikke det så veldig mye, egentlig. Fordi... Du liksom, du bestemmer jo hvilken... når vi har presentasjoner og sånn. Men når vi tar det hjulet, vet du...

I: Ja...

S4: Ja. Så... Det er jo på en måte, da er vi på en måte med og bidrar. På en måte, for da veit jo alle... veit når man skal ha presentasjonen... Men jeg føler ikke at vi har så mye å si... På, når vi har de.

I: Innholdet, nei?

S4: Ja.

I: Nei... Eeehhh... Men, valg av studieretning, det har du valgt sjøl, ikke sant?

S4: Ja.

I: Eeehhh... Tror du at... Eeehh, det... Nei, nei, vi tar faget først. Tror du det at, tror du, hvis du hadde fått mer medbestemmelse i hvordan og hva vi skulle vurderes i, tror du det hadde økt... gjort noe med motivasjonen din?

S4: Eeehhh, litt. For da er man liksom med på å bestemme, og da er det liksom lettere for meg å bli motivert av det, for da er det ikke bare læreren som bestemmer, og da føler jeg liksom at elevene blir mer inkludert, i det, på en måte.

I: Mhm. Ser du noen problematiske sider ved å gjøre det sånn at elevene er med på å bestemme?

S4: Jeg føler liksom noen elever liksom kan tulle det litt bort, at de ikke tar det helt seriøst, mens andre elever, og meg sjøl, da, inkludert, at man er liksom veldig bestemt på at da kan vi ha det og det, og så har man vurdering i det, på en måte.

I: Mhm...Eeehhh... Så til det andre som jeg begynte å prate om: eeehhh... Tror du at valg av studieretning har hatt noe å si for motivasjonen?

S4: Ja, veldig mye. Jeg var jo veldig lite motivert på ungdomsskolen fordi jeg følte at jeg ikke klarte å meste like mange ting da, også i engelsk, fordi...eeehhh... Jeg følte liksom ikke læreren satte pris på og, liksom, hjalp meg nok da. Sjøl om dem mente... dem har jo favoritter alle sammen, på ungdomsskolen, så det er litt dumt da, fordi jeg følte liksom at jeg bare fortsatte og fortsatte bare for å bevise for meg sjøl og for læreren at jeg var, at dem liksom veit at jeg kan. Men ikke trodde på det, på en måte.

I: Mhm. Så det valget du har tatt sjøl med å velge dette studieprogrammet, det har gjort noe med vurderinger...nei, med motivasjonen din?

S4: Ja.

I: Ja. Eeehhh, så skal jeg stille et siste spørsmål, så er vi ferdige etter det. Hvis du skulle peke på en ting som er det mest avgjørende for din motivasjon for muntlig vurdering i engelsk, eller muntlig... muntlighet. Hva er det?

S4: Oi...Hehehe... Jeg veit faktisk ikke helt, egenltig. For...

I: Prøv å tenke litt på de tingene vi har prata om. Du har jo nevnt flere ting...

S4: Ja...

I: ... som kan være motiverende for deg.

S4: Det er jo liksom at jeg føler, det er jo det at klassen funker veldig bra, og vi har et veldig godt samhold, på en måte, og vi kan liksom snakke med hverandre, sånn at vi forstår og kan hjelpe hverandre uten at noe problem, da.

I: Og det er også viktig for deg i muntlig engelskaktivitet og vurdering?

S4: Ja, ja fordi da, hvis... For eksempel hvis jeg ikke finner et ord, så kan den som sitter ved siden av meg hjelpe meg med å finne det ordet, da. Og at det blir mye lettere når vi... For eksempel hvis vi sitter i små grupper og har engelsk, at liksom alle må snakke engelsk med hverandre, sjøl om det ikke er så bra, men jeg synes det har veldig mye å si.

I: Ja, fint, takk.

Appendix 6: Interview with student #5

I: Da er jo... Prosjektet går ut på at jeg intervjuer elever som har yrkesfag, og så intervjuer jeg dem litt om hva de motivere... hva de motiveres av for å gjøre det så godt de kan i engelsk, og da egentlig spesielt i engelsk muntlig, ikke så mye skriftlig og ikke så mye lesing, men liksom muntlig bruk av engelsk, i vurdering først og fremst. Jeg kommer til å komme innom alle disse tingene i løpet av intervjuet, du bare svarer på en måte på det du får spørsmål om, og så hvis du har noen tanker utover det, så bare kjør på. Så stopper jeg deg.

