

CHAPTER 8

MOTIVATION AROUND ORAL ASSESSMENTS IN ENGLISH

Nikoline Holmøy Ellefsrød

Introduction to our Classrooms

The research presented here is based on data collected from two classrooms at an upper-secondary school (‘videregående skole’) in Norway. We are two teachers who have collected data from our own classes to find out how we can make our students more motivated. We see that in English, the students already have a basic grasp on the language, and they use the language outside of school. In English at upper-secondary in Norway, the aims in the curriculum are quite broad; the students should be able to read, write, understand, listen to, and speak English, they should know how to argue and discuss with others, and discuss and reflect on how English is used in the world and how it is used in different media.

The data is sampled from two different groups: one VG1-class (the first year of upper-secondary, obligatory English with a final grade) and one VG2/VG3-class (the second and third year of upper-secondary, those who have chosen to continue with English one more year). Both groups are so-called 5-hour classes, which means that they have 5 sessions over two weeks, 1,5-hour classes each time. All of the students attend specialisation in general studies, which means that they do three years of theoretical studies before they move on to higher education. In the first year, they can choose which level of math and which foreign language they want, and in the second and third year, they can choose to specialise in different subjects. One of the classes (VG1) we have collected data from therefore have their last year of obligatory English in Norwegian school, whereas the other class (VG2/VG3) have chosen to specialise in English for one more year. There are 28 students in the VG1-group, and 29 in the VG2/VG3-group. In both cases, the grades are final after one year of studies, in VG1 they have one grade for both written and oral English

(from 1-6), and in VG2/VG3 they have one grade for written English and another for oral English (both from 1-6). They all have their own computer they can use in the classroom, and the teachers use both Teams, OneNote, textbooks, movies, and all other external sources they want in the education.

Professional Development Activities at our School

The school we work at has several projects where different teachers cooperate with University of Southern Norway (USN), where the teachers choose if they want to participate or not. This includes both writing research papers or articles together with researchers from USN, and that USN comes to the school to collect data from different classes and different subjects. We are an Erasmus+ school and have exchange programmes with both a school in France and Germany. We prioritise sharing interesting teaching practices, lesson plans, and good ideas for assessment in organised meetings with colleagues within the same discipline.

Research

We have seen an increase in our school of students who do not want to talk out loud in class, and who feel uncomfortable talking in English with other students. We wanted to find out if assessments where the student could choose their own theme/subjects to discuss and present would make them more motivated and interested in doing the assessment. Since a big part of the curriculum in English on all levels is to be able to have a conversation, we wanted to see if we could make an oral assessment where this was the focus. To make sure that the topic was relevant for the students, we also wanted them to choose their own themes, in the hope that this would feel relevant for them, and to make them more motivated.

Methodology and Integration in the Classroom

We made an assignment (see Appendix) where the students had to find an article or a book as a basis for a presentation they made, individually. In the presentation, they had to present the article, the theme, and why this was an interesting topic. For the students to feel safe and comfortable with their presentation, they were supposed to record themselves talking about the topic. They could make the recording at home, and they were able to do it as many times as they preferred before they were finished. They could be in focus themselves, or they could use

a presentational tool like PowerPoint. The students were encouraged to watch TED talks as inspiration for how they could present their topics in an interesting way. Students in upper-secondary school in Norway are used to being graded in oral English through varied methods. It is common with both presentations individually and in class, with conversations with the teacher, and with videos/recordings of them talking English. They are also taught how to present different topics in Norwegian, so we did not practice or work much on presentation skills in class before we gave them the assignment.

After they had finished with the individual recordings of their own topic, they shared it with the teacher and another student. They then had to watch and listen to the presentation by the other student and make follow-up or interview questions for the other student. In the last class before they delivered, they interviewed each other, and they were told to specifically focus on trying to keep the conversation natural and follow up on the answers the other student gave. This was also recorded and delivered to the teacher. The assignment we gave the students, therefore, had two levels of assessment: one oral grade based on their own presentation, and one based on their conversation/interview with another student, both of which were recorded.

