



Högskolan Kristianstad

A study of students' grabbing the floor

–"put up your hand and holler cause that always works"

Linda Månsson
Kristianstad University
English Department
The C-level of English Linguistics
Elective course: Language and Gender
Fall 2010
Supervisor: Anna Ekström

Table of Contents

1. Introduction	1
1.1 Aim and Scope	2
1.2 Material	2
1.3 Method	4
2. Theoretical background.....	5
2.1 The Swedish school system.....	5
2.1.1 The Swedish National curriculum - Lpo 94	5
2.1.2 The English syllabus	6
2.2 Education and gender	7
2.3 Communication	8
2.3.1 Communication and gender	8
2.3.2 Communication in the classroom	10
2.4 Conversation.....	11
2.4.1 Conversation and gender	12
2.4.2 Conversation in the classroom	13
2.5 L2 learning	17
3. Result and Analysis	18
3.1 Methodological discussion	18
3.2 Result and Analysis of the Observations.....	19
3.2.1 Collected comparison between girls and boys	19
3.2.2 Class A	21
3.2.3 Class B.....	24
3.2.4 Class C.....	26
3.3 Comparison between lessons without oral vocabulary test.....	28

3.3.1 Comparison concerning how students grab the floor.....	28
3.3.2 Comparison concerning which gender dominates the floor.....	29
3.4 Result and Analysis of the Questionnaire	31
3.4.1 Question 1	32
3.4.2 Question 2	33
3.4.3 Question 3	35
3.4.4 Question 4	36
3.4.5 Question 5	38
3.5 Comparison between Observations and Questionnaire.....	40
4. Conclusion.....	42
4.1 Suggestions for further research.....	44

List of references

Appendices:

Appendix 1

Appendix 2

Appendix 3

Abstract

Equality between boys and girls is often discussed and is also stipulated in The Swedish National Curriculum. The present study examines students of English in Swedish secondary school from the perspective of grabbing the conversational floor in relation to the teacher. Previous research does not agree concerning which gender dominates the classroom. However, many researchers show that boys are the ones dominating the classroom. Observations were made in three classes of English in year 9 where specific aspects studied were on the one hand the gender of the student grabbing the floor and on the other hand the manner in which the individual student grabbed the floor. A questionnaire asking for the students' attitudes towards grabbing the conversational floor was also distributed and is taken into account in the result of the present study. The research reveals three results where the first result shows that the vast majority of both boys and girls grab the conversational floor in relation to the teacher by speaking out loud in the classroom. The second result shows that it is close to even between girls and boys concerning who dominates the conversational floor in relation to the teacher. The third result shows that both girls and boys consider raising ones hand to be the best way of grabbing the floor in relation to the teacher in the classroom. The students clearly stated the importance of the teacher's way of teaching and his/her attitude towards how students should grab the floor. The differences between students attitudes towards manners of grabbing the floor and their actual ways of acting can therefore be connected to the teacher's behavior in the classroom.

1. Introduction

School is an important place in young people's lives. This is probably where they for the first time meet many new people and learn how to interact and communicate with them. This is also the place where they form their own opinions and learn how to present them in a good way in order to be acknowledged by others. Aukrust (2008) have found that the distribution of talk between the two genders does not affect the students' results but claims that it is still important to investigate this distribution since school is such an important place in creating opportunities for communication for all students - both girls and boys.

Girls and boys have different ways of communicating, and since school is a place where a lot of communicating takes place, their different strategies are visible in school. There are many different ways in which to address the teacher in the classroom and some students choose to raise their hand and some students choose to speak out loud. These different ways of grabbing the conversational floor in relation to the teacher will of course affect the other students, and different students will react in different ways due to one's frame of reference. Research has shown that boys and girls often choose different ways to address the teacher and it is seen that boys often make more oral contributions in class. The boys are also seen to dominate the floor in a classroom since they speak out loud more often and use more overlapping speech. Girls on the other hand often show more support towards other speakers and often wait for their turn to speak (Coates, 2004).

Schools today are often striving at achieving equality between girls and boys which makes this work of interest for many researchers but also to the press. Gender is something that is being discussed widely in Sweden and in number 20, 2010, of Teacher's magazine a report tells about schools in Sweden that work thoroughly to establish better gender equality. The Swedish government decided in 2008 to invest 110 million Swedish kronor to support the equality between the two genders in school. Schools could then apply for grants and Teacher's magazine reports of some schools in Växjö that have worked with gender equality for four years now. These schools have found that boys were given more space to speak in the classroom but were also the ones who got told off by the teachers the most. Girls on the other hand were often the ones who answered questions in the classroom and who got the most praise by the teachers. This lack of equality made the schools prioritize the work concerning

gender equality and all employees were given education. This venture to educate both teachers and students in being more aware of gender equality has contributed to a greater understanding concerning these matters (Lärarnas tidning, 2010).

1.1 Aim and Scope

The aim of the present investigation is to study students of English in Swedish secondary school from the perspective of ways of grabbing the conversational floor in relation to the teacher. The specific aspects studied are on the one hand the gender of the student grabbing the floor and on the other hand the manner in which the individual student grabs the floor. An additional aim of the present investigation is to learn more about students' attitudes regarding how students should grab the conversational floor in relation to the teacher.

1.2 Material

The study is conducted in a Swedish comprehensive secondary school in a town in the south of Sweden. The choice of school has practical reasons. The researcher has previously been in contact with this school and the school is also situated close to where the researcher lives. Lessons of English in year 9 were studied and they contained teacher-oriented work and students working independently. Three classes were observed two times each within one week. The first lesson that each class had in the beginning of the week were all one hour long and the second lesson that each class had were 50 minutes long. Consequently, each class was observed for 110 minutes. All three classes shared the same male teacher in all observed lessons. In addition there was also one female special needs teacher present. The choice of observing these particular classes were due to the fact that they all have the same teacher, which helps in avoiding the teacher's gender or personality affect the individual observations differently.

The classes did not consist of an even number of girls and boys and therefore the main focus in the presentation of the result in section 3. Result and Analysis, is given to the percentage of students, instead of the number of students. In the investigation there were 73 students represented in the three classes, of which 28 were girls and 45 boys.

	Class	Girls	Boys	Total sum of students
1st observation	Class A	10	14	24
	Class B	8	13	21
	Class C	9	16	24
2nd observation	Class A	8	15	23
	Class B	7	14	21
	Class C	10	17	27
1st + 2nd observation	Class A+B+C	28	45	73

Table 1. Number of girls and boys and the total sum of students in the three observed classes respectively, plus the total sum of girls and boys present during the observations conducted in the present study.

Class A consists of 25 students of which all participated in this investigation. At the first observation there were 24 students; 10 girls and 14 boys. At the second observation there were 23 students; 8 girls and 15 boys. The number of students that have been accounted for in the result of the present investigation is 24.

Class B consists of 23 students of which 22 participated in this investigation. At the first observation there were 21 students; 8 girls and 13 boys. At the second observation there were 21 students; 7 girls and 14 boys. The number of students that have been accounted for in the result of the present investigation is 22.

Class C consists of 29 students of which 27 participated in this investigation. At the first observation there were 24 students; 9 girls and 16 boys. At the second observation there were 27 students; 10 girls and 17 boys. The number of students that have been accounted for in the result of the present investigation is 27.

A questionnaire of five questions (see appendix 2) is also part of the primary material in the present investigation. The questionnaire was given to the students present in all three

observed classes. The purpose of the questionnaire was to investigate the students' attitudes towards dominance of the conversational floor in the classroom. In an attempt to avoid any misunderstandings concerning the meaning of the questions, the complete questionnaire was written in Swedish, see Appendix 3. A translation of the questionnaire is however available for the reader, see Appendix 2.

1.3 Method

Contact was taken with the school in order to book suitable lessons where it was appropriate to conduct the observation. The researcher immediately received an answer from a male teacher who was positive towards having his three classes of English in year 9 observed for this investigation. Appropriate appointments were scheduled with the teacher. The researcher additionally received oral approval from the headmaster to conduct the observation in this school.

The study was conducted through observations in three classes. The researcher visited the classes two times each which means a total of six observations. The observations all took place within one week. During the observations the researcher sat quietly in the back of the classroom and took notes using an observation sheet (see appendix 1) on whether boys or girls grabbed the floor and how they did it. It was agreed with the teacher beforehand that the researcher would not give away any information about the investigation itself to the students, so as to ensure that the students could not affect the results of the study.

The researcher also intended to measure the time when the students talked, but this proved to be very difficult. Since this was not discussion based lessons most of the comments made by the students consisted of one or two-word utterances and were therefore too short to be measured. For this reason, this aspect was excluded from the present study.

After the second observation in each class a questionnaire of five questions (see appendix 2) were given to the students present. The purpose of the questionnaire was to investigate the students' attitudes towards dominance of the conversational floor in the classroom. The researcher explained to the students that they filled out the questionnaire voluntarily and

anonymously. The questions were read out loud in all the classes by the researcher. This was done in the same way in all the observed classes. The questionnaire asked for the students' opinions on how one should grab the conversational floor, how they themselves grab the floor in the classroom, their attitudes towards students dominating the floor in the classroom and how this affects the classroom environment and finally one question was asked regarding the teacher's role. The students did not have any time limit when they filled out the questionnaire, but it took about 5-10 minutes in all three classes.

2. Theoretical background

In the section theoretical background previous research and theoretical framework that is of relevance for this study are both presented. This forms a background to the present investigation itself, and is further discussed in connection with the result of the study in section 3. Result and Analysis.

2.1 The Swedish school system

In Sweden there is a compulsory school attendance and all students between the age of 7 and 16 have therefore the right to participate in nine years of compulsory school. These nine years are divided into two semesters each. School is also divided into three major levels; the junior level, the intermediate stage and the secondary school. In all levels there are different subjects that the students study and in secondary school there are also some subjects that are optional. In Swedish schools there are a number of core subjects of which English is one. The entire Swedish school system is governed by a curriculum which is called the *Curriculum for the Compulsory School System, the Pre-School Class and the Leisure-time Centre* which is shortened *Lpo 94* in Swedish (Skolverket, 2010).

2.1.1 The Swedish National curriculum - Lpo 94

The Swedish National Agency for Education, by direction of the Swedish government, is the one to constitute the curriculum which all Swedish schools are under the competence of. All schools are responsible for planning their work in school in accordance with the curriculum in order to make sure that all students receive the education they are legally entitled to.

Fundamental principles in the curriculum is the equality between men and women, right and wrong, generosity, tolerance and the ability to take responsibility. The way that girls and boys are being treated in school will contribute to the students' perceptions about what is female and male, and the school should always counteract traditional gender based standards. *Lpo 94* emphasizes boys and girls equal rights for example through this quotation: "The teacher should (...) work so that boys and girls have equally great influence and participation over their education (*Lpo 94: 14*)".

