HØGSKOLEN i INNLANDET

LUNA

Shannon M. McPherson

Master's thesis

English literature: How do college students prepare for class?

Engelsk litteratur: Hvordan forbereder studenter seg til forelesning

Master of didactics of culture and language- in-depth studies in English

2017

Samtykker til tilgjengeliggjøring i digitalt arkiv Brage   JA ☒   NEI ☐

Contents

4

English abstract

The aim of this study is to describe and analyze how first year college students studying English literature in Norway prepare for class discussions/work. English literature I class is offered in the Foundation Program which is designed to give a comprehensive introduction to English students pursuing a Bachelor's degree, and to students who wish to study a single subject at this level (Innlandet, 2017/2018). The study focuses on their preferred reading strategies. The participants have fulfilled a minimum of one year high school English upon entrance to this college level class.

The sample consisted of 38 participants. The participants received a set of questionnaires, one at the outset and one at conclusion of the fall term. Questionnaire 1 asked about demographic information, reading experience, intentions for study (specific toward reading and group work), expectations, as well as study habits. Questionnaire 2 contained follow up questions from Questionnaire 1 specific to *The Road* and *One Out of Many,* as well as expectations toward group work and their professors. There were two separate observation periods and interview of three subjects from the same group to explore in greater depth their answers about study habits and expectations for learning English, their professors and group work.

Finding the correct answer to the understanding and meaning of a text revealed itself a primary focus for the participants. The level of difficulty was associated with texts from an earlier era as well as texts involving other cultures where the language contained unfamiliar configurations of names, places and living situations. The participants expected to find understanding and meaning first through reading, thereafter class discussions, questions from their professors and outside online sources, as well as film. The reading strategies the participants reported using include close reading, skimming and note taking. Online sources that include You Tube, Schmoop and SparkNotes amongst others are strategies that participants used. The last mentioned are not traditional strategies and I found little research on them; however, they appear to be an important addition to text comprehension.

Even though this study is not large enough to give evidence of any type of trend in the learning strategies of English Literature students, it does give insight into one class. The trend in this class is toward gaining understanding and meaning in a text by using online resources. Further research would be beneficial in order to develop teaching strategies to prepare students for

these using these online sources in addition to the traditional strategies for gaining meaning through reading.

Forward

I want to take a moment to thank my mentor, Juliet Munden for guiding me through this long process. Thanks to Susan Nacey for keeping an open door when I needed to discuss ideas or plans.

Thank you as well to my children who have put up with a student mother through most of their school years, Shelby and Morgan you have my undivided attention until the next time!

Family, friends and co-workers at RVS who have stood by me, given me advice, cheered me on all the way, thank you so much.

A thank you to the English literature I class and the three who volunteered to be interviewed. Your time, energy and thoughts were invaluable. Without your involvement and enthusiasm this project would not have been realized.

Shannon

Brumunddal, 15.05.17

Norsk sammendrag (Norwegian abstract)

Målet med dette studie er å beskrive og analysere hvordan første års studenter ved høyskolene i Norge forbereder seg på samtale/diskusjon i engelsk litteratur. Engelsk litteratur er et basistilbud som er ment å gi en bred introduksjon i engelsk til studenter som ønsker en «Bachelor» grad, eller studenter som ønsker å studere et fag på dette nivået. Studiet fokuserer på deres egne valgt lesestrategier. Deltakerne har gjennomført et minimum av et år engelsk studie på videregående skole for å komme inn på dette studiet.

Denne undersøkelsen består av 38 deltakere. Deltakerne mottok et spørsmålsskjema i begynnelsen og et avsluttende i høst terminen. Det første spørreskjema tok for seg demografisk informasjon, lese erfaring, intensjonene for studiet (med fokus på lesing og gruppe arbeid), forventninger samt hvordan de studerte. Det andre spørreskjema inneholdt oppfølgingsspørsmål fra det første skjemaet med fokus på teksten *The Road* og *One Out of Many.* Videre også forventninger mot gruppearbeid og sine forelesere. Det var to separate observasjonsperioder og intervju om tre temaer fra samme gruppe for å utforske videre deres svar om lesevaner og forventinger for å lære engelsk, deres forelesere og om gruppearbeidet.

Det å finne riktig svar for å forstå innholdet i en tekst kom frem som grunnleggende fokus for deltakerne. Vanskelighetsgraden ble assosiert med tekster fra tidligere tidsepoker samt tekster som omhandlet andre kulturer der språket inneholdt ukjente kombinasjoner av navn, steder og bosituasjoner. Deltakerne forventet å oppnå forståelse og mening først gjennom lesing, deretter diskusjon i klassen, spørsmål fra sine forelesere og andre kilder på nettet og film. Lesestrategiene studentene ga tilbakemelding på at de brukte inkluderte: skumlesing, dybdelesing og ta notater. Andre kilder som You Tube, Schmoop og Spark Notes for å nevne noen er strategier (kilder) deltakerne brukte. De siste nevnte er ikke strategier som ble brukt til vanlig og jeg fant lite forskning på dem. De viser seg imidlertid å være et viktig tillegg for å forstå tekster.

Selv om dette studien ikke er bred nok til å gi bevis for trender ift innlæringsstrategier for studenter som leser Engelsk litteratur, gir den innsikt i en klasse. Trenden i denne klassen for å finne forståelse og mening i en tekst er bruken av kilder på nettet. Videre forskning ville vært hensiktsmessig for å utvikle læringsstrategier for å forberede studentene på disse ved å bruke kilder på nettet i tillegg til de tradisjonelle innlæringsstrategiene for å oppnå mening gjennom lesing.

1. Introduction

In education, there are a number of areas that may be studied in order to form a better understanding of and implement ways to increase student achievement: One of those areas is in the use of online resources or put another way, digital tools, when studying literature. The use of Internet based resources, guided by the teacher when studying a new literary work, may increase understanding and motivation for actual reading of the literary piece.

Today a good amount of educational emphasis is driven by assessment. It is important for educators to find instructional strategies that facilitate learning as well as motivate and engage students. Thus finding strategies to teach literature in a fashion that includes resources already available to students and using it as a tool rather than a crutch or replacement for reading, is crucial in not losing the art of reading.

In this study, I attempted to find out how English literature students prepared for class discussion regarding texts in their assigned syllabus.

1.1 Background

 There were a number of reasons why I wanted to find out how students were preparing for and studying literature. The original reason was personal. I wanted to know if English literature students were actually reading their syllabus. As a young student I learned to do whatever I was assigned to do, whether I liked it or not, or found it interesting or not. As an adult student with much younger classmates I found they had a different study moral than I had, and I wanted to understand it more. The second was speared by my motivation as a teacher to learn how students are preparing for class discussion so I could ensure that my high school students would have all the tools they needed at the college level to be successful.

While studying English literature I at the same university college as my research project, I experienced that several of my classmates did not read the syllabus. Yet they came to class with authentic information about the assigned texts demonstrating that they had read, seen or heard the information somewhere. I asked them specifically if they had read the text and many said they had not. However, they were active in class discussions, many coming with the same comments and reflections that I had, who spent time reading the syllabus. As an avid reader and fellow student, I was both intrigued and irritated. I kept wondering how my fellow students

could gain the same understanding as I had from reading a text, when they had not. As a future teacher, I was worried that if students did not read the text, but found alternative information on the Internet, they would lose the sociocultural aspect of reading in addition to the joy of experiencing literature. Fiction has not been written solely for education, analysis or entertainment. Through reading fiction you experience things from different perspectives and narrative forms. You can ask yourself if the information is useful and can it be used in real life. You can ask yourself if there are any biases presented and practice looking at it objectively, while asking yourself what does the information mean. Reading fiction opens us up to creative processes, influences how we feel, teaches us new vocabulary, sentence structure and text building. There is a long list of what can be learned from literature. My fear as a teacher is that students will not experience all of these things, and more, if they choose not to read the assigned syllabus.

1.2 Research Description

The goal of this research project is to gain more insight into how Norwegian University College students prepare for English literature I class and what, if any, different or new learning strategies are being used that change the didactic perspective of teaching English. Therefore, my research question is the following:

"English literature: How do college students prepare for class?"

The aim of this study is to describe and analyze how first year college students studying English literature in Norway prepare for class discussions and work. The particular English literature I class which I am studying, is offered in a Foundation Program which is designed to give a comprehensive introduction to English students pursuing a Bachelor's degree, and to students who wish to study a single subject at this level (Innlandet, 2017/2018). The study focuses on their preferred reading strategies. The participants have fulfilled a minimum of one year High School English upon entrance to this college level class.

Keeping in mind the main research question, I ask the following research questions:

- Do the students read the syllabus and how much of it is read?

- What types of strategies-new literacies are used to gain understanding and comprehension of the texts?
- What expectations does the reader have toward themselves, their professors and fellow students?

PISA reports from 2000 and 2006 indicate that Norwegian students score low in reading compared to other participant countries. The study *The Acid Test* by Glenn Ole Hellekjær(Hellekjær, 2005a) reports concerns that Norwegian upper secondary school students are not prepared for reading at the University or college level. Going more in detail about possible learning strategies involved to ensure academic success at these higher levels of education.

In Norway, English is taught from first grade through high school. At the high school level there is one obligatory year of English, however students are able choose a total of three years. If we look at the competence aims for English, there are only two that specifically use the word "read". They are to "read and acquire knowledge in a particular subject from one's education programme", and evaluate and use suitable reading and writing strategies adapted for the purpose and type of text". The next closest competence aim relevant to reading is "discuss and elaborate on different types of English language literary texts from different parts of the world"(*The Knowledge Promotion KL06*, 2006).

The Basic skills for the English subject is much more direct about reading in English.

"Being able to read in English means the ability to create meaning by reading different types of text. It means reading English language texts to understand, reflect on and acquire insight and knowledge across cultural borders and within specific fields of study. This further involves preparing and working with reading English texts for different reasons and of varying lengths and complexities. The development of reading proficiency in English implies using reading strategies that are suited to the objective by reading texts that are advancingly more demanding. Furthermore, it involves reading English texts fluently and to understand, explore, discuss, learn from and to reflect upon different types of information." (*English subject curriculum Basic skills*)

These are very specific about reading of different types of texts, varying lengths and the use of reading strategies. However nowhere does it say what types of literature should be read. There is no designated canon to follow or syllabus designed by the state in Norway. Each

English teacher has the freedom to choose what types of English literary texts their students will read. This freedom comes with advantages and disadvantages. I will come back to this in chapter 5.

1.3 Outline

This thesis will continue in Chapter 2 with previous studies and theory. This chapter includes details from Hellekjær's *The Acid Test,* amongst others. Continuing along with research from both EFL (English as a foreign language) andL2 (second language learning). Learning strategies, specifically reading strategies will be included.

Chapter 3 introduces the research methods as well as theoretical implications in this project. Specifically methods of collection: quantitative questionnaires as well as qualitative observation and interview. This chapter introduces the participants and answers any ethical questions regarding the project and student participation. In conclusion there is a review of the processing and evaluation of the compiled results.

Chapter 4 contains the results from questionnaires, observation and interviews. The results are documented first, by which methodology was used, then in themes from the questionnaire or interview guide. The themes for the questionnaires are in the following order:

    a. Reading habits/intended reading
    b. Preparation when reading *The Road* and *One Out of Many*
    c. Expectations toward themselves, professors, thereafter, fellow students.

The themes for interviews are slightly different than the questionnaire, as they have more depth:

    a. Reading in EFL(English as a foreign language)
    b. Student defined challenges
    c. Learning/reading strategies
    d. ICT (Internet communications technology)
    e. Film

f. Process of interaction
g. Expectations

Most of the discussion follows in chapter 5 where I investigate the results from different perspectives, consider different interpretations and argue some points of view.

Chapter 6 is the conclusion of this research project where I will give the answer to my research question and provide some perspective and highlight some possible suggestions for further research.

The Bibliography follows with the Appendix ending this thesis.

2. Previous studies and theory

During an English literature class, students will face numerous texts with various genre, lengths and styles of writing. Therefore, it is necessary for them to both read and understand those using strategies that allow them to get something out of the texts and well as be successful in their studies. This research project is limited to first year college students and their learning strategies in regards to their English literature syllabus. However, research involving the learning aims for Norwegian High School students and reading theory are equally relevant background for what position they are as readers at this level. This chapter introduces previous studies of Norwegian High School student reading performance in EFL (English as a foreign language). ICT (Internet communications technology) and learning strategies as well as second language learning. All of these can be reflected upon in The Knowledge Promotion (*The Knowledge Promotion KL06*, 2006) which are the regulations to the education act from the Ministry of Education and Research in Norway.

2.1 Previous studies

Reading in ESL is widely researched in Norway and internationally. This study is dependent upon earlier research in this subject as well as learning strategies specifically aimed at reading. Combining these two areas with ICT and internet use in education is a more recent research area that will be a part of this thesis.

2.1.1 EFL education

In a study attempting to ascertain if secondary EFL education adequately prepares students for reading and studying at the college level in Norway, *The Acid Test,* by Glenn Ole Hellekjær has been an interesting place for me to begin my research looking at the reading and study habits of Norwegian college students. At the time of his doctoral studies, Hellekjær looked into if EFL education adequately prepared students for their college studies using English texts

and textbooks by using both secondary school and college students, of which many were first year students. This question is also interesting for me because I am interested in how English literature students prepare for their lectures and what resources they use in addition to the assigned syllabus, which is only in English.

