



Faculty of teacher education

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Master's thesis

Text use in Norwegian lower secondary schools

Two teachers' cognitions

Tekstbruk i norske ungdomsskoler:

To læreres kognisjoner

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Abstract

The thesis “Text use in Norwegian lower secondary schools: Two teachers’ cognitions” seeks to explore two English teachers in Norway’s cognition about text use through the research question “What types of text do English teachers in lower secondary school use, and why and how do they use them?”. The thesis explores this through theory on teacher cognition and text use in an EFL context. Through qualitative semi structured interviews with two teachers working at a lower secondary school in Norway the thesis found that the textbook still held a strong position in the classroom and the teachers chose texts mainly based on the theme or topic in a given period and often chose non-fiction or subject-specific texts to work with topics. The teachers used different ways to work with texts and had different approaches to choosing what texts to bring into the classroom. The study uses a convenience sample of two teachers working at the same school and content-based codes.

Sammendrag

Masteroppgaven «Tekstbruk i norske ungdomsskoler: To læreres kognisjoner» undersøker to engelsklærere i Norges tanker om tekstbruk gjennom forskningsspørsmålet «Hva slags tekster bruker engelsklærere i norske ungdomsskoler, og hvorfor og hvordan bruker de dem?». Masteroppgaven utforsker dette gjennom teori om lærerkognisjon og tekstbruk i en EFL kontekst. Gjennom semistrukturerte intervjuer med to lærere ved en ungdomsskole i Norge fant oppgaven ut at læreboka fortsatt hadde en sterk posisjon i klasserommet og at lærerne valgte tekster i hovedsak basert på tema i en gitt periode og ofte valgte de sakprosa eller fagtekster til å jobbe med temaer. Lærerne brukte forskjellige måter å jobbe med tekst på og hadde forskjellige måter å vege hvilke tekster de skulle ta med inn i klasserommet på. Studien bruker et bekvemmelighetsutvalg av to lærere som jobber på samme skole og koder funn basert på innhold.

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1. Introduction

This thesis will answer the research question “What types of text do English teachers in lower secondary school use, and why and how do they use them?”. It will look at the different types of texts two teachers working in lower secondary school uses. It will also at why the two teachers interviewed for this study choose the texts they use in classrooms, and how they use texts in the classroom in lower secondary schools.

In this context texts are viewed as teaching materials. According to Guerrettaz & Johnston (2013) “Classroom materials are an integral part of second language classrooms” (p.779). Guerrettaz and Johnston (2013) researched how a textbook functioned in an ESL classroom at an American university. Because classroom materials are an integral part of second language classrooms, I wish to figure out how teachers use their materials. I also want to see if the teachers have any particular reason for why they choose the texts that they do. By doing this I hope to figure out if the teachers have any particular reasons for choosing to do the things they do, or if they just “go with the flow” and do what all the other teachers at their school do.

In 2022 there was a report published that looked at how lower and upper secondary schools in Norway implemented the renewal (LK20) of the knowledge promotion from 2006 (LK06). This report found that “the work with realising the aims and purpose of the Renewal has happened through teachers getting a larger room for action to develop new teaching practices” (Øyum et al., 2022, p.93, my translation). With how the former and current curriculum were phrased with the aims as competences the individual teacher is free to develop or choose texts or other materials to reach the aims described in the curriculum as they see fit (Mellegård & Pettersen, 2012). LK06 offered a lot of freedom to teachers in how they wanted to plan teaching so long as they reach the desired aims, the same freedom is present in LK20. The renewal (LK20) also introduced three new interdisciplinary topics, sustainability, health and life skills, and democracy and citizenship. Øyum et al. (2022) found that in order to implement the interdisciplinary topics teachers, and schools, started working more thematically in subjects across subjects.

I also want to acknowledge the fact that many teachers use textbooks as their main teaching material (Gilje et al. 2016). And while this research project does not aim to find out how much teachers rely on the textbook, I do acknowledge that many teachers use it and mainly use texts from textbooks. While this project’s starting point is not how much they rely on their textbooks

I am curious to see what texts they choose to use, what they value when choosing texts and most importantly how the teachers interviewed in this thesis use texts from both within and outside textbooks in lessons. This thesis takes a qualitative approach to the research questions and the method in this thesis is therefore interviews. I will go more in depth on the method and participants in the method chapter.

In this thesis I will start here in the introduction with describing how the term text is used in the English subject curriculum as that is the basis for how text is defined in this thesis. Once I have established how the term text will be used in the thesis there is a chapter with theory and previous research where I go in depth on what research has been done previously in the field and look at theory relevant to the research questions. Then there will be the method chapter where I describe how I conducted this study. After the method chapter there are my findings. Then there will be a discussion of the findings and the theory and finally a conclusion.

This thesis aims to fill in an existing gap in research on how teachers use texts and the textbook after the renewal of the curriculum in 2020 (LK20). Because this thesis focuses on how teachers choose and use text, and what texts teachers use this introduction includes a section on text in the English subject curriculum to explain why text was the chosen topic for this MA thesis and to define the term text.

1.1 Text in the English subject curriculum.

In the core elements of the English Subject curriculum “The concept of text is used in a broad sense” (Norwegian Ministry of Education and Research, 2019). This means that in the English Subject curriculum “texts can be spoken and written, printed and digital, graphic and artistic, formal and informal, fictional and factual, contemporary and historical” (Norwegian Ministry of Education and Research, 2019). This broad understanding of text is important in this thesis as I use this broad definition of text. According to the core elements in the curriculum texts can also contain “writing, pictures, audio, drawings, graphs, number, and other forms of expression that are combined to make meaning” (Norwegian Ministry of Education and Research, 2019). This means that in this thesis the texts I am curious about the use of is anything that contains words and/or images that are written or spoken or moving, digital or printed that a teacher has chosen to use.

There is one competence aim for after year 10 that specifically mentions different types of text “read, discuss and present content from various types of texts, including self-chosen texts”

(Norwegian Ministry of Education and Research, 2019). This competence aim is relevant to this thesis as it clearly states that the pupils should be exposed to various types of text. It is also part of the inspiration for the topic of this thesis. In addition to the former competence aim there are two additional competence aims after year 10 that mention reading specific types of text: “read, interpret and reflect on English-language fiction, including young people’s literature” (Norwegian Ministry of Education and Training, 2019) about pupils reading literature for young people and “read factual texts and assess the reliability of the sources” (Norwegian Ministry of Education and Research, 2019) about reading factual texts and practicing being critical about what sources they read.

There is a multitude of different ways to work with text, a lot of these can be covered by the basic skills presented in the core curriculum and the English subject curriculum.

1.1.2 Basic skills

The core curriculum presents five basic skills, reading, writing, numeracy, oral skills and digital skills (Norwegian Ministry of Education and Research, 2017). Four of these skills are included in the English subject curriculum. The included basic skills are reading, writing, oral skills and digital skills. One common way to work with text is reading. In the English subject curriculum reading is described as “Reading in English means understanding and reflecting on the content of various types of texts on paper and on screen, and contributing to reading pleasure and language acquisition” (Norwegian Ministry of Education and Research, 2019) Through reading pupils should learn to understand and reflect on different types of text.

The next skill presented in the English subject curriculum is writing. “Writing in English means being able to express ideas and opinions in an understandable and appropriate manner in various types of texts, both on paper and on screen” (Norwegian Ministry of Education and Research 2019). Through the skill writing the pupils are supposed to learn how to express their ideas and opinions through written texts. According to the curriculum “Oral skills in English refers to creating meaning through listening, talking and engaging in conversation” (Norwegian Ministry of Education and Research, 2019). This means that in the English subject pupils should learn how to create meaning through listening, talking and engaging in conversation.

Lastly there is digital skills. “Digital skills in English involve being able to use digital media and resources to strengthen language learning, to encounter authentic language models and interlocutors in English, and to acquire relevant knowledge in English” (Norwegian Ministry

of Education and Research, 2019).). Through digital skills pupils are meant to learn how to use digital media and resources to encounter the English language, acquire knowledge and strengthen their language learning.

1.2 English as a foreign language

In Norwegian schools the English language is taught as a foreign language. Rindal (2014) describes the teaching of English in Norway as it being taught as a foreign language. English is taught from an early age and it is acknowledged as an important language in business and education however it does not have status as an official second language in Norwegian schools (Rindal, 2014). This thesis will therefore mainly focus on English as a foreign language (EFL). Even though this thesis focuses on EFL there may be some studies included about English as a second language (ESL) in the theory and previous research section as English is taught from a fairly young age and the older the pupils get the English subject resembles the subjects Norwegian language arts and social studies more and more as the English subject focuses less on linguistics and more on writing texts and learning about English speaking countries and their cultures as the pupils get older and progress in their language learning.

