

Anne-Grete Kaldahl: **"The Teachers' and Students' Unspoken Oracy Construct"**

The overarching research question is: What is considered high quality oral competence (oracy) across disciplines in 10th grade in Norwegian lower-secondary schools? This study presents the status quo and meaning making of oracy in Norwegian schools through a mixed methods study based on teachers' and students' perceptions. Rhetoric is used as an analytic tool to analyze the teachers' and students' unspoken oracy construct (Aristotle (Trans.), 2006, Kane, 2006).

The question under investigation is researched through three sub-studies, which all aim to find what good quality oracy entails for teachers and students. The first study is a quantitative chase for the teachers' across disciplinary oracy construct at the final, mandatory, oral exam at the end of 10th grade. A survey was developed to scrutinize (1033/495) teachers on what they report they assess on the oral exam measured through Aristotle's three modes of psychological persuasion (logos, ethos and pathos) (Aristotle (Trans.), 2006). The second sub-study aims to reveal the teachers' doxa and norms (Berge, 1997) for high quality oracy by analyzing qualitative interviews through a rhetorical topos analysis on semi-structured interviews with nine teachers. At last, I aim to find what constitutes high quality oracy from the students' perspectives through a rhetorical topos analysis of six focus-interviews with 22 tenth-graders.

The findings suggest that even though the teachers might assess oracy differently in their disciplines, there exist an overarching pattern for oracy across subjects, which seem to be embedded in the teachers' everyday practices and subject traditions. The valued oracy construct has an emphasis on logos, at the same time ethos and pathos dimensions are two other important aspects. The work with oracy in Norwegian schools seem to be lacking a meta-language, thus risking reproduction of social inequalities. I argue that rhetoric as a meta language for oracy should be incorporated in the everyday life in work with oracy in the classroom.