S5: Ja, det er greit.

I: Eeehhh... Først og fremst: synes du engelsk er, er det forskjell på engelsk i ungdomsskolen og på videregående?

S5: Ja, det er det.

I: Og hva er den forskjellen?

S5: At det liksom... På ungdomsskolen så var det liksom sånn at joda, jeg klarte å lære meg... jeg skjønte jo noe av det og sånn, men når det kom til videregående her så skjønte jeg mer.

I: Ok. Hva er det du føler du skjønner mer av da?

S5: Nei, eeehhh.... Jeg skjønner litte grann mer engelsk, det var litt lettere for meg å lære her enn det var på ungdomsskolen. Og så, ja... Så er det litt bedre når det kommer til jobbing der, og sånn.

I: Kan du forklare meg hva du mener med jobbing?

S5: Nei, altså... Liksom, hvis, åssen blir det da, du... Det er lettere å jobbe på videregående for det er liksom, der har du liksom tida di på å bruke, du kan liksom ta pause hvis du føler du må ta en liten pause og ja...

I: Ja. Eeehhh... Tror du det har noe å si at du har fått velge studieretninga di sjøl?

S5: Ja, det har vel litt å si det og.

I: For engelsken også?

S5: Ja.

I: Ja, hvorfor det?

S5: Nei... Velger man, liksom, (anonymized) da, så...

I: Nå er det deg vi prater om, så du må bruke dine egne eksempler.

S5: Hvis jeg velger (anonymized) da, så må jeg jo lære engelsk, fordi når jeg skal ut i jobb... Det er jo ikke bare norske folk som kommer innom, liksom.

I: Nei...

S5: Så da er det greit å kunne litt engelsk.

I: Mhm, ja. Eeehhh... Var det noe du synes var bedre på ungdomsskolen?

S5: Njaaa... Altså... Der så var det jo sånn, hvordan skal man si det da? Der hadde man ikke så veldig mye muntlig akkurat, men... Og det var litt bedre for meg, fordi, ja, jeg sliter jo litt meg engelsk og sånn, så...

I: Mhm.

S5: Da var det litt bedre for meg.

I: Men synes du det er enklere å skrive enn å snakke?

S5: Ja, egentlig.

I: Ja, ja. Greit, eeehhh... Synes du vurderinga er annerledes i videregående enn på ungdomsskolen, og hvorfor er det i tilfelle forskjell?

S5: Eeehhh, jeg vet ikke helt egentlig, jeg har ikke setti (sic!) meg sånn ordentlig inn i det.

I: Nei, det er hvordan du, det vi snakker om nå... det er de vurderingene som du har hatt, ikke sant. Fordi vi har hatt...

S5: Jeg har hatt litt bedre vurdering her, tror jeg. Enn jeg hadde på ungdomsskolen.

I: ... vi har hatt to stykker, én om verktøy og maskiner i starten av skoleåret, også har du hatt den presentasjonen inne i verkstedet.

S5: Ja... Vurderinga har vel kanskje vært litt likt i starten, og så har det vært litt bedre her.

I: Hva er det du synes er bedre, da?

S5: Nei... Når jeg først jobber så jobber jeg jo. Og da går jo karakteren opp, og sånn.

I: Men nå... Jeg snakker ikke bare om.. Når jeg snakker om vurdering så snakker jeg ikke bare om karakteren, jeg snakker om formen på det, ikke sant, hvordan....

S5: Ja, og da blir jo vurderinga bedre og...

I: Ja, ok. Greit, eeehhh... En del av dette prosjektet handler om motivasjon. Hva... Hvordan, hvis du skulle forklare ordet motivasjon, hva er det for deg da? Og da snakker jeg ikke bare om engelsk eller skolen eller hva det nå måtte være, jeg snakker om motivasjon i livet, liksom. Hvordan oppfatter du det begrepet eller det uttrykket motivasjon?

S5: Nei, akkurat det veit jeg egentlig ikke helt.

I: Nei... Hva er det som motiverer deg, da?