As teachers, we hoped that this assignment would be beneficial for the students, because they could choose a topic themselves, but also because they could make the recordings at a time and a place which suited them, as well as being able to do multiple takes if they wanted to. As researchers, we wanted to find out whether the students were more motivated by this type of assignment, and whether an assignment where they presented and talked with another student felt more interesting than talking to a teacher. We therefore asked them some questions about their motivation and interest after they had finished delivering the interview and got their feedback on Forms. From the students starting to research their own topic to them delivering the conversation with each other, they had three weeks, so when we asked them questions about this the week after delivery, we felt certain that their experience was still fresh in their minds. They had different delivery dates on the recordings and the choice of themes, so we then made sure they worked throughout the three weeks (see Appendix for detailed timeline).

Data collection

We made questions that were open-ended, because we wanted more detailed feedback on what their experience with this assignment was like. The questions included both how motivated they were, how they found the cooperation with

another student, and their interest in the topic (see Appendix for the interview guide). We then made a qualitative analysis where we decided to group some of the answers. The interview guide is attached in Appendix, and the students answered anonymously in Forms, in Norwegian or in English. We gathered information from 50 students, and after gathering the answers, we grouped them into Yes/More, Maybe/A bit, and No/Not much. The overview of these numbers is in Appendix. In the weeks after gathering the answers, we have grouped the questions into three main themes: Motivation, Knowledge, and Teacher vs. Student. Motivation concerned if they felt it was motivating to choose their own topic, and to discuss with another student, Knowledge concerned what they knew about the topic beforehand and what knowledge they gained, and Teacher vs. Students were questions about how they preferred listening and talking with a teacher compared to another student.

Findings

Motivation

Are the students more motivated to do tasks when they can choose themes themselves and work with another student?

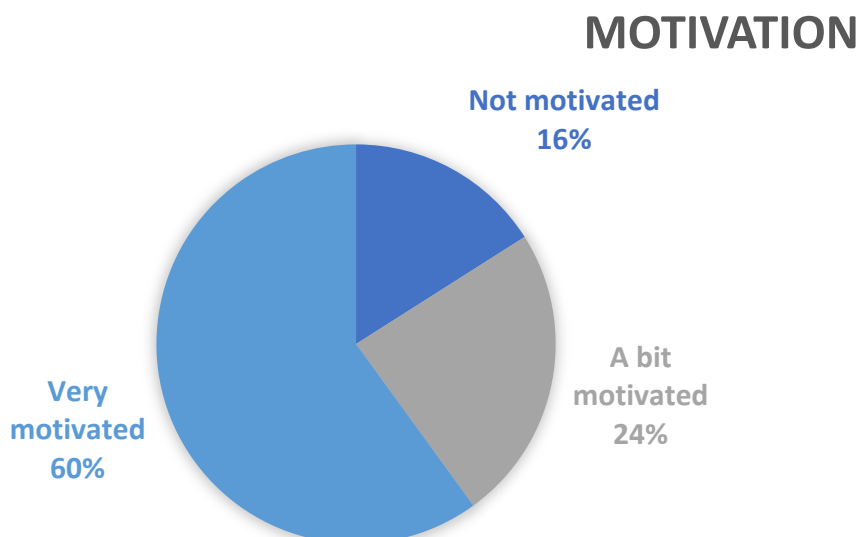


Figure 1 Are the students more motivated to do tasks when they can choose themes themselves, and work with another student?

Figure 1 presents the results of the data analysis of the students' motivation to work with self-chosen topics of interest. Also, two of the questions were related to how the students experienced cooperative work with peers. The students were asked to answer the following questions:

- Question 2: How did you find making your own presentation?
- Question 3: How motivated were you to do the task based on the fact that you could choose something you are interested in?
- Question 4: Did you become more interested in your own topic throughout the project?
- Question 10: Did the presentation and interview increase your interest in the topic the other student chose?