The school must also promote the understanding for all people and no harassment is allowed. The students should learn to repudiate all insulting treatment towards others and help to prevent this from happening. Harassments could for example be students ridiculing each other by laughing or giggling when others speak or making comments behind someone's back (Wedin, 2009). Schools must be open to the diversity of opinions and should always promote students to develop and present them in good ethical ways. Schools must aim at being a community where the students feel safe and develop their will and curiosity to learn.

Schools must also help the students to widen their development through a varied and balanced composition of the contents of the lessons and the ways of teaching. The teacher must together with the students generate rules concerning the work and the time they spend together in the classroom. The students should feel safe in school and learn how to work both independently but also together with others, where they should show respect towards other people. Schools have the responsibility to see to it that all students have the ability to communicate both in spoken and written language in English (Skolverket, 2010).

2.1.2 The English syllabus

In all subjects within the Swedish school there are a syllabus describing what the particular subject should include. English is one of the core subjects in Swedish schools which mean that all students must pass this course in order to get their final grades. The English syllabus stipulated by the Swedish National Agency for Education (2000) focuses a great deal on the student's ability to communicate in the English language and on the development of this

ability. There are goals that the students should strive on reaching and there are goals that the student must fulfill in order to pass.

Goals to strive at are the students developing their ability to use English in order to communicate well in writing and speaking, in different contexts. The students should also learn to understand other people, develop their skills in formulating and expressing their own opinions and should take an active part in conversations and written communication. The students should also strive at developing their ability to take responsibility over their own language learning and to be able to choose the best way of working in order to support their own learning.

In the end of year 9 the students must have fulfilled some criteria in order to pass the course and get their final grades. For example must the student be able to take an active part in conversations concerning familiar subjects and to contribute to a functioning conversation. The student must also be able to describe something the student have experienced and be able to argue for one's own opinion in a familiar subject (Skolverket, 2010).

2.2 Education and gender

The United Nations wrote as early as 1948 that human rights include men's and women's equal rights and in 1979 they wrote a convention about women's rights where they attend to women's equality in the concerned countries (Höglund, 2007). Wedin (2009) points out the fact that women's equality is therefore to be regarded as a human right and Höglund mentions the fact that the UN stipulates that men and women are equals. Therefore the UN says that all people should show men and women the same respect and concern. A report written by United Nations Population Fund points to the injustice towards women in the world today that is only due to the fact that they are actually women. In this report it is also emphasized how important education is to people's development and that it is of great importance that girls get the right to education in the world since this is very important when fighting poverty and promoting a good health and children's possibilities to go to school. Wedin points out that the question of equality in schools today are not a matter of equal numbers of girls and boys present in school but are instead a question of making sure that the distribution of resources

and influence are equally divided between girls and boys. She says that this distribution is decided by norms and values present in the society and these therefore will decide how resources are divided. Wedin concludes that equality is a question of quality in schools today.

Men are often seen as the norm (Coates, 2004; Jalmert, 2007) in society and this creates an imbalance between men and women. Women were formerly excluded from higher education and men had better results than women in school. When boys achieved the higher results in school this was therefore seen as fully normal, or at the most as somewhat unfortunate. When girls started to get higher grades than boys people started to react and regard this as unfair and unnatural which clearly shows the imbalance between the genders. Today women are the ones having better grades and are equally represented in higher education. In Sweden today girls have better or just as good results as boys in all subjects in school and on all levels in the educational system and women today are trying to change these structures and new ways of thinking are arising (Jalmert, 2007).

2.3 Communication

When you learn to speak you also learn how to be a member of a culture. Boys and girls learn gender-appropriate behavior early in life and this includes expectations from people surrounding them which tell them how they should dress, act and speak according to their gender. This knowledge about how and when to use language in an appropriate way is called communicative competence (Coates, 2004). People do not only talk to exchange information, but a great part of learning to use one's language is in order to build social relationships (Cameron, 1992). Language is also a very important tool in order to express many different things, such as feelings, emotions and opinions (Walsh, 2006).

2.3.1 Communication and gender

In research today female and male speech styles are often compared and the male speech is seen as the so-called norm. This norm is called the Androcentric rule and according to this men's speech is the preferred way of speaking and female speech is seen as subordinate (Coates, 2004). This way of comparing men's and women's speech and see men's

conversational speech style as the norm is a problem for women since they then also will be seen as subordinate in themselves.

Research shows that men and women use different strategies to communicate. Girls learn from an early age not to stand out among others while boys learn how to talk in order to keep people's attention (Tannen, 1990). Men often try to hold the floor, talk more than women and try to produce clear utterances. Women on the other hand often use conversation to get an understanding of what is being said (Shehadeh, 1999). They also show more support towards other speakers and ask questions and show that they are listening. This female technique in conversation is called a cooperative speech style (Coates, 2004). This shows that women are concerned with the fact that the group should work and often use language to create connections and relationships, and this way of talking is called rapport-talk. Men on the other hand often speak in order to share information and facts, and their way of speaking is therefore called report-talk (Tannen, 1990). Men's' conversational speech style allow people to dominate a conversation and interruptions are more common than in female speech. This male technique of speaking is called a competitive speech style (Coates, 2004).

Men are usually not as concerned with close connections as women often are and instead concentrate on keeping their independence and their status within a group (Tannen, 1990). This concentration on the hierarchical relationship includes the hierarchies within groups of men (Coates, 2004). It is often people who have low status that want to change this hierarchical way of thinking. Tegnér (2007) mentions a finding made by Kimmel which says that many men want to keep their status in relation to each other, and are not necessarily focused on having a higher status than women.

The fact that men and women have these two different conversational speech styles could of course cause problems. Conflict could arise and Coates mentions that girls often solve them by compromising in order to keep the harmony in the group, while boys often try to get their own way. Boys are also more direct towards each other and are not disturbed by hierarchy within a group, while girls often try to minimize differences in status within a group. Wedin (2009) points out that the girls' strive for harmony in the group could mean that they avoid

conflict too much. If the girls avoid having different opinions they could get stuck in one method of working which would mean that they could miss out on learning and developing.

2.3.2 Communication in the classroom

Communication is the starting point in all education and is central to the democratic aspect of learning since education gives people opportunity to create relations to other people, the environment and the society. Wahlström (2010) states this and means that this is the reason that one should not forget how important school is in creating opportunities for students to meet and discuss things. Students with different backgrounds and identities will meet in school and communicate and create relations and should for that reason have the chance to meet in groups where they can discuss things that are important to them. This will help the students to discover their full potential and let them take part in discussions that can affect them.

A monolog is a one-way communication. When teachers use this way of teaching in the classroom there will be both positive and negative outcomes. The teacher will quickly be able to go through plenty of material with the students and this can seem effective. The teacher can also plan this kind of teaching thoroughly and will then become more self-assured and feel calmer related to the time-aspect. But, there are of course drawbacks to this way of communicating in the classroom. First of all the teacher does not get any feedback from the students and can therefore not be sure that the students have actually understood what has been said and how this information has been received by the students. To use one-way communication could be a good way to reach a large group or to introduce a new work-area (Stukát, 1995).

Teaching is not the same thing as learning and the teacher should therefore make sure that one includes the students in the lesson and make sure that the message reaches them, as might not be the case in one-way communication. A way to obtain this is to use a two-way communication in the classroom. This means that the teacher and the students communicate with each other and gives feedback. Using this way of communication will better attain a situation where the participants understand each other and the teacher will know if the

students understand what he/she is trying to get through. However, there is a drawback in using this way of communicating. If the teacher does not make sure that all students have actually understood, but instead asks the question if they have understood and accepts the answer yes, which often comes from the quickest students, then one cannot know if everybody follows. This is called false two-way communication and could also include that the teacher him/herself evaluate the situation before moving on without even asking the students (Stukát, 1995).

True two-way communication on the other hand is when the teacher and the students try to really understand each other more actively. There will be a dialogue and the students will get help from the teacher in order to understand the contents and mistakes and misunderstandings will be avoided (Stukát, 1995). Maybe this will encourage the students to speak and they will get the feeling that their contributions in class are valuable and important.

Students' learning do not only depend on their inner motivation but also on the respect that they have for the teacher, the other students and the interaction with them. Wahlström (2010) further claims that communication is the key to learning and devotion in the classroom. This means that the teacher should pay attention both to the relations and conversations between students and between the students and the teacher. Walsh (2006) also points out the fact that the teacher is very important in helping the students to understand and learn. He claims that interaction is very important in teaching and learning and the teacher should therefore handle the students' contributions in class in a good way. Poulou (2009) brings up the fact that both students and teachers feel that a change is taking place in the classroom. Social skills such as the ability to listen to others, showing respect and working together are being emphasized in the classroom and also the fact that the teacher is working with the students in creating good communication.

2.4 Conversation

When communicating verbally with other people one has to follow certain rules to make sure that the conversation runs smoothly. One important element in a smooth conversation is turn-taking where the speakers take turns when speaking in creating a conversation without gaps or

overlaps. There are different ways in which the speaker can act if they want to dominate the conversation and not follow the rules, for example interrupting and overlapping. Interruption is defined “violation of the turn-taking rules of conversation. (...) the interruptor prevents the speaker from finishing her or his turn, at the same time gaining a turn for her or himself” (Coates, 2004, p 113-114). When a speaker interrupts another speaker, but also when a speaker is given the word and chooses to start speaking, this is called *grabbing the floor*. Interruptions could be seen as a way of trying to dominate. But one conclusion that researchers have made is that it is not the interruption itself that shows dominance, but why and how the speaker interrupts, meaning that it is the speaker’s intention by interrupting that decides if he or she is trying to dominate or not. Interruption can also mean different things to different people due to what kind of conversational patterns there are within ones family where one grows up. Maybe one family is very talkative and uses overlapping a great deal, while another family are more quiet and overlapping is considered to be a negative act towards the speaker (Tannen, 1990). Coates (2004) mentions overlapping which is another kind of interruption where the hearer makes small interruptions in the very end of the current speaker’s turn in order to show their support to what the speaker is saying. Tannen (1990) has found that overlapping in a positive sense is used more by women.

There are indicators of a conversation that runs smoothly. The speakers take smooth turns, there are no interruptions and negative overlaps. There might be minimal responses which is when the listener shows positive attention to the speaker through responses such as mhm and yeah. In a smooth conversation there should not be any silence since this is a sign that something is not functioning properly. Silence can be looked upon in many different ways depending on the context and the persons involved in the conversation. Men often uses silence to show their power by not answering a question, while women’s silence often shows their disapproval of what has been said (Coates, 2004). Silence can therefore have many different meanings which have to be considered in relation to gender and to a classroom context.