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S5: Det som motiverer meg til å, liksom, sånn ellers eller tenker du på når vi skal jobbe med engelsk?

I: Nei, alt mulig rart.

S5: Nei, det som motiverer meg veldig, det er hvis jeg er ute med venner. Da motiverer det meg...ting og sånn...

I: Hvorfor er det motiverende å være sammen med folk?

S5: Fordi da får jeg litt energi, på en måte, at jeg er sammen med venner og... Da så klarer jeg å gjøre ting også.

I: Mhm. Så hvis du liksom skal forklare motivasjon, så handler det om å være sammen med andre?

S5: Ja, å være med venner eller å være ut å... kjøre og sånn.

I: Ja, ja. Mhm. Eeehhh... Da går vi litt mer inn på, liksom, de greiene vi skal snakke om. Eeehhh... Er du mer eller mindre motivert for engelsk i videregående enn det du var på ungdomsskolen?

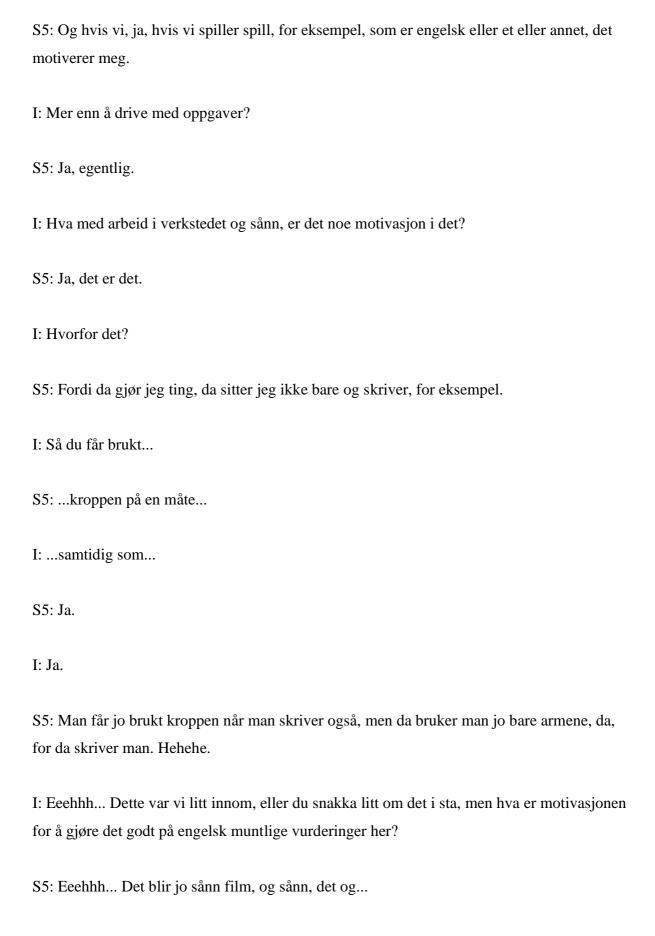S5: Der er jeg mer motivert, egenltig.

I: Forklar. Hvorfor er det sånn?

S5: Nei, fordi vi gjør jo ting. Vi gjør... vi jobber ikke bare med oppgaver, vi gjør jo noe spennende og da får jeg litt sånn motivasjon, og da...

I: Kan du være litt mer konkret på hva det er... vi gjør, som...

S5: Hvis vi ser på film, da, så... For eksempel... Det motiverer meg.

I: Ja...

S5: Og hvis vi, ja, hvis vi spiller spill, for eksempel, som er engelsk eller et eller annet, det motiverer meg.

I: Mer enn å drive med oppgaver?

S5: Ja, egentlig.

I: Hva med arbeid i verkstedet og sånn, er det noe motivasjon i det?

S5: Ja, det er det.

I: Hvorfor det?

S5: Fordi da gjør jeg ting, da sitter jeg ikke bare og skriver, for eksempel.

I: Så du får brukt...

S5: ...kroppen på en måte...

I: ...samtidig som...

S5: Ja.

I: Ja.

S5: Man får jo brukt kroppen når man skriver også, men da bruker man jo bare armene, da, for da skriver man. Hehehe.