Figure 1 presents the results of the data analysis of the students' motivation. We assumed that students would be more motivated to do the task when they could choose themes themselves, and Figure 1 shows that this is the case. 60% of the students report that they were very motivated to work on tasks with a self-chosen topic, and to work cooperatively with peers, 24% report that they were a bit motivated, whereas 16% report that they were not motivated at all in this setting.

In some cases, the students are not motivated to do schoolwork, no matter the topic, as quoted by a student here: "Even when it was something I was interested in, it didn't motivate me." The fact that 84% of the students were motivated, though, makes it more likely that this is an assignment that the students who usually find school to be a bit tedious now can find more relevant to them, so we are satisfied with the findings here.

An added benefit mentioned by a few students here is the fact that when they are more motivated and can choose a theme themselves, this makes it easier for them to finish the task, or work more on it:

it was ok. little difficult, but it was also nice getting to choose how i phrase everything. the fact that we could choose the theme ourself also made it easier.

i really liked it, and i was more willing to learn in my free time too.

It is more motivating because you're doing something you like and not something you have to do. There is a big difference.

i would say that i was quite motivated, would like tasks like this later on if possible.

I thought it was a good part of the assignment, where we are able to choose

something that we really care about or already have some opinions about a topic. I also like assignments where we are able to choose between some preselect topics.

Some of the students mentioned that they preferred and were more motivated when they could do the task orally rather than in writing. This is a quote from one student concerning this: “When I made my presentation, or TED talk in this sense, I enjoyed it. I find it more motivating to speak about a topic I am interested in, rather than writing about it.”

When we grouped the questions, we had asked the students, we treated the notion of increased interest as the students being more motivated to investigate the different subjects they chose. It is therefore interesting to look at some of the answers for question 4 (about their own topic) and question 10 (about the other students’ topic).

A closer examination of the results here gives this overview:

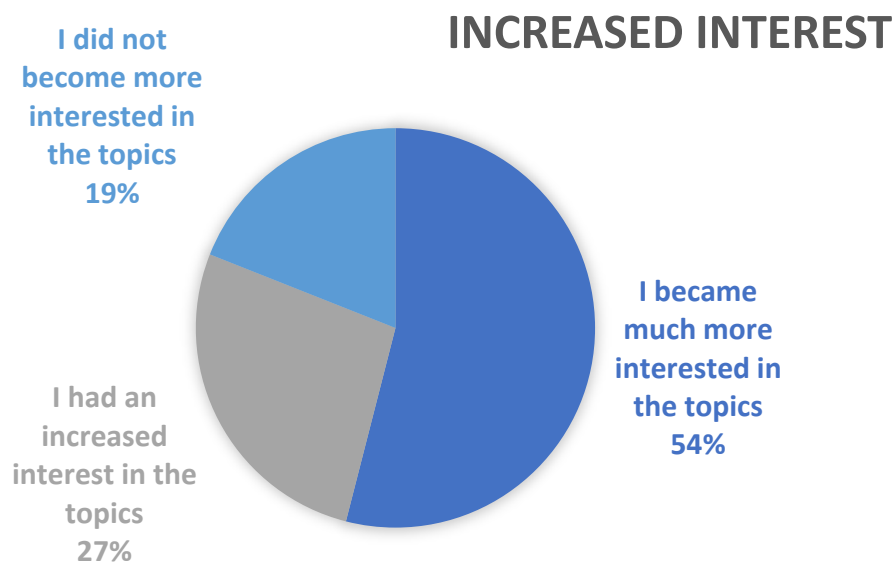


Figure 2 Did the students have an increased interest in the topics which were chosen?

The answers the students gave then reveal that 81% of the students had an increased interest in the topics which were chosen. These are some of the answers they reported:

Question 4: Did you become more interested in your own topic throughout the project?

yes. the more i read about it the more interesting it got.