2.4.1 Conversation and gender

Researchers have found that men interrupt others more than women do. Younger boys and girls interrupt each other just as much, but when they reach the age of 15 boys dominate talk

by using interruptions. Especially women are interrupted and not allowed to finish speaking. Men, who also have knowledge about the topic which is dealt with, have been found to show a great tendency to interrupt others. This is to compare with women, which in spite of being well-informed, still show a more interactional way when interacting with others. Coates points out that research concludes that men and women are not given the same rights and are not treated the same way when it comes to conversations (Coates, 2004).

However, there are of course other issues than gender to take into consideration when interpreting what is going on in a conversation. Metamessages are extra-linguistic factors that tell us about the relationship between the persons involved in a conversation. It could be status, connection between the speakers but also which kind of conversation it is, for example an argument or a friendly discussion. By looking into these factors you can see the amount of power in the conversation and will be able to see which position the speaker is taking and which position the hearer is being assigned (Tannen, 1990). Personality and individual differences will also play an important role when deciding how a conversation will take place, since there are of course women who act more “male” when speaking and vice versa. Both Coates (2004) and Cameron (1992) say that the context is very important when determining how the participants will act. Both men and women act differently in for example the private setting of one’s home and the public setting of one’s workplace. Coates mentions that women have been seen to talk more in private settings, while men tend to talk more and “hold the floor” more in public settings. This should be applicable also to the classroom environment.

2.4.2 Conversation in the classroom

Classroom conversation is different from so-called normal communication since there are other elements present such as a great number of questions. Questions in the classrooms are often asked in order to get the students more involved instead of as usual in order to obtain new information. Even if there are some differences it is still relevant to look into conversations carried out in the classroom since they have many features in common with ordinary conversations, such as turn-taking, grabbing the floor, silence and minimal responses (Walsh, 2006).

Boys and girls are often seen as having different personal qualities which affect their schoolwork. The way the work in a classroom is formed is often more appealing to boys. Boys are often more outgoing and like to speak in public settings and are therefore dominating in the classroom. Many researchers have found that boys take a greater part in the classroom than girls do. Especially in contexts where there are both girls and boys, boys will take up more space in discussions and they take more contact with the teacher. Boys also interrupt more and disagree more with others. Consequently, boys dominate the classroom and get the most attention from the teacher and their classmates. Research shows that boys are often allowed to speak out loud and this dominance is often accepted and even helped to maintain by the teacher and the girls in ways of letting the boys talk and not correcting them (Graddol & Swann, 1989). Even if much research shows that boys are the ones who dominate the conversational floor in the classroom Montán (2006) mentions the statement made by Einarsson (2004) who points out that it is often only a few boys who exercise this dominance while other boys are silent. Boys sometime look down on girls' silence and in addition to this, girls look down on other girls that are more outgoing. This way of looking at contributions in the classroom will let the girls know that their way of acting will not be treated in the same way as the boys' acting (Aukrust, 2008; Coates, 2004). This will of course create an environment in the classroom where boys speak more than girls.

There is a change going on in schools and workplaces where women's ways of acting are being more valued (Coates, 2004). However, even if some research is showing a turning trend towards girls being more active and outgoing in the classroom (Jalmert, 2007) research still shows that boys take a greater part in the classroom work than girls do. Aukrust (2008) also found this in her research and shows that her result agrees with many other international studies. In Aukrust's study she saw that there was a greater difference in contributions in the higher grades and in year 9 the girls supplied with 248 utterances while the boys contributed with 686 utterances during the studied lessons. Girls were seen to more often take part in the lesson by being addressed by the teacher while the boys more often took their own initiative to speak. Both boys and girls talked at the same time as the teacher but boys were seen to interrupt the teacher more than the girls did. The girls more often waited for their turn to take the floor. In this study there was not found any difference between numbers of interruptions in a classroom with male or female teachers, but it was however found that boys spoke out loud much more often in a classroom with a male teacher. It was also found that female teachers

more often used turn allocation, towards both genders. Even though Aukrust study is larger it is still interesting to mention that Montán (2006) got a different result. Montán found that it was clearly girls who dominated the conversational floor in year 9 and she also concluded that there is a change taking place in secondary school where boys dominate in year 7, it is almost even between girls and boys in year 8 and, as mentioned, it is girls who clearly dominate the conversational floor in year 9.

Girls often get better results in school than boys do but since girls participate less than boys in classroom discussions one cannot say that a lack of great participation in the classroom is bad for the students' learning. Aukrust mentions what Swann said in a similar study that "you can also learn a lot by listening and maybe by making fewer, but well-thought-out and well-timed contributions" (Aukrust, 2008:249). The girls follow turn-taking rules better and this might very well be a smart way of getting influence and acknowledgment in the classroom. Aukrust means that, though it is not important for the students' results, it is still important to investigate the distribution of talk among the two genders, since school is the first place in the students' lives where they take part in discussions and deliver and form their own opinions. Montán (2006) points to a finding by Einarsson (2004) saying that girls who achieve more in school might not also feel comfortable in school like many of the fussy boys do. This could be connected to the fact that school is an important place in young people's lives and it is therefore crucial that both girls and boys feel safe and comfortable in school.

Some researchers claim that when boys are trying to fit into the masculine norm a culture against studying is formed. This culture says that it is not cool to study, and in order to keep one's status in the group of friends, one should not show interest in school (Eidevald, 2009). Jalmert (2007) also mentions this and say that the boys' attitudes toward studying come from the fact that girls nowadays are the ones getting the higher grades. Since girls then are the ones getting better results schoolwork is seen as something that only girls focus on and therefore it is considered unmanly to study. However, a study made by Nordberg and Saar (2008), which is referred to by Eidevald, contradicts this and points out that boys care just as much about their schoolwork as the girls do. They say, just like Eidevald, that there is a risk that these ideas about how boys and girls act will become stereotypes. These stereotypes might prevent the boys from being valued for their own personal qualities. Montán (2006)

mentions a finding made by (Phoenix, 2003) that says that boys have to dedicate a lot of effort into their situation if wanting both to be accepted by their friends and to be able to do good in school.

Eidevald (2009) points to one problem with discussing boys' and girls' different ways of interacting when he says that it is easy to see these descriptions as the truth. So many adults have stereotypical ideas about how boys and girls are that there is a risk that these stereotypes are seen as the norm. He points out that studies concerning boys and girls interaction in the classroom often enhance these stereotypes, where girls are seen as silent, passive and well-adapted and boys are described as impulsive, active and lively. He also points out that many researchers do not pay much attention to individual students and claims that it would be hard to know if one can find these characteristics in all boys and girls. He gives one example when discussing the finding that the boys are the ones who get the most telling-off from the teacher. Looking deeper into the research in order to see implications on individuality Eidevald found that it was individual boys who were very physically active that got the most scolding, not *all* (my italics) boys.

Theberge (1993) saw in her research that girls were much less heard in the classroom than they should be compared to the number of girls in the class. When the students talked they however used about the same amount of turns in giving explanations. She found that both girls and boys made comments when speaking that showed that they were trying to get their classmates to listen to them. She also saw that girls and boys have different ways of interacting in the classroom. Boys use their comments to prove their own point and are more concerned with their status in the group. The girls, on the other hand, give more support to others than boys do and help others to explain and keep their turn of speaking. Theberge claims that the teacher should encourage the girls' ways of helping others since this would create good conversations in the classroom. The teacher should also encourage the girls' interactional ways of being and try to subdue the boys' strive for status in order to create a friendlier, more beneficial environment in the classroom. Coates (2004) points to ways of making sure that conversations run smoothly when describing an active listener who gives the speaker minimal responses and shows with his/her body language that he/she is listening. This

would probably also be a good way for a teacher to create a friendly conversational climate in the classroom.

2.5 L2 learning

When learning a second language, an L2, you use certain strategies. In order to improve your skills in a second language you should use the target language, both in writing but above all in speaking. Walsh (2006) points to the fact that the conversations taking place in a language classroom are special compared to other subjects since they are both the aim of the lesson and the tool used to achieve those aims.

It is important to learn to produce understandable input and output when learning a new language in order to make progress. Good input will help the learner to better understand language and good output will help the learner to produce language orally or in written form. Shehadeh (1999) points to the fact that men are proven to speak more in communicative situations and therefore use the target language more. Since using the target language is one of the important factors when learning a second language he discusses if the men's higher usage of the language also will mean that they will be more successful. He says that there is not enough research done to show how the fact that men speak more will affect how well they learn the L2. However, Shehadeh concludes that "teacher, equipped with a good syllabus and a good methodology, should be able to engineer situations that create and provide equal opportunities for both males and females in all aspects of classroom interaction (Shehadeh, 1999: 261)". Walsh (2006) also points out that the teacher is very important in the classroom in helping the students reach better results through managing the students' contributions in a good way. The teacher should see to it that communication taking place in the classroom has a good quality and are meaningful to the students. Walsh discusses the important link between language learning and classroom interaction and mentions findings by Ellis (1990, 1998) who says that "interaction is regarded as being central to language acquisition, especially the interaction which occurs between teachers and learners" (Walsh, 2006: 20).

3. Result and Analysis

In this chapter the results of the conducted investigation is discussed. The investigation consisted of two observations each in three year 9 classes and the subject of English, a total sum of 6 observations, and one questionnaire. The result is connected to the literature and previous research discussed in section 2. Theoretical background.

3.1 Methodological discussion

In the present investigation all cases of students grabbing the conversational floor in relation to the teacher were collected, both when done on the student's own initiative and allocated by the teacher. Grabbing of the floor in relation to other students was however not collected since this is not relevant to the aim of the present investigation. During the observations it was discovered to be a difference between the observed lessons, in that there was an oral vocabulary test in three of the observed lessons that were not part of the other three observed lessons. Had the researcher known beforehand that such a test would be present, the results of the observation could have been divided into two parts; one where the students had an oral vocabulary test and one where they did not. However, since all instances of students' grabbing the floor are valid contacts, where both genders had equal opportunities to grab the floor, they are all accounted for in the result. Since the situation during an oral vocabulary test probably does not reflect the true distribution between students raising their arm versus speaking out loud in the classroom, these two different situations will be taken into account when presenting the result and will therefore not constitute a problem in the present investigation. However, this aspect may have affected the results of the present study and will therefore be carefully presented in the analysis of the result.

The position of the researcher, who was seated in the back of the classroom during the observation, is to be regarded as fully functional. The students did not seem to be concerned with the researcher and apparently acted as they usually do, which was also supported by their teacher. The researcher also had a good view over the whole classroom and could therefore collect all instances of student's grabbing of the conversation floor. One problem however arose during the oral vocabulary test. Since this test involved all students raising their arm in order to let the teacher know that want to answer the question, and/or want to write the word

on the whiteboard, there were a large number of raised arms at a rapid speed. This made it very hard for the researcher to count all instances of students raising their arm, and the researcher therefore made the choice to count all students raising their arm in relation to a number of questions. This means that all questions asked by the teacher were not taken into consideration but all answers submitted by the students were counted in relation to a specific question.