I: Eeehhh... Dette var vi litt innom, eller du snakka litt om det i sta, men hva er motivasjonen for å gjøre det godt på engelsk muntlige vurderinger her?

S5: Eeehhh... Det blir jo sånn film, og sånn, det og...

I: Men hvis du skal tenke deg liksom... Er det noen mål framover, eller noen ting som skjer framover i livet ditt som gjør at du blir motivert for å på en måte delta og gjøre så godt du kan i muntlige vurderinger i engelsk?

S5: Få bedre karakterer, da.

I: Ja. Hvorfor er det en motivasjon?

S5: Fordi det er en god følelse at du får bra karakterer.

I: Mhm, det gir deg....

S5: Da får jeg mer motivasjon.

I: Ja, ja. Du snakka i sta om noe framtidig yrke, kan det være noe motivasjon også?

S5: Ja, det kan også være motivasjon.

I: Hvorfor det?

S5: Fordi da er det noe jeg driver med som jeg liker... å drive med.

I: Mhm. Men hvorfor skal du... hvorfor skal du prate engelsk der?

I: Fordi det er jo ikke bare norske folk som kommer innom, det er jo folk i fra utlandet liksom. For eksempel, ja... Si hvis det er en polsk en som kommer innom, da. Så... Og han ikke kan norsk, eller skjønner norsk så må vi jo snakke engelsk, for det skjønner han jo mer.

I: Ja. Eeehhh... Synes du at du får vist det du kan når vi har muntlige vurderinger?

S5: Ja, jeg synes det i hvert fall. I hvert fall det jeg synes, da.

I: Ja. Synes du at du får vist mer av det du kan her enn før, eller...

S5: Ja, jeg får vist mye mer her enn jeg får gjort før.

I: Hvorfor det?

S5: Fordi da satt vi bare i klasserommet og jobba liksom. Og da føler jeg ikke at jeg får vist alt, liksom.

I: Nei, nei....

S5: Og da går motivasjonen ned, i tillegg.

I: Ja, ikke sant, for det var neste spørsmål: gjør det noe med motivasjonen din?

S5: Ja, det...

I: Eller hva gjør det med motivasjonen din?

S5: Nei, det er at hvis vi bare sitter i et klasserom og jobber, da går motivasjonen min ned fordi da gjør vi ikke noe annet enn at vi bare sitter og skriver. Og det er ikke noe motiverende...

I: Nei, så det er når du får vist språket ditt i praksis og det du kan i praksis at du føler at du får mer motivasjon.

S5: Ja.

I: Føler du at du har noe påvirkning på det du blir motivert i, nei, det du blir vurdert i? Altså, har du noe du skulle sagt når vi driver med vurdering?

S5: Njaaa, altså...

I: Om hvordan den vurderinga foregår? Og hva innholdet er?

S5: Hvis vurderinga er bra da, så har jeg ikke så mye å si, egentlig. Fordi da er det jo greit.

I: Hva mener du med det?

S5: Nei, altså er vurderinga bra da, så... Da er jo det greit, og da får jeg mer motivasjon til å jobbe når det kommer til motivasjon, i hvert fall.

I: Mhm, men synes du... Spørsmålet er: føler du at du... Hvis, hvis vi skal ha en vurdering i et eller annet tema, føler du at du får være med på å bestemme tema og hvordan du skal gjøre det, eller gjør du ikke det?

S5: Jo, jeg føler det. Jeg føler at jeg får vært med å få bestemt og sånn.

I: Ok. Hvis du skulle peke på en ting som liksom var den viktigste faktoren for at du blir påvirka, nei, jeg mener motivert, for engelskfag og vurdering, muntlig vurdering i engelsk...?

S5: Da har du jobb, sånn med kroppen, å bruke... Jobbe på verkstedet da.

I: Ja, å drive med engelsk, sånn yrkesretting av engelsk?

S5: Ja, ja.

I: Eeehhh... Forklar meg igjen, hvorfor?

S5: Nei, altså, når du jobber da og... Da så liksom... Og der er engelskretta, så... For liksom, for eksempel de du jobber med, det er ikke sikkert alle er norske heller sikkert, og da må du snakke engelsk når du jobber.

I: Så det er ditt framtidige yrker og den muligheten du har til å, liksom, gjøre en god jobb der som påvirker deg?