In an article written in *Språk & Språkundervisning,* (2005) Hellekjær writes about the results from a part of his doctoral studies involving Norwegian secondary school students. The article holds the scores from an IELTS (International English Language Testing System) which was given to 217 secondary school students. The respondents in this study were divided in two groups, whereas 39 of these were CLIL (content language integrated learning) students and the remaining were regular EFL students. The test that was given has been used in British, Australian, Canadian and New Zealand academic institutions as a means of testing English proficiency for potential higher education students. The test normally contains four modules; however, for Hellekjær's studies he administered only the "Reading for Academic Purposes Module". All these modules have three different texts given from different study subjects. In this testing situation, Hellekjær used three authentic texts which could be found in English secondary school studies; the first being a geology text, the second about business and the third from a technical field. The maximum possible score for the test was 38. The mean IELTS score for all 217 respondents was 22.3, while the EFL only respondents scored at 21.0 and the CLIL only respondents scored at 28.2 (Hellekjær, 2005b, p. 33).

These tests show that only 26% of the CLIL students scored under the accepted "passing score", where 66% of the EFL students were under that score. This study shows as Hellekjær indicates in his article that it cannot be take for granted that Norwegian upper secondary students are proficient enough in English to study in higher education after the EFL instruction they have received prior to leaving secondary school. His study shows that CLIL students score higher on this test which is very interesting but can not be a part of my research at this time.

Hellekjær found that the reading done outside the classroom was extremely helpful, in that the students who received the highest test results in both secondary school and college level read more English literature outside of the classroom than the respondents with lower grades (Hellekjær, 2005b, p. 34). In an article for the Foreign Language Center in Norway Hellekjær writes through his research that Norwegian students no not used learning strategies such as skimming or scanning when reading English texts. Instead they use close reading, attempting

to understand and gain meaning by reading every word in a text. (Hellekjær, 2009) He concludes that in order for students to develop reading strategies they have to be taught them and practice them. When writing his doctoral thesis, Hellekjær appeared concerned with the secondary educational curriculum and indicated in his writing the changes he felt should be made to better outfit students for their journey into higher education.

2.1.2 ICT research

Data received from my questionnaires clearly shows that the respondents used the internet as a part of their learning strategies. After the Knowledge Promotion reform ((*The Knowledge Promotion KL06*, 2006), there has been research into the use of ICT and EFL learning as well as in other fields of study. One such article is from (Lund, 2007) where he addresses different types of ICT that are available to the EFL learner as well as teacher. I am not going to write about what types of ICT that are available, I am however interested in the ways in which the internet can be used and may be presented to students with the thought that this may be part of the reason the students I have questioned answered in the manner in which they did.

Lund quotes from the English version of the Knowledge Promotion LK06 the following information

> "Being able to use digital tools in English allows for (1) authentic use of the language and opens for (2) additional learning arenas for the subject of English. English language competence is in many cases (3) a requirement for using digital tools, and (4) using such tools may also help the development of English linguistic competence. Important features of the English subject in digital contexts include (5) being critical of sources and aware of copyright issues and protection of personal privacy (p.3-4, my numbering, emphasis in the original)."   (Lund, 2007, p. 31)

The last point, of being critical of sources and being aware of copyright issues is something I am interested in due to the students in my study reporting that they use the Internet as a part of their learning strategies. One point of interest is to find out if the move toward the Internet is due to strategies, they have learned in secondary school or if it is due to their English reading skills, however it is not in the scope of this research project. Lund writes in his article that he

questions what changes can be seen in learner activities as well as in language use. I am interested in learner activities as well, and when seeing the possibilities with ICT presented by Lund I can see how students may change their learning strategies to include more Internet sources to facilitate their learning.

A study by Denise Denison and Diane Montgomery (Denison, 2012) of American undergraduate students and ICT perceptions toward their own Internet use revealed three categories of users, labeled as "*Experienced Critiquers* (students who compared information found on free Internet resources to databases), *Technology Admirers* (students who do not distinguish between free Internet resources and databases) and *Extrinsic Motivators* (students greatly influenced by additional external factors)". These three categories provide different insight that could be comparable to the Internet sources the participants in my study reported. The *Experienced Critiquers* were mostly experienced students in their 2nd, 3rd or 4th year of college. They saw the necessity to evaluate all Internet sources and used paid databases for research. It appeared that they had formal information literacy instruction and were familiar with various information retrieval systems, which significantly influenced their perspectives about what sources of information were considered acceptable at the college level. The *Technology Admirers* considered themselves proficient Internet users, but lacked information literacy skills. Internet databases were reported difficult to use and confusing. The most common day-to-day use was Wikipedia and Google where the results came fast and were not confusing. The last group, identified as *Extrinsic Motivators* identified with the *Experienced Critiquers* where they had learned to heed to advice of professors and teachers and not use sources such as Wikipedia, they would not however use a paid database unless there were no other options. The *Extrinsic Motivators* tend to use the information they find on the Internet if it agrees with what they already think about a subject. This type of behavior led the researcher to wonder about the academic level of the subjects.

A very basic summation of this information that is relevant to my research project is that it appears that all groups of students would stay away from an information tool if they felt it was difficult to use. Thereby leading us to one question; if undergraduate

students have the information literacies they need to research and interpret the Internet at the college level.

2.2 Second language research

2.2.1 L2 learning strategies

Close attention has been given to the role of strategies used in L2 learning since the middle of the 1970s (Anderson, 1991; Cohen, 1990; Hosenfeld, 1979; O'Malley & Chamot, 1990; Oxford 1990, 1993, 2002; Wenden, 1991, 2002; Wong-Fillmore, 1979). Their research shows one of the most significant findings relative to my study is that L2 learners actively use strategies to accomplish their varying language learning goals.

Newer research in second language reading has begun to focus on the various strategies of the reader. These strategies are interesting to the researcher/teacher for how they reveal the way the reader handles their interaction with a written text as well as how these strategies assist in text comprehension. Rigney (1978) and discussed by Singhal (2001) writes that research suggests that learners use many different strategies to assist them in acquisition, storage and retrieval of information. Strategies may be defined as learning techniques, problem solving and study skills as well as behavior that make learning more efficient and effective (Singhal, 2001; Oxford and Crookall, 1989; Oxford 1993). In the L2 setting there is a distinction between strategies that improve comprehension and those that make learning more effective/efficient. In this thesis, my interest is in the comprehension or reading strategies. These could be defined as how the reader makes sense of what they read, and what they do when they do not understand. These strategies consist of a wide range of strategies including contextual guessing, skimming and scanning, reading for meaning, utilizing background knowledge, recognizing text structure and so forth. Summarily these strategies may be understood as processes used by the reader/learner to increase reading comprehension and overcome any comprehension failures.

In an attempt to assist students in their studies, several books, pamphlets and internet pages have been written and designed toward the attaining the goal of a successful study period for both high school and higher education students. I am unsure if most institutions of higher education make their expectations to their students available, or if they have a list of expectations made available, this is interesting, but not what I am researching. Hedmark University College has a compendium *Lær effektivt. En innføring I studieteknikk* (Ranglund, 2010) which is directed toward students who choose to study at the college level. The author's main intentions are to give students "practical and useful information about how one can organize themselves to be an effective student"(Ranglund, 2010, p. 4) my translation.

This compendium is designed to guide a student into developing study techniques that allow them to be effective in their studies. Designed for teaching the student reading techniques, among other things, it gives the student concrete information how to navigate, plan and follow through with the assigned pensum. Specific study techniques for reading are included, which if used by the students can make their reading more manageable. Some of these techniques are:

> Skimming reading; is reading to confirm expectations; reading for communicative tasks. Makes the reader familiar with the information as quickly as possible, however normally leaves the reader with low comprehension of the text.

> General reading or scanning; is reading to extract specific information; reading for general understanding. Many times the reader is looking for the answer to a question while using this technique.

> Close reading or searching reading; is reading for complete understanding; reading for detailed comprehension (information; function and discourse). Reading and perhaps rereading to analyze a text and study it in regards to the linguistic nuances. (Ranglund, 2010, pp. 17-18) my translation.

2.2.2 EFL strategies and online reading

I found little research on reading, strategy use and technology. In the report *Scrolling, clicking and reading English: Online reading strategies in a second/foreign language*, Neil Anderson

explores two questions. "1.What are the online reading strategies used by second language readers?" And "2. Do the online reading strategies of English as a second language (ESL) differ from English as foreign language readers (EFL)?" (Anderson, 2003, p. 1) where he looked specifically at global reading strategies, problem-solving strategies and support strategies from a metacognitive reading strategies survey. The study involved 247 English L2 readers, which is significantly more than my research project.

Anderson brings forth the use of "new literacies" (Anderson, 2003, p. 4) defined as "the skills, strategies and insights necessary to successfully exploit the rapidly changing information and communication technologies that continuously emerge in our world" (quoted in Anderson, (2003) from Leu (2002) in (Samuels & Farstrup, 2011). These new strategies are large part of what my research question looks into. While Anderson focus on online reading strategies as more L2 students are exposed to online texts and the question of if they have been taught to use the internet as a tool for increasing language learning and knowledge, I will focus on his findings of what strategies they are using with academic reading.

In a Survey Of Reading Strategies (SORS) by Sheorey and Mokhtari (2001) and Mokhtari and Sheorey (2002) as reported in Anderson(Anderson, 2003, pp. 8-9) they found that ESL students reported a higher use of strategies than US students. The ESL students also used a greater number of support reading strategies. In addition, the students who reported high reading levels or "skilled readers" reported a higher use of strategies. The results indicated to the researchers that the skilled ESL readers are aware of what strategies to use, and why they are using them. Another study reported by Anderson (2003) by Riley & Harch (1999) compared the strategies of Japanese ESL and EFL learners. This report highlights the difference between chosen reading strategies in ESL and EFL learners (of whom Norwegian students are). Their findings suggest that there are no significant differences, however EFL learners used more problem solving strategies than the ESL learners. Problem solving strategies include things like rereading a difficult text, pausing to think about what one is reading and adjusting reading rate. This research gives light to some new literacies when reading online, yet more research is needed to find the implications of the educational environment for EFL teachers when using online reading and resources.

Barbara Valentine and Steven Bernhisel completed a study of one American high school and College in the spring 2007(Valentine & Bernhisel, 2008). Relevant results for this study revealed that college students used the internet for studies more than high school students.

Using web searches through search engines such as Google, and were specifically asked about the use of Wikipedia. The college students used Wikipedia less than high school students and the researchers believe this is due to them being advised not to by professors. With the increase in internet search for study, comes responsibility toward the educator. There is an increased risk in plagiarism intentionally or unintentionally and the challenge of filtering online information.

2.3 How literature it taught and learnt

When looking into how students prepare to study literature at the college level it is natural to look into the basic skills of literacy and how reading is taught and learnt. There are many different theories about how we go from breaking the code as a beginner reader to becoming an advanced and capable reader. As well as what strategies we use to both gain information and understanding of the texts we read. Not in the least, I would like to bring in some discussion of the challenges of second language readers. This is information that is important when analyzing the information received from the respondents in my study.

Reading is a basic skill that is in continual development throughout life, from when one first breaks the reading code continuing to reading for enjoyment, culture, economics and education. Our level of literacy is so important that it is considered one of the basic skills along with mathematics, science and technology in education in Norway, the European Union and other countries. (http://ec.europa.eu/education/policy/school/math_en retrieved 1223/12.04.17)

2.3.1 Reading methods

Since the study of reading models has a long history of exploration and enquiry, a brief overview of approaches are provided. In addition, an explanation is given of the theoretical stance which is taken for the purposes of this mixed methods study.

Within the field of reading research we find three different models. These are the "Top-down" model- theory from Goodman and Smith , "Bottom-up" model- theory from LaBerge & Samuels as well as the Interactive model- theory from Rumelhart, Seidenberg & Mclelland, both in Kulbrandstad (2003) provides a hierarchy to assist in understanding the names of the models. The hierarchy can look something like this:

Context

Text

Sentences

Phrases

Words

Morphemes

Letters

The Top-down model is described(Bj?rke, Dypedahl, & Myklevold, 2014) as where the reader's expectations to the text are central. The reader brings meaning to the print before they actually look at the text. The focus is on the reader's understanding and background information/experience. By reading sentences, paragraphs and whole sections while looking at grammatical clues, The reader is continually creating hypotheses about what will be in the text throughout the reading process. The Bottom-up method can be described as where the reading is driven by a process that results in meaning. That the process starts when the eye of the reader meets the text. The reader starts reading letter by letter, then word by word until the sentences, paragraphs are read. Those who developed this theory believed that reading would not be affected by any higher levels in the described hierarchy. The third group of models are called Interactive. It recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process. Reading as an active process that depends on reader characteristics, the text, and the reading situation (Rumelhart, 1985) attempts to combine the valid insights of Bottom-up and Top-down models. The reading process happens when we use each level of the hierarchy simultaneously in order to provide us with the most meaningful interpretation of the text. Each model has been studied, discussed and results have shown that even advanced readers use graphic information from the lower levels of the hierarchy much more than earlier thought, rather making a stronger argument for believing

that the interactive models are a more "correct" way to look at reading acquisition. Kulbrandstad (2003) (My translation).

2.3.2 Reading comprehension

Gunning (1996) identifies the three main theories of reading comprehension, Schema Theory, Mental Models and Proposition Theory. He further defines a schema as a type of organized knowledge that a person already has about people, places, things and events. The Schema Theory involves a sort of interaction between the reader's own knowledge and the text they are reading. This interaction results in comprehension. This schema can be very broad, such as a schema for animals, or more narrow, such as a schema for house pets. Each schema is "stored" in an individual compartment in our brain. While students are attempting to comprehend reading materials they can relate their new information to the existing information they have stored and compartmentalized in their minds, continually adding to these folders for future use. Based on Schema Theory their degree of reading comprehension will vary depending on how developed their stored information system is.