1.3 Structure of thesis

This thesis is structured with section 2. being theory and previous research. Theory and previous research are sectioned in different topics related to how teachers work with text, types of text, the role of texts and textbooks in the classroom and how teachers choose text. Section 3 of the thesis is the method chapter. This chapter includes the chosen method, description of participants, how data was analysed and transcribed, ethical considerations, reliability and validity, and challenges with the chosen method. Section 4 details the findings sorted after the codes described in the analysis section in the method section. Section 5 is the discussion and section 6 is the conclusion of this thesis.

2.Theory and previous research

As this thesis aims to figure out “What types of text do English teachers in lower secondary school use, and why and how do they use them?” This chapter explores why teachers choose the texts that they do and why according to previous research and theory. This chapter will explore both theory and previous research related to choosing and using texts in the English subject. Firstly, I will explore teacher cognition and how teachers think. Secondly, I will look at reading in the EFL classroom. Lastly, I will look at texts in the classroom. In this subsection I will explore the role of textbooks in the classroom, then I will look at authentic texts in the classroom before I explore different types of text used in the classroom, after that I will look at ways to work with texts before I finally look at how teachers choose texts. The aim is that all of these subsections together paint a picture of how teachers choose texts, how they may use the texts and also why working with texts are a good way to promote learning in the EFL classroom.

2.1 Teacher cognition

Teacher cognition is about how teachers choose to work based on their beliefs and knowledge (Borg, 2006). Borg (2006) describes teacher cognition and discusses different studies done in the field of teacher cognition and language education. In his introduction Borg (2006) defines language teacher cognition as “what language teachers, think, know and believe – and of its relationship to teachers’ classroom practices (p.1)”. This sub-section explores some aspects of teacher cognition and teacher beliefs.

The study compilation by Borg (2006) begins with a summary of previous studies on teacher cognition and the development of the field of language teacher cognition. Early on the field of teacher cognition was dominated by an “initial concern with information-processing, decision making and teacher effectiveness” (Borg, 2006, p. 35) whereas over time the field has developed a more predominant focus on understanding teachers’ knowledge and growth (Borg, 2006). Teacher cognition is important in all subjects, however in this thesis the focus is on language teachers’ cognition. And in the present study the focus is on English teachers in Norway (EFL). In the present study it is important to keep teacher cognition in mind as through the interviews the researcher aims to understand how teachers work with texts and to do so it is important to know that how they work with texts is influenced by how they understand texts why they chose on text over another.

Borg (2006) explains the different methods often used in research on teacher cognition and the benefits and issues with them. He explains how certain methods of data collection can influence the data collected (Borg, 2006). Through methods such as observation the researcher may see how the teacher practically applies their knowledge and cognition whereas other methods may only include how they ideally would like to work (Borg, 2006). Self-reporting methods, such as interviews, are still an important approach though as through, for example, interviews the researcher may learn why teachers make the choices that they do (Borg, 2006) and in this study understanding why teachers make the decisions they do is an essential part of the research question. There is a distinction between cognitions expressed concerning how things should be and how things are. Interviews often include mostly what the teacher believes they do or wish they do, although they also include what they actually do (Borg, 2006). In interviews the researcher is also able to ask the interviewee to go more in depth when answering than, for example, in a standardized questionnaire. Interviews also allow the researcher an opportunity to aim to understand why the interviewee, in this case the teacher, makes the choices that they do.

When planning lessons and deciding what to focus on language teachers make a lot of choices. “We know that what language teachers do is underpinned and influenced by a range of preactive, interactive and post-active of cognitions which they have”(Borg, 2006, p. 275). Through previous research it has been found that what language teachers do is influenced by what they have done previously, what they are currently doing and what they wish to be doing. When deciding what they wish to work with and how language teachers consider what they have found beneficial themselves, what research says is beneficial and what they find the pupils need (Borg, 2006). When talking about cognition

we also understand that the relationship between cognition and practice in language teaching is neither linear nor unidirectional. It is not linear because cognitions and practices may not always concur, due to the mediating influence of contextual factors [...] and it is not unidirectional because teachers’ cognitions themselves are shaped in response to what happens in the classroom. Language teaching, then, can be seen as a process which is defined by dynamic interactions among cognition, context and experience (Borg, 2006, p. 275).

The way teachers think and what they believe does not necessarily always align with what they do, and it may at times vary, as groups of pupils are different, what is recommended to do in the classroom may change or what the teacher themselves believes may change. What teachers

choose to do in the classroom is dependent on what they have found to be successful approaches in the past as well as what they believe may need to be adapted to their current pupils as teachers have to work with the pupils they are teaching. This means that teaching language is made up of what the teacher believes, the educational context and what the individual teacher has experienced.

Levin (2015) writes about the development of teacher beliefs. Teacher beliefs are related to teacher cognition in the sense that previously they were “assumed to be a subset of teacher cognition” (Levin, 2015, p. 48). It has later been suggested that teacher beliefs are its own separate field of research (Levin, 2015). Levin (2015) explains that teachers hold multiple beliefs at the same time. Some of these beliefs are about knowledge or epistemology, subject matter, moral and ethical dilemmas that affect their teaching, beliefs about their students and beliefs about their students and themselves. Levin (2015) describes three characteristics affecting teachers’ beliefs, the sources of teachers’ beliefs, the role and context of situativity, “that knowledge about teaching and learning is influenced by contextual factors” (p. 51) and stability of beliefs. Understanding the different characteristics of teachers’ beliefs and how these may change over time may give a greater understanding of how teachers’ beliefs affect their teaching (Levin, 2015). Where teachers’ beliefs come from is important in the sense that understanding teachers’ background, both growing up and educational, influences what they believe and how they wish to teach (Levin, 2015). Context and situativity is important to understand in relation to teachers’ beliefs as teachers’ beliefs and the context where the teachers’ beliefs are applied are dependent on each other (Levin, 2015). Teachers’ beliefs develop through the context of their education, the interpretation of the curriculum and the context and culture at the school in which they work (Levin, 2015). Teachers’ knowledge and beliefs are based on their experiences in the classroom they teach and when that changes or develops the teacher has to follow that development. The fact that teachers’ beliefs may change over time might be due to the fact that they often hold multiple beliefs at the same time, some that are reflected in their teaching practices and some that they view as ideal, and some of these are influenced by what their practices are and what they wish to do (Levin, 2015).

To sum up, teachers’ beliefs are related to teacher cognition in the sense that they both concern what teachers think about their own practices. Both fields of research aim to find out what teachers think and believe about their own practices (Borg, 2006; Levin, 2015). Which brings me to metacognition.

Haukås (2018) writes about language teachers' metacognition. Language teachers should be metacognitively aware in the sense that they reflect on their teaching practices, knowledge, and beliefs. Teachers are often in unpredictable settings with pupils with varying abilities and motivations together in groups, sometimes of varying sizes, where the dynamics are easily changed, and they have to be constantly reflecting on their practices to ensure that every pupil reaches the learning aims. Language teachers need to be aware of, and reflect on, several things at a time, their own language use, analysing language to explain their own linguistic choices, they are culture educators and promoters of intercultural competence, and they need to be aware of how languages are learned in order to aid their pupils in learning a new language (Haukås, 2018).

Overall teachers' cognition, beliefs and metacognition are important factors when trying to understand why they choose to do one thing over another as there are layers of choices and beliefs behind every decision that they make.

2.2 Reading in the EFL classroom

As mentioned in the introduction reading is one of the basic skills covered in the English subject curriculum. This section explores reading and why teachers read in lessons. Reading is also a common way to work with texts which will be explored even further in section 2.3.4. Charboneau's (2016) dissertation about approaches to reading instruction in EFL classrooms in Norwegian primary schools. According to answers in the questionnaire used in the study found that the most used reading approach is the teacher reading out loud to the pupils (Charboneau, 2016). The case study Charboneau (2016) conducted however did not show this. The case study found that instead the pupils translated texts, read aloud together at the same time or took turns instead of listening to the teacher reading aloud (Charboneau, 2016).

Charboneau (2016) researched how teachers in Norwegian primary schools taught reading in the English subject in year 3 and 4. The use of four different approaches to reading was one of the main foci. The study found that half of the teachers used a textbook-based approach and a third used a combination approach where they used the textbook and supplemented with other sources (Charboneau, 2016). According to Charboneau (2016)

Nearly half of the teachers had no other English books than the textbook in their classrooms, and a fifth had no English books in their library. Although there are multiple text sources potentially available to teachers, there appeared to be a lack of information available (p. 430).