I did get to know things I didn't know before, which made me a little more interested.

yes, I became more involved in the topic and I thought that it was more interesting than before I started

One possible explanation for why they did not have an increased interest could be as mentioned by a student here: "I was already very interested in my topic, so I can't say that my interest has grown too much." Another student also reported that "No it didn't i think after presentation i heard enough information about the topic". We see this as a good thing since the students made a comprehensive presentation, and they explained their topic well, and therefore the other student did not feel motivated to expand that knowledge, even though they did find it interesting: "I suppose so. I was never particularly interested but they made a good presentation that made the topic a bit interesting".

Knowledge

How much knowledge did the students gain, both from their own presentation and their partners?

Figure 3 presents the results of the data analysis of questions related to how much knowledge the students gained, both from their own presentation and their partners. The students were asked to answer the following questions:

- Question 1: What did you know about the topic you chose beforehand?
- Question 5: What did you know about the topic the other student chose beforehand?
- Question 6: In the other student's presentation, how well did you understand the topic?
- Question 8: Did the interview broaden your understanding of the topic the other student chose?

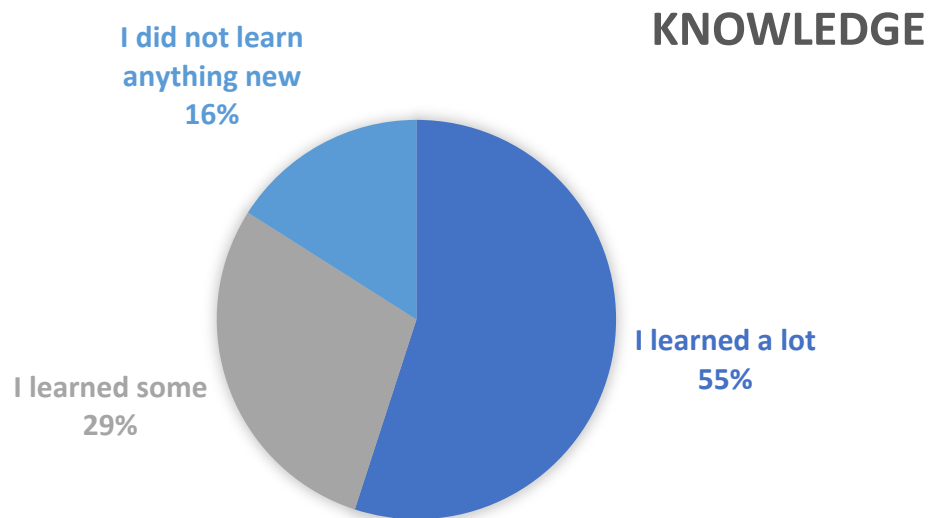


Figure 3 How much knowledge did the students gain, both from their own presentation and their partners?

The answers were first categorised into three sections: 1) I learned a lot, 2) I learned some, 3) I did not learn anything new, which were subsequently analysed qualitatively. As Figure 2 shows, 55% of the students report that they have learned a lot from the project, 29% reports that they have gained some knowledge from the project, whereas 16% reports that they did not learn anything new from this project.

The two following student comments show that the students appreciate choosing topics by interest; “I know a lot about my topic because I chose a theme that I love and have a good knowledge about”. “I knew that my topic was important and that it was something i wanted to talk about.”. Also, the first comment states the fact that they know about the chosen topic, and the other students emphasise the importance of their topic and that they want to talk about it. However, for some students, the topic did not seem to represent an essential part of their learning process. As we can read from this student comment, they only want to get the job done: “I knew that we are going to read not much as I do now something and then have an oral assignment.”

Teacher vs. Student

Do the students find it more interesting and feel more responsible when they work with another student rather than the teacher?