Research that was inspired by schema theory would say that "schema" is in all practice synonym with the background knowledge of the reader. Schema Theory has been important in actually showing the importance of this background knowledge in how a reader comprehends and understands a text. The focus has be laid in the reader being active in a process to find meaning in what they read. (Kulbrandstad (2003) my translation).

2.3.3 Teaching literature

The respondents in my research project are literature students and a good part of their comments and answers to my questionnaire lead to literary theory I found it necessary to bring literature teaching practices into this thesis. There is a large assortment of theory available for discussion and debate and I chose to use Elaine Showalter's description of these theories. My interest in these practices is in regards to what literature students expect from their professors and why they might have these expectations. All of the respondents have finished secondary school with varying levels of participation in English classes. They all have had at least one year of English in high school, however what type of English they received in primary and lower secondary school is not information I have available. For this study I will assume that the respondents have all completed primary and lower secondary school and during these earlier years of school received the amount of English proposed by the Norwegian Department of Education, this assumption is based on the belief that they would not be accepted to upper secondary school without completing their mandatory 10 years of school.

A trend I saw throughout the questionnaires is that the students mostly believe their professors have the 'correct' answer to what the students are looking for in the literature they are reading. This correct answer comes in varying forms for each student as their skills, learning experiences and previous education are different among the group. Elaine Showalter describes several literature theories in her book *Teaching Literature* written in 2003. My study group consists of literature students in different age groups, with different levels of education both at the secondary school level as well as in further education, and exposure to English, this can affect their expectations for their professors as well as what they expect from themselves while studying Literature.

Showalter writes about several types of literature teaching theory, in order to resolve the question of what skills educators want their students to acquire while learning literature. I will name the first three. The first being "Subject-centered theory", the second is "Teacher-centered theory" and the third is "Student-centered theory" (Showalter, 2003, pp. 27-33). Subject-centered theory is also known as the "banking method" so-named by Brazilian educator Paulo Freire. In this theory the students are the depositories of education, the teachers the depositors. The thinking behind this theory is that those who are gifted with knowledge

may bestow this gift amongst the unknowing (students). This theory is also sometimes called the "transmission" theory of teaching where knowledge is transmitted from the teacher to their students. The main focus of this theory, whatever it may be called, is the content, whatever it is that is being taught. Showalter writes that to some degree all courses are subject and content centered, however some may be more than others based on impositions determined by and related to the political and intellectual convictions of the teacher (Showalter, 2003, p. 28). This type of teaching emphasizes the content and information and therefore often presenting this information as the "correct" answer. If the literature students have been educated by teachers with this type of theory then it would appear natural that they would expect a correct answer from their professor at this stage in their further education.

Teacher-centered theory is different from the above theory in that it focuses more on the teacher and what they must do or be in order to facilitate learning. At the center of this theory are the teacher's ideas and beliefs (Showalter, 2003). This theory can be carried out through teaching as performance or teaching as a spiritual journey. Both of these styles need skills such as speaking, acting or ability and willingness to open yourself to your students. None-the-less there is a strong emphasis on the teacher and what they have to say. Therefore again, if these students have experienced teachers with this type of theoretical background they could be in the position again to believe the teacher has the 'correct' answer to their literary questions.

Student-centered theory is where theory has shifted through research on learning styles says Showalter. Active learning is another name for this theory that places emphasis on the student instead of the teacher. This theory focuses on "the way people learn, and the organization of classroom process to maximize active learning"(Showalter, 2003, p. 27). Concentration is on how people learn over how a teacher performs or only the content of a subject clearly has advantages in that the focus is on the students, not the teacher. This theory activates the students, turning them into doers and participants in their own education. Research has been done on how students learn best, remember the most and there is evidence that active participation instead of passive enables students to remember more.

> **Kommentert [MSOffice1]:** Look at Dunn and Dunn for support here.

Showalter writes that most of the time teachers use a mixture of these theories depending on the topic, classroom situation, political situation and current events. All of these added to the

type of students play a role in preparation for a lecture. The word lecture also seems to indicate passiveness in the student and teacher-centered theory.

During my observations of the literature classes there was a clear student-centered theory being used. There were questions given at the beginning of class, small group discussions and then time to discuss them in the larger class setting. Throughout both seminars I attended, I noticed that during the larger group discussion where all participants were present they still waited for the professor to give the answer to the question. If a fellow student answered the question and the professor nodded his approval or agreed with them, there was always one student who asked if that was correct or confirmed that the approval was correct information. These indicate perhaps that the students have been exposed to subject or teacher-centered theory in that they are constantly seeking the correct answer from the professor, at least this was my experience when I was present during the two seminars.

Kommentert [MSOffice2]: Not sure this is the right word here.

3.   Methods

3.1 Introduction

In this chapter, I will explain the methods I have chosen to establish a scientific foundation for the requirements of this research study. I will first present the participants, as well the selection process, as well as ethical issues. After which a general overview of the research process, using this as a point of departure for the presentation of my research study. Thereafter describe the research process in a chronological order, beginning with preparations, followed by research questions, methods and research design. Lastly, I will discuss the validity of the results from my research study. I combine qualitative and quantitative methodology, and utilize a combination of questionnaires, observations and interviews. The questionnaires (Appendix 1 and 2) and the interview guide (Appendix 3) are included in full, except for personal information.

3.2 The participants

The participants were enlisted from an English literature I class from a Foundation Program, designed to give a comprehensive introduction in English to students pursuing a Bachelor's degree, and to students who wish to study a single subject at this level (Innlandet, 2017/2018) The participants were students at a Norwegian university college in 2010. The participants have fulfilled a minimum of one year high school English upon entrance to this college level class. The sample consisted of 38 participants whereas 11 of them are not Norwegian. There are no native-English speaking students in this research group.

I made contact with the participants through my contact with the University College where I made a presentation of my research topic and asked for volunteers for two questionnaires with the potential for follow-up interviews. I was currently studying at the same institution, had taken English Literature I, and therefore had prior knowledge of the program. I was familiar

with the syllabus as well as the teaching aims, which helped me to select this group for my sample design. As my research group is so small, an aim of this process is to provide a useful context for current and future research studies in this area, as well as insight into future teaching, not to presume that all students behave in one certain manner.

During my presentation, I explained to them that their background would anonymized, and that I would not need any personal information that could link them to this study, as their identity is not important; it is what they do that is. In the first questionnaire, the respondents identified themselves for the follow-up questionnaire by placing the last 4 digits of their mobile number on the last page. I, in this way could compare the same student's responses to the first and to the second questionnaire. I chose this method of identification because the students are familiar with their own mobile phone numbers and I do not have them, nor do I have their names, ensuring their anonymity through this process, thereby giving them a sense of security and privacy and allowing them to be as honest as possible in their answers. A potential problem with this method is if they do not recall their mobile number or wrote a different number instead and did not write it down for later reference.

With 38 participants volunteering from the class I was studying, I felt it possible to gain a comprehensive understanding to my research question. Through questionnaires, I hoped to gain a *general idea* of how students prepared and read for class discussion(Dörnyei, 2003; Dörnyei & Taguchi, 2010; Mackey & Gass, 2005; Silverman, 2006) while using the previous research I chose observation and interview to complement the study project. My thesis is a small-scale project with limited time and resources. Therefore, I chose to study only one class for one term. Not knowing beforehand how many students would answer my questionnaire I felt that I should use more than one research method to gain as much information as possible, as these methods can support each other and shed light on what it is I am trying to study.

3.3 Ethics

I prepared an application to NSD (Norsk samfunnsvitenskapelig datatjeneste) Data Protection Official for Research, which included an example of the questionnaire as well as interview guide. This application received approval. I taped the interviews for transcription and destroyed them afterwards. The interviewees gave me written approval to record them. These

documents are stored confidentially. To ensure anonymity the interviewees are now identified as I1, I2 and I3. To ensure the participants' anonymity throughout the project and in the future, the name of the university college is not included in this research project.

3.4 Methods of Collection

In my attempt to study the same phenomena from every angle possible, I chose to combine parallel studies taken from (Creswell, 2007) used by (Tashakkori, 1998). Based on the scale of the study and limitations to participants, as well as gaining new perspectives after the first questionnaire I felt a combination of methods would give provide more details towards addressing my thesis question.

3.4.1 Questionnaires

By giving questionnaires asking reading habits and expectations toward themselves, professors and fellow students regarding the reading of the syllabus, followed up by a second questionnaire directly related to these following up information, I felt I would be able to gain specific information about a very small part of their learning strategies and experiences. To gain a closer perspective and more detailed information I chose observation and qualitative interview. My pilot project during the spring of 2010 asked the question "Do students read assigned literature from their syllabus?" in which I found that students are reading literature, however not necessarily the texts from the syllabus. With so few respondents from the pilot project, it was difficult to create any type of hypothesis, yet it did inspire me to use a questionnaire in my current research project to ask more in-depth questions about the actual learning strategies the participants were using in relation to reading.

I chose to use *nonprobabilistic sampling* which is a type of population sampling referred to by D. Hartas in *Educational Research and Inquiry* (2010). In *nonprobabilistic sampling* the persons or groups that are being sampled cannot be assigned or randomized due to practical reasons. I had to select a group where the participants were available and willing to volunteer to complete my questionnaire, therefore choosing *convenience sampling*, which is one way of completing *nonprobabilistic sampling*. When choosing this type of sampling I was aware of

the results being biased. These could be biased based on the characteristics of the group, their motivation, interest and goals regarding their English classes. This type of sampling is not necessarily representative of the population being researched. The group is quite small considering how many students study English in Norwegian universities and colleges, thereby giving at the most some insight into habits of these students (Hartas, 2010, p. 69) Indeed these are important issues to keep in mind throughout this research project. My sample group has shown their willingness to study English and further their education by enrolling at the University College, which in itself is a clue to some kind of inner motivation, and perhaps an indication of their study interest. I choose to use this group knowing that their answers may be affected by these factors, however my interest lies in their study habits and methods of preparation of literature classes redundant of their reasons for signing up for these classes. I believe this type of sampling will be adequate for my research.

To gain insight into the study habits of the respondents I decided to first use a questionnaire. The term questionnaire is defined by J.D. Brown as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." cited by Dörnyei (2003, p.6). I will use this definition throughout this document. I used the response from the questionnaires to build an interview guide as well as to gain a picture of how students are preparing for classes. I interviewed three students who indicated on the questionnaire that they were willing to be further involved in this research project.

In an earlier pilot study of this research project, I used information provided by Zoltán Dörnyei in *Questionnaires in Second Language Research* (2003). I continued to use his advice in designing and administering the questionnaires. The first questionnaire was designed during the summer of 2010 and administered at the beginning of the fall 2010 semester. The second, a follow-up questionnaire, was administered at the last class of the semester 2010.

The amount of time I had available to do research was limited and due to this, I decided to use a questionnaire to gain as much information as possible in the allocated period of my studies. Dörnyei (Halvorsen, 2008; Mackey & Gass, 2005; Silverman, 2006) advocates using a questionnaire when a large amount of data is desired in a short time frame, compared to interviewing the same number of people in order to gain the same information. Another benefit

of using questionnaires is that they are very versatile and the benefit is that they can be used in many different situations with different people and varieties of topics (Dörnyei, 2003).

3.4.2 Observation

In attempting to find the difference between the answers given on my questionnaires and what is actually going in with the respondents in my study, I decided that observation of the lecture situation would be an opportunity to gain more information. Possibly making contact with students willing to be interviewed. Quite a lot of research questions the validity of questionnaires for many reasons, some of those can be due to how questions are answered. As there are really no right or wrong answers to my questionnaire there is the possibility of discrepancy between the answer and what really is happening. These discrepancies do not necessarily occur by the respondent willingly being dishonest, but sometimes by omission or by the respondent marking their intentions and not their actions.

I chose an ethnographic approach to observation as my goal has been to find out how Norwegian students of English literature prepare for their classes. Groups of students have their own set of tools they bring into a classroom, of which they have accumulated and acquired separately and in different learning situations. The common situation of studying people and how they go about life, as well as what tools they use for different reasons, is of interest to my studies (Silverman (2006)(Ragin & Amoroso, 2011). I wanted to see how the literature students used the tools they had described in the questionnaire when in a classroom situation. I wanted to observe their social habits in regards to whatever type of preparation they may or may not have done for class discussions or seminars. I was equally interested in those who had prepared and in those who had not. A weakness described by both Halvorsen (Halvorsen, 2008) and Silverman (Silverman, 2006) is that observation is rarely standardized thereby being less reliable. Observation is appropriate for smaller groups, which this class is. Risking losing focus on my research question, as observations are flexible situations, I still felt that it would be valuable to observe two seminars. I did find that it was difficult to focus on my research question, as I was drawn into the discussion mentally. Being a student myself, I wanted to ask and answer questions. In one sense, the observation was not reliable or valid if it were the only information available to evaluate this research project. However, it was

invaluable it giving me questions for the follow-up questionnaire and interviews. Here is where I saw the shortcomings in my first questionnaire where I should have asked more comparing questions, categorized the questions differently, and perhaps asked less, but more specific questions. I chose observation because I wanted to know what the students were doing, what they were trying to accomplish and how they were doing it (Silverman, 2006, p.89) With so few students participating in the smaller group and class discussions this method failed to be as productive as I had hoped. Since I used a non-participant model of observation I was unable to ask how they found the information they used about a particular text. Had I had more experience with research I may have taken a different observation role, or as I stated earlier, designed the questionnaires differently. Through the observations I found out what they had read or watched (film) through group and class discussions. In the interviews my hope was to find out how they prepared and what they thought while doing so.