What Charboneau (2016) found means that half of teachers working in primary schools were dependent on the textbook as that was what they had available in the classroom, and that a fifth of teachers did not have English books available in the library to potentially bring into the classroom. It also means that even though teachers had other sources available they lacked information on how these text sources could be used to work on different things related to texts.

Ahmad Shukri & Mukundan (2015) write about how learners can develop critical thinking through literature. “Critical thinking can also be fostered when students are exposed to various or even conflicting views and ways of life being portrayed in the literary passage (Ahmad Shukri & Mukundan 2015, p. 7).” When learners are exposed to texts presenting world views and opinions that differ from their own, they may work on their critical thinking skills through asking questions and applying those thoughts and reflections to their own lives and realities. Through working with text learners are often asked to analyse, explain, argue, interpret, evaluate or problem-solve (Ahmad Shukri & Mukundan, 2015). These skills are all linked to critical thinking. When working with texts through these skills learners are questioning the text and using, and developing, their skills at critical thinking.

How reading can be combined with other ways to work with texts will be explored further in section 2.3.4.

2.3 Texts in the classroom

There are different ways to find texts, use texts and choose texts in a classroom setting. In this section some of these will be explored. Firstly, there will be a sub-section exploring the role of textbooks in Norwegian schools and how teachers use textbooks. Secondly, there will be a sub-section about the use of authentic texts in the classroom. Thirdly, there will be a sub-section about different types of text teachers may choose to use in the classroom. Fourthly, there will be a sub-section exploring different ways to work with texts. Lastly, there will be a sub-section on how teachers choose texts.

2.3.1 The role of textbooks

Skjelbred et al. (2017) describe textbooks as “multimodal texts where the author uses many semiotic resources” (p. 11, my translation). The semiotic resources, everything that is used for communicative purposes on a page (Van Leeuwen, 2005), are to convey the message in a way that engages the reader, or pupil. Textbooks include different forms of semiotic resources like illustrations, for example photography or drawings, different layouts where different parts of

the page are highlighted as important, and verbal means like metaphors or comparisons (Skjelbred et al., 2017). According to Skjelbred et al. (2017) textbooks are part of an educational or school context where they are adapted to the target age group, for example, lower secondary or upper primary. Textbooks are meant to be used in an educational context, like a classroom, as although the textbook is adapted to a specific age group that does not mean that the readers, in this case pupils, have anything in common other than their age or skill-level (Skjelbred et al., 2017). The textbooks are adapted to an idea of a skill level that pupils at the targeted age should have and topics that may engage them. Textbooks also use language that it is assumed that the pupils either have learned previously or will learn while working with the textbook in question (Skjelbred et al., 2017). Skjelbred et al. (2017) say that “the textbook still has an important place as a knowledge and value conveyer” (p. 527 my translation). This means that while how teachers use the textbook has changed over time due to there now being both digital and analogue teaching materials, such as textbooks, available for teachers (Skjelbred et al., 2017; Gilje et al., 2016). The 2006 curriculum (LK06) also offered teachers and authors of textbooks a lot of freedom to interpret the curriculum and how pupils should reach the desired competence aims (Gilje et al., 2016; Skjelbred et al. 2017; Ørevik, 2018). Teachers are free to choose whether they would like to use a textbook to reach the competence aims described in the English subject curriculum or not use a textbook and use other resources to reach the competence aims instead.

Gilje et al. (2016) presented a study that was conducted in Norwegian schools about how teachers used and selected different digital and paper-based teaching materials in four subjects, English, mathematics, social studies and natural science. There is a long-standing tradition in Norway that teachers choose their own materials to use in lessons (Gilje et al., 2016) The study found that 80 percent of English teachers at the lower secondary and higher primary school level actively used a textbook and that most teachers reported using a textbook in their last lesson, more so in lower secondary and primary schools than upper secondary school (Gilje et al. 2016). The study found that 60% of teachers in lower secondary and primary schools reported that they mainly used a textbook and supplemented with digital resources.

According to Gilje et al. (2016) teachers used monological presentations at the start of lessons to structure and introduce before tasks. The textbook had a structural effect on lessons as it was used to start different activities. Such as reading or work with tasks. What Gilje et al. (2016)

found about the use of textbooks in the classroom aligns with what Guerrettaz and Johnston (2013) found about the use of teaching materials.

Guerrettaz and Johnston (2013) write about a study they conducted where they looked at how materials functioned in the classroom ecology. They found that the chosen materials, in their study it was a specific textbook, “reached into every major aspect of classroom life” (Guerrettaz & Johnston, 2013 p.792). The textbook’s functions extended further than it was intended and the classroom interactions with the textbook was varied (Guerrettaz & Johnston, 2013). According to Guerrettaz and Johnston (2013) “Teachers everywhere rely, often heavily, on textbooks, workbooks, reference materials, and other kinds of materials as sources of linguistic input, explanations of language, and opportunities for students to practice new or previously learned language (Guerrettaz & Johnston 2013, p.779).” Teachers relying on textbooks is something that is well known in education which is why I wanted to look at both texts inside and outside of the textbooks. The teaching materials, and texts, that teachers bring into the classroom all have a function in what the teachers want the learners to learn from each lesson. These functions vary from organizers of learning and structure to conveying ideology (Guerrettaz & Johnston, 2013).

Due to the new curriculum from 2020 (LK20) only being in use for up to three years there is not much research on how much textbooks are used in the LK20 curriculum yet. There was however published several studies around 2016 such as Charboneau (2016) and Gilje et al. (2016) presented earlier in this sub-section and Ørevik (2018) that will be explored further later in sub-section 2.3.3. In 2021 Aashamar et al. (2021) was published, it was published after the release of the new curriculum (LK20) however the data collection for the study happened prior to LK20 in 2015-17 (Aashamar et al., 2021).

Aashamar et al. (2021) describe a study where they examined classroom videos to determine what kinds of texts teachers in the subjects English, social studies, and Norwegian language arts in year 9 and 10 used. The study Aashamar et al. (2021) conducted) found that the English teachers mostly used texts from other sources than the textbook. Aashamar et al. (2021) found that there were hybrid practices, use of both texts from the textbook and other resources, in all classrooms they filmed which they concluded were cohesive with the findings of interview studies in the same field (Bakken, 2016; Gilje et al., 2016; Lyngstad, 2019). Even in classrooms where teachers mostly used textbooks they still supplemented with other texts either for more information, nuances or to correct the textbook. Aashamar et al. (2021) considered the teachers’

use of the textbook and other texts an important find as it showed that teachers used a lot of the agency given to them by the competence-based curricula. Where Gilje et al. (2016) presented above found that 70% of English teachers at the lower secondary level used a textbook Aashamar et al. (2021) found that 40% of English teachers used the textbook when teaching year 9 and only 10% of teachers teaching year 10 used the textbook (p. 309, own translation). Aashamar et al. (2021) explain that in the English subject they found that pupils:

“read and analysed poems, song lyrics, short stories, plays, video clips and excerpts from novels and graphic novels. Subject-specific texts primarily consisted of linguistic tasks, model texts for pupil writing and websites with historical or cultural topics i. e. the American electoral system. Among non-fiction it was maps, statistics, images, newspaper articles and documentaries” (p. 304, own translation).

Teachers worked with multiple different genres for different purposes like analysing or modelling or scaffolding how to write a text. The teachers mostly used literary texts and fiction, subject-specific texts were also used frequently, non-fiction was used occasionally (Aashamar et al., 2021).

Mejlbo (2023) presented a survey done by Utdanningsforbundet¹, the largest union for teachers in Norway, which found that six of ten primary and lower secondary schools lacked new and updated teaching materials and resources. The survey was sent to all union representatives in the country and 34% of those who received the survey answered. One fourth of union representatives stated that they did not know of any plans to purchase new materials whereas among those with plans to purchase new materials most were going to purchase both digital and analogue resources.

As this sub-section has explored the function and use of textbooks the next sub-section will look at the use of authentic texts.

2.3.2 Authentic texts in the classroom

In addition to the textbook teachers often bring other materials into the classroom. Some of these materials are what is considered as authentic materials. Harmer (2015) defines authentic material as: “Authentic materials is language where no concessions are made to foreign speakers. It is normal, natural language used by competent or native speakers of a language”

¹ I have chosen to include this survey as I have not found any recent research (data collection after 2020) on the use of textbooks in Norwegian schools.