S5: Ja, det er det.

I: Ja, greit. Da er vi ferdige.

Appendix 7: Interview with student #6

I: Prosjektet handler om... om yrkesfagelevers motivasjon for å ha engelsk, og først og fremst muntlig engelsk. Eeehhh... Så vi starter litt sånn generelt, og så blir det litt mer konkret og litt smalere etter hvert gjennom intervjuet. Men det som jeg er interessert i å høre nå fra starten er: opplever du engelsk... eeehhh... altså, er det noe forskjell på engelsk i ungdomsskolen og videregående skole?

S6: Njaaa....

I: ... og hva er den forskjellen, eller likheten eventuelt?

S6: Nei, det er egentlig veldig likt, men den eneste forskjellen jeg merker er vel at etter vurderinger og sånn er det på ungdomsskolen, så forteller de litt mer om hva du gjør feil, hvis du har feil tonefall og så videre. Det, det... De hjelper med å bygge opp så du faktisk blir bedre da. Det er ikke bare sånn at du skal lese de og de sidene , her er det en oppgave, her er det en presentasjon, gjør det og så får du en karakter og så sier vi ikke noe mer om det liksom. Jeg føler at det er litt sånn på videregående, mens på ungdomsskolen får du litt mer hjelp til si at «du kan gjøre dette for å bli bedre på engelsk» da.

I: Ja, så det er forskjellen i vurderingene liksom?

S6: Ja, på en måte da.

I: Ja. Er det noe forskjell i fagets innhold, synes du?

S6: Nei, det er ganske likt egentlig. Alle sånn temaene som vi har om, det er veldig likt.

I: Ja. Eeehhh... vi har jo også noe yrkesretting.

S6: Ja, ja noe av det peker mot det vi driver med, ja. Men, jeg tror det kunne vært litt mer.

I: Ja, det er det jo læreplanen som avgjør det, da.

S6: Ja.

I: Men du ønsker mer, liksom?

S6: Ja, jeg kunne ønsket litt mer, at det var retta mot akkurat det vi driver med på verkstedet, da.

I: Ja, og det du eventuelt skal gjøre i...

S6: Ja, det vi eventuelt skal gjøre videre, da.

I: ... i framtiden... Så du, du skulle liksom ønske at den læreplanen og det som styrer det vi gjør var enda mer retta mot det du gjør i programfagene dine, og det du skal gjøre i ditt framtidige yrke?

S6: Mhm, ja.

I: Ja, hvorfor det?

S6: Nei, tenker at litt sånne temaer som å ha om Canada og England og sånn begynner å bli gammalt, og det har vi hatt flere ganger i grunnskolen og ser ikke noe grunn til å drive med det mer, ser på det litt mer som en samfunnsfagsting egentlig, å ha om det der.

I: Men hvorfor vil du... og det... og jeg forstår hva du, på en måte, mener, men hvorfor vil du ha mer yrkesretting?

S6: Tja, det hjelper vel hvis noen kommer hit, og si, ikke helt kan navnene på ting, da, på engelsk og sånn. Da er det veldig nyttig å faktisk ha det i engelsk.

I: Mhm. Så det er liksom nytten av engelsken som du har bruk for i framtiden, det er den du er ute etter at skal være enda mer spissa mot... det her?

S6: Ja, fordi, si, når vi skal ut i arbeidslivet om noen år da, da er det ikke, da er det ikke alle yrkene som er innenriks, for å si det sånn da, hele tiden. Og da må du kunne engelsk, og du

kan ikke stå der og snakke norsk når du er matros og er i Kina, liksom, på cargoskip, da hjelper du... da er det ingen som skjønner noen ting.

I: Nei, nei, så du ønsker det fordi det er på en måte det du føler at du trenger...

S6: Mhm.

I: ... når du blir voksen?

S6: Ja.

I: Ja, ja, det er er en god forklaring det. Eeehhh... Synes du at vurderingene er, og nå snakker jeg først og fremst om de muntlige vurderingene i engelskfaget selvfølgelig, er annerledes enn i ungdomsskolen enn på videregående?

S6: Eeehhh... Tja. På... Nei, det er vel ikke så veldig mye forskjell egentlig, det er ganske likt.