3.4.3 Research interviews

Wanting a purposeful with the three informants where they felt free to share their experiences with reading and preparation for class discussion was the goal of the interviews. Staying as close to a normal conversation as possible. Experience from observation was a guiding factor in constructing an interview guide. Knowing that people say one thing and do another, *ideal* and *manifest* behavior explained by Blomberg (Blomberg, 1993) that *ideal* behavior is what every "good" member in a community should do and *manifest* behavior is what they actually do. Some people may knowingly, or unknowingly, respond in a way closer to the ideal to possibly please the researcher or meet cultural expectation. If this were the case in the responses to the questionnaires about reading habits and intentions toward reading the syllabus, I hoped to find out. I wanted to construct an interview guide that was structured enough to answer my questions without leading the interviewee to the answer they thought was or might be expected. All answers were correct.

The next step was to construct an interview guide. The purpose of an interview guide is, as mentioned above, to ensure that the information given by the informants would assist in answering the research questions, and to ensure that all the topics connected to the research question are covered. I looked to the theory of this type of research and found that the first thing I had to do was to divide the research question into separate topics (Johannessen et.al,

2006, p. 139). As mentioned above my research question is: "How do first-year college students studying English prepare for literature classes? The interview guide was designed to provide me with as much information as possible as to their preparation routine prior to literature class/discussions. The qualitative interview gives the researcher perspective and understanding for the daily lives of a person (Kvale, Brinkmann, Anderssen, & Rygge, 2009, p. 43) my translation. I chose a semi-structured interview as it is a type of conversation with a specific methodology and list of questions. My goal was to have more of a conversation than an interview where I asked questions and they answered. I had three main research questions to keep the "conversation" interview going in the correct direction where the research material could be gathered for later analysis. I wanted to know what supportive sources they used outside of the text they were assigned to read, as well as the challenges (if any) of studying and reading in English, and in conclusion what their expectations were for themselves as well as their professors and fellow students, when studying literature. (For the entire interview guide, see Appendix 3). I wrote down a number of related questions. These questions worked as a safety net for me. They helped me keep the interviews focused and also ensured that there were no long pauses in the interviews.

"The interview entails an asymmetrical power relation"(Kvale & Brinkmann, 2009) where the interview is not a completely normal conversation. The interviewer determines when and where the interview will take place, the topic of the interview, asks questions and limits the conversation. With this unequal balance, there lies a responsibility within the interviewer to be aware of this balance, as well as aware that the interviewee may too be affected. I therefore attempted to assure the interviewees that their answers whether positive or negative toward the syllabus, reading and reading strategies were all acceptable and interesting to the research project because in reality they are all important. There is no right or wrong answer to "how" they prepare.

The interviewees were all active in the conversations and appeared interested in the topic. I feel they would all have asked to stop the interview if they felt it was necessary. The interviews were done separately, varying from 30 minutes to one hour. A semi-structured interview leaves an opening for second questions and a dialog between the subject and the interview. Something Kvale and Brinkmann (2009) explain can lead to a fruitful conversation in a way that may allow the research question to be answered, instead of focusing on the interview guide or rules of methodology. This method seemed more

appropriate to me than a structured interview where I would have a set of questions to follow. In the event I did not received enough information to answer my research question in a structured interview, I would then have do more research or stop the project completely. Neither of those are acceptable alternatives.

3.5 Processing and evaluation of research materials

The quantitative results of the questionnaires are used to show correlations between how students planned to prepare class/discussions and what they succeeded in doing. I found no significant statistical results that would be helpful for my research project, nor was that my intention. The statistics are used to document the relationship between variables. One focus of quantitative research is "how humans create systems of meaning to understand their world and their experience" (Kvale & Brinkmann, 2009). This has been my focus as well, when finding out how students prepare for literature class. Their experiences and habits are not measurable, other than I could say how many strategies they used. Their utterances about why they used a certain strategy and the possible trends in use of online sources is what is interesting and important.

4. Results

In the following chapter, I will first present the results from the questionnaires, followed by observations and finally from the interviews with three students from the class I was following (see appendixes numbers 1, 2 and 3).

4.1 Questionnaires

The first questionnaire was designed during the summer of 2010 and administered at the beginning of the fall 2010 semester. The second, a follow-up questionnaire, was administered at the last class of the semester 2010.

The amount of time I had available to do research was limited and due to this, I decided to use a questionnaire to gain as much information as possible in the allocated period of my studies. Dörnyei (Dörnyei & Taguchi, 2010; Halvorsen, 2008; Mackey & Gass, 2005; Silverman, 2006) advocates using a questionnaire when a large amount of data is desired in a short time frame, compared to interviewing the same number of people in order to gain the same information. Another benefit of using questionnaires is that they are very versatile and the benefit is that they can be used in many different situations with different people and varieties of topics (Dörnyei, 2003).

The first questionnaire had 14 questions including both closed questions as well as several multiple-choice. The questionnaire was designed in sections to answer different questions regarding the students and their study habits. The first section included research questions 1 through 6. Research questions 1 through 5 include demographic characteristics (gender, age, educational background, type of student and mother tongue). Research question 6 is an open-ended question about study habits. In the second section, questions 7 through 11 inquire about how students prepare and have prepared for English classes currently and in the past. The final three research questions 12 through 14 are specific in asking about the reading of *The Road,* which is on the syllabus for the fall semester. These final questions ask directly about if the students have read, plan to read and if and how they will prepare for their classes involving work with *The Road*.

The six closed questions are mostly about demographics. The rest of them are open-ended with the opportunity for respondents to write comments after marking different categories, which apply to their studies. These open-ended, multiple-choice questions have several variables provided for the respondents to express their potential study plans and/or habits.

The follow-up questionnaire had 20 questions in total, none regarding demographics, as those had been previously addressed. There were twelve regarding reading and class preparation of *The Road*. There were five regarding the reading and preparation of "One out of Many" which is a short story on their syllabus for the term. Two had focus on the respondents' thoughts about their own English skills, and how that affected their studies. Three were directed toward expectations toward their professors. The preparedness of fellow classmates in relation to class discussions involving the two books is also included. Finally, there were two questions, which asked for comments about their actual preparations for class as well as if they had any suggestions for class preparedness aimed toward the professors as well as fellow students. I have chosen to present the results from the questionnaires in the order they were written.

4.1.1 Demographics

Responding to Questionnaire 1 were 35 participants aged between 19 and 49 years. Of those who responded 24 spoke Norwegian as their mother tongue and ten others had different mother tongues from nine respective foreign languages. All of the respondents had a minimum of one year High School English prior to attending this course. To be more specific, four participants had one year, ten had two years and 17 had three years. In addition to High School English education, there were questions about any further college or university education. Twenty-three students reported having no other higher education, four had one year of college, two had two years of college and one had six years of college. At the University level, three had one year of education and one had two years. Lastly they were asked if they were full or part-time students. Thirty-two of the students were full-time students and one was part-time, three did not respond to the question.

4.1.2 Reading habits

In figures 1 and 2 regarding strategies used in preparation for English class in High School and the current literature class, the respondents could mark more than one category as a person seldom uses only one learning strategy.
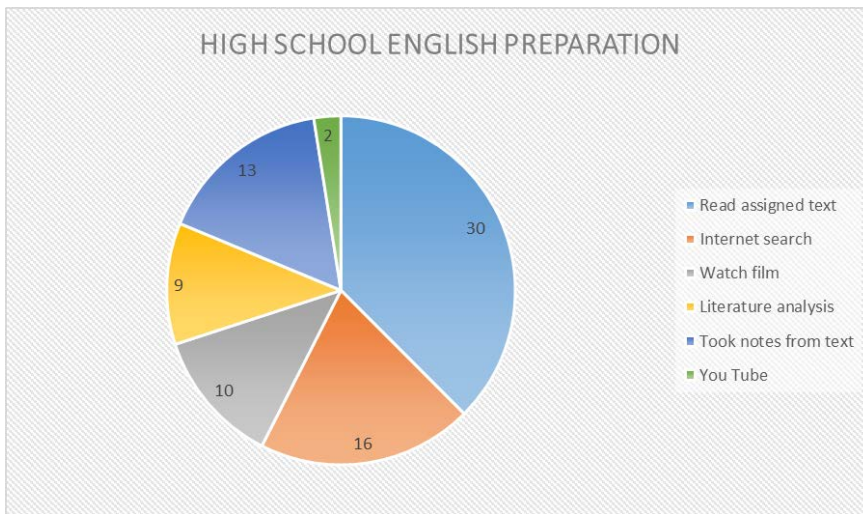

HIGH SCHOOL ENGLISH PREPARATION

- Read assigned text
- Internet search
- Watch film
- Literature analysis
- Took notes from text
- You Tube

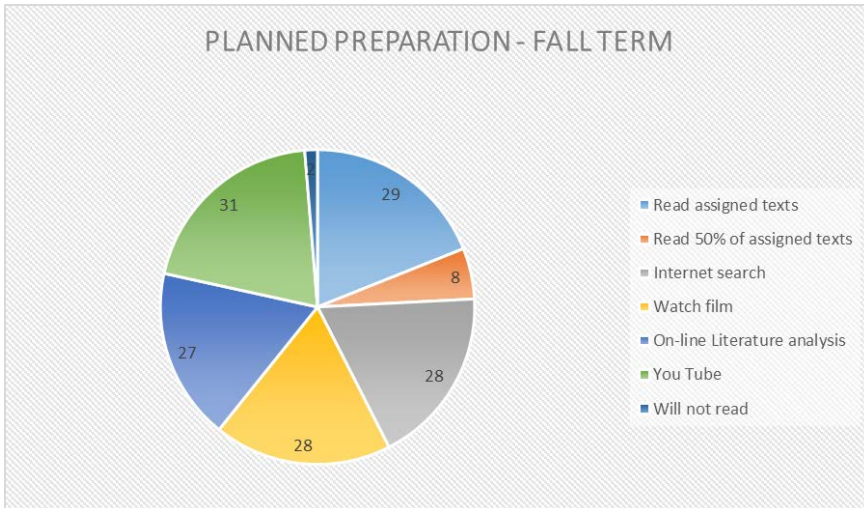*Figure 1*

PLANNED PREPARATION - FALL TERM

Figure 2

The respondents appear to read their syllabus nearly the same at both levels of education with not enough difference to mention. The differences between High School preparation and college level preparation show that the respondents increased their use of online sources significantly at college level. The use of internet search rose from 16 in High School to 28. The use of You Tube increased from two to 31. Using online literature reviews such as Schmoop and SparkNotes amongst others increased from nine to 28. Watching the film version of the texts increased from 10 to 28.

Question 10 of Questionnaire 1, asked the students if they could explain why they used the internet to prepare for literature class, this was an open-ended question with numerous and varied responses. Nine subjects reported that it gives them access to different points of view, the explanations of points of view are simplified or "easier to read" or "understand", thereby increasing the respondents' understanding of the text. Ten students searched for online summaries to find gain information about the text before reading. While six students used the internet as a source of information instead of buying and reading the text from a book. One Norwegian student wrote "information on demand! Diverse sources" This statement can be interpreted in many different ways. One of which, after reading the other student responses,

could be that there are numerous sources of information which are readily available with unlimited access.

In figure 3, we see how many hours a week the respondents used reading English literature.
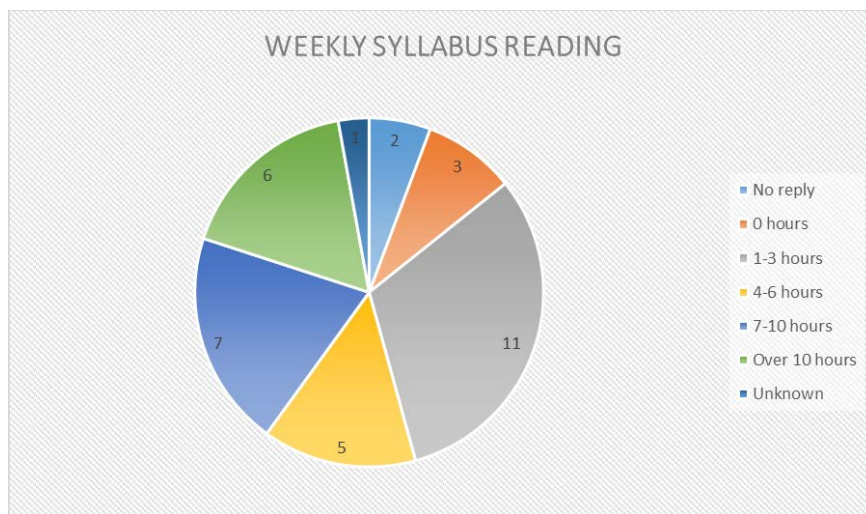
Figure 3

The scale shifted greatly from three respondents writing that they would not spend any time reading to one who used 50-70 hours a week. One to three hours a week seems to be the largest number of hours the respondents used reading. In hindsight, I see I could have asked how many hours a week they read online sources related to the assignments and texts for the class, as found in the syllabus, this would have given me more information to compare.

4.1.3 Intended reading/preparation

After gaining a general idea of reading practices and learning strategies of the respondents, I chose to focus several questions on one specific text in the syllabus. The text I focused on was *The Road* by Cormac McCarthy. Questionnaire 1 asked questions regarding intentions toward reading and preparation for class discussion/work. Questionnaire 2 asked follow-up questions as to how they actually did prepare. I will now present the findings by discussing the responses

in the two questionnaires. Note that only 28 respondents of the second questionnaire could be linked to the first questionnaire. This is due to some not writing the correct four digits from their cell phone or code word they had used in the first questionnaire. Looking for as much cohesion as possible, I chose to use only the questionnaires with a matching number and not those I could not identify; therefore, there is a small discrepancy in the results. Figure 4 is a comparison of the intentions and accomplished goals for the respondents. Keeping in mind that there are only 28 respondents in Questionnaire 2. In Questionnaire 2, I gave additional alternatives to choose from in preparation. This could have an effect on the outcome in figure 4.