(p.306). Harmer's (2015) definition means that authentic materials are the language used by native, or competent, speakers of a language where the language is used in a way that is not adapted for those learning the language as a second or foreign language. Authentic materials should include or mimic the way the language is used in real life (Harmer 2015). Authentic materials can be videos, news articles, schedules, short stories or literature in the target language made for native speakers.

Albiladi (2018) researched language learners' preferences regarding the use of authentic texts in the ESL classroom by observing and interviewing participants in an intensive English reading program for adults with English as their second language in U.S. universities. The study found three main themes. The first was that learners preferred to read newspaper articles and articles from magazines as "newspapers usually include interesting and enjoyable articles that discuss recent events (Albiladi, 2018. p.71)." Newspapers also often write about similar news in different countries, meaning learners can encounter events they have already heard about. The second was that learners believed that authentic materials resulted in academic and social benefits when learning English (Albiladi, 2018) like increased motivation and cultural awareness. Participants noted that they understood more of the target culture when working with authentic texts (Albiladi, 2018). The third theme was challenges with authentic materials. One of the challenges Albiladi (2018) found was difficulty with reading texts. Authentic materials are texts written for native speakers of a language which means that when learners attempt to read such texts they will encounter words, phrases and slang that they have yet to learn in the target language, in this case English. This can cause frustration and lack of motivation. According to Albiladi (2018) there are however ways teachers can work with these challenges to incorporate authentic texts into their teaching.

One such way to incorporate authentic materials is choosing materials that suit learners' knowledge level (Albiladi, 2018). Some texts are more suitable in a classroom setting and for learners than others. Another thing teachers should do is prepare learners for any new phrases, words or expressions that they may encounter in the text (Albiladi, 2018). These may have cultural associations or be new to them. Different languages come with different cultures and to understand a phrase or expression in a different language is often easier for learners when they know the cultural context (Albiladi, 2018). The learners' reading flow might also be disturbed if they have to ask the teacher whilst reading and knowing beforehand means that the need to ask is lessened (Albiladi, 2018). Lastly, using a diverse selection of authentic reading materials is recommended. Through using a diverse selection of authentic materials learners

may find the subject more appealing (Albiladi, 2018). By using authentic materials, the learners may encounter outside of the classroom makes them more prepared for using them outside of the classroom which might be more appealing than just using texts from a textbook or reading literature (Albiladi, 2018).

Wiland (2000) argues that when an authentic text is removed from its original context and put in a textbook the text loses some of its authenticity. Authentic texts are as mentioned previously texts written for authentic speakers (Albiladi, 2018; Harmer, 2015; Wiland, 2000). When a text or a part of a text is used in a classroom, either by an excerpt in a textbook or in its entirety, it is a way removed from its intended purpose and moved into the classroom (Wiland, 2000). According to Wiland (2000) “the entire reading context at school is inauthentic, as we more or less force children and teenagers to read something which was meant to be read voluntarily and for pleasure or instruction by native speakers of the language” (p.194). By forcing pupils to read texts that outside of the school context are authentic and meant for enjoyment the text and situation loses its authenticity as some of the joy the text was meant to achieve in the reader is not present. Though this is one side of using authentic texts, bringing these texts into the classroom may be one of few ways reader may encounter literary texts. Wiland (2000) explains that texts that are not adapted to the classroom context still keep their authenticity as they still have the author’s voice while adapted texts where the language is changed to be easier for pupils to read lose its authenticity as they are no longer the text they originally were.

Birketveit and Rimmereide (2017) researched the benefits of extensively reading authentic picture books for 11-year-olds in a Norwegian EFL classroom. The aim was to see if the 11-year-olds’ writing skills improved. Most of the pupils in Birketveit and Rimmereide’s (2017) study enjoyed the reading aspect of the study. The pupils were able to choose which picture books to read themselves and were encouraged to read as many picture books as possible. That the pupils enjoyed reading meant that the researchers and the class teacher found appropriate books for the pupils to read with the right amount of ease and challenge for the pupils (Birketveit & Rimmereide, 2017). Birketveit and Rimmereide (2017) found that reading authentic picture books, which were longer texts, were manageable for some of the learners as they were not too challenging for them to read. They also found that the pupils enjoyed reading the whole texts instead of the excerpts often included in textbooks as they got to read the entire story (Birketveit & Rimmereide, 2017). The use of authentic picture books also allowed for differentiation as the pupils had the aid of the illustrations while reading if they struggled to understand the text. Through extensive reading of authentic texts the pupils focus on understanding the text and not

acquiring language, thus any vocabulary they learn is incidental and not intentional (Birketveit & Rimmereide, 2017). This is an added benefit of extensive reading of authentic texts such as picture books or literature.

2.3.3 Different types of text

Ørevik (2018) looked at what types of text and genres were present in exams and published learning materials. Her dissertation looked at materials and exams for LK06 and 94. She found that in textbooks for LK06 biography was the most normal text type followed by factual texts, introductory texts, poems and stories. Ørevik (2018) found that the different types of texts present in textbooks performed different functions “introductory text and factual text to have affordances in terms of giving condensed information, whereas biography and expository article were found to provide information on, for example, circumstances, developments, causes and effects” (Ørevik, 2018, p.229). Introductory texts and factual texts were mostly dense with information for the readers (Ørevik, 2018). Biographies and expository articles on the other hand provided information, circumstances, developments, causes and effects and more (Ørevik, 2018). The introductory texts and articles showed the reader how certain things were and worked while biographies and expository articles were informative and engaging (Ørevik, 2018). According to Ørevik (2018) “all four of these genres mediated information from a knowledge authority, whereas the reader was assigned a ‘receiving’ role” (p.229). The texts within the four genres were presented as an authority on the topic while the reader was supposed to receive and obtain the information. On the other hand, poems were different from the other four genres both in potential interactions and representation (Ørevik, 2018). Poems were “Treating a philosophical question, the speaker in this case presented personal thoughts instead of stating facts, inviting the reader to join in the reflection or to reflect differently” (Ørevik, 2018, p. 229). When the texts were supposed to inspire text production other genres and text types were more frequently used. “Patterns of writing acts and text types in tasks eliciting the most frequent genres for production were found to vary among descriptive, narrative, expository, argumentative and reflective writing” (Ørevik, 2018, p.229). To elicit production of text tasks often asked for narrative, argumentative, descriptive, expository or reflective texts. Lund (2019) found that textbooks published for the LK06 curriculum included information about more cultures than those published between 1997 and 1999. This shows that as the curriculum developed to include a focus on diversity and inclusion so did the textbooks. Lund (2019) also points out that cultural content in textbooks is often superficial and based on stereotypes.

Moving on from what Ørevik (2018) and Lund (2019) wrote about types of texts in published materials and exams I will now explore what other types of texts teachers may use in lessons. As mentioned in the authentic texts in the classroom subsection (2.3.2) teachers may choose to use picture books when working with text in the English subject. Birketveit (2021b) wrote about the potential learning outcomes with reading picture books. Picture books include both text and pictures and the interaction between the different modes “makes them fun and engaging reading material” (Birketveit, 2021b, p.52). To read picture books pupils need to draw on both their verbal and visual knowledge to read and decode the text. Picture books are also often authentic texts making them a little more challenging linguistically for pupils than the textbook (Birketveit, 2021b; Birketveit & Rimmereide, 2017).

Pande-Rolfsen (2021) wrote about using poems in lessons. She writes that children experience songs, chants and rhymes from a young age at home or on the playground. As children experience poetry from a young age connected to their everyday lives the teacher becomes responsible for continuing to keep the door to reading the magical and mysterious realm of poetry open for the pupils (Pande Rolfsen, 2021). Songs are a versatile genre (Munden & Sandhaug, 2017). Working with songs means that pupils can work with familiar songs or look at how music and image works together in a music video (Munden & Sandhaug, 2017)

Birketveit (2021a) explained why working with fairy tales is beneficial. Fairy tales can mimic the way humans think (Birketveit, 2021a). This in addition to fairy tales being universally known throughout the world makes it a good way to approach topics such as gender issues, which are often a central topic in fairy tales (Birketveit, 2021a). Fairy tales often have different adaptations or versions across countries and cultures. It is important to note that whilst working with fairy tales teachers should include fairy tales with depictions of people from all over the world and more than just traditional Western illustrations (Birketveit, 2021a).