A questionnaire of five questions was given to the students present in all three observed classes. The purpose of the questionnaire was to investigate the students' attitudes towards dominance of the conversational floor in the classroom. In an attempt to avoid any misunderstandings concerning the meaning of the questions, the complete questionnaire was written in Swedish, see Appendix 3. A translation of the questionnaire is however available for the reader, see Appendix 2. The choice of writing the questions in Swedish must be considered to be a good choice since the students still had some inquiries about the questionnaire. They however seemed to be comfortable with the questions and had no problems of answering them, which their answers also reflect.

3.2 Result and Analysis of the Observations

Here the result of the six observations will be presented and discussed. First there is a comparison made between all girls and boys in all the three observed classes. Secondly, the result of the observations made in the three classes is presented separately. Thirdly, a comparison is made between the observed lessons where there were not any oral vocabulary tests present. The latter comparison is made since these three lessons are regarded to represent so-called ordinary English lessons without any elements of testing the students. The results are also connected with the literature presented in section 2. Theoretical background.

3.2.1 Collected comparison between girls and boys

In the investigation there were a total of 74 students represented in the three classes, of which 28 were girls and 46 boys. This means that 62 percent of the students were boys and 38 percent were girls. This will of course affect the result, if a comparison is made between the two genders. It is however found to be interesting to make this comparison between the two genders, but one should bear in mind the uneven distribution of boys and girls. When making

such a comparison between all boys and girls and their total sum of contacts made in relation to the teacher, one can see that it is even between boys and girls concerning the number of contacts taken in relation to the teacher in the classroom. Girls initiate an average of 5,9 contacts and the boys initiate 6 contacts in relation to the teacher.

	Number of	Number of contacts	Average number of contacts
Girls	28	164	5,9
Boys	46	274	6

Table 2. A total sum of all contacts made by girls and boys respectively, and the average number of contacts made by girls and boys.

To simply make a comparison between girls and boys will not give the result justice, due to the fact that the students' behavior obviously is heavily depending on the context. When the students had an oral vocabulary test the students raised their arm a large number of times when addressing the teacher. On the other hand, when the students did *not* have an oral vocabulary test as a part of their English lesson, the students choose to speak out loud the majority of times when they grabbed the conversational floor in relation to the teacher.

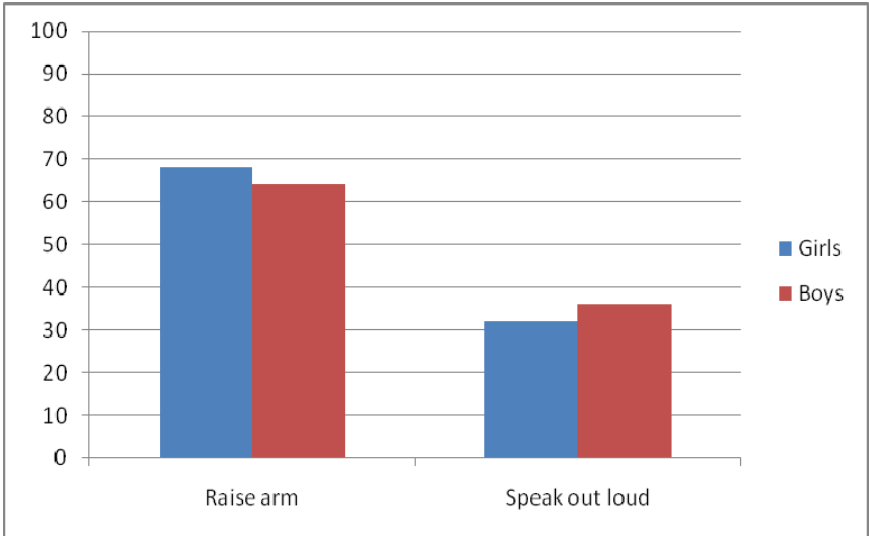


Diagram 1. Percentage of the girls and boys who raise their arm or speak out loud when grabbing the floor in relation to the teacher.

In the table above all instances of students grabbing the conversational floor in relation to the teacher are accounted for. When comparing the girls who choose to raise their arm or speak out loud the numbers are 68 percent versus 32 percent. The boys have almost the same numbers; 64 percent of the boys choose to raise their arm and 36 percent choose to speak out loud when grabbing the floor in relation to the teacher.

The result shows that the majority of both girls and boys choose to raise their arm when they want to talk to the teacher. As mentioned above, the students' behavior depend heavily on the context since it was obvious during the observations that the students often speak out loud when addressing the teacher at all times, except when having an oral vocabulary test. The teacher has clearly taught the students to raise their arm in order to answer these questions. At other times the teacher does not seem concerned with the way the students take contact with him, but accepts both questions asked when the students raise their arm as well as questions asked by speaking out loud.

3.2.2 Class A

Class A consists of 25 students, of which 10 are girls and 15 are boys. During the first observation the teacher goes through a new text in the textbook. He reads the words and the text aloud and then the students read the text in pairs where they also translate the text into Swedish. During the first five minutes of the lesson the students are not concentrated and there is a lot of negative attention going on. However, when the teacher reads the text aloud all students listen carefully and the situation in the classroom is much more pleasant. When the teacher tells the students to listen to him reading it seems as the students like that the teacher gets in charge and this creates a good environment in the classroom. When the students are supposed to work in pairs with the text it is noted that many students talk about other things apart from the subject of English. The teacher does not give any clear directions concerning how the students should work with these assignments, individually or in pairs, and nor does he say anything about the preferred sound volume in the classroom. This might be due to the fact that the students know the teacher, and vice versa, and they already know how they should work due to previous experience. However, since the students seem to have some difficulties concerning their concentration during such assignments it might be the case that

the students need, and maybe also want, a teacher to be in charge and give clear directions to the students.

During the second observation the teacher goes through the homework with the students. The teacher distributes the turn and all students read the text aloud. The students then write the words from their homework individually on a paper. It is a calm situation in the classroom, maybe due to the fact that the teacher is clearly the one taking control in the classroom. Students still ask questions, mostly out loud. After the homework, the teacher prepares the students for a test the following week. The students ask quick questions, make comments and protests – aloud. One girl asks a question out loud concerning some grammar but the teacher does not answer her. Shortly afterwards a boy also asks a question out loud, and the teacher answers. Probably this is due to the simple fact that the teacher did not hear the girl, as he did the boy. Maybe one reason for this is that boys voices often are more suited to making themselves heard in a big crowd of people, while the girls’ voice often are more quiet. This would then suggest that a classroom where the students are to raise their arm when submitting questions or answers would be the most suitable for both sexes.

	Number of	Raise hand	% of all contacts	Speak out loud	% of all contacts
Girls	10	6	18	28	82
Boys	15	6	11	48	89

Table 3. Total number of girls and boys in Class A, number of girls/boys who raise their hand and which percentage this makes out of all contacts made by girls/boys. Number of contacts when girls/boys speak out loud and the percentage this makes of all contacts made by girls/boys.

It is important to point out that the students in this class did not have an oral vocabulary test in either of the observed lessons. In the other classes it was found that most of the contacts made by raising ones arm were made during the vocabulary test. So, the result found in this class, Class A, could be seen as the result that most clearly shows how a so-called normal English lesson works in year 9.

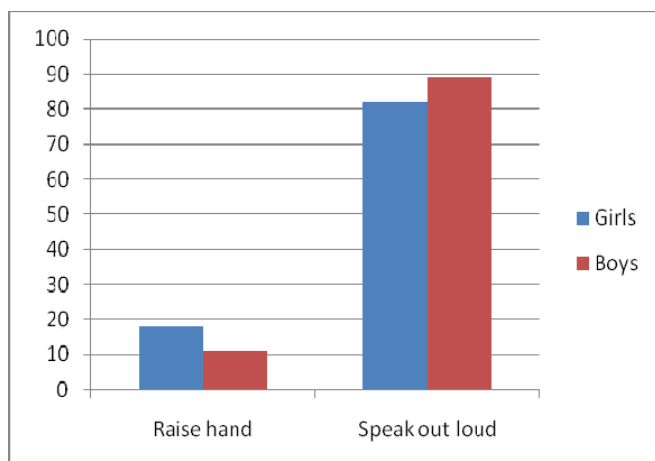


Diagram 2. Percentage of the girls and boys respectively who grab the floor by raising their arm or speaking out loud.

There were 50 percent more boys than girls in this class, but they still had exactly the same amount of contacts made by raising their arm. This shows that the girls use this strategy more often when contacting the teacher. Both the girls and the boys spoke out loud far more often than raising their arm, when contacting the teacher. This means that both boys and girls in Class A, in almost the same extent, speak out loud when grabbing the conversational floor in the classroom.

One important thing to mention is that among the boys it was one boy in particular that made many of the comments. He showed a great devotion to his schoolwork, and was still popular among his friends and was not afraid to talk in class. He was seen by the researcher to be one of those boys who feel safe with his position in the group and has the self-esteem to both be funny, nice *and* devoted in his schoolwork. Einarsson (2004) points out that it is often only a few boys who exercise this dominance in the classroom while other boys are silent (Montán, 2006). Although the mentioned boy showed an interest in his schoolwork he is in a way dominating the conversational floor in the classroom, but it should be mentioned that this dominance can have positive effects on other students' schoolwork since he might be motivating them too. Eidevald (2009) says that boys often need to put a great deal of effort into their situation in school if they both want to be accepted by their friends and at the same time do well in school.

3.2.3 Class B

Class B consists of 23 students, of which 22 were present when the observations took place. In the class there are 14 boys and 8 girls. This lesson is very similar to the one with Class A and the teacher goes through new words and a text. Also in this class the students are not concentrated during the first five minutes, but then listen carefully when the teacher reads the words and the text aloud. The contact that the students take with the teacher is primarily to answer the teacher's questions. Other kinds of attention seeking are mainly in order to get in contact with other students, discussing other things apart from English.

	Number of	Raise hand	% of all contacts	Speak out loud	% of all contacts
Girls	8	53	80	13	20
Boys	14	66	69	30	31

Table 4. Total number of girls/boys in Class B. Number of girls/boys who raise their arm and the percentage that this makes out of all contacts made by girls/boys. Number of girls/boys who speak out loud and the percentage that this makes out of all contacts made by girls/boys.

As shown in the table the boys are almost twice as many as the girls in this class, which will of course affect the result if the two gender's contributions in class were to be compared. Therefore the result is shown through comparing the number of girls and boys respectively who raise their arm or speak out loud to take contact with the teacher. The result from observations in Class B will also be separated into two tables. The reason for this is that the students had an oral vocabulary test during the second observation which proved to have great effect on the result. This is very clear when comparing the two observed lessons. During the second lesson the girls raised their arm 51 times and the boys 63 times and in the first lesson, when the class did not have a test, the girls raised their arm 2 times and the boys 3 times.