Intention vs accomplishment

Read texts   Internet search   Watch film   On-line literature analysis

■ Intentions (35 respondents)   ■ Accomplished (28 respondents)
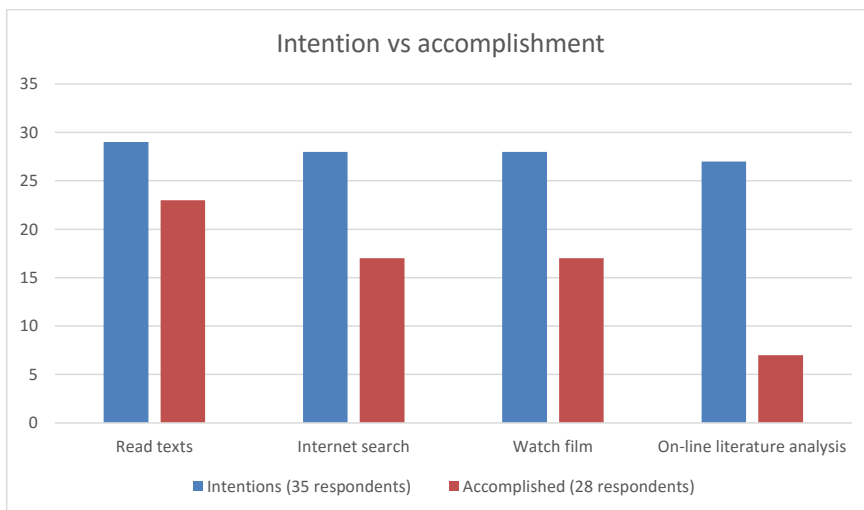
Figure 4

4.1.4 The Road

In Questionnaire 1, I asked if anyone had read *The Road* prior to school start. One had read the book and six had seen the film. Of these seven, six said they would read the book before class discussion and four would watch the film. Of the 27 who had not read or watched *The Road*, all of them wrote that they would read the book prior to class. In addition to reading, 22 reported they would watch the film, 16 would search the internet and 11 would read literature analysis notes. In Questionnaire 2, given at the end of the fall term, 23 reported that they had read *The Road*, four had not read, and one had done either. This shows that although all the

respondents intended to read *The Road*, unknown factors prevented that from happening. Finding out if *The* Road was difficult to read was also important to me as a researcher, as it could be a reason for the respondents using other resources. Nine of the respondents wrote it was difficult, where 15 wrote it was not. There were two main reasons for it being difficult. One was the language used and the other was the structure of the text, there were no chapters or page numbers. Twenty-two of the 28 respondents used additional resources in addition to reading to support their studies. Sixteen viewed the film, ten used the internet, seven used group discussions, two used translations of the text and two used audiobooks, three subjects did not answer. Each respondent was permitted to check as many categories as they felt were applicable, which can account for more answers than there are respondents. Four respondents said they did not read *The Road*, when asked what they did instead to be prepared to class, six responded that they watched the film, two watched You Tube, three used online literature notes, two waited for class discussion and one used an audiobook. Twenty subjects did not answer this last question. This would indicate that the non-readers used more than one source to gain information about the text prior to class.

4.1.5 One Out of Many

Responses to the reading of *One Out of Many* are very different from *The Road*. Fifteen reported reading the text while ten did not. Twenty-three reported reading *The Road*. On a whole the respondents showed less interest in answering my questions regarding *One Out of Many*. Five thought it was difficult to read while 14 reported it was not difficult, nine did not respond. When asked if they had used other sources to assist in gaining information about the text, there were four who responded that they used online literary notes and 19 who did not use anything. When asked about the expectations and involvement toward the professor and their fellow classmates I received a majority with no answer. There can be several reasons for this. One is that the respondents were not interested in finishing the questionnaire, another could be they lacked interest in the text *One Out of Many* or that they did not have as much information because they had neither read, nor were in class during discussion. I can confirm that there were only 19 students in attendance during the discussion of *One Out of Many* compared to 30 in attendance during the discussion of *The Road*.

4.1.6 Expectations for the professor

The professor's presentation of the syllabus is clearly important to the students with 21 reporting so. The same amount felt the professor has the correct answer to the analysis of the literature they have read. Sixteen of the respondents meant the professor could give the answer in class, two prior to class and 11 felt the professor should post expectations to what they want the students to know and the answers in the Fronter files, which is the online academic platform the university college uses. Respectively, five and four respondents that felt the professor's presentation or answer to the analysis was important. Few students left written comments about their expectations toward the professor, but the comments were very clear. They want the professor to "sell the book", motivate them to want to read it and explain why it is on the syllabus. They also want the professor to explain background information on the book and the author, with an indication of "what we should know about the story after reading it".

Question 10 in Questionnaire 2 asked the students to describe what type of "answer" they believe the professor has in relation to the literature they had read. Nine students responded with two main themes. The first three did not really know what they expected of the professor, the other six wanted a clear and "good" analysis and to know what the professor expected them to write about the text in the exam.

4.1.7 Group expectations

Responding to my question about how many respondents experienced their classmates appearing not to have read *The Road* during class discussions, 17 replied that their fellow students had not read in addition to 17 reporting they were not prepared. When responding about *One Out of Many*, there was a smaller rate of response. Eight felt they had not read and 12 did not respond. A comment confirmed through interviewing was that students may not know not know how prepared their classmates were because they themselves were not in class during the discussions. The interviewees were able to give insight into the comments about students not "being prepared for class discussion" by confirming that students stopped coming to class when they had not read or prepared.

In Questionnaire 2, the final question was open-ended and asked for suggestions to enable the student, fellow students and professors to better prepare for literature classes in the future. Fourteen students replied. I will divide the responses in three groups based on the written comments: Student responsibility, professor responsibility, changes in the syllabus. Four students wrote that it was imperative for them to have read prior to class to get anything useful out of the discussion. These statements appear to be targeting fellow students, not the respondent themselves. Six students wrote that the professor should help them structure their reading prior to reading. Give any questions or discussion material to the students prior to reading. They also wanted more variation in the teaching methods. Two comments were directed toward poetry, sonnets and short stories. They found them uninteresting and wrote that "no one liked them, so drop them".

4.2 Observations

While in attendance during the two seminars, I did not go over the details of my research project when their professor explained that I was there for observation during two separate lectures in the fall of 2010. I was introduced to the class at the beginning of the school year where I explained my research project and nearly all the students were present, therefore I felt it would be too time consuming and interruptive to explain further each time I was with them for observation. Prior to each observation, the professor introduced me again. The students asked no questions about why I was there, so I assumed that the majority thought it was in relation to my research project and were willing to allow my presence in the classroom. I listened to the group discussions. During both seminars, I only answered a question if one of the students asked me directly; otherwise, I just listened to them.

I am unsure if the groups felt as if I was a part of them in some way since the majority knew I had taken the same English classes earlier. There is always the concern that they thought of me as an outsider since I am a native speaker of English and studying at a higher level. I

attempted to keep these points of view in mind as I spoke with the students during breaks and when dealing with the observations.

The first lecture/seminar I attended was in the fall of 2010 where they were discussing *The Road.* There were 30 students in attendance, whom were divided into seven groups. Their professor gave them a list of 20 questions to answer, whereas each group were assigned two separate questions particular for each group to discuss. The students were to bring their answers back to the main group for discussion after the break. I decided that I would split up my time so that I could use about eight minutes with each group and listen to their discussions. I was able to observe all but one of the groups during the allotted time.

Of the groups, I was able to observe there were five groups of four and one group of five. Two of the groups had only two active participants answering the questions, one group of four had all members active while the other had three active participants. The group of five had four active participants. Each group had one member who said they had not read the text. Every group had at least one member who had seen the film. One group had two members who had only seen the film. This information is what I gathered while listening to the discussions. I did not feel I could interrupt and ask questions so there may be other information in addition to what I have gained in relation to how many did not read or how many watched the film. My observations may be used as an indicator to how the students are preparing for classes and not as a conclusion as to what they are doing.

Several of the groups were unable to answer all four questions during the allotted time. One of the reasons for this could be that not everyone had the same edition of *The Road* and with the difference came the problem of finding the pages, passages or sentences that they were directed to look at. This resulted in a significant loss of time as well as frustration for both the students and the professor because they were not always sure of what they were looking at and what should be discussed from the assigned page numbers. In the groups where not everyone had read the text, time was lost when the readers would attempt to include the non-readers in the discussion by explaining things or by showing them where to find the information assigned to the group.

After the break, the groups met up in the classroom and a class discussion began. The English used in the classroom was more day-to-day language and very few literary terms were used. This may be due to this being an introductory course and the students were learning the

appropriate terms. Here the students were less active than they had been in smaller groups with only three students answering questions regularly and one other who answered a couple of questions. Several students who had been active in the small groups did not take part in the larger discussion. The professor was forced to answer many of the questions, as it appeared the students lacked confidence in their answers, their English speaking skills or were unwilling to speak English in a larger group. After the professor read the questions aloud, there were long pauses before someone volunteered an answer and in some cases, no one volunteered to answer. The class discussion went very slow and the teacher regularly answered the questions he had asked, due to the lack of class participation.

I am unsure why they were not as active, as I did not ask any questions, merely listened and watched. An additional factor I should consider is if my being a native speaker had a negative influence on the class discussion.

Later during the same fall semester in 2010, I observed the same class discussing a poem and a short story. The professor said the class was at "an all-time low" with only 19 students present. Again, the class was told that I was there for observation. For class discussion were the poem *Politics* written by Carol Ann Duffy, which could be found in the class compendium as well as *One Out of Many* written by V.S. Naipaul and printed in *A World of Difference: An anthology of short stories from five continents*.

The professor began with the poem *Politics*. He first described the poet's position as the present poet laureate of England. He explained the position as being official and the expectation that this poet will compose poems about national happenings occasions and public events. He explained the history behind this position as well. Further, he described her career before beginning with discussion and analysis of the poem. Throughout the professor's analysis and description of the poem, two students actively participated. During the second half of the seminar the short story, *One Out of Many* was on the agenda. Again, the professor had a list of 15 questions that the students were to address while working in groups. Accordingly, there were fewer groups than my first observation with three groups of four, one group of three and one of two. Two students were late coming in from their break and I am unsure of which group they joined, if any, since I moved around between the groups observing them and did not return to any of the groups to see where the stragglers ended up.

During my observations of the smaller groups, I found that less people read the text than in *The Road*. Several students said they had not read. Out of the five groups there were two groups with every member being active, they were the groups with two and three members. These two groups consisted of foreign students and one Norwegian student each. The smaller group discussions went much slower than when discussing *The Road*. The questions appeared to be as straight forward as the first set of questions so it appeared to me that the slowdown was due to the students not being familiar with the text and not having anything to discuss. Several students commented that it was difficult to understand the narrator, Santosh, in the story. One said the difficulty was due to him being Indian, the others just said it was difficult without any explanation. The groups spent the allotted time discussing the problems they had reading and understanding the text and little time discussing the assigned questions. Several students said they just did not know the answer and left it at that. The students also resorted to speaking Norwegian with each other as well, something that did not happen when discussing *The Road.*

The time allotted for group work was less than in the previous observation so I did not see any of the groups actually discuss and answer any of the questions prepared by the professor. Upon returning to the classroom there was a minimum of students (six) who answered questions. Most them I recognized as the same students who spoke during the group discussion of *The Road*. The majority of the class lacked literary terms for discussion and used day-to-day English to discuss the text during this seminar as well. Two students discussed the text using literary terms. Most of the students brought the anthology or had taken copies from it, so time consumption was not a problem as it had been for *The Road* where students were looking through several editions of the same text. As in my previous seminar observation, due to a lack of class involvement the professor again answered the questions with little help from the students. After the professor read a question there was a long pause before someone volunteered to answer, and in some cases, no one volunteered an answer at all. I am unsure if this is due to English language barriers or a class culture of little or no involvement, or the expectation of getting the correct "answer" from the professor.

4.3 Interviews

The questionnaires and observation laid the groundwork for my interviews. There were questions that arose through my research experience that I wanted the opportunity to investigate more through interview. The interviews are based on three main areas I chose to focus on after reading and compiling information from the completed questionnaires. I will not go in depth with each interviewee but rather generalize their answers together for each area of interest. Three students from the questionnaires expressed willingness to be to be interviewed.

4.3.1 Preparation

The first part of the interview is dedicated to finding out in detail what the normal preparation routine would be prior to class and/or discussions around a piece of literature for the interviewees. I will identify the three interviewees as I1, I2 and I3 in this chapter. Each subject obtained copies of the assigned syllabus.

Intentions from these students were to read the texts prior to attending class. Only I2 was able to accomplish this. I1 borrowed an audiobook in Norwegian to get through one difficult text and I3 did not finish the reading. During this fall term, the professor included detailed questions toward the texts in the syllabus and there was always a class discussion after reading. This teaching strategy was one that appears to affect the students' choice to retrieve additional information available on each literary piece they were studying. In addition, all three students bought or used a free on-line study guide for the larger literary works they read, to assist them in gaining understanding while reading. They also used these same types of guides while reading/discussing short stories and poetry.

4.3.2 Reading in English as a foreign language (EFL)

All three students felt their English reading skills were good enough to fulfill this course. I1 commented that during the first three weeks she was stressed and very concerned about her

competency in English. Further stating that several fellow students were very concerned about their English skills being enough to read the syllabus. She raised the suggestion that prior to admissions, potential students should be made aware of the level of difficulty in this course. I2 and I3 felt their English reading skills were adequate and had no comments regarding their fellow students' opinions to the level of English needed for completion of the course.