Rimmereide (2021) wrote about using graphic novels in lessons. Graphic novels offer a way to develop the pupils’ multiliteracy skills in the sense that the texts tend to require visual and verbal literacy skills to be understood (Rimmereide, 2021). Through graphic novels teachers can promote critical literacy and enable pupils to work creatively. Rimmereide (2021) writes that graphic novels come in a variety of different genres. Graphic novels are also occasionally adapted from novels (Rimmereide, 2021). These adaptations can be used alongside the original novel in a classroom as differentiation for reluctant or struggling readers. Rimmereide (2021) explains that because graphic novels are multimodal the reader, or pupil, can see what is going

on in the text, they can see facial expressions, situations and the body language of characters. Graphic novels can be used to work with a number of literary genres as there is a huge variety in the genres graphic novels are written in (Rimmereide, 2021).

Fenner (2020) wrote about reading literature in lessons. Literature is an approach to working with authentic texts in the classroom as literary texts are for the most part written for native speakers. Munden & Sandhaug (2017) wrote about using novels and short stories to work with literature. Short stories are a popular way to work with literature as they are shorter texts and allow the teachers and pupils to read the entire story instead of just an excerpt. Carlsen (2020) explained that in textbooks there is often literature included however due to length and space it is usually only excerpts of longer literary texts that are included. One way to work around this, that Carlsen (2020) suggests, is allowing pupils to find literary texts to read themselves. Some schools have introduced reading quarters where every day the pupils have fifteen to twenty minutes to read in a self-chosen book every day. This reading quarters are an example of schools enabling pupils to practice extensive reading and exploring their tastes in reading. Lütge (2013) wrote about how to work with otherness through literature. Through literature readers, pupils, are able to encounter different cultures than their own. Children's literature is also often filled with magical creatures and talking animals (Lütge, 2013). Literary texts may "transport their readers to another world and engage and fascinate one's senses" (Lütge, 2013, p. 103). Through literature readers, pupils, are given a window into another world and given an opportunity to live life through the characters' point of view.

Williams (2021) suggested that to find literary texts suited for classroom use teachers can look at the websites for different awards awarded to authors of children's literature and specific children's literature titles. She also pointed out some of the benefits with working with children's or young adult (YA) literature. YA literature is often written from a first-person point of view and therefore it allows the reader to immerse themselves in the lived experience of the main character in a way that they may not be able to do in texts written from a third-person point of view (Williams, 2021). In YA literature it is also common for the protagonist to be solving an issue related to injustice, often social. The protagonist either has to solve a problem they have created themselves or on that has been created by indifferent adults (Williams, 2021). Literature offers pupils different perspectives than the ones they currently have and may also comment on societal issues that they themselves find important (Williams, 2021; Lütge, 2013; Fenner, 2020; Carlsen, 2020).

Munden and Sandhaug (2017) wrote about using drama and plays in the classroom. Lyngstad (2019) found that teachers often worked with plays by William Shakespeare when working with plays. Learning about plays and their history is another way to work with literature.

Due to the curriculum's broad definition of text it means that pictures can also be considered texts. There are different benefits to working with pictures, some of these may be differentiation as the differences in pupils' reading abilities will not be highlighted by working with describing and interpreting pictures (Munden & Sandhaug, 2017).

Løvland (2020) wrote about using nonfiction in education. Nonfiction is different from fiction in the sense that it is not fictional rather, it is factual. Occasionally the lines between fiction and nonfiction can be blurry (Løvland, 2020) as fictional books can include topics or settings that may seem more at home in nonfiction. Nonfiction can be either literary or functional (Løvland, 2022). Functional nonfiction has a known purpose such as information about what the government is doing, reporting news or information to consumers (Løvland, 2022). Literary nonfiction is usually published by a publisher and has a known author (Løvland, 2022). While nonfiction describes phenomenon that can be found in reality and the real world what is presented in nonfiction is not the objective truth or the real world (Løvland, 2022). When writing nonfiction, the author makes a number of choices about what to include, even though they aim to stay objective authors have to choose what to include about a subject, for example lions, and what to exclude (Løvland, 2020). Nonfiction for teens is usually multimodal, it is mostly a combination of pictures and text. In nonfictional books about natural science it is important that the described phenomena needs to be something that exists that can be proven through observation, logic or experiments (Løvland, 2020). Nonfiction about natural science is often filled with pictures that document the observations needed to prove the phenomenon described in the written text (Løvland 2020). Nonfiction can also be about historical events. In historical fiction events are true because it can be documented that it happened (Løvland, 2020). Illustrations can either be old photographs, paintings or reconstructed images of what the illustrator believes an event could have looked like based on knowledge about the given time (Løvland, 2020). Historical nonfiction is often based on written sources, however old photographs or audio recordings may also be studied. In historical fiction the author reconstructs the events described (Løvland, 2020). There may be some layer of fiction in historical texts as historians may not know everything and need to interpret the evidence they are basing their writings on. In historical nonfiction illustrations are often art by artist who lived during the time the events happened or recreations (Løvland, 2020). To describe illustrations in

historical fiction uses the novel *Attentater* (assassinations) by Harald Skjønberg². In the novel Skjønberg (2016) uses old pictures to document the assassination of John F. Kennedy, the pictures are of him from the moments before the assassination. To illustrate the assassination of Abraham Lincoln Skjønberg (2016) uses a painting painted after the events that depict a reconstruction of what the event may have looked like.

Nonfiction can also be about someone's experiences or society (Løvland, 2020). This strand of nonfiction, social sciences, operates with an idea of the truth where something is true because the topic might not be measurable in the same way as in historical or natural nonfiction (Løvland, 2020). In social science the goal is not objective truth as it is in natural science, rather it is an ideal truth based on experiences (Løvland, 2020). In social sciences the author may operate with informants who either confirm or deny what the author believes to be true.

Nonfiction in the classroom introduces the pupils to do different sciences as well as showing the different paths to learning about the truth (Løvland, 2020). When working with nonfiction it may be beneficial to work with tasks suited to the science the text is based on. For example, working with something you can document while working with natural science (Løvland, 2020). Working with nonfiction is also a good way to practice being critical to what is being read and sources as in sciences, and research, being critical and credible is important as to whether or not something is perceived as true or correct (Løvland, 2020).

2.3.4. Ways to work with texts.

There is a multitude of different ways to work with text. Most of these ways to work with texts lead back to one of the basic skills presented in section 1.1.2. First, I will look at some general ways to work with texts before I explore more specific ways to work with basic skills through working with texts.

Munden and Sandhaug (2017) write about different ways to work with texts to understand the content. One such way is to activate the pupils' prior knowledge, or their schema (schemata) of stored prior "knowledge of how things happen in the world" (Munden & Sandhaug, 2017 p.292). To activate pupils' prior knowledge, or schema, the teacher can, for example, explore the title of the text they are going to read, ask about the type of text they are about to read, look at illustrations and discuss them, look at headlines, ask if the pupils already know anything about the topic of the text (Munden & Sandhaug, 2017). Pre-reading activities should not take

² Harald Skjønberg's *Attentater* from 2016 is about politically motivated assassinations.

long as they are only meant to activate existing knowledge and motivate pupils to read. One way to work with pre-reading activities is think-pair-share where the pupils first think of the answer on their own then they share it with a fellow pupil, perhaps the pupil sat next to them, and then finally they all share with the class what they talked about in pairs (Munden & Sandhaug, 2017). In addition to pre-reading activities Munden and Sandhaug (2017) also present some post-reading activities.

Post-reading activities are, as suggested by the name, activities the pupils do after reading a text. There are several approaches to post-reading approaches, two familiar ones are answering or asking questions and translating the text (Munden & Sandhaug, 2017). Post-reading activities can be done individually or in groups depending on the activity. Answering questions aloud is not necessarily the best approach to post-reading activities because often it is the teacher asking the class a question and one pupil answering the question where only a few pupils are given the chance to answer (Munden & Sandhaug, 2017). Instead having the pupils make up questions individually or in groups and having them ask each other may be more beneficial as all pupils are encouraged to be active and they are challenged to create both closed and open-ended questions (Munden & Sandhaug, 2017).

The first basic skill I will explore further is reading. Then I will look at writing, oral skills and digital skills.

Although there is a section about reading earlier in the chapter this section focuses on how to work with texts when reading whereas the earlier section focused on just reading. Ørevik (2020b) writes about reading and literacy. She writes that:

Students' work with curricular topics tend to be based on texts in various forms; for example, they peruse factual texts when new curricular topics are introduced, and they get acquainted with literature in the English language by reading short stories, poems and excerpts from novels. Browsing the internet, which has come to constitute a substantial part of curricular work, also involves a fair amount of reading (Ørevik, 2020b, p. 141).