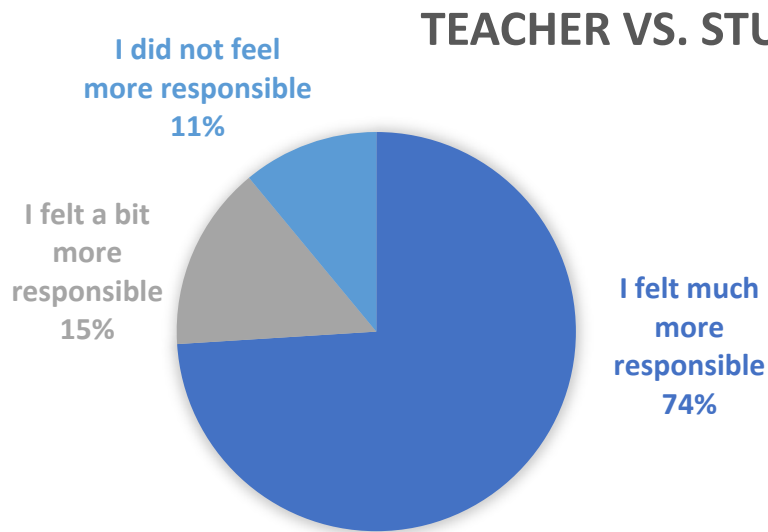


Figure 4 Is it more interesting and do you feel more responsible when you work with another student rather than the teacher?

Figure 4 presents the results of the data analysis of questions related to whether the students feel more responsibility for learning activities when they cooperate with another student rather than when they report their work to a teacher. The students were asked to answer the following questions:

- Question 11: How did you find it listening to another student rather than a teacher?
- Question 12: Is it more interesting to ask questions to other students rather than a teacher?
- Question 13: Do you feel more responsible when you work/ask each other rather than when the teacher monitors the interviews?

All answers were categorised into three sections: 1) I felt much more responsible, 2) I felt a bit more responsible, 3) I did not feel more responsible. As Figure 4 shows, 74% of the students report that they felt a lot of responsibility for the learning activities when they cooperated with another student, 15% report that they felt a bit more responsibility working with a peer, whereas 11% report that they did not feel responsible at all in this setting.

Students stated, “I feel a certain responsibility to not ruin the assignment for another student” and “yes because I don’t want to make the my partner get a bad grade”.

While sometimes group/pair work can lead to some unorganised teaching, the fact that they worked by themselves for the presentation and interview part of this task, also made them able to do things at their own pace. For question 13 (Do you feel more responsible when you work/ask each other rather than when the teacher monitors the interviews?), they responded:

Absolutely, we were also able to do a double take when we struggled focusing on the first one

I do, makes us think more about how we can help each other and how we can bring the best out of ourselves as well. The planning on how we are going to do the interviews are also easier.

i would say because then it doesnt go utover deg men også eleven hvis du ikke er forbredt, it makes some more responsible

yes because we used many tries and it was fun to make a interview with another student than a teacher.

For question 11 (How did you find it listening to another student rather than a teacher?), students appeared generally positive about working with their peers:

more understandable, it's easier sometimes to understand the same age and sometimes teachers, not the English teacher, but teachers in general doesn't often give a understandable feedback, like they don't really help me understand what I am doing wrong

I don't know why you would compare a teacher and a student on this task, even if a teacher showed us her interview it would've not been the same

much better, no offence

When asked about questioning other students rather than the teacher in question 12 (Is it more interesting to ask questions to other students rather than a teacher?), students appeared to have somewhat mixed opinions but were again generally positive in their cooperation with their peers:

Personally yes. Because i can get their pov, but a teacher need to try to remain neutral most times and only give fact based answers

I believe it's beneficial to occasionally shift perspectives and consider the opinions of others rather than solely relying on the teacher's viewpoint.

If I'm interested on a topic and want to get much more information on it, then its better to ask the teacher. If I'm interested in it and i just want to discuss the topic, then i prefer taking to the fellow student.

We have chosen to include three main groupings of answers in this paper, and as seen in the interview guide in the Appendix, that means that we have excluded some questions. We originally included questions 7 and 9 under the theme Task Skills, but we realised that these questions, however useful they were in your teaching with these students, did not increase or add to the research here. They are questions useful for enhancing and improving how we carry out this assignment in the future, but they do not provide understanding of how motivated the students are when they can choose their own topic, nor of how they feel working with another student.