4.3.3 Student defined challenges

Each subject primarily used skimming to read the texts each deemed difficult. Difficulty could be due to sentence structure as well as length, the style of language (older verses modern), the number of characters and the names included in the text. For example if the names were in African as in *Things Fall Apart,* the level of difficulty was reportedly increased. Word recognition (vocabulary) was also a reason for skimming. If the text contained numerous unknown words, the reader would skim looking for understanding through the rest of the content. I1 reported that she could not "look up 20 words on each page" therefore; she had to try to create meaning with what she did understand. Her first concern was that she would never finish reading the text, the other is that she would forget what she had read if she did this all the time. Thus bringing word recognition fluency to mind for the researcher. The number of other strategies used in the reading process increased with the difficulty level of the text.

4.3.4 Learning/Reading strategies

The subjects chose strategies that are both traditional, such as questions and discussions prepared by the professor, as well as some that I found difficult to find research on, such as on-line sources in the form of online dictionaries, general summaries, literature learning guides and teacher resources. As I said previously, the level of difficulty determined the strategies used by each student.

While reading I1 and I3 chose to skip difficult words in hopes that they would find understanding through further reading. However I1 would "look up" (use Google translate or an on-line dictionary) something if they could not figure out the meaning through continued reading. I3 chose not to look up any unknown words. Due to I2 using digital tools, he was able

to highlight the unknown word on the screen of his IPad and the definition/meaning appeared instantly. Thus giving him the answer so quickly that he felt he could continue reading seamlessly uninterrupted. I2 could only use this tool on the novels and some of the shorter texts where he had purchased the eBook. However, the longer texts were the only ones he felt were difficult to read and needed this tool. Using Google translate or an online dictionary facilitates quick retrieval of information in either English or Norwegian (in the case of the interviewees' mother tongue), and seems to be the preferred method of these subjects to gain information for unknown words.

Class discussion and note taking was something all three subjects felt were necessary for exam preparation. As I said earlier, the professor provided detailed questions regarding the text, or assigned the group to create questions, and these were discussed in plenum. I1 felt these questions were too detailed and perhaps not important to the larger "meaning" of the text, where I2 and I3 were pleased to have them as they led to the professor giving them historical information about the author, the time surrounding when the text was written and other social implications of the text. I2 and I3 used their notes from the class discussions around these questions as an essential part of exam preparations. The interview subjects reported that not every student was prepared for these group discussions, and their lack of information or involvement led the interviewees to believe that their fellow students had not read the text or had only watched the film. With reportedly at 1 out of 4 who had not read the text prior to class being evident to the interview subjects, I regret not having more questions on this topic. Depending on how well the class discussion went, the subjects felt confident that this would give them the comprehension they were lacking after reading a difficult text.

I1 and I2 used audiobooks and eBooks but for different reasons. I1 used an audio book in Norwegian to understand the text (Wuthering Heights) as it was too difficult to complete reading in English in the allotted time. While I2 used an eBook to help with pronunciation and thus better understanding through recognition of different words based on experience hearing them in English. He also used these eBooks to listen to the text while multi-tasking as a time saver.

4.3.5 ICT

A common phrase used by each interview subject was "I just Google it". All three subjects reported that as a rule they used Schmoop, which is an online resource for test prep, learning guides and free resources, or Sparknotes, which has study guides, summaries, grammar and more. Both of these sites have both free and paid services available to anyone (ibid). They gave different reasons for choosing these types of sites. The first was when comprehension was low they would read a summary from either of these sites to gain understanding. I1 and I3 used SparkNotes, where I2 used Schmoop mostly. Another reason for reading a summary from one of these sites was to help with gaining control over the different characters in the text when there were many or the names were not English, therefore difficult to keep track of and remember. The interviewees also liked that these summaries were simple. They used simple language and got to the point and gave the answer to the "bigger meaning" of the text. The bigger meaning is a term the interviewees used for what the themes, symbols, or for example, climax may be in the story. As each subject felt there was an "Answer" to the text, which the teacher clearly had and felt it necessary to double check with someone else about what it may be. Both SparkNotes and Schmoop give this information through their on-line summaries (ibid). They include detailed study guides, leading a reader through a text. The subjects all felt that these internet sites used language that was more understandable then say *Wuthering Heights* or *A Passage to India.* Both of these texts were part of the syllabus and included language the subjects felt was old fashioned and difficult to understand.

Google translate has both translations services as well as an audio playback for listening to pronunciation. A tool found helpful by the subjects. I2 commented that Google translate was only as good as the user which is an important comment. Being a student at the college level it is important that one knows the translation they receive from Google translate is correct before adding it to any type assignment.

4.3.6 Film

Results from the questionnaire regarding the use of film to support reading signaled that there was perhaps a trend in this direction; therefore, it was one of the interview questions. Being

interested in if film replaced reading or was only use, as a type of repetition of the text was my main question, as these are two completely different usages. Both I1 and I2 would watch a film, where I3 stayed away from films as he felt they were so different from the books that he was afraid to use them. I1 used them as repetition before the exam if it was possible time wise, whereas I2 watched them in addition to reading to see what the differences may be. He was also interested in the differences between the eBooks and film as they both "set the mood" for the story.

4.3.7 Process of interaction

The three interview subjects related to me that the older the texts in the syllabus were, the more difficult they were to read. The language was unfamiliar, as well as was the vocabulary. The sentence structure was different from modern writing as the sentences were very long in for example *Wuthering Heights.* Because of the level of reading difficulty, they found it hard to relate to the text and find understanding in their reading. In addition to language style they reported that when the cultural differences created such a distance between the text and their own experiences not only did they find reading difficult, they found it difficult to remember what was in the text. For example names, familial situations and details that could be important.

4.3.8 Expectations

Between the pilot project, questionnaires and interviews it was evident that the students had expectations for themselves and their professor, as well as fellow students when applicable. The students reported an expectation to finding an "answer" to what they were reading. The answer may be what different themes were involved in a text as I1 reported. The answer could be comprehension of the overall structure of a text as I2 reported. They described the feeling as if there were one or more questions with answers available through reading, group work, ICT, internet use, film and most importantly their professor. The professor could be the one asking the questions through teacher assigned tasks that the students must answer through reading and comprehension. This was reportedly a problem if the questions contained so much detail that their meaning was lost in discussion (I1). In relation to his or her fellow students,

each subject reported a lack of preparation. The most notable would be that there could be up to 8-9 students in class and half of them had not read (I2). I1 reported as well that several students finally did not attend class if they had not read causing a challenge for group work and class discussion.

5.   Discussion

In this chapter, I will summarize and discuss the most important findings in my research project and look at them in relation to theory and previous studies. The aim of my project was to find out how first-year college students studying English literature I in Norway, prepare for classes. My plan was to gain insight into their reading habits, reading strategies generally and in relation to reading *The Road* and *One Out of Many,* as well as their expectations towards the professor and classmates, with regards to preparation for class discussions. This study went over the fall term of English literature I, where I initially presented two questionnaires. The first presented and completed at the beginning of the term, the follow-up during the last class of the term. There were two periods of observation during the term and interviews concluded after the end of the term. I will discuss these findings in the order of the methods used.

5.1   Reading habits

As I wrote earlier (Ch. 1) the background for my research question was if the English literature students were in fact reading their syllabus. I wanted to know if they were reading, how much they were reading and if not, what the reason for that may be. By designing and implementing a series of questionnaires, I was able to ask what texts they were reading, why they did or did not read a text and asked for comments explaining their decisions or circumstances. Through observation, I could observe the class to find out if there was any additional information about their reading and strategies that they had used. The interviews then gave me the opportunity to ask questions about why they made different decisions or used different strategies.

What I found using all three research methods was that the 31 of the students prepared for the class discussion, or they were not in attendance. The results shows no real percentage difference in their intended reading of the syllabus verses follow through, results from both questionnaires showed slightly above 80% read the syllabus. However, there was a larger discrepancy between how many completed *The Road* and *One Out of Many.* There was a small indication that watching the film and listening to audio books were categorized as reading in the feedback I received.

Reading is an important skill for learners. Reading should be an active, dynamic process where the reader and the text are woven together to build meaning. There is evidence to show that this is not always the case for the EFL reader. The reading ability of the EFL reader is normally below the level of their first language, sometimes well below. For an ESL reader they are in a continual process of learning new vocabulary, collocative patterns, linguistic styles as well as dialects of English. They are in a continual learning process no matter their level of reading.

All of the participants responded that they had a minimum of one year high school English prior to applying for the college course. At the completion of the first year of high school English, the Knowledge Promotion (LK06) requires (among other things) that these students can discuss and elaborate on different types of English language literary texts from different parts of the world. It is only type specific when it comes to texts involving indigenous peoples in English speaking countries. High school teachers have a very broad interpretation of these teaching aims. They make personal choices about what texts their students will read. The Historically the English textbooks have very few texts of any real length. High school teachers have little regulation as to what type of literature they choose to teach and how they choose to teach it. There are local teaching plans, which vary from school to school. These guide English teachers in what type of work they may do, but are not always text specific. This has both negative and positive effects on students applying for college level English courses. Depending on what type of English literature they read in high school and how many years of English they took, and the choices their teachers have made in the literature they have taught, their skill levels can be quite varying.

During the interviews, the participants reported that one reason they did not finish reading a text or were forced to look online for more information was when they felt the text was difficult. This may be mirrored with the significant decrease in the number who reported reading *One Out of Many* compared to *The Road.* When reading *One Out of Many* ten subjects wrote they hadn't read it. Unfortunately, in the questionnaires I received little response to why they had not read or what they had done to be prepared for class discussion if the text was difficult. I was present for the class seminar where participants were to discuss *One Out of Many.* Here I observed that few participated in the discussion and I heard comments that it was a difficult text. The professor answered the majority of the questions he posed to the class himself.

The interview was my opportunity to ask if they had read *One Out of Many*. I1 and I2 had read the text, I3 found it difficult and did not finish. Both I1 and I2 had to use other resources to be able to understand the text due to difficult language structure and character places and names. It was such "unfamiliar and difficult language". I2 said it may have been easier if it had been written in modern English, but the challenge would still be there due to the differences in the English dialect used, with so many unfamiliar Indian names and terms. All three interviewees used an online literary source to gain information about *One Out of Many*. They used Schmoop or SparkNotes. They were looking for information about vocabulary, text structure, and literary analysis. They also used these sources to make order out of the characters, names and places involved that had authentic Indian names. There are numerous reasons for why the students strived more for understanding and comprehension in *One Out of Many* and *The Road.* One of the possibilities may the sociocultural difference between the texts.

There are numerous years of research in reading development. Having an idea of how cognitive theory of reading comprehension and sociocultural theory of reading affect the development of reading skills for students is important as a teacher. Kulbrandstad (Kulbrandstad, 2003) describes learning to read as an ebb and flow, rather than stages of development where the learner goes from one stage to another like a set of stairs. Reading development is effected, both by the learner as well as their surroundings. Reading is an individual skill as well as a sociocultural practice. The one does not occur without the other and the reader is constantly changing and developing, depending on their environment. The previous experiences of a reader will affect their understanding of a text and ability to make meaning of what they read. How a reader interprets a text is ever changing since the reader is in constant interaction with the text (Roe, 2011). A person's experiences, education, social and cultural background, plus reading competency amongst other things affects their understanding of a text. The same text will be interpreted differently by each reader, and will most likely be interpreted differently by the same reader and a different time because people are constantly changing and developing. Researchers agree there are many conditions that affect reading development and comprehension. There are also numerous grains of scientific research in reading comprehension, examples such as Vygotsky's developmental theory, reader response theory, cognitive and linguistic theory. These theories cannot be looked at as separate theories about how a learner develops. In fact, if we combine them as is most likely the intention, we see they complement each other and give meaning to the researcher about

how important the reader's sociocultural background and experiences are in their development as a reader.

Appleyard (Appleyard, 1991, pp. 14-15) describes the five roles of the reader:

1. The Reader as Player. Preschool years
2. The Reader as Hero and Heroine. School-age
3. The Reader as Thinker. Adolescent
4. The Reader as Interpreter. Literature student-college age
5. The Pragmatic Reader. Adult

Describing "The Reader as Interpreter" as being a literature student who knows how to look at a text analytically, knowing it is an organized body of knowledge they can look at inquiringly and critically, is technically where the participant in this study should be if I used Appleyard's theory of the five roles of the reader. It would mean that the students should be in the position to not only read for experience, but to understand the text was written for a reason and therefore demands interpretation. This role needs experience in interpreting and criticizing literature. It needs a wide reference and understanding of literary codes and structures from varying types of literature. The goal for the English literature I student is not here, nor for the high school graduate, but using Appleyard's description of the reader it would appear the participants may be closer to "The Reader as Thinker".

The "Reader as Thinker" is described as adolescent. Research shows that readers in this age group normally read literature because they have to, not voluntarily. PISA (Kjærnsli, 2007; OECD, 2009) reports for Norwegian 15 year old between 2000 and 2006, there was a decrease in reading generally, with boys reading less than girls. Appleyard, through research by Petrosky (1982 in Appleyard 1991) found similar information yet writes that if they did read then fiction was the chosen genre. Newer research shows that boys are reading every day, but that what they are reading differs from girls. However if we take the information from PISA reports, research from Appleyard and others, we can determine that the "Reader as Thinker" is at a disadvantage when it comes to the amount of reading that would prepare them for studying at a college level. The gap between these two reading roles may prove challenging for the students at advanced reading levels.

Based on the answers to the questionnaire, there were 4-6 participants that indicated they "read" *The Road* via audio book and/or film. This is a possible discrepancy in the research,

depending on how it is interpreted. This could mean some used film and audio book in addition to reading, or some considered those two strategies reading. I was not aware of this discrepancy until after I had received the second questionnaire. The interviewees are not the ones who answered in this manner, I asked them. As stated before, these reported actions could be because I formulated my questions incorrectly, or could mean that they are comfortable saying they read although they used another source to gain information. If you listen to an audio book are you reading or listening? If you have an eBook and can play parts out loud to listen to how they are pronounced are you reading or listening? These are questions I did not think to put in my questionnaire, as the point of this research is to find out what they students are doing.