In the English subject there is a lot of reading. This reading takes place for different purposes and include different genres and ways of reading. There are different reasons to read, for example, learning about culture and the experiences of others. Ørevik (2020b) also mentions that "good readers makes good writers (p.142)". This implies that those who read a variety of

genres and become familiar with a multitude of text types can bring what they read into what they write, making them better writers.

Ørevik (2020b) mentions some of the benefits and issues with both texts in textbooks and authentic texts (see section 2.3.2). Textbooks often have familiar language patterns for the pupils. In textbooks some of the most frequent categories are summaries and subject-specific texts (Ørevik, 2018). These texts are usually very condensed both in content and language making them at times difficult to read as in order to understand the pupil may need background knowledge about the subject to understand as the text may be very condensed in content and language (Ørevik, 2018; Ørevik, 2020b). Authentic texts such as news articles from news portals or texts from public institutions enables the pupils to see the language used in the way it is most commonly however they may still lack some of the background information needed to understand the text (Albiladi, 2018; Ørevik, 2020b). Therefore, pupils need the guiding role of the teacher to understand what they are reading whether they are reading the familiarly written factual texts, subject-specific texts, in the texts or the authentic texts written for non-educational purposes (Ørevik 2020b).

There are many ways to read a text in class. One such way, that is not a good way to do it, is reading aloud one by one (Munden & Sandhaug 2017). The reason for this not being the most fortunate way to read in class is that it can make pupils anxious, only one pupil is active at once, the pupils know that once they are done with their sentence or paragraph they will not be asked to read for a while, or a pupil might not be a good language model (Munden & Sandhaug 2017). Most of the time reading aloud where one pupil reads at a time is usually only beneficial for classroom management as the pupils need to be quiet whilst the others read (Munden & Sandhaug 2017).

A more beneficial way to read can be to have the pupils read in pairs or groups (Munden & Sandhaug 2017). By reading aloud in smaller groups the teacher can ensure that every pupil gets the chance to practice reading out loud, they are able to focus on the text. When asking pupils to read aloud it is important for the teacher to know what they want the pupils to achieve when reading aloud (Munden & Sandhaug 2017). The pupils should either focus on practicing pronunciation and intonation or comprehension (Munden & Sandhaug, 2017). Munden and Sandhaug (2017) suggest that when reading texts aloud in lessons it can be useful to have the pupils read texts silently by themselves to work on understanding the text either before or after

reading aloud to practice pronunciation. This way the pupils only practice either pronunciation intonation or comprehension at a time instead of focusing on multiple aspects at once.

Rashid and Hasan (2020) discuss the significance of literary texts in the pedagogy of EFL and ESL classrooms. Although Rashid and Hasan (2020) present their discussion in an Iraqi context it may still be applicable in a Norwegian context as “[w]hen reading literary text, the reader is captivated by exciting content. Engagement is by and large considered a key part of the learning environment, particularly the learning of the English language (Rashid & Hasan, 2020, p. 23)”. Being captivated and engaged by exciting content is a universal experience when reading literature. Through reading something that engages them learners may learn without being aware that they are learning. This may be because when reading you have to interpret the text, which means you have to understand it and make opinions about what you think is happening.

Writing is mentally empowering in light of the fact that it permits the reader to envision worlds that they are not acquainted with. This is done using understandable language construction. Keeping in mind that the end goal is to comprehend, the reader will make their own conclusion of what the author is describing. In this sense, the reader turns into an entertainer or a performing artist on an open stage as he reads (Rashid & Hasan, 2020, p.26).

When a reader reads and understands a text, they are able to imagine themselves in realities different to their own. Through these realities created by the texts readers are able to immerse themselves in the lives and cultures of others. “Literary texts help students to look past the superficial significance and investigate the hidden meanings; that is, they empower students to go past what is composed and plunge into what is implied” (Rashid & Hasan, 2020, p.25). By going deeper into the text into what is implied readers, and learners, are able to discuss the text.

In the English subject reading often includes different reading strategies some of these are summarising, activating prior knowledge, forming questions, inferencing (when you use context clues to guess meaning) and answering questions (Ørevik, 2020b, p.152). These strategies make the reader explore the text further to understand what it is about.

Brevik (2019) describes how her doctoral thesis Brevik (2015) found that teachers in upper secondary schools’ use of reading strategies changed over time. Initially teachers reported asking students to “just read” because they “just did it” however after a course they started implementing reading strategies in teaching. This meant that for the vocational students they started using reading strategies as they understood texts better than without strategies. While

students in vocational programmes used reading strategies because they were told to students in general programmes used reading strategies because they made it easier to complete tasks (Brevik, 2019). This showed in national test results as the students in general study programmes generally performed better than the students in vocational study programmes (Brevik, 2019).

Munden and Sandhaug (2017) explain why extensive reading is beneficial for pupils. When reading extensively, for their own pleasure, pupils develop the automated process that is reading in their L2 (assuming English is their L2). Reading extensively makes the “vocabulary and grammar, including the vocabulary of sentences and paragraphs, become so familiar that we are able to make sense of a text without being aware of the bottom-up and top-down processes involved” (Munden & Sandhaug, 2017, p. 310). To get started with extensive reading there are some important principles to bear in mind such as the teacher does not control the activity of extensive reading, the pupils are to choose their own texts, or books, to read, what the pupils read needs to be so interesting that they are motivated to read, there is time set aside for reading in school as well as discussing what the pupils are reading and the pupils are encouraged to read out of school in addition to the allocated reading time in school.

Skulstad (2020b) writes about writing. She explains that “writing is an active process, and essentially a choice-making process” (p.117). When writing, in this case, pupils make a lot of choices. Some choices are taken consciously while others are taken unconsciously. To write good texts the pupils must learn to make good choices. These choices not only concern getting the meaning across but also learning to write in several different genres. To practice making these good choices the pupils need “to develop awareness about communicative purpose, situation, imagined audiences, genres, types of discourses and resources for meaning making” (Skulstad, 2020b, p.117). To become proficient writers pupils need textual competence. Textual competence is complex and includes different aspects. One of these aspects of textual competence is communicative language competence. Together these means that in order to develop textual competence pupils need develop aspects of their “linguistic competence, sociolinguistic competence and pragmatic competence” (Skulstad, 2020b, p.125). Another important factor to take into consideration is pupils’ knowledge about genre. Rose and Martin (2012) define genre as a “staged goal-oriented social process” (p.1). This means that genres are constructed by society and hold a specific set of criteria. In school pupils meet some genres and genre-specific content, for example, vocabulary or rhetorical organisation (Rose & Martin, 2012; Skulstad, 2020b). They are also expected to interact with different genres, either through scaffolding, own text production or reading. As mentioned previously in this section writing is

about making good choices. To make good choices there are some aspects the pupil needs to consider. Firstly, the pupil needs to consider the audience they are writing for, then they need to consider the genre, the situational context and lastly that writing is a large part of life both in private and professionally (Skulstad, 2020b).

Skulstad (2020a) writes about developing oral skills. In the English classroom pupils should get “ample opportunities to use the language when, for example, discussing literary or factual texts giving feedback to peers’ written texts, taking part in classroom discussions, planning and assessing their work or simply asking the teacher for help” (Skulstad, 2020a, p.95). In the classroom the pupils should be encouraged to use English in discussions of texts, when giving each other feedback, when planning and assessing their own work or simply when asking the teacher for help when they are struggling to understand. Spoken discourse has several characteristics that are important when working on developing oral skills. Some of these characteristics are that interaction often happens face to face, there is usually a verbal exchange, participants often take turns, there are variations in accents and dialects, it depends on context, there is a demand for the listening abilities of participants (Skulstad, 2020a).

The final basic skill that will be presented as way to work with texts is digital skills. Ørevik (2020a) wrote about digital technology in the classroom. There are four different modes, audio, images, video and written text, often appear in the classroom (Ørevik, 2020a). In the past teachers had to bring these different medias in separately, today they are all easily available on laptops, tablets or smartphones (Ørevik, 2020a). When working digitally pupils are able to complete tasks online tailored to their proficiency levels depending on the way they answer, they can access large quantities of materials, they have a dictionary accessible at all times as long as they have an internet connection. Texts on the internet are often more interactive than texts on paper as digitally there is often hyperlinks the reader can click for more information (Ørevik, 2020a). Digital skills can be used to connect the skills pupils learn out of school on, for example, social media with what they are learning in school. It also means that the pupils are exposed to authentic texts as most websites are filled with language used authentically and idioms, grammatical structures, cultural connotations, register and idioms are preserved (Ørevik, 2020a). By using digital tools pupils are able to produce multimodal texts earlier (Ørevik, 2020a).