I: Ja, greit. Den andre delen av dette prosjektet handler jo da om motivasjon, det er liksom muntlig vurdering på den ene siden og så er det motivasjon på den andre siden. Hvis jeg skal spørre deg om du kan på en måte beskrive med dine egne ord og din egen forståelse, ikke, ikke tenk at du svarer noe rett eller galt her, men bare bruk dine egne ord. Hva er motivasjon?

S6: Hmmm. Det er vel på en måte det at du ser nytte i det da, i det du driver med, og at du ser at du får noe ut av det, og at du på grunn av det får lyst til å gjøre det da, vil jeg si.

I: Ja, mhm. Du gjør en aktivitet fordi du anser den som nyttig?

S6: Ja, ja, det er mer nyttig enn å ikke gjøre noe da.

I: Eller å gjøre noe som man opplever som unyttig?

S6: Ja, eller å føle at man gjør noe som er unyttig eller ikke relevant i det hele tatt da.

I: Ja, og for å trekke det litt tilbake til det du sa i sta, så... Den samfunnsfaglige delen av, av engelsken, den opplever du som mindre nyttig enn den yrkesfaglige delen av engelsk...

S6: Tja...

I: ... og dermed mindre motiverende, eller?

S6: Nja, det er på en måte litt sånn, eeehhh... kunne jo skilt fagene og, men jeg ser ikke sånn... Det bryr meg ikke så mye da, å ha det på en måte litt i det samme, også. Men... jeg er litt usikker.

I: Ja. Eeehhh... Hva er motivasjonen din for gjøre det så godt du kan i muntlig engelsk?

S6: Tja... Det er vel å få, kanskje først og fremst å kanskje få en akseptabel karakter og sånn da, men så er det jo kanskje å finne ut av det jeg kanskje ikke er best på da, og bli litt bedre, å være klar for å snakke engelsk til, til alle som jeg må.

I: Mhm. Så da snakker du fortsatt om en sånn nytte.

S6: Ja, nei, ja, motivasjonen er vanskelig å si... Engelsk er nyttig, bare. Du kan ikke... du er nesten dum hvis du prøver å si at engelsk kommer du aldri til å trenge. Det er jo veldig nyttig. Men så kan det jo.... Det er jo litt motiverende at vi gjør ikke bare... vi gjør ofte... vi gjør ikke ofte bare lesing og skriving, men så det... det er motiverende da, at vi gjør litt, litt mer varierte ting, da.

I: Ja, så variasjon i faget er viktig for deg i faget for motivasjonen?

S6: Ja.

I: Ja, mhm. Eeehh... Opplever du det at du har fått velge utdanningsprogrammet di sjøl, eller at du nå på en måte har kunnet velge mellom mange forskjellige former for utdanning, da, i videregående, ettersom du har søkt deg inn her, i VG1. Har det noe med motivasjonen... påvirka motivasjonen din noe?

S6: Påvirka motivasjonen min noe?

I: Ja, for skolen generelt, ikke bare nødvendigvis engelsk altså. Altså, er du mer motivert av å gå denne utdanning....

S6: Ja, av å gå her enn å gå på en annen linje?

I: Ja, eller enn det du var på ungdomsskolen da, hvor du ikke... I ungdomsskolen kunne du ikke velge...Her kan du velge hva du vil.

S6: Jeg er mye, mye, mye mer motivert til å jobbe her enn det jeg var til å jobbe med norsk og novelle på ungdomsskolen, for å si det sånn da. Siden her kan jeg gjøre mye mer av noe som peker mot interessene mine, fordi det pekte ikke i riktig retning i det hele tatt, men nå har alt en slags retning da, som er riktig.

I: Så valget av utdanningsprogram det opplever du som motiverende på en måte?

S6: Ja, det vi driver med her i motsetning til det vi dreiv med på ungdomsskolen eller kan gjøre på andre linjer, det er bare generelt mer motiverende.

I: Ja. Det er jo... Det gir fullstendig mening, på en måte. At det er sånn. Eeehhh.... Tror du at det du får vist i muntlige vurderinger i engelsk er relevant for det yrket du skal ha, eller ser for deg... Det kan endre seg, hva du skal....