In hindsight I see that I could have formulated my questions differently, adding and/or features. Results may have been clearer if I had given separate follow up questionnaires each directly after the texts I was focused on were discussed, instead of waiting until the end of the term and compiling them into one questionnaire. I did not want to interrupt this class and use too much of their valuable class time either as this could affect their responses towards my questions as well. There is an important difference between *ideal* and *manifest* behavior as Blomberg (Blomberg, 1993) writes. As a researcher I did not want to use too much time in the classroom with two questionnaires and two observation periods and upset the balance between these behaviors in the event it would influence the way they answered my research questions.

 If there is a trend toward watching a film or listening to an audio book instead of reading to prepare for discussing English literary work, then this is definitely a challenge for the teacher who expects the text to be read. In addition, learning strategies would need to be in place to ensure students can use both resources in addition to reading to ensure comprehension and understanding of the intended syllabus.

Slightly over 80% of the literature students read their syllabus.

5.2 New literacies-strategies

In Chapter 2.2.1 I gave examples of both learning and more specifically reading strategies. Where learning strategies can be simply described as learning techniques, problem solving and study skills, reading strategies at more directed toward examples such as contextual guessing, skimming and scanning, reading for meaning, and utilizing background knowledge.

The participants in this project reported using skimming, reading for meaning, and looking up vocabulary, as strategies they used to gain text comprehension. Under interview, the participants expressed that due to texts and genre chosen for the syllabus being of a genre, nationality or classical nature, they were difficult to read. Even with skimming the text attempting to gain understanding they fell short. The text could contain too many words they just did not understand, therefore the text had no meaning. Interviewee 1 complained that she could not look up 20 words per page. "There was no time for that" was her comment. All three interviewees complained that there were texts on the syllabus that they could not read without assistance, after using the reading strategies they knew and used with normal reading.

If college level students can not read an assigned text without assistance it indicates a problem. Hellekjær (Hellekjær, 2005a) writes that high school students are not prepared to read English at a college level. This is due to different factors. One is that they are used to close reading, reading for 100% comprehension, another is that they read too slow, again, due to reading for 100% comprehension. When their normal reading strategies failed to assist them in text comprehension they then turned to new literacies for assistance. Six participants wrote that they did not use other sources for information to gain understanding of the assigned texts. Two of these six, wrote they used the class discussion to gain information from the professor. Of the six participants who did not use the Internet, two wrote that they are from Africa where there the Internet is not readily available, therefore they do not use it. All of the Norwegian participants used the Internet to gain information about the assigned texts.

Twenty-eight of the 35 participants reported that they would use Internet literary sources to prepare for English classes at the beginning of the term, prior to any assigned reading, just being aware of the syllabus. All but two of these knew the texts on the syllabus by the first day of class. This might suggest that prior to reading any texts, the participants chose a strategy from the new literacies, before they knew if a text would be difficult or not. In articles *Academic work, the Internet and U.S. college student*s (Jones, Johnson-Yale, Millermaier, & Pérez, 2008) and *Convenience or credibility? A study of college student online research behaviors (*Biddix, 2011) they report between 72 and 90% of students in their studies utilize online resources for their studies. Between 72 and 76% use these same resources for problem solving. Included in these reports are such things as students starting any type of search with a search engine such as Google, and choosing library databases after, if at all. Biddix (et.al. 2011) continued in this report to write that college students were aware that they needed credible resources and would very rarely choose more than one resource even when having

the skills to be able to decide if they needed more. It appeared that they would accept the ease and speed of online resources than taking the time to use an online library resource or check with more than one resource.

Keeping in mind the small number of participants in my study, I can say that 80% of them used online resources to prepare for class discussion. I use this percent just to compare to larger studies, realizing that my group in incredibly small in comparison. It suggest however, that my study group are using the Internet at around the same rate as other college students elsewhere internationally, which could possibly indicate a trend in Norway. I1 and I2 would mainly use Schmoop or SparkNotes, where I3 would search for online information besides Spark Notes, on the text he was working with.

The participants reported using digital literary tools, printed literary reviews from the library, translations (both online and in print), audiobooks, eBooks, Internet, You Tube, film/DVD and group discussions as their learning tools. Of the 23 out of 38 respondents (73%) who read *The Road*, twenty-two of them used other methods in addition to reading. Of the 15 out of 28 respondents (53%) who read *One Out of Many,* four used other methods in addition to reading. One reason for this difference in both reading and the use of online sources may be that *The Road* is a modern text with the film and sequences of the film on You Tube. There are significantly more submissions on the Internet for *The Road* than for *One Out of Many.* Of the readers of these two texts there is only a small difference in if they thought the text was difficult to read. 39% thought *The Road* was difficult to read, where 33% thought *One Out of Many* was difficult. This difference is not that significant with such a small group. What is interesting is the reasons they describe for the level of difficulty.

The Road was reported difficult to read because it was a depressing and dark story. It was long and "unending". The lack of punctuation made it difficult. The readers did not want to keep those dark thoughts in their heads, the story itself is what was difficult. When reading *One Out of Many* the reasons for it being difficult were quite different. The participants wrote that it had too many Indian names of people, places and things and was "old fashioned writing". The other comment was that they "didn't see where it was going". The other comment was that it seemed "All right, but didn't finish it". Is it difficult for EFL students to read English from other cultures than the standard American or English? Is this a difference between the two texts? Or is the difference because the culture being described in *One Out of Many* is very different and distant from the average Norwegian learner, causing too large of a sociocultural

space between the text and the reader? Using Appleyard's theory of "The Reader as Thinker" who is searching for meaning in life and trying to find things they can identify through the texts the read, perhaps the distance between text and reader is too great.

I have very few reasons for the participants' actions in this study. What they are doing is using multiple strategies to gain knowledge about assigned texts. They are using reading strategies as mentioned above, when they read a text, and the majority are reading them (over 80%). They are supplementing this reading with additional information mostly from outside online sources. This leads us to their expectations for their professors, which is another outside source of information about their syllabus.

5.3 Expectations

Would it be fair to say that in many instances in the classroom students are instructed in a more traditional manner, verses a constructivist manner? In a traditional classroom setting, the instructor disseminates information to the students, while the students are the recipients of knowledge. In a constructivist classroom, the teachers have a dialogue with the students while helping them construct their own knowledge. If this were the case for many students, then they would look to the teacher or professor, in this case, as the one with the answer to the problem. This study does not address what type of teaching theory was used with this class, or what the history of their teaching theory is. Nevertheless, it is safe to say that their responses to the expectations of their professor point in the direction of students who are used to taking a passive role in learning English literature and expecting the answer to come from the teacher.

Just over half of the participants in each questionnaire felt the teacher needed to motivate them to read the text. Through his presentation of the text, they felt he should inspire them to read and give them the reasons they needed to read, separate from the fact that it was on the syllabus. Additionally, nearly 90% felt the professor's presentation was the motivation to read *One Out of Many,* 60% felt that way about *The Road.* These are over half the class looking for outside motivation to read the text. That seems significant to me as a teacher. The responsibility of the college professor to provide motivation to over 60 % of their class to get them to read the syllabus seems like something that needs to be taken into consideration.

Slightly over 50% also reported that they felt the professor had the "answer" to the text. They reported expecting to gain the answer during class discussions. In addition to this, a small

percent of the participants were not concerned with reading because they could get the "answer" during class discussion. From my observatory perspective, there were few students actively participating in the class discussion. They were many more active in smaller groups, where I saw and heard that more than a few were prepared for the class discussion, thereby giving quality information to classmates who were not prepared. However, the trend was to let the professor answer the questions he had prepared for the class. Thereby getting his" answer" to the questions. It would have been beneficial for me as a researcher to find out why they waited for the professor to answer the questions and did not give the answer themselves, especially those who had the knowledge and had already spoken with group members about it. My choice of being a non-participant observer was very limiting. I would have liked to be able to ask why they did not engage in the discussion. Why they looked to the professor for answers when they had read the text or read an online literary review instead of or in addition to the original text are also questions I had but did not ask. Knowing why the participants made some decisions could perhaps shed more light on how they prepared.

Not only did the participants want the answer from the professor, several wanted specific questions to answer. One comment "he should just tell us what he wants us to say on the exam" sat rather deep. The participants want to be prepared for class discussion as well as the exam, and would like the professor to lead the way for them. This does not seem like independent constructivist learning.

Showalter (Showalter, 2003) discusses subject-centered theory and teacher-centered theory. If a teacher has been taught using this theory then they will most likely teach in the same manner. This can go on from teacher to student again and again. There has to be a reason why so many of the participants were looking for the answer through their professor and not through the experience of reading the text. Or that they were unsure of the answer so they needed to reassure themselves through the class discussion. Whatever the case may be, the majority of participants were looking for answers somewhere other than the assigned text.

6. Conclusion

A question we can ask is what is the focus for the students. Are they more focused on their grade at the end of the term, or of learning English literature. Are they reading to experience a text or reading to answer questions? Have they been taught to learn for the sake of learning, or are they taught to learn to attain a certain grade? My research project is to learn how students prepare for class, not why. I did receive a good deal of information about the reason the participants study the way they do, and what strategies they are using to learn English literature. Choosing one method of research may have been a better choice. I could have gone more in depth with this group, many of my findings are at a superficial level and even though I found out how they prepare for class, it would have been more helpful to find out why they did what they did.

A question I can answer is "How are college students preparing for class? They are reading their syllabus, albeit not all of it and not all participants. However, around 80% of them do, 82 % of the time. They are using reading strategies such as skimming and scanning, as well as reading for understanding and note taking among other things. They are using new literacies as forms of both learning strategies and reading strategies, which appears to be in line with other college undergraduates around the world. What pulls the Norwegian students in this study down in average for Internet use is most likely the students from other countries who are not used to Internet access, therefore did not use it in preparing for class.

The participants have expectations for themselves, their classmates and their professors. They are to read their texts, be prepared for class discussions and that the professor will provide them with the answers to his questions. They expect to find answers and are looking for them in different areas than perhaps earlier students have. They use online resources to supplement, replace and support their reading. These online resources are for example You Tube, Schmoop, SparkNotes, Google and others. They read various literary reviews. They look for online translations of the syllabus for their mother tongue. They are watching film and DVD versions of the text. Finally, they are purchasing or borrowing audiobooks and eBooks.

Interviewee 2 is a fully digitalized student. He uses no paper forms whatsoever. He scans documents, purchases audio and eBooks and uploads whatever texts and summaries he can. Resulting in him having everything he needs to read and understand a text at his fingertips for immediate retrieval. His methods are time savers, organized and with the ability to organize

learning strategies in a manner that works best for him. He is unique in his class, I am unaware of any research projects involving this type of learning, yet I think it is an indication of future study techniques. Research on the digital tools students are using could perhaps assist the educational system in preparing both students and teachers for more pedagogic and didactic teaching and learning.

How English literature is taught in Norway is dependent upon the individual teacher's interpretation of the Knowledge Promotion. English is mostly taught in a communicative manner. Studies have shown that college students in Norway are not prepared to read English at a level to succeed at a college level. If we as teachers are going to make a difference and prepare students to read at acceptable levels before they enter college, then somewhere there needs to be an improvement or change. Accepting that students are using online resources while reading English literature or replacing reading with online sources appears to be practice. How we address this in the pedagogical community is a concern. I suggest we decide if it is a tool or a crutch. Are we able to decide if we will include it in our learning strategies or try to ignore it and hope it goes away. It does not appear there is a middle ground if we are to believe studies. Students are using online sources more and more. My hope is that study reveals an idea of how students are preparing for English literature classes at the college level. That in some way teachers can learn from their learning techniques and reading strategies to ensure that when leaving high school students are prepared to read English at a college level. They have many tools available to them, I would like to see them learn how to use them well and appropriately while not losing the joy of reading.

Bibliography

Anderson, N. J. (2003). Scrolling, clicking and reading English: Online reading strategies in a second/foreign language. *The Reading Matrix, 3*(3).

Appleyard, J. A. (1991). *Becoming a reader : the experience of fiction from childhood to adulthood*. [Cambridge]: Cambridge University Press.

Biddix, J. P., Chung, C. J. , Park, H. W. (2011). Convenience or credibility? A study of college student online research behaviors. *Internet and Higher Education, 14*, 175-182. Retrieved from

Bj?rke, C., Dypedahl, M., & Myklevold, G.-A. (2014). *Fremmedspr?ksdidaktikk*. Oslo: Cappelen Damm akademisk.

Blomberg, J., Giacomi, J and Mosher, A. (1993). Ethnographic field methods and their relation to design. In D. a. N. Schuler, A. (Ed.), *Participatory design : Principles and Practices* (pp. 123-157). New Jersey: Lawrence Erlbaum Associates.

Creswell, J. W. (2007). *Qualitative inquiry & research design : choosing among five approaches* (2nd ed. ed.). Thousand Oaks, Calif: Sage.

Denison, D. a. M. D. (2012). Annoyance or Delight? College Students' Perspective on Looking for Information. *The Journal of Academic Librarianship, 38*(6), 380-390.

Dörnyei, Z. (2003). *Questionnaires in Second Language Research Construction, Administratin and Processing*. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers.

Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research : construction, administration, and processing*. New York: Routledge.

English subject curriculum Basic skills. Sommerseth, H. Retrieved from https://www.udir.no/kl06/ENG1-03/Hele/Grunnleggende_ferdigheter?lplang=eng

Halvorsen, K. (2008). *Å forske på samfunnet : en innføring i samfunnsvitenskapelig metode*. Oslo: Cappelen akademisk forl.