2.3.5 How teachers choose texts.

In a Norwegian context Lyngstad (2019) found three different approaches to choosing literary texts for teaching in subject English in Norwegian upper secondary schools. The first approach is a teacher-oriented approach. This approach is based on teachers choosing to use texts based on what they themselves enjoy reading. The second approach is a student-based approach, here teachers choose texts that students enjoy reading and working with. Lyngstad's (2019) research found that:

Almost 80% of the teachers indicated that they often or always adapted the selection of literary texts to the students' skills, whereas 38% responded that they often or always adapted the selection of literary texts to the students' interests. Very few teachers responded that they never or rarely took the students' interests or skills into consideration (Lyngstad 2019, p.221).

What this shows is that most teachers take their students into account when choosing texts to work with. According to the students' skill level they chose appropriate texts. The last approach Lyngstad (2019) found was a collegial based approach. This approach requires colleagues that are willing, and interested, in working together. When taking a collegial approach teachers base their choices on what texts to use on what their colleagues use and their experiences with working with different texts. A collegial approach also depends on whether or not teachers have colleagues willing to discuss their text choices. Lyngstad (2019) mentioned that the collegial approach seemed to aid in ensuring that the syllabus was the same across different classes in the same year level at the same study program. The other approaches are not dependant on others in the same way. As mentioned previously some teachers choose texts based on their own preferences this does not mean that they completely disregard what their pupils think when choosing texts, it just means that they are mostly influenced by themselves. Teachers who choose texts based on their own preferences could repeat using the same text if they had good experiences with it in the past (Lyngstad, 2019).

Lyngstad (2019) also looked at what types of texts the teachers chose to work with. She found that teachers often went for fiction, such as excerpts or short stories, presented in the textbook. Teachers did not reach for texts such as graded readers, graphic novels or illustrated novels even though some expressed an interest in working with such texts as they were not as available as other types of text such as classics or young adult (YA) novels.

Bakken (2018) writes about teachers' choices concerning text use in subject English in Norwegian lower secondary schools. Her dissertation is one of few on the subject of text use in lower secondary school in Norway. In their doctoral dissertation Bakken (2018) explains the findings from interviews with 18 different teachers and how they choose texts from outside textbooks to aid in teaching. Bakken (2018) found that most of the teachers primarily used textbooks as they felt that reading longer texts, such as novels, may highlight differences in language proficiency between learners. Bakken's (2018) dissertation consisted of four articles. I will explore three of them further.

The first article I will explore further from Bakken's (2018) dissertation is written by Bakken and Lund (2017) about English teachers' notions of EFL reading. Bakken and Lund (2017) found that:

Several teachers emphasise that texts sourced from the textbook and elsewhere cannot be 'too difficult' or 'too long'. They must be comprehensible in terms of both the subject matter and language, so that pupils are not dissuaded from reading in the first place (p.82).

This means that the teachers often perceived the length of certain texts too long for some pupils to read as well as the language in some texts too difficult when looking for texts to use in the classroom. They also found that the most frequently mentioned way to read texts was to "go through" them where they would either read or listen to the text and then work on it in pairs or groups to translate the text to make sure that all pupils understand what they just read.

In their conclusion Bakken and Lund (2017) point out that based on their findings teachers' practices may define the demarcation between subjects. "When boundaries between subjects blur, as they do in current curricula, teachers' discursive practices may sustain and legitimate the lines of demarcation between subjects" (Bakken & Lund, 2017, p.86). This means that due to the curriculum promoting cross curricular topics and in-depth learning lines may be less defined across subjects however due to teachers' demarcation the different subjects remain separate.

The second article I will explore from Bakken's (2018) dissertation is about using films in lessons (Bakken 2016). Bakken (2016) explores teachers' notions about using films in lessons. Their interviews found that films were perceived as useful tools but not as primary tools for language learning (Bakken, 2016). Bakken (2016) found that films were often used in relation to topics in the textbook. When working with films one aspect the teachers looked at the films

ability to be applied to reality even though it was a fictional narrative. Films often “filled in” what those struggling with reading a novel might have missed or added information or context to information from the textbook. Some of those interviewed in Bakken’s (2016) study mentioned that using films seemed to capture the pupils in a way reading or discussing the topic did not quite do. She mentions one teacher who liked using films based on a true story as they were more factually correct and captivating to watch (Bakken, 2016). The films used to “fill in” gaps from the textbook could also show practical examples in a sense, the pupils were able to see something of what they were reading about (Bakken, 2016).

Another aspect of using films was how they added emotional value to something (Bakken 2016). Catching the pupils’ attention and in a way showing events in ways that evoke an emotional response which may strengthen the film’s ability to be applied to reality. Films can also be used to compensate for a lack of something, or shortcoming, in a text, the pupil or the encounter between text and reader. For example, a weak reader may struggle to understand what is going on in a novel, however they might be full capable of understanding a film adaptation of that novel. Sometime teachers also used films when working on literary excerpts. The final aspect is listening as when watching a film one has to pay attention and listen to what the actors in the film says (Bakken 2016).

The last of the articles from Bakken (2018) I will explore is Bakken (2019) about English teachers’ discursive practices. Bakken (2019) found that the 18 teachers she interviewed all viewed the textbook as a sort of framework for text selection. She also found that the teachers felt that the textbook offered appropriately diverse texts. One teacher also noted that the textbooks progression aided the pupils’ progression. In her findings Bakken (2019) explains that the deviating from the textbook was often viewed as a break form the regular routine or something that was often wished for. Teachers also noted that while they were reliant on the textbook they did not necessarily wish to be but it was just the way it was. The ambivalent nature of the relationship between teachers and textbooks became apparent when teachers describe that they were reliant on, or used, the textbook even though they wished to branch out and use other texts.

Refsland (2021) wrote her MA thesis³ about how teachers chose the texts used in addition to textbooks in classrooms. Her thesis about teacher cognition found that teachers mainly found

³ This study is included as it was one of few I could find in the field, I cannot say anything about the quality of Refsland’s findings as I do not know her grade.

literary texts on the internet, that fictional texts written by American or British men were often chosen to work with and lastly teachers use literature because of the possible learning outcomes, the importance of reading in English and understanding of cultures (Refsland 2021).

2.4 Summing up

This section, or chapter, of this thesis has included theory and previous research on teacher cognition, reading, the types of text often found in an English classroom, the role of textbooks in the classroom, using authentic texts in the classroom, how to work with texts in the classroom and lastly how English teachers in Norway choose texts. This section has looked at both theory about text use in EFL classrooms and previous research. It has covered a lot of possible ways to work with texts and different types of text. In the discussion I will focus especially on how teachers choose texts, the types of text they mention in the interviews and also their use of the textbook. Teacher cognition provides a theoretical background for the data collection and the base for the discussion so while it will not be discussed explicitly it is the backdrop for the discussion. Types of text and how teachers choose texts will be discussed against the findings in section 4. I will mainly discuss the types of texts mentioned in the findings however I will also include other types of text if they are not mentioned if what the theory and previous research showed means that those types of texts should be used. Before the findings the chosen method in this thesis will be described in the coming section. After the method and findings I will discuss the findings against the theory and previous research in this section

3.Method

This chapter goes into which method was used in this study and why. I will describe the recruitment process and the participants. Then I will explain how the interviews were conducted, transcribed and how they were analysed. After that I will discuss ethical considerations, reliability and validity. Lastly in this section, I will discuss challenges with the chosen method.

Hoffman and Seidel (2015) wrote a review of different methods of reviewing teacher beliefs. There is claimed that there are at least ten different ways to measure teacher beliefs (Hoffman & Seidel, 2015). Beliefs are usually measured either through self-reporting, where the teachers themselves say what they believe either through interviews or questionnaires, or observation (Hoffman & Seidel, 2015). As mentioned previously this thesis applies the research method interview. According to Borg (2006) “Interviews reflect the view that beliefs can be articulated orally and that teachers are able to provide a verbal account of the cognitions underpinning their work (Borg, 2006, p. 279).” Through an interview the teachers are able to explain and describe their practices in the classroom in detail the way they perceive them.

Brinkmann & Kvale (2015) describe research interviews as “research interviews have the purpose of producing knowledge (Brinkmann & Kvale, 2015 p. 4)” Because of this in order to answer the research question “what types of texts do English teachers use, and why and how do they use them?” I chose to use a qualitative semi structured interview as the research method as “The qualitative research interview attempts to understand the world from the subjects’ point of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations” (Brinkmann & Kvale, 2015 p. 3). In order to get informative answers as to why the teachers made the choices that they make using a qualitative approach such as a semi structured interview made more sense than a quantitative approach.