S6: Tja, det kan være relevant å kunne vise at, å vise at du kan snakke det og sånn, det er det jo. Det hjelper ikke å bare kunne skrive. Så det er jo relevant å ha muntlige vurderinger.

I: Mhm. Nå har jo vi hatt to muntlige vurderinger til nå, det ene var verktøy og maskiner i klasserommet, og den andre var en arbeidsprosess i verkstedet. Opplever du det som relevante.... Relevant for framtiden?

S6: Ja.

I: Å ha en sånn type vurdering... sånne typer vuderinger?

S6: Ja, jeg synes det er veldig bra jeg, å ha en vurdering hvor vi går ned i verkstedet og så viser og snakker jeg om maskiner på engelsk, og jeg faktisk bruker det i den sammenhengen som jeg er her, på en måte, for å ha da, engelsk.

I: Påvirker det motivasjonen?

S6: Ja, det... Altså, det er mye mer motiverende å være nede på verkstedet eller gjøre en oppgave og så snakker du om oppgaven på engelsk enn det er å bare sitte å lese og pugge og ha gloseprøver.

I: Ja. Eeehhh... Føler du at du... altså, i muntlige vurderinger i engelsk, føler du at du får vist det du kan?

S6: Hmmm... På en måte ja og nei...

I: Ja, forklar.

S6: Det er veldig, litt sånn... Jeg føler at jeg får jo muligheten til å snakke, og skrive... kanskje ikke like mye skriv...engelskskriving... Men jeg føler også at det... Jeg føler på en måte, jeg vet ikke hvordan jeg skal sette ord på det, ord på hva jeg føler at mangler...

I: Nei...

S6: Det er vel på en måte den, den... Kanskje det at jeg føler at det ikke er helt naturlig, at nå skal jeg snakke engelsk plutselig, selv om jeg veit at du kan norsk. Så det er litt rart, da.

I: Ja. Så den, selv om du... Nå bare tolker jeg litt hva du sier, men du sier at det føles liksom relevant å, å presentere en arbeidsprosess i verkstedet, men samtidig så føles det ut som om det er en litt sånn falsk situasjon, fordi jeg og du snakker begge norsk og eeehhh... det er noe med hele situasjonen som oppleves som en ikke ekte og reell situasjon, er det sånn...

S6: Ja! Det vil jeg nesten si, ja.

I: Av ren interesse, hvordan tenk... hvordan kunne det være løst, liksom, eller kan det løses?

S6: Det er jo... Vi kunne hatt han ene engelsklæreren vi hadde som vikar for deg, han...

I: Ja.

S6: (Anonymized), var det det han het? Han er jo (anonymized), tror jeg det var. Han virka ikke som kunne norsk, tror jeg.

I: Han kan norsk, han.

S6: Han gjør det, ja.

I: Han bare prater engelsk...

S6: Ok, da var, da lurte han meg da.

I: Ja, han gjorde det.

S6: Men i hvert fall, ja, ha noen som kanskje ikke snakker norsk, da, kanskje, men...

I: Ja, ja.

S6: Det er jo litt... det kan bli problemer av det òg. Og hvis du faktisk ikke veit, eller hva du skal si eller måter å forklare noe du ikke kan sette ord på, da. Så jeg vet... Nei, jeg har ikke noe helt løsning på det, altså.

I: Nei... Hva med... Har du... Har dere vært i noe utplassering?

S6: Eeehhh.... Nei...

I: I noe firma?

S6: Vi har ikke... Jeg har ikke vært i noe utplassering, men vi kan jo være det på onsdager, men jeg har ikke funnet noe sted å være.

I: Jeg bare tenkte at det kunne... Altså, at det er jo et reelt, en reell arbeidssituasjon hvor kunden kunne ha vært brukt da.

S6: Nei, det nærmeste er at vi har vært har vært på (anonymized) og jobba litt der på noen onsdager, men ellers så... Og der har vi... Men der har vi vært, eller hva skal jeg kalle det... Ødelagt norsk... som vi har snakka der da.

I: Mhm. Eeehhh... Føler du at du har noe påvirkning på hva som skal vurderes og hvordan ting skal vurderes muntlig?

S6: Nei, jeg vet ikke om jeg har så mye... innafor der. Føler at det er lagt fram en standard og sånn er den, liksom.