Personal Engagement

Engaging in this project has been interesting for us, as we have not done this so systematically before. We always try to make and create interesting and motivating assignments, and we also reflect on whether the assignments work and what we can change the next time we do the same type of assignment. What we have done here is different because we must be accountable and justify our choices more than when we change our education based on feedback from students. We realised throughout the process that there were some challenges which we might have overlooked if we had not done this research.

One of the challenges was that we were not specific enough in our questions, and we had not grouped them in advance. Usually, when we ask our students to respond to how they feel about our assignments, we only look at the qualitative answers. This time, when we had to analyse the answers, it was not as easy to make the answers quantifiable, and we felt that it was challenging. One of the advantages of being teachers is that we can change what we do in classes throughout the year, and see what fits the different groups. For us, it was therefore a challenge to be held more accountable for presenting this research than just changing questions or assignments from year to year or class to class.

Another challenge is that when students work together, they are not always a good match. In the case of this assignment, where they choose topics important to them, it is maybe more important to take into consideration who they work with, so that they feel comfortable sharing their personal topics. We saw that in the pairings

where the students had prior knowledge of each other, their conversations were more natural than in pairs where they did not know each other. Therefore, this assignment, where students can choose something personal to them, is maybe better to do at the end of the term, rather than in the beginning.

The last challenge we faced in the research was the practicality of recording the presentations and interviews. Firstly, when the students recorded on their phones or computers, the files are sometimes too big to deliver on Teams, which created some issues concerning how to access the presentations and interviews. Secondly, there was not enough room at the school for the students to do their recording, so they had to find alternative places, which some of the students struggled with. This was solved by a colleague who mentioned doing the recording as a meeting on Teams, where the teachers were included, which worked fine. We also saw a difference when it came to what we asked students to use as their starting point. One of the groups was told to find articles to discuss, articles about a topic they could choose themselves. This worked just fine. The other group was told to find non-fiction books in the library, and this created the issue of the library not having enough books, but also that the books were not necessarily about the topics the students preferred.

When it comes to the question of whether our findings will help us develop our teaching, we are a bit uncertain. On the one hand, there is always room for improvement, and small changes could be made to make the assignment easier to comprehend for the students. On the other hand, we are happy with the presentations and interviews the students delivered, and we are happy that they mostly seemed to think this was an interesting, motivating, and achievable task, so we will probably do the same task again with our different groups in English.

Reflecting on one's practice has provided opportunities to gain new perspectives on the students' learning and their role in learning situations. The students were asked to assess their knowledge, motivation, and effort in the learning activity in the project they were working on, and the comments they gave in connection with their self-assessment provided us as teachers with opportunities to observe our teaching practices from the perspective of the students. These observations offer new insights, especially about the mutual roles of the students and the teachers in learning activities and will affect our teaching practice. In this project, the students were asked to present their chosen topic to a fellow student. The fellow student, in turn, should listen and ask elaborate questions about the presented topic, and the goal was to gain expanded knowledge of the presented topic. In addition, we

wanted to see if it gave the students more motivation to work on their assignment and topic when presenting their work to a fellow student instead of the teacher – in other words, we wanted to create a more authentic learning situation between equal partners where the students felt responsible for the learning outcome.

The results of this study show that most students are more motivated when they are given tasks where they have to take responsibility for the learning activities. We could also observe during the project that most of the students were active and showed more commitment than we see in ordinary learning situations where the teacher is responsible and organises the learning activities. When the students themselves manage both the content and implementation of learning activities, the teacher also assumes a different role in the classroom. The teacher does not necessarily have all the knowledge of the topics that the students are working on, which leads to new insight into both the topic and the students' ability to present and reflect on their own and others' project theses. The roles of student and teacher become more equal, and this promotes democratic processes in the classroom, which we see that many of the students appreciated. As one of the students put it on the question of how s/he found it listening to another student rather than a teacher: Much better, no offence.

Appendix

The Assignment Given to the Students

IN-DEPTH STUDY ENGLISH 1 2024

Weeks 4-7 – Deadlines Friday 2nd of February and Monday 12th of February.