Hartas, D. (2010). *Educational research and inquiry : qualitative and quantitative approaches*. London: Continuum.

Hellekjær, G. O. (2005a). *The acid test : does upper secondary EFL instruction effectivily prepare Norwegian students for the reading of English textbooks at colleges and universities?* (Vol. nr 240). Oslo: Det humanistiske fakultet, Universitetet i Oslo.

Hellekjær, G. O. (2005b). Weighed and Found Wanting: Norwegian Upper Secondary Level English Instruction as Preparation for Higher Education. *Språk og språkundervisning*

2, 30-38.

Hellekjær, G. O. (2009). Lesing som grunnleggende ferdighet: En utfordring for engelskfaget. Retrieved from Læringsressurser website: http://www.fremmedspraksenteret.no/nor/fremmedspraksenteret/larings---ressurser/leseveiledning-i-engelsk/reading-in-english-_-a-basic-skill/reading-as-a-basic-skill-_-a-challenge?view=&PHPSESSID=414d2bjk6utg842nq6799n6qd5

Innlandet, H. i. (2017/2018). VUE2 Årstudium i engelsk.

Jones, S., Johnson-Yale, C., Millermaier, S., & Pérez, F. S. (2008). Academic work, the Internet and U.S. college students. *The Internet and Higher Education, 11*(3), 165-177. doi:10.1016/j.iheduc.2008.07.001

Kjærnsli, M. (2007). Tid for tunge løft, Norske elevers kompetanse i naturfag, lesing og matematikk i PISA 2006. Retrieved from https://www.udir.no/globalassets/filer/tall-og-forskning/rapporter/pisa_2006/5/pisa2006_presentasjon.pdf

The Knowledge Promotion KL06. (2006). Retrieved from https://www.udir.no/kl06/ENG1-03/Hele/Grunnleggende_ferdigheter.

Kulbrandstad, L. I. (2003). *Lesing i utvikling : teoretiske og didaktiske perspektiver* (Vol. nr 153). Bergen: Fagbokforl.

Kvale, S., & Brinkmann, S. (2009). *Interviews : learning the craft of qualitative research interviewing*. Los Angeles, Calif.: Sage.

Kvale, S., Brinkmann, S., Anderssen, T. M., & Rygge, J. (2009). *Det kvalitative forskningsintervju* (2. utg. ed.). Oslo: Gyldendal akademisk.

Lund, A. (2007). ICT and EFL: What can we now do with language? *Språk og språkundervisning, 2*, 30-36.

Mackey, A., & Gass, S. M. (2005). *Second language research : methodology and design*. Mahwah, N.J.: Lawrence Erlbaum.

OECD. (2009). *PISA 2006 Technical Report*. Retrieved from https://www.oecd.org/pisa/data/42025182.pdf

Ragin, C. C., & Amoroso, L. M. (2011). *Constructing social research : the unity and diversity of method*. Thousand Oaks, Calif.: Pine Forge Press.

Ranglund, O. J. S. (2010). *Lær effektivt: en innføring i studieteknikk*. [Rena]: Høgskolen i Hedmark.

Roe, A. (2011). *Lesedidaktikk : etter den første leseopplæringen* (2. utg. ed.). Oslo: Universitetsforl.

Samuels, S. J., & Farstrup, A. E. (2011). *What Research Has to Say About Reading Instruction (4th Edition)*. Newark: Newark, DE, USA: International Reading Association.

Showalter, E. (2003). *Teaching literature*. Oxford: Blackwell.

Silverman, D. (2006). *Interpreting qualitative data : methods for analyzing talk, text and interaction*. Los Angeles: SAGE.

Tashakkori, A., Teddlie, Charles. (1998). *Mixed Methodology: Combining Qualitative and Quantitative Approaches* (Vol. 46). Thousand Oaks, CA: Sage Publications.

Valentine, B., & Bernhisel, S. (2008). Teens and Their Technologies in High School and College: Implications for Teaching and Learning. *The Journal of Academic Librarianship, 34*(6), 502-512. doi:10.1016/j.acalib.2008.09.001

7. Appendix 1 Questionnaire1

I am a Master's student at University College Hedmark, and as part of my Master's education I am completing a research project involving the syllabus (pensum) preparation habits of English literature students taking the one year course at University College Hedmark. I am especially interested in the ways students prepare for lectures in regards to the syllabus offered each year.

In filling out this questionnaire all answers will remain anonymous.

This questionnaire will take approximately 10 minutes to complete. I have included an envelope with my name and address. Please deliver this to the mail box marked "A" for students when completed.

You may mark more than one **X** in each category.

Again, thank you for your support in completing this questionnaire.

Shannon McPherson Arneberg

University College Hedmark

Shannon.Arneberg@stud.hihm.no

Please fill out the below information as honestly as you can. Thank you.

1. Gender : male _____ female_____

2. Age: 18-25_____ 25-30_____ 30-40 _____ 40-50 _____ over 50 _____

3. Educational background: How much English education do you have?
   High school (videregående) 1 year _____ 2 years _____ 3 years _____

   College (høgskole) years _____

   University years _____

   Other (for example, exchange student or open university)

   _____
   _____

   _____
   _____

4. Are you a full-time student_____ part time student _____ work full-time _____ work part-time_____

5. What is your first language or mother tongue? _____

6. Reading habits: How much literature read in your spare time? For example, books, short stories or poetry. If so, how many hours a week on average do you read? _____

Can you write the titles of the last 3 books you have read?

_____
_____

7. Class preparation: If you have studied English in high school or elsewhere, how did you prepare for those classes?

 Read the assigned texts _____ Took notes from the texts _____ Watched a film/dvd _____ Clips on You Tube _____

 Searched the internet for information _____ Literature analysis notes _____ Other_____

_____
_____

8. How important for your interest in reading a particular text is that the teacher provides information and motivation? Very _____ Somewhat _____ Little _____ Not at all _____ Other _____

9. How do you see yourself preparing for English classes this year? I will read all the assigned texts, yes ____ no ____

I will read 50 % of the assigned texts, yes _____ no _____

I will search the internet for information about the texts,
yes _____ no _____ I will watch films/dvds, yes _____ no ____

I will use You Tube, yes _____ no _____

I will read literature analysis from the internet, yes _____ no ____

Other
_____

10. In previous research I found that many students prepared for literature classes by using the internet. If you are one of those students who had access to internet and used it for class preparation, would you be so kind as to write your thoughts about why yourself and/or students prepared in this way. This information is very helpful in this research project.

_____
_____

11. When did you find out what literature was on your syllabus for the literature I course?
First day of term _____ During summer vacation _____ Upon application for the course _____
Other

_____
_____

12. *The Road* is on the syllabus (pensumliste) for literature I students this fall. Have you read this book or seen the film prior to class starting? Book _____   Film _____   Neither _____

13. If you have read the *The Road* or seen the film version of the book, how do you plan to prepare for the class this fall on this book? Read it again _____ skim through the book _____ watch the movie again _____ search the internet_____Other_____
_____

14. If you have not read *The Road* or seen the movie how will you prepare for the class this fall?

I would again like to thank you for taking the time to fill out this questionnaire. I am also interested in <u>interviewing</u> some students for follow-up research in this project. <u>When I write about the interview I will</u> <u>anonymise your identity</u>. For identification purposes in a follow-up questionnaire at the end of the semester could you please write the last four numbers of your mobile telephone, this way I will be able to compare questions and answers to individuals and still assure confidentiality.

Last 4 numbers of mobile telephone _____

If you are willing to be interviewed would you please check in the space below and write your telephone number down below and I will make contact with you within the next 2 weeks.

Mobile: _____   Private: _____

I look forward to contacting those of you who have agreed to be interviewed as well as using your valuable answers in my research project.

Shannon McPherson Arneberg

University College Hedmark

Shannon.Arneberg@stud.hihm.no

8. Appendix 2 Questionnaire 2

I am a Master's student at University College Hedmark, and as part of my Master's education I am completing a research project involving the syllabus (pensum) preparation habits of English literature students taking the one year course at University College Hedmark. I am especially interested in the ways students prepare for lectures in regards to the syllabus offered each year.

In filling out this questionnaire all answers will remain anonymous.

This questionnaire will take approximately 10 minutes to complete. I have included an envelope with my name and address. Please deliver this to the mail box marked "A" for students when completed.

You may mark more than one **X** in each category.

Again, thank you for your support in completing this questionnaire.

Shannon McPherson Arneberg

University College Hedmark

Shannon.Arneberg@stud.hihm.no

Please fill out the below information as honestly as you can. Thank you.

10. Gender : male _____   female_____

11. Age: 18-25_____   25-30_____   30-40 _____   40-50 _____   over 50 _____

12. Educational background: How much English education do you have?
     High school (videregående) 1 year _____   2 years _____ 3 years _____

     College (høgskole) years _____

     University years _____

     Other (for example, exchange student or open university)

     _____
     _____

     _____
     _____

13. Are you a full-time student_____   part time student _____   work full-time _____   work part-time_____

14. What   is   your   first   language   or   mother   tongue?
_____

15. Reading habits: How much literature read in your spare time? For example, books, short stories or poetry. If so, how many hours a week on average do you read? _____
Can you write the titles of the last 3 books you have read?

_____
_____

16. Class preparation: If you have studied English in high school or elsewhere, how did you prepare for those classes?
 Read the assigned texts _____   Took notes from the texts _____   Watched a film/dvd _____
Clips on You Tube _____

Searched   the   internet   for   information   _____   Literature   analysis   notes   _____
Other_____
_____
_____

17. How important for your interest in reading a particular text is that the teacher provides information and motivation? Very _____ Somewhat _____ Little _____ Not at all _____ Other
_____

18. How do you see yourself preparing for English classes this year? I will read all the assigned texts, yes ____ no ____
I will read 50 % of the assigned texts, yes _____ no _____

I will search the internet for information about the texts,
yes _____ no _____ I will watch films/dvds, yes _____ no _____

I will use You Tube, yes _____ no _____

I will read literature analysis from the internet, yes _____ no _____

Other
_____
_____

15. In previous research I found that many students prepared for literature classes by using the internet. If you are one of those students who had access to internet and used it for class preparation, would you be so kind as to write your thoughts about why yourself and/or students prepared in this way. This information is very helpful in this research project.
_____
_____

_____
_____

16. When did you find out what literature was on your syllabus for the literature I course?
First day of term _____ During summer vacation _____ Upon application for the course _____
Other

_____
_____

17. *The Road* is on the syllabus (pensumliste) for literature I students this fall. Have you read this book or seen the film prior to class starting? Book _____ Film _____ Neither _____

18. If you have read the *The Road* or seen the film version of the book, how do you plan to prepare for the class this fall on this book? Read it again _____ skim through the book _____ watch the movie again _____ search the internet_____Other_____
_____

19. If you have not read *The Road* or seen the movie how will you prepare for the class this fall?

I would again like to thank you for taking the time to fill out this questionnaire. I am also interested in interviewing some students for follow-up research in this project. When I write about the interview I will anonymise your identity. For identification purposes in a follow-up questionnaire at the end of the semester could you please write the last four numbers of your mobile telephone, this way I will be able to compare questions and answers to individuals and still assure confidentiality.

Last 4 numbers of mobile telephone _____

If you are willing to be interviewed would you please check in the space below and write your telephone number down below and I will make contact with you within the next 2 weeks.

Mobile: _____ Private: _____

I look forward to contacting those of you who have agreed to be interviewed as well as using your valuable answers in my research project.

Shannon McPherson Arneberg

University College Hedmark

Shannon.Arneberg@stud.hihm.no

9. Appendix 3 Interview guide

1. Could you tell me in as much detail as possible what is your normal preparation routine prior to literature classes/discussions? I am also interested in what sources do you use not including the text itself?

<mark>Follow-up prompts</mark>.

When do you normally read for a class?

Prior to class – explain

The same week as the text is being discussed in class – explain

After the discussion is over – explain

Closer to an exam – explain

Do you look on the internet for information about a text prior to reading?

Do you prepare for college classes differently that you did in high school?

Do you take notes while reading the text?

Do you use close reading when reading the assigned text?

Do you skim through the text with intentions to read more thoroughly at a later date?

Do/did you run out of time to read when it gets/got closer to the exams?

If you ran out of time did you use some other resource to study for the exam?

If you had time to read, but chose to use other resources, what were they?

> Internet – explain
> Film – explain
> Literary analysis both digital and in print – explain
> You Tube – explain
> Group discussions – explain
> > (Were these in class or outside of class?)
> If you use the internet could you explain how you use it?

Is it support?

Do you accept everything you read?

How critical are you?

Is it a replacement for reading?

If you use film could you explain your use of it?
Is it support?
Does it replace reading?
How do you refer back to a scene of a film in regards to class lectures?

*For my next questions, I am very interested in the challenges of studying and reading texts in English, and am wondering about your point of view on this.

1.   Do you only read texts in English or do you try to find a translation?

Do you use a translation to assist your understanding of English, or do you substitute it for an English version if available?

Were there any texts you felt were more difficult than others this year?

How did you cope with this?

Did your fellow students feel the same?

If so, how many talked to you about it?

Can you describe what you mean by difficult?

Do you feel your English skills were adequate for the work load in literature?

If yes- explain
If no- explain

*EXPECTATIONS

2.   Do you know what the expectations of the college are for you in the literature class?

3.   What are your expectations of yourself in the literature class?
Do you feel you have met these expectations? Can you explain if you did or not?

4.   What are your expectations of the professors?

Do you feel they have met these expectations? Please explain met or not.

5. What expectations did you have for your fellow students?

    Were they met? Explain, met or not.

6. General- Ask the interviewee if there is something they would like to add or discuss.