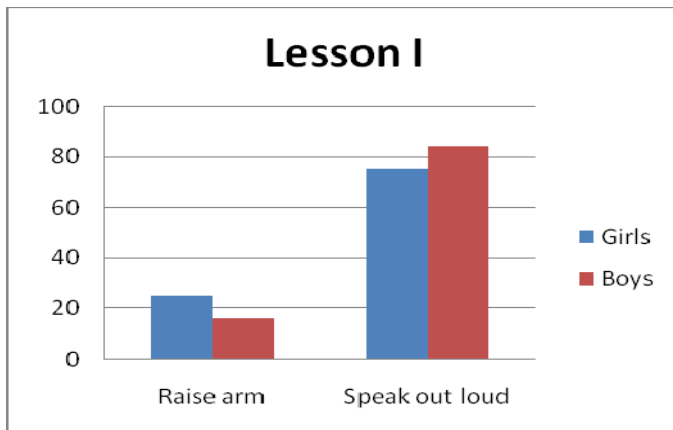


Diagram 3. Percentage of girls and boys who raise their arm compared to speak out loud when taking contact with the teacher, during the first lesson of observation in Class B.

During the lesson that was observed first, the girls raised their arm 25 percent of the times when they wanted to grab the conversational floor in relation to the teacher. The remaining 75 percent consisted of the girls speaking out loud when addressing the teacher. Also the boys spoke out loud far more often, 84 percent, than they raised their arm, 18 percent, when taking contact with the teacher. This lesson was an ordinary English lesson, with the teacher first addressing the whole class and then letting the students work in pairs or individually. Consequently, this could be regarded as a so-called ordinary lesson in English in year 9 and therefore the result should be considered as reflecting the standard procedure during such a lesson.

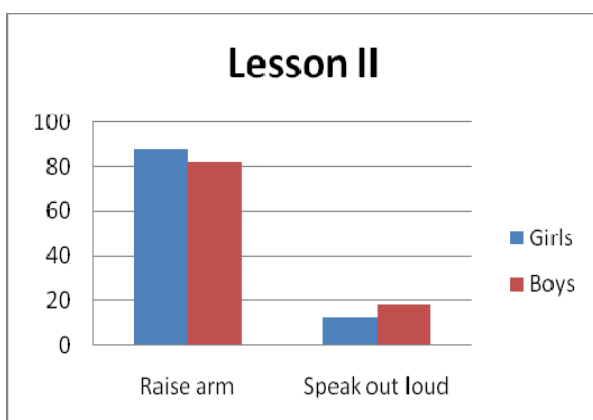


Diagram 4. Percentage of girls and boys who raise their arm compared to speak out loud when taking contact with the teacher, during the second lesson of observation in Class B.

Class B had an oral vocabulary test in the beginning of the second observed lesson. During this test the students were to raise their arm in order to say the correct English word, and then again if they wanted to write the word on the whiteboard. The teacher did not accept any other answers than those given through raising ones arm. The students therefore raised their arm far more during this lesson than compared to the first lesson where they spoke out loud much more frequently than they raised their arm. After questions concerning the homework the teacher went through some instructions concerning a test and also some grammar. After that students were to work in their workbook and during this time one girl raised her arm to get the teacher's attention. At the same time a boy spoke out loud and asked the teacher a question, and the boy got help from the teacher first. This is probably due to the fact that the boy was seated close to the teacher, but it cannot be overlooked that the girl actually asked for the teacher's help first.

3.2.4 Class C

Class C consists of 29 students, of which 27 participated in the present investigation. There are 10 girls and 17 boys present. During both the observed lessons the students have a vocabulary test when the students are to raise their arm in order to answer the teacher's questions. All students obey this rule and therefore most of the contacts made with the teacher are done by raising ones arm. Since both the observed lessons contain a vocabulary test the result from the observation are only displayed in one table.

This class is regarded as an ambitious class by the teacher, which is quickly noted also by the researcher. There is not an anti-study culture in this class, neither among the boys or the girls. Both boys and girls show an interest in the subject and want to gain and display knowledge. One boy was for example heard to say: *I'm going to get a higher score than you* when discussing the upcoming test with a friend. When the teacher presents some new grammar to the students concerning English prepositions, one boy spoke out loud in relation to the teacher saying *It's not that hard with prepositions, it sounds harder than it is*. These examples show that these boys are not afraid to openly show their interest in the subject and still be popular in the class. It appears to the researcher to be a positive, salutary climate in this class where the students have discovered the benefits of studying. This situation is similar to the one mentioned when discussing the result of the observation made in Class A, where there were

also one boy who often grabbed the conversational floor. Eidevald (2009) points out that it takes a lot of effort for boys to maintain their popularity, at the same time as they are devoted to their schoolwork. This is probably also the case with the girls, since they also want to both be popular and getting good results in school. The two boys in Class A and Class C seem to be comfortable in their position in the class, where they can both stay popular in relation to their classmates and at the same time be active participants in the classroom work.

Below the girls and the boys strategies of grabbing the floor are presented. The percentage is found through only comparing ways of contacting the teacher within each gender, i.e. the girls raised their arm 53 times during the two observed lessons. Since there were 63 contacts made with the teacher (raise hand 53 + speak out loud 10) it means that the girls raised their hand 84 percent of the times when they addressed the teacher in the classroom.

	Number of	Raise hand	% of all contacts	Speak out loud	% of all contacts
Girls	10	53	84	10	16
Boys	17	104	84	20	16

Table 5. Total number of girls/boys in Class C. Number of girls/boys who raise their arm and the percentage that this makes out of all contacts made by girls and boys respectively. Number of girls/boys who speak out loud and the percentage that this makes out of all contacts made by girls and boys respectively.

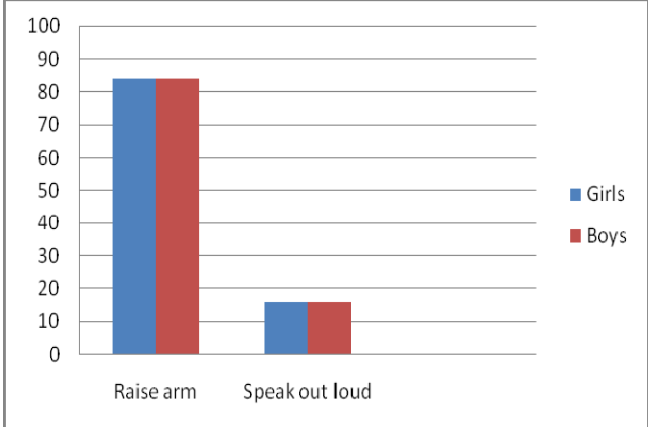


Diagram 5. Percentage of the boys and girls who raise their arm compared to speak out loud when grabbing the floor in relation to the teacher.

In Class C the result of the present investigation shows some interesting findings. The boys and the girls made exactly the same amount of contacts with the teacher through raising their arm, 84 percent, respectively speaking out loud, 16 percent. As mentioned before there were a larger number of boys but if compared only to your own gender the boys and girls were found to use the exact same strategies in the classroom in order to address the teacher.

The fact that this class stands out from the other two might be due to the good climate in the classroom. Since both the girls and the boys show an ambition towards their schoolwork this will probably reduce the comments made by the boys, where they ridicule the girls for their devotion in their schoolwork. The lack of such comments and other negative output most likely will contribute to a good climate in the classroom where both girls and boys feel secure.

3.3 Comparison between lessons without oral vocabulary test

There were, as mentioned, a difference between some of the observed lessons. During three of the observed lessons the students had an oral vocabulary test and consequently did not have a test included in three of the lessons. As discussed above the vocabulary test heavily affected the result of the present investigation since all the students raised their arm in order to answer the questions put by the teacher. No answers submitted through speaking out loud were approved of and therefore the result of the three lessons containing vocabulary test shows that the vast majority of the students grab the floor by raising their arm. However, since this is not the so-called normal procedure during an English lesson in a Swedish year 9 a comparison is here made between the three lessons that did *not* include a vocabulary test. These lessons are both lessons in Class A and the first lesson in Class B. These lessons could be regarded as representing the behavior of all the observed students and can therefore give a valid result of the present investigation.

3.3.1 Comparison concerning how students grab the floor

Here a comparison is made between the three lessons that can be regarded as so-called ordinary lessons, without any element of oral tests, in order to manifest in which way students most often chose to grab the conversational floor in the classroom in relation to the teacher.

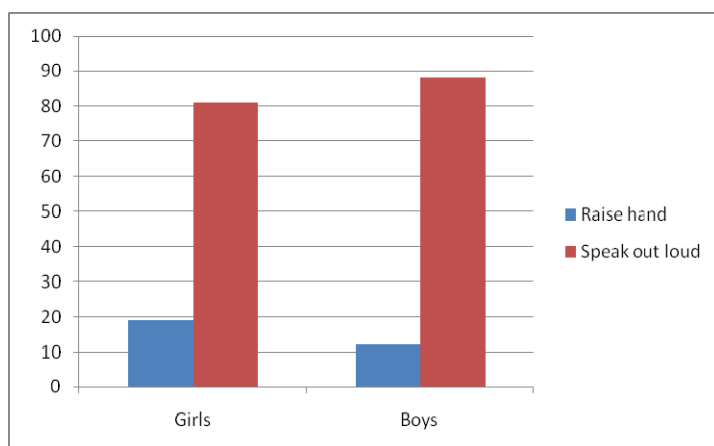


Diagram 6. Percentage of the girls and the boys respectively who grab the conversational floor through raising their arm compared to speaking out loud.

The result of the present investigation manifests that both girls and boys far more often choose to grab the conversational floor in the classroom in relation to the teacher by speaking out loud. Of the girls 81 percent spoke out loud and only 19 percent raised their arm. Among the boys it was even more obvious which was the preferred way since 88 percent of the boys grabbed the floor by speaking out loud and 12 percent raised their arm. Both Coates (2004) and Cameron (1992) points to the fact that the context is very important when determining how speakers will act.

As mentioned before, there was an anti-study culture present in Class A which is the class most represented in this comparison. This will perhaps affect the climate in this class towards a more noisy setting. This, and the teacher's apparent acceptance of answers and questions that are asked by speaking out loud in the classroom, are most likely to affect the students' choice of grabbing the floor by speaking out loud, without waiting for ones turn.