Your tasks in this project:

Read an academic article from an area you have an interest, or about a topic you are familiar with.

Then make a claim based on this article/book/topic. It can be an outlandish claim, then it would be more fun to present it and discuss.

Then create a TED talk where you present your claim and try to prove this claim in your presentation. See specific criteria below.

You also have to deliver a document where you add extra information about the sources you have used. See criteria below.

Then watch the video of one of your fellow students and make a video where you interview each other and try to pose critical questions about the claim of your fellow student. Examples of critical questions:

- How can this be true?
- What are your sources for this?
- I have another source that contradicts yours. What are your comments on that?

Your TED talk

Present a topic of your own choice, from Engelsk 1 or one of your other subjects, in a TED talk-style video lasting about 5-10 minutes. You have to use some visual element to support what you say, for example, a couple of slides, writing or drawing on the board, or showing an object related to your topic. Your talk should be a presentation and a line of argument in which you answer a thesis question presented in your introduction. It should have an introduction where you present your claim, a middle part where you present arguments for why your claim is true, and then a final part where you sum up your points and conclude.

You should use arguments and facts from different sources. In addition to the article/book you used when you studied this topic, for example, your textbook and/or material provided by your teacher, you will have to use two other English-language sources.

Your topic, thesis statement, and your two English-language sources will have to be approved by your teacher.

Your TED talk is going to be at least 5 minutes.

Checklist:

Do you have:	Tick off
A topic and a suitably precise approach (a question)?	
Approval of your topic and approach from your teacher?	
Two relevant and reliable sources?	
A manuscript in progress?	
A finished manuscript for a talk of the appropriate length?	
A plan for when and where your video is going to be recorded?	

Critical reading and assessment of sources

Along with a video of your talk, you are expected to submit a document where you assess your choice and use of sources. This part of your assignment will be assessed separately. (Approved with merit/Approved/not approved). In order to get credit for your assignment, this part must be approved.

You should consider the following in your assessment of the sources:

- Is the source relevant?
- Does it meet your information requirements? Is it recently published or updated? Does it contain information that is not too specific or too broad?
- Is the source reliable and objective?
- Is the author an expert in the field? Does the author or media house remain neutral, or is there a hidden or conflicting political, commercial, or personal agenda? Is the source trustworthy? This is particularly relevant if you have chosen a source from a media outlet.
- Does the source distinguish between facts, theories, and opinions?
- When you read the source, is it clear whether the source is presenting facts, theories, or opinions?
- Is the information verifiable and accurate?

Timeline

Lesson	Plan
Week 3: Friday	Presentation of assignment. Start searching for articles or relevant topics. Look at other TED talks, do you understand the assignment and how you can make any topic interesting?
Week 4: Monday	Fill in questionnaire with ideas for topic and approach. In class: Feedback and input from teacher. Read relevant material and take notes. Continue working at home.
Week 4: Thursday	Decide subject, topic and approach. Assess sources. Don't leave this to the very end! Adjust approach, if necessary or desirable. Topic, approach and sources to be approved by teacher in class. Start writing manuscript.
Week 5: Monday	Students work individually with their research questions, and finding other sources. Finish writing manuscript.
Week 5: Thursday	Go through page 330-331, when giving TED-talks. 09.55-10.10. 10.10-10.50: Interview your partner, be ready to explain it in class. 10.50: Back to class, we go through the different topics.
Week 5: Friday	Make your TED talk today. Friday 2nd of February: Deadline video recording.
Week 6: Monday	What is active listening? What is a good interview? See the presentation of a fellow student - prepare questions. All students schedule a meeting and invite the teacher. This makes all their discussions available to the teacher.
Week 6: Thursday	Make a recording where you both interview each other. The interviews should not be based on a script, but should be a sequence of back and forth where the only things you have written down are the questions. Be prepared to also ask questions that arise then and there, based on the answers you are getting. This should feel "live". Feel free to also compare your different subjects. The video with interview should be around 6 minutes.
Week 7: Monday	Monday 12th of February: Deadline interview and assessment of sources. Finish with the assessment of sources, as well as make a reflectionary note (about 200 words) about what you learnt from this project, and how you would have proceeded given what you now know about the project and how well you think you performed.