I: Mhm.

S6: Dette er det du blir vurdert etter og sånn er det bare.

I: Ja.

S6: Tenker at det er, føler at det er litt sånn.

I: Ja. Tror du det påvirker motivasjonen din?

S6: Altså, å ha en lærer som liksom ser: dette er den sterke siden din og det er det, og tilpasser på en måte vurderingen gjør du et jo lettere da. Og det er jo litt mer motiverende når du faktisk klarer det. Og når du ikke bare har en oppgave som virker, kan være vanskelig, men ikke tilrettelagt helt for deg, da.

I: Ja.

S6: Men jeg skjønner jo at det kan jo være vanskelig å være én lærer og tilrettelegge 24 vurderinger da.

I: Ja, ja, men nå... men nå er jeg interessert i å høre hva du mener, ikke nødvendigvis hva løsningen kunne ha vært. Så det er det veldig viktig at du på en måte sier det du mener. Men du, du oppfatter at hvis du hadde fått, eeehhh... ta større del i hva og hvordan ting skulle vurderes så hadde du følt...

S6: Ja, faktisk, for på ungdomsskolen så hadde vi sånn der at, i noen fag, så kunne vi si velge mellom å ha, si, presentasjon eller skrive et essay eller gjøre det og det, og da... for vurderingen. Det føler jeg faktisk kunne vært veldig, veldig, veldig nyttig. Faktisk.

I: Ja. Så det, så det hadde økt motivasjonen?

S6: Det hadde økt motivasjonen mye.

I: Mhm, bra. Eeehhh... Hvis vi nå... Nå er vi i ferd med å på en måte runde av, men vil liksom avslutte med litt sånn... Eeehhh... Jeg skal ikke si « et stort spørsmål, men et... et... litt oppsummerende spørsmål, da. Vi... Hva... Hvis du skal peke på én ting, hva er den viktigste motivasjonen du har for å yte så godt du kan på muntlige vurderinger i engelsk?

S6: Den største motivasjonen min?

I: Ja. Nå har du snakka om flere forskjellige ting i løpet av denne disk... denne samtalen, men, liksom, hva er det som gjør at du prøver å gjøre så godt du kan på enhver muntlige vurdering?

S6: Det er vel på en måte en blanding av at jeg må ha en god karakter...

I: Ja...

S6: ... eller en akseptabel karakter for å komme meg videre

I: Ja...

S6: Og det at, og så er det veldig på en måte motiverende da, også, at det... sånn som vi gjør det her, så er det ofte, eeehhh... Hva skal jeg kalle det? Sånn som den verkstedvurderinga, da... Sikt deg inn på det vi driver med og skal drive med...

I: Mhm...

S6: Så det gjør det motiverende.

I: Ja.

S6: Men sånn som den vurderinga vi har, skal ha, hvor vi har om... Hva... Den der...

I: Noveller.

S6: Noveller.

I: Ja.

S6: Så er det ikke like motiverende. Å jobbe med... men... med det, da... da er på en måte den relevant til det vi driver med, da. Motivasjonen blir borte, og da er det jo, da går det bare på det med karakter, at jeg må ha en god karakter som er motivasjon da.

I: Ja.

S6: Da kan det hende at jeg yter litt dårligere også.

I: Ja, ja. Og det... Så.... Så bare for at jeg har forstått deg riktig nå: eeehhh... i utgangspunktet så kan du ha to hovedformer for motivasjon: 1: du har lyst til å gjøre det godt fordi du trenger en god karakter for å være sikra å komme inn der du vil. Og engelskfaget er en del av de tingene der. Og 2: du opplever at du trenger å gjøre det godt fordi det er en kompetanse som du trenger å ha med deg videre i... i... i....

S6: Ja, ja.

I:... yrkeslivet ditt på en måte. Og i noen vurderingssituasjoner så opplever du at begge to, på en måte, er tilstede...

S6: Mhm.

I: ... og da først og fremst i de yrkesretta vurderingene.

S6: Mhm.

I: Mens i andre situasjoner så opplever du at bare den karaktermotivasjonen er der, fordi du ikke opplever at det er så veldig relevant det som blir vurdert.

S6: Ja, akkurat sånn.

I: Ja. Fint, takk.