3.3.2 Comparison concerning which gender dominates the floor

In trying to manifest which gender who dominates the conversational floor the researcher has calculated the average in the three lessons that did not have an oral vocabulary test. This was calculated through dividing the number of contacts made by girls with the number of girls; $42/26$, which gives a number showing the average of contacts made by each girl – 1,6 times per girl. The same was done with the boys; number of contacts divided with the number of

boys, $73/42$, which gives the average of contacts made by each boy – 1,7 times per boy. After finding these numbers showing the average of times in which girls and boys respectively grab the conversational floor in relation to the teacher, the researcher calculated the percentage in an attempt to make a comparison between boys' and girls' contributions in the classroom. This was done by dividing the girls' average with the total average; $1,6/3,3$, which gives the number of $0,48 = 48\%$. The same was done with the boys where the boys average were divided with the total average; $1,7/3,3$, which gives the number of $0,52 = 52\%$. These numbers show the percentage of times in which girls and boys respectively grab the conversational floor in relation to the teacher, in the classroom.

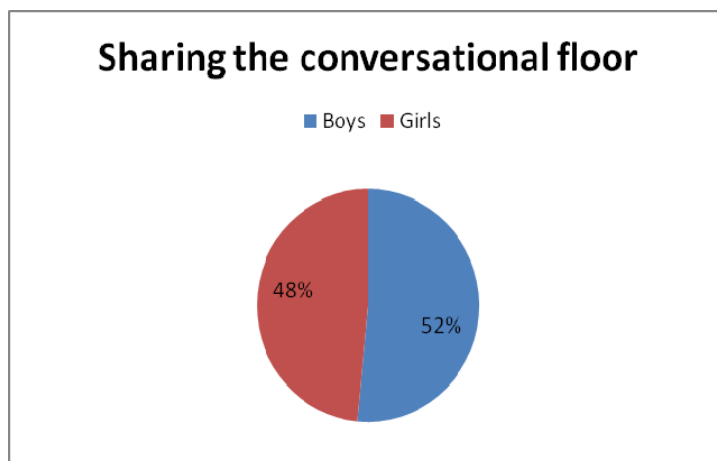


Diagram 7. Percentage of the boys and girls grabbing the conversational floor in relation to the teacher in the classroom.

Consequently, the girls were the ones who grabbed the floor in 48 percent of the cases when a student grabbed the conversational floor in relation to the teacher by either raising the hand or speaking out loud. The boys grabbed the floor 52 percent of the time which means that girls and boys share the conversational floor almost even between them in the classroom. It cannot be ignored that the boys have a slight advantage compared to the girls, and the reason for this can only be discussed. It could either be a coincidence during the present investigation or it could be that the boys have an even bigger number of contributions at other times. Only further research can answer this question.

These findings are not completely in accordance with all the previous research discussed in section 3. Theoretical background. Some researchers show that boys are the ones to dominate the conversational floor in the classroom (Theberge, 1993; Graddol and Swann, 1989; Coates, 2004; Aukrust, 2008). However there is also newer research that shows that a turning trend is blowing towards a more equal classroom (Jalmert, 2007; Poulou, 2009). Montán (2006) even found that girls are the ones who dominate the conversational floor in the classroom. The present investigation is of course small compared to much of the previous research made, but the result of this investigation is convincing in clearly showing that boys and girls more or less share the conversational floor in the classroom. Poulou points out that both students and teachers feel that a change is taking place in the classroom. Social skills such as listening to others, showing respect and working together are being emphasized and worked with. The fact that a change is taking place might be one reason for newer research often showing a different result.

3.4 Result and Analysis of the Questionnaire

Here the result of the questionnaire (see Appendix 2) is presented and discussed. The results are also connected to the literature presented in section 2. Theoretical background. The questionnaire where handed out in order to learn more about the students' attitudes regarding how students should grab the conversational floor in relation to the teacher.

When presenting the result of the questionnaire the researcher has chosen to combine the three classes since the answers given from the students in all three classes turned out to be very similar when comparing them. A division is however made between girls and boys since this comparison is regarded to be interesting to the present investigation. Questions 2, 4 and 5 are presented both with a table and in text since these questions gave optional answers for the students to choose between. In these questions it is therefore possible to present numbers in the form of percentage. Percentage has been chosen instead of number of students, since the number of boys and girls were not even in any of the observed classes. The total number of girls was 25 and the total number of boys was 46. Question 1 and 4 were open questions and asked for the students' attitude towards student's grabbing of the floor in relation to the teacher, and is therefore presented in text. Examples of students' opinions given in the questionnaire will also be presented, and are written in *Italics*.

The questionnaire was in Swedish in order to facilitate the best possible outcome, where any risk of the students not understanding the questions correctly were eliminated as far as possible. All examples given from the students answers are translated by the researcher.

3.4.1 Question 1

In question 1 the students were asked to give their attitude towards how a student should get in contact with the teacher in the classroom. Great similarities are seen between boys' and girls' answers and both genders consider the best way to get in contact with the teacher to either raise ones hand or to go over to the teacher and ask him/her directly. Several students say that one should raise the arm since the classroom would get too noisy otherwise. One boy says *I think one should raise the arm, because if one speaks out loud it gets very noisy and messy.* The girls give more or less the same answer, but several girls mention that students should raise their arm when getting in contact with the teacher to avoid disturbing other students, which shows a greater consideration towards the classroom environment and sympathy with others. One girl also mentions another aspect of this when saying that it depends on the distance between the student and the teacher. If the teacher is nearby then it is ok to call out loud in order to get the teacher's attention. Another girl also mentions an interesting aspect:

I think that this whole thing with raising ones arm is getting a bit worn-out. If you for example are having a discussion in the classroom I think one could speak out loud and give one's point of view, or else the conversation won't get started properly. I rather speak out loud than raise my arm because sometimes it's unfair who gets to talk the most.

This girl expresses a new way of thinking where both the teacher and the students learn to appreciate the vivid discussions taking place in the classroom. Wahlström (2010) claims that communication is the base in all education and that it is necessary to create vivid discussions in the classroom. She points out the fact that school is a very important arena in creating opportunities for students to meet and discuss things and to create relations with other young people with different backgrounds. Maybe a change is taking place, from the traditional way of teaching; quiet classes with raised arms, to a new way of teaching where the students participate more and have greater influence. As mentioned on page 31, Poulou (2009) has found that both students and teachers feel that a change is taking place in the classroom. They say that social skills such as listening to others, showing respect and working together are being emphasized. It is also seen that the teacher works with the students in creating good communication which is fully in line with what the Swedish curriculum, Lpo 94, says

regarding this matter. Lpo 94 stipulates that the teacher should include the students in planning and forming the lessons, and that their influence should increase with their age (Skolverket, 2010).

3.4.2 Question 2

In this questions the students were asked to tell if they usually raise their arm, or not, if they want to say something in the classroom. They choose between *Yes* and *No*, since the researcher wanted the students to take a stand and not choose something in between. Below the students’ answers are displayed in a table showing boys and girls answers to this question.

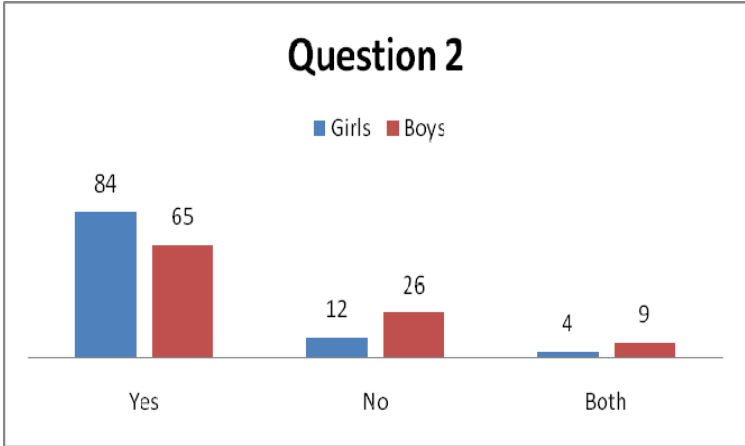


Diagram 8. Percentage of all girls and boys who raise their arm or speak out loud, or use both alternatives, when grabbing the floor in relation to the teacher.

The table shows that the vast majority of all students, both girls and boys, state that they raise their arm when grabbing the floor in relation to the teacher. 84 percent of all girls raise their arm, and 65 percent of all boys choose this way of addressing the teacher. Although the answers are similar a difference is visible between girls and boys in that there are more boys than girls who do not raise their arm when grabbing the floor in the classroom. Boys who state that they speak out loud constitute 26 percent of all boys, while there are only 12 percent of the girls who choose this way of addressing the teacher. Worth mentioning is that both among girls and boys there were students who answered *No* since they are afraid to speak in the classroom of fear to get ridiculed by others. Students can ridicule each other by for example giggling and negative comments which sometimes are hard for the teacher to notice (Wedin, 2009). The Swedish curriculum, *Lpo 94*, declares that any kind of harassment is

strongly forbidden in the classroom and that all students should feel safe in school (Skolverket, 2010). It is therefore important that the teacher works hard to avoid all sorts of negative attention between students in the classroom. Lpo 94 points out that the teacher must work out rules together with the students concerning the work and environment in the classroom.

Some boys also said that they simply forget to raise their arm, and that it is easier to speak out loud. One boy who also answered no refers to his home situation as a reason for not raising his arm. He says *I guess I want to talk...my dad has always talked a lot so I do the same*, which points to the fact that he has obviously got used to speaking a lot and might not think about the consequences of speaking out loud. Tannen (1990) mentions this when saying that diverse conversational patterns within different families will consequently mean that people get used to different ways of communicating with others. She says that it is the intention of the speaker that decides if the interruption is meant in a more negative way in order to dominate or if it is used to support the present speaker. The boy who learnt from his dad to engage actively in discussions might not consider his way of speaking out loud to be rude, but as a way of contributing to the discussions in the classroom.

Again girls show a greater concern for other students' comfort in the classroom, than the boys do. One girl says *to show respect towards others, and that there is a better order in the classroom and it is easier to concentrate*. Research shows that girls and boys often use different strategies when communicating and that girls learn to not stand out among others while boys often learn to use talking to keep other peoples' attention (Tannen, 1990). Women are also seen in previous research to show more support towards others and ask more questions, which is included in their cooperative speech style (Coates, 2004). The girls also seem to be more concerned with the rules of the classroom than boys are. They express that they listen more to the teacher's directions since this is what one is expected to do. Tannen points out that women often are more concerned with getting the group to work and tries to create harmony within a group of people which is probably why they are more concerned with rules that will create a better environment in the classroom.

Visible in both the girls and the boys answers is the fact that some students do not know why they are actually supposed to raise their arm but that this is something that they have been taught during their entire schooling. One boy says that *it's different depending on how the class is acting that day, if everybody follow the simple rules and raise their arm I will also do it, but if they don't it everthing will be harder*. This example shows that how the students act in the classroom is not only dependent on what is best for the classroom environment, but also depends on what the other students do. It is only logical to think that if many students speak out loud it will be hard for the students who raise their arm to be noticed and to have equal opportunities to grab the floor. Shehadeh (1990) points out that both girls and boys should have equal opportunities to interact in the classroom and that the teacher should be able to create a good classroom environment where this is possible.