Note: Week numbers refer to the Scandinavian calendar system, meaning week 3 is week 3 of the year and so forth.

Relevant excerpts from the syllabus for Engelsk 1

The pupil is expected to be able to:

- use suitable reading, listening, speaking and writing strategies adapted to the situation and purpose
- use rich and accurate vocabulary of a general and subject-specific nature in an appropriate and situationally based manner, both orally and in writing
- apply their knowledge of words, sentence structure, linking words and language use to improve their own language and texts
- produce various oral (and written) texts that are adapted to the situation with defined content, and appropriate style and structure
- use appropriate sources in a critical and accountable way
- read and use different types of texts in English as a basis for their own language learning and academic reflection
- explore and present at least one self-chosen topic related to language, culture, society or science with critical use of English language texts and other sources

The pupil is expected to:

- use different subject-specific texts in English with topics from other subjects as a basis for their own language learning and academic reflection
- reflect over language varieties in some English-speaking countries
- reflect over the influence and use of the English language in the exchange of information and opinions globally
- demonstrate comprehension, independent reflection and critical thinking during the analysis of some current social debates in English-speaking countries

Useful resources in *Edge*

- Edge Explains: Sources (pp. 88-89)
- Edge Explains: Critical Reading (pp. 162-163)
- Learning from English Sources (pp. 230-231)
- Course 12: Persuading Your Audience (pp. 330-332)

Assessment criteria

Criteria	Low	Medium	High
Content Shows an in-depth understanding of the chosen topic. You answer your research question, and the elements you discuss are all relevant for the question.			
Structure Presents the ideas in a highly connected way. Many examples are used consistently to support the points made.			
Communication skills The presentation is delivered with great enthusiasm and fluency.			
Sources You refer to all your sources, in a relevant way, within your presentation.			
Interviewer You have understood and familiarised yourself with your partners presentation and topic. You ask question which makes it possible for your partner to expand on what they have discussed in their presentation, not only repeat what they have already said. You are an active listener, that means that you ask questions to what your partner is saying in the interview, not only focus on the questions you already have.			
Interviewee You talk freely, without a script. You show that you know the topic, by discussing freely and answering the questions your partner asks during the interview.			
Spoken English Use of subject-specific vocabulary and precise use of language: The consistent use of subject-specific and precise vocabulary enables the student to communicate clearly. Style/register: The language is consistently formal and appropriate to the situation. Pronunciation: The student's pronunciation is correct. Grammar and syntax: The student's grammar and syntax are correct.			

Interview Guide

- What did you know about the topic you chose beforehand?
- How did you find making your own presentation?
- How motivated were you to do the task based on the fact that you could choose something you are interested in?
- Did you become more interested in your own topic throughout the project?
- What did you know about the topic the other student chose beforehand?
- In the other student's presentation, how well did you understand the topic?
- How did you find making the questions for the interview? Did you want more information how to make questions?
- Did the interview broaden your understanding of the topic the other student chose?
- How did you find communicating in the interview? Were you able to focus on the answers the other students gave, and add follow-up questions, rather than only focusing on your own questions?
- Did the presentation and interview increase your interest in the topic the other student chose?
- How did you find it listening to another student rather than a teacher?
- Is it more interesting to ask questions to other students rather than a teacher?
- Do you feel more responsible when you work/ask each other rather than when the teacher monitor the interviews?
- Is there other feedback you would like to give to the teacher about this assignment?

We grouped the questions 2,3,4 and 10 into Motivation. 1, 5, 6, and 8 were grouped into Knowledge, 7 and 9 into Task Skills, and 11, 12 and 13 were grouped into Teacher vs. Student. Question 14 did not reveal anything related to this research, so we decided to exclude that question when we analysed the data.