3.4.3 Question 3

In this question the students were asked to share their attitude towards students who speak out loud in the classroom. The result shows that both girls and boys consider it to be annoying when students speak out loud in the classroom. Similar comments are seen made by both genders and they consider it to be unfair towards others who raise their arm waiting for their turn to speak. Noticeably is that the girls again express more concern towards others than the boys do. One girl says *It's annoying. We who raise our hand don't get the same chance*. Another girl says that *It's annoying because there are others waiting for their turn to speak, it often gets noisy and there will be a high sound level in the classroom too. It ruins it for everybody*.

The boys show a slightly more relaxed attitude towards this phenomenon, maybe due to the fact that they speak out loud more often themselves. Although, both girls and boys say that they think it is pretty ok to speak out loud since they do it themselves, it is more boys who show this attitude. They however say that it is ok, but if it gets too noisy they think it becomes a problem since it then will ruin the study environment for others. One boy says *As long as not everybody is speaking at the same time it could work, but it rarely does*. Both some boys and girls say that it is ok to speak out loud, it depends on which activity is going on in the classroom. One girl points to an important issue when saying *It depends, if the whole class is involved in a discussion then I don't think it matters, if you then listen to each other too. But*

it's bad if you shout out when others are raising their hand. She points to the importance of the turn-taking rules of a conversation and means that these are important to consider when having a discussion. Another girl points to the crucial fact that if everybody is speaking it will be hard to hear what is said and to learn, she says *You want to hear and learn but then someone ruins that!* Some students also expresses that speaking out loud is a way of getting the teachers attention and a guarantee to get help. One boy says that *Sometimes it's good because sometimes one is not given the right to speak.* This shows the problem to be seen in a big classroom with a lot of students asking for the teacher's attention.

A conclusion to make out of this is that boys show a more relaxed attitude towards speaking out loud and consider this way of grabbing the floor to be ok sometimes. The girls on the other hand show more concern about how others will be affected by people who speak out loud. The majority of both boys and girls do however consider it to be annoying when students speak out loud and think it is unfair towards others who raise their arm when waiting for their turn to speak.

3.4.4 Question 4

Question 4 asked for the students' opinion regarding which way is the best way to take contact with the teacher in the classroom. They could chose between *Raise your hand* or *Speak out loud*. Some students however added their own alternatives, and six students choose both alternatives and one student answered do not know.

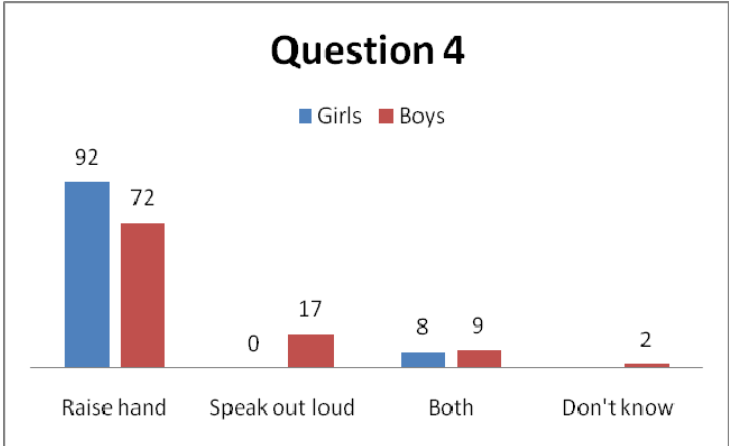


Diagram 9. Percentage of all girls an boys who consider raising one arm versus speaking out loud, to be the best way to take contact with the teacher.

The result shows that close to all girls, 92 percent think that a student should raise their hand when grabbing the floor in relation to the teacher. A majority of the boys, 72 percent, also think that raising ones hand is the best way to take contact with the teacher. There is however more boys who consider it to be ok to speak out loud, 17 percent compared to the girls 0 percent.

The girls again show their concern for others and the classroom environment and one girl says *Everybody must get the chance and the atmosphere will be better, not so messy*. The girls mean that raising ones hand is a condition for a fair distribution of answers, but also a condition for hearing what everybody says. Theberge (1993) found that girls are more concerned with helping others to keep their turn of speaking and often give more support to others than boys do. Theberge also claims that teachers should encourage girls' way of acting since this would create good conversations in the classroom.

Also boys show this concern with the fairness of distribution of answers in the classroom. One boy says *Since some get help quicker and go before when they have spoken out loud, then you will become tired of raising your hand*. This opinion is also shared by another boy who says *It's probably the best to raise ones hand, one could think, but I think that people will then get bored and start to talk about other things*. Several boys also show that they appreciate a calmer classroom which they mean will be the case if students raise their hand when grabbing the floor in relation to the teacher.

Only 8 percent of the girls, which is 2 girls, consider both alternatives to be ok. These two girls show an understanding of the complexity of the classroom. One of the girls says that when the teacher is going through something on the whiteboard one should raise the hand, but if they are working individually it would be ok to speak out loud. The other girl says that *For the feeling of togetherness and to create a good conversation I think we should speak out loud. If one raises their hand it will be so strict and many won't bother with saying what they want to because they couldn't cope with raising their arm. But sure, it will be a high sound volume if you speak out loud*. This girl points to an important aspect of this discussion, i.e. that students could choose not to speak because they do not want to raise their arm. There will

also be more focus on oneself if they raise their arm, than there is when speaking out loud. If following the turn-taking rules, as discussed in Question 3, speaking out loud could possibly create a more vivid discussion in the classroom. Many students express the need for balance between the two alternatives where there will be good discussions and still a good classroom environment.

3.4.5 Question 5

Question 5 asked for the students opinion whether the teacher play a role when they decide how to act in the classroom. The alternatives were *Yes* and *No*. The girls again agreed more with each other and 92 percent of all girls consider the teacher to matter when choosing how to act in the classroom. It was only one girl who answered no, and one girl who said do not know. Among the boys there were slightly more variation in answers where 76 percent of the boys answered that the teacher play a role and 20 percent answered that the teacher do not matter when deciding how to act in the classroom.

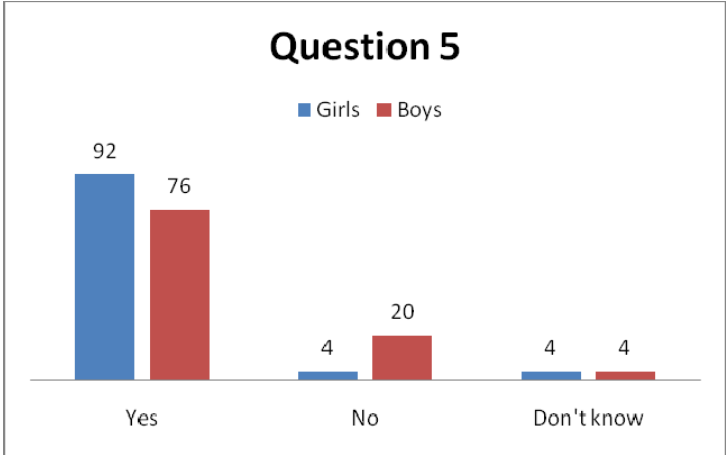


Diagram 10. Percentage of all girls and boys who think that the teacher play a role, or not, in the their own decision regarding how to act in the classroom.

When asked to explain their answer both genders gave very similar answers and meant that the students' behavior in class to a great extent is due to the teacher's acting. Students are concerned with that the teacher should show consideration, an interest to listen to them and not be too stern. Many students however mentioned that the teacher should be firm and show the students how he/she expects them to behave. One boy says *It's better if the teacher is in*

charge. The students also show very clearly that they have more respect for some teachers than others, and that respect means that they will raise their hand more when grabbing the floor, instead of speaking out loud. One boy says *It depends on how much respect you have for the teacher*. If the teacher succeeds in catching the students' interest and shows that he/she cares about the students then the students will be more accommodating and show more courtesy towards the teacher. One boy says *If it's an interesting teacher it will be a fun lesson, if it's a teacher that doesn't care then I won't care either*.

The girls also points out the same opinions as the boys but add some issues. One girl says that *If you like the teacher you can talk more relaxed, otherwise you might not dare to say everything that you want to say*. This could probably mean that if the students feel more comfortable with the teacher they will participate more and give more contributions in class. In an English classroom this will of course have great effect on the student's results. One girl points this out when saying *A good teacher who cares notices if you do poorly or good and will then explain/help you. You need a good teacher in order to get good results, if you ask me*. Stukát (1995) says that one-way communication where the teacher has a monolog makes it hard for the teacher to make sure that the students understand. True two-way communication on the other hand is when the teacher and the students give each other feedback actively. He points out that a dialogue between students and the teacher helps to avoid misunderstandings which could be assumed to be beneficial for the students' learning.

One girl points to an additional important issue in saying that different teachers accept different ways of acting in the classroom. This means that the students have to learn how to interact with different teachers and this could of course create problems for some students. Some students might not have the social skills required to do such a thing and will consequently have greater problems with adjusting to the suitable way of acting in different classes. However, teachers are of course different and this is probably a good thing. Teachers have different personalities and different opinions on how to create a good classroom environment. It is not necessarily the best thing if the classroom is quiet and strict since this could inhibit the students will to speak in the classroom. Many students might then feel that their contributions in class have to be well thought-out and well put.

The students seem to easily put a lot of the responsibility regarding the way they act in the classroom on the teacher. Maybe the students do not want to take this responsibility themselves since it is easier to blame someone else, since this means that you do not have to change and make an effort yourself since there is someone else to blame. There was only one girl who expressed this point of view when saying *You should behave well in the classroom and the teacher does not have all the responsibility*. There could of course be more students who share her opinion but many of the other students expressed attitudes like them discussed above, where the teacher’s way of acting and teaching will have great affect on the student’s choice of acting in the classroom.

3.5 Comparison between the Observations and the Questionnaire

Here the result of the observation and the result of the questionnaire filled out by all students in the observed classes are compared. When discussing the observation the result of the classes without oral vocabulary test, as presented in 3.3, will be taken into consideration. The reason for this is that this result is the one most clearly reflecting the true behavior of the students in year 9 in an English classroom in Sweden since the vocabulary test were proven to have great effect on the result. When discussing the questionnaire the result such as presented in 3.4 will be taken into consideration. Here all classes are accounted for since no major difference was seen between the answers given by the three different classes taking part in the present investigation.

		Girls	Boys
Observation	Speak out loud	81	88
	Raise hand	19	12
Questionnaire	Speak out loud	0	17
	Raise hand	92	72
	Both	8	9
	Don't know		2

Table 6. Girls’ and boys’ ways of grabbing the floor during the observations, compared to the girls’ and boys’ attitudes towards how one should grab the floor, as stated in the questionnaire.

The result of the observation showed that 81 percent of the girls spoke out loud when grabbing the conversational floor in relation to the teacher and 88 percent of the boys did the same. Only 19 percent of the girls and 12 percent of the boys raised their hand when wanting to take contact with the teacher in the classroom. This shows with clarity that all students, both girls and boys, prefer to speak out loud when grabbing the conversational floor in relation to the teacher.

The result of the questionnaire however shows a completely different thing. Here it is clear that the vast majority of both girls and boys consider raising ones hand to be the best way of grabbing the floor in the classroom. 92 percent of the girls and 72 percent of the boys think that students should raise their hand when wanting to speak and 8 percent of the girls and 9 percent of the boys consider it to be acceptable to either raise your hand or to speak out loud, depending on the context.

When comparing the result of the observation and the questionnaire it is easy to see that the students do not grab the conversational floor in the classroom in the way that they consider to be the best manner. The majority of both boys and girls grab the floor in relation to the teacher by speaking out loud, which fail to correspond with their attitude towards how students should grab the floor since the majority of both boys and girls consider raising ones arm to be the best way to address the teacher. Both boys and girls emphasize the importance of fairness in the classroom in that all students should have equal opportunities to grab the floor. Many students express the frustrated feelings that arise when they are raising their arm waiting for their turn to answer one of the teachers questions, and another student grabs the floor by speaking out loud, leaving the first student to wait in vain.

One important issue to take into account is which teacher is teaching the students. As the result of the questionnaire showed, the students regard the teacher to be very important when choosing how to act in a classroom. They said that they would more often raise their hand when having more respect for the teacher. This is also seen to be connected to the fact that the students think that the teacher should be in charge in the classroom and give clear directions regarding how he/she expects them to behave in order to create a functioning classroom environment. Wahlström (2010) connects the students' learning with the respect they have for

the teacher. She says that their learning is not only depending on their inner motivation but also on the respect they have for the teacher, and also for other students. She says that students will be more motivated if there is a good communication in the classroom which leads to a greater learning. The teacher should therefore take all communication into account, both the one between students and the one between students and the teacher. Walsh (2006) also emphasizes the teacher's role in helping the students to reach better results. He says that the teacher should help the students to manage their contributions in class since the interaction in the classroom is very important in teaching and learning.

The students also mentioned the fact that different teachers accept different behavior in the classroom and that there will therefore be a diversity of the students' behavior connected to which teacher they have. Since the observations carried out in the present investigation showed that the vast majority of all students, both girls and boys, grab the conversational floor in relation to the teacher by speaking out loud, this indicates that the students either have a lack of respect for the teacher in question, or that this teacher accepts the students' behavior. Of course, a combination of these two alternatives could also be a possible explanation for the misbalance between students' attitudes and their actual behavior.

4. Conclusion

The result of the present investigation is based on the result from three out of the six observed lessons since these three lessons did not contain any element of oral tests and is therefore considered to represent students' behavior during ordinary English lessons in a Swedish secondary school. In the present investigation three results were found.

1. The first result shows that the vast majority of both girls and boys grab the conversational floor in relation to the teacher by speaking out loud. Out of the girls 81 percent spoke out loud and 88 percent of the boys spoke out loud when addressing the teacher in the classroom.
2. The second result shows that it is close to even between girls and boys concerning who dominates the conversational floor in relation to the teacher. The girls were the

3. The third result shows that both girls and boys consider raising ones hand to be the best way of grabbing the floor in relation to the teacher in the classroom. 92 percent of the girls and 72 percent of the boys think that this is the best way to address the teacher in the classroom. The majority of students of both genders name the reason for preferring students to raise their hand to be that this creates a calmer classroom environment which will be positive for their studies. Students also emphasize that this will create a classroom where all students have equal opportunities to grab the floor.

A conclusion to draw from the presented results is that students of both genders share the conversational floor in the classroom. It is also clear that both girls and boys do not follow their own preferred rules of conversations in the classroom. This is probably due to the teacher's way of teaching both in terms of how clear he/she is in giving the students directions concerning how to grab the floor and also which acceptance the teacher shows towards in which way the students grab the floor.

The result of the present investigation shows that the teacher's attitude concerning how students should grab the conversational floor in relation to him/her plays a major role when deciding how the students will address the teacher. If the teacher clearly shows how he/she wants the students to grab the conversational floor in the classroom, the students will probably listen to the teacher and act the preferred way. However, if the teacher on the other hand are more unclear regarding the conversational rules of the classroom and accepts questions and answers from students who speak out loud, then the students will probably adopt this way of addressing the teacher. The students apparently prefer a teacher that has the ability to create a calm classroom environment where all students will have equal opportunities to grab the conversational floor. This indicates that the teacher's way of teaching probably will affect the students' interaction and consequently their results. The students also express a concern regarding the importance of the teacher being interested in

their subject and showing a genuine concern for the students, in order for the students to accept the teacher and follow his/her rules.

4.1 Suggestions for further research

In the present investigation it was noticed that many of the grabbing of the floor were made by one or two students in the classroom. Since this was not accounted for in this study it would be interesting to investigate if it is a number of students who make the most contributions in class or if the contacts made are distributed evenly among all students. Combined with this one could also study students' attitudes towards other students who take a great part in the classroom activities and how these active students interact with the class, in that if they dominate the classroom in a positive or negative way.

List of references

Primary material

Observations conducted in three year 9 classes of English in a Swedish secondary school.

Questionnaire, see Appendix 2 (English version) and 3 (Swedish version).

Secondary material

Aukrust, Vibeke Gröver. 2008. Boys' and girls' conversational participation across four grade levels in Norwegian classrooms: taking the floor or being given the floor? *Gender and Education*, Vol 20:3, 237-252.

Cameron, Deborah. 1992. *Feminism and Linguistic Theory*. London: The Macmillan press Ltd.

Coates, Jennifer. 2004. *Women, Men and Language*. UK: Pearson Education Limited.

Eidevald, Christian. 2009. Det finns inga tjejbestämmare – Att förstå kön som position I förskolans vardagsrutiner och lek. *School of Education and Communication*, Jönköping University. Dissertation No 4.

Graddol, David and Swann, Joan. 1989. *Gender Voices*. Cambridge: Blackwell.

Höglund, Anna T. 2010:5. "Genus, etnicitet och rättigheter" in Franck, Olof (Ed). 2007. *Genusperspektiv i skolan – om kön, kärlek och makt*. Lund: Studentlitteratur.

Jalmert, Lars. 2007:6. "Utbildning, kön och makt" in Franck, Olof (Ed). 2007. *Genusperspektiv i skolan – om kön, kärlek och makt*. Lund: Studentlitteratur.

Lightbown, Patsy M and Nina Spada. 1999. *How Languages are Learned*. New York: Oxford University Press.

Montán, Maria. 2006. *Who rules the classroom? An investigation into Swedish boys' and girls' linguistic behavior in English lessons*. C-essay in English linguistics, Kristianstad: Kristianstad University.

Norstedts ord. 2010. Internet: <http://www.ord.se/oversattning/engelska/> (downloaded 2010-11-11).

Poulou, Maria S. 2009. Classroom interactions: Teachers' and Students' perceptions. *Research in Education*. Vol 82:103-105.

Schmieder, Nina. 2010. Jämställt på schemat. *Lärarnas tidning*, Vol 20: 18-21.

Shehadeh, Ali. 1999. Gender differences and equal opportunities in the ESL classroom. *ELT Journal*, Oxford University Press, Vol 53:4, 256-261.

Skolverket. 2010. Kursplan för Engelska. Internet:
<http://www.skolverket.se/sb/d/2386/a/16138/func/kursplan/id/3870/titleId/EN1010%20-%20Engelska> (downloaded 2010-12-10).

Skolverket. 2010. Curriculum for the compulsory school system, the pre-school class and the leisure-time centre Lpo 94. Internet: <http://www.skolverket.se/publikationer?id=1070> (downloaded 2010-12-09)

Stukát, Staffan. 1995. *När du dina elever? Att planera, genomföra och utvärdera muntlig kommunikation*. Lund: Studentlitteratur.

Tannen, Deborah. 1990. *You just don't understand – Women and Men in conversation*. London: Virago Press Limited.

Tegnér, Kajsa. 2007:7. "Om genusordningens betydelse för lärares lärande" in Franck, Olof (Ed). 2007. *Genusperspektiv i skolan – om kön, kärlek och makt*. Lund: Studentlitteratur.

Theberge, Christine L. 1993. "The Boys All Scramble Through": Some gender issues in sense-making conversations. *National Science Foundation, Washington D.C.* Revised version of a paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA, April 12-16, 1993.

Wahlström, Ninni. 2010-11-01. *Kommunikation är grunden för utbildning*, Örebro: Örebro Universitet.
<http://www.forskning.se/pressmeddelanden/pressmeddelanden/kommunikationargrundenforutbildning.5.34a8543912bbe474e1f80006382.html>

Walsh, Steve. 2006. *Investigating Classroom Discourse*. New York: Routledge.

Wedin, Eva-Karin. 2009. *Jämställdhetsarbete i förskola och skola*. Stockholm: Norstedts Juridik.

Appendix 1

Observation sheet
Student's floor-holding

	Girl	Boy
Raise hand		
Speak out loud		
Raise hand + speak out loud		
Follow-up questions made by speaker		
Time		
Simultaneous speech		
Time		

Class and date	
Number of students	
Number of girls	
Number of boys	
Teacher's gender	

Appendix 2

Questionnaire regarding the contact between students and the teacher in the classroom, autumn term 2010.

Your answer is completely anonymous and your answer will only be used in a scientific context.

Boy Girl

1. How do you think a student should contact a teacher? Explain and motivate your answer.

2. Do you usually raise your arm when you want to say something in the classroom?

Yes No

Why?

3. What's your opinion about when students speak out loud in the classroom? Explain and motivate your answer.

4. Which is the best way to get in contact with the teacher connected to the classroom environment?

Raise ones hand Speak out loud

Why?

5. Does the teacher matter when you choose how to act in the classroom?

Yes No

Explain:

Appendix 3

Enkät om kontakten mellan elever och lärare i klassrummet, ht 2010.

Du svarar helt anonymt och ditt svar kommer endast att användas i forskningssyfte.

Pojke Flicka Klass _____

1. Hur tycker du man som elev bör ta kontakt med läraren i klassrummet? Förklara och motivera ditt svar.

2. Brukar du räcka upp handen när du vill säga något i klassrummet?

Ja Nej

Varför?

3. Vad tycker du om när elever pratar rakt ut i klassrummet? Förklara och motivera ditt svar.

4. Vilket sätt att ta kontakt med läraren är bäst för klassrumsmiljön?

Räcka upp handen Prata rakt ut

Varför?

5. Spelar läraren någon roll för hur du agerar i klassrummet?

Ja Nej

Förklara: _____