Brinkmann and Kvale (2015) mainly focus on one way to conduct interviews. They call it “semistructured life world interview” (p.6). A semistructured life world interview is defined as “an interview with the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena” (p.6). This makes semistructured life world interviews applicable when interviewing teachers about their thought, opinions and practices as those are a part of their lived world. Brinkmann and Kvale (2015) describe semi structured life world interview as “attempts to understand themes of the lived everyday world from the subjects’ own perspectives (p. 31)”. In this context this means that the interviews are

conducted in order to understand the teachers' perceptions of their own text practices. Through the semi structured interview the teachers will be able to go more in-depth when answering questions as they can elaborate freely, I will also be free to ask them to elaborate or explain as the interview guide is more open in a semi structured interview. It will be easier to get answers to the " why and how do they use them?" part of the research question as the participants will be able to describe with more detailed how they believe they work with texts in the classroom. Though there is no way to verify that the way they explain working is correct with what the teachers actually do as in order to do that the interviews would have to be followed up with classroom observation. I also chose to go for only interviews as I wanted to go more in-depth on how a few teachers choose to work with texts and what texts they use instead of having a very generalised questionnaire where the teachers would be "forced" to choose between different ways of working with texts and different text types. The semistructured interview also seemed as the obvious approach as it opened up for asking follow-up questions and changing the order of questions depending on how the conversation went.

3.1 Recruitment and participants

To find participants I started with emailing principals to see if they could provide contact information or forward an email with information about my project to all English teachers working at the school. When that failed I regrouped and asked friends and family if they knew any English teachers as working as being an English teacher in lower secondary school was the only criteria to participate in this project. This proved to be a good approach and I finally got two willing participants with slightly varying text practices and educational backgrounds in English. This makes it a convenience sample. According to Cohen et al. (2018) convenience samples are defined as "the researcher simply chooses the sample from those to whom she has easy access" (p.218).

I interviewed two English teachers from the same lower secondary school. They taught English in different grades and had taught at the school for different amounts of time. The two teachers had worked as teachers for approximately the same amount of time. They had different educational backgrounds in English. One of the participants was male and one was female. In this thesis the participants will be called Teacher 1 and Teacher 2 or T1 and T2.

Teacher 1 taught year 8 and had worked as a teacher for nine years. They had worked at the school since August. In addition to English, they taught Norwegian language arts, digital

competence, social studies and religion. Their educational background in English was English 1 for English teachers in year 1-7 levels. This means that they had completed 30 study points in English for teachers at the 1-7 level. T1 was not an avid reader although they enjoyed reading or watching Tv series occasionally if they found something they liked.

Teacher 2 taught English in year 9 and 10 and had worked as a teacher for nine, almost ten years. They currently taught music, specialization in Norwegian language arts and they had some special education. They had previously taught Norwegian language arts and religion, though they did not have any formal education in the latter. They also taught the elective media and communication. They were currently working on their formal competence in English digitally. They had completed the first 30 points for English 8-10 and were working on their final 30. T2 did not read a lot of literature however they did read newspapers and watched a lot of movies and Tv series.

In addition to the interviews both teachers provided a year plan for the previous school year. T1 provided for year 8 for the school they worked at currently, so this was not a plan they had helped create themselves. T2 provided the year plan for year 10 from the previous school year, they had participated in the creation of the year plan. In the discussion and findings I will mainly focus on T2's year plan as they had been a part of creating it.

3.2 Conducting interviews.

During my interviews I used the Nettskjema Diktafon app from the University of Oslo as it is considered a safe way to store data according to both SIKT and universities in Norway. I did this so that I could pay attention to my interviewees during the interview to enable myself to ask them to go in-depth if necessary during the interview. Whilst interviewing and beforehand I had decided to go for a phenomenological approach to the interviews as described by Brinkmann and Kvale (2015). According to Brinkmann and Kvale (2015)

The semistructured life world interview seeks to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena; it has a sequence of themes to be covered, as well as some suggested question. Yet at the same time there is an openness to changes of sequences and forms of questions in order to follow up on the specific answers given and the stories told by subjects (p.150).

I chose this approach to allow the conversation between myself and the interviewees to feel more organic and also because some answer may in a way answer multiple questions and being

free to change the order of my questions enabled me to adapt to the conversation and what the participants were saying.

My interviews were conducted in Norwegian to make both my participants and myself more comfortable in the interview situation. The interviews were also conducted at the teachers' workplace to further accommodate them and make them comfortable with the interviews. Whilst interviewing I paid attention to the participant so that I could ask good follow up questions and choose the most natural questions to ask depending on the participants' answer, I also paid attention to the recorder to make sure it was indeed recording. I was very flexible with when and where to conduct the interviews so as to accommodate the participants' needs regarding time and place for the interviews.

Before each interview started, I repeated my definition of text in a broad sense to make sure both teachers had that in mind, and understood it, during the interview. This was also informed of in the information letter.

3.4 Transcription and analysis

When transcribing my interviews I chose to write what was said by the interviewees using proper words and some punctuation as my analysis is of the content of their words and not how the words were pronounced. Since the interviews were conducted in Norwegian to ensure the teachers were comfortable during the interviews, quotations will be translated when used in the findings and discussion sections. I made sure to include most words that were said in the interviews, but I chose to exclude most "eh", "mhm" and coughs/sighs from the transcriptions to make them easier to read. Brinkmann and Kvale (2015) explain validity and reliability in transcriptions, I will explain this further in section 3.6. I also excluded some repeated words where the teacher started and restarted saying something. I did this to make them easier to read and easier to transcribe. To maintain their anonymity, I chose to transcribe in bokmål and not the teacher's dialect as I want to protect their anonymity. Reliability and validity in transcriptions will be explained further in section 3.6.

When coding my interviews I chose five categories relating to my research question, the questions from the interview guide and what was said by the interviewees during the interview. I used the research question and the interview guide as a starting point as both encompass what I set out to research. The research question and the interview guides were the most important

when deciding what the codes were going to be. Gleiss and Sæther (2021) describe this way of choosing codes thematic coding. The codes were chosen based on questions from the interview guide and the research question. All five codes represent different parts of the puzzle that is “What types of text do English teachers in lower secondary school use, and why and how do they use them?”. Together they paint a picture of how the two teachers choose and use texts in their respective classrooms and why they do things the way they do.

The first code was organization of the school year. This code was included as how the school year is organized is relevant to how teachers choose what texts to use during the school year. There are also different ways to organize the school year depending on how the teachers work. This is important as some teachers may plan the school year from how the textbook they use is built. Some teachers also decide on what texts to use when planning and organizing the school year so I found it important to see if they started planning what texts to use when they planned the school year.

The second code was planning of teaching and lessons and working with colleagues. This code was included as there are different ways to plan lessons in regard to the goal of the lesson. It is also important as it looks at how the teachers cooperate with the colleagues. This code is also connected to the first code as depending on how the school year was planned there are different approaches to individual lessons and how to choose the texts to use in them. It is also important as some teachers work very closely in teams and depending on how they work together they may also choose texts together.

My third code was types of text. This code is related to the second part of the research question “what types of text do teachers use?”. Types of text includes all types of text mentioned by the teachers during the interview. This can be texts they work with or texts they read in their spare time. Although the focus is the texts they choose to work with in lessons. Types of text is also important as depending on the text there are different approaches to working with them.

The fourth code was ways to work with texts. This relates to the second part of the research question “how do teachers work with text”. In ways to work with text I will look at the different ways the teachers describe how they work with texts. This is because there are different approaches to working with text and I would like to include all methods mentioned by the teachers.

The fifth and final code was how they choose texts. This code includes every description the teachers made of why they made the decisions that they did. This can be about why they choose to do things a certain way when working with text or why they choose to work with one type of text over another. Essentially the code how they choose text is about why the teachers make the decisions that they do. In this code every time the teachers mentioned why they chose to do something is included.

3.5 Ethical considerations

There were also some ethical considerations to take whilst interviewing and creating the interview guide. To start the interview process I began with making my interview guide. Seeing as I knew I was going to look at what types of text teachers use and how they are used in the classroom I looked at the interview guide of a study I knew I was going to base a lot of my theory on. Lyngstad's (2015) interview guide became a sort of guide for my interview guide. As I had never written an interview guide before looking at her's helped me figure out my warm-up questions to make the teachers feel safer in the interview situation as well as give me some ideas of how to formulate my other questions to find the right questions to get the answers I was looking for. The interview guide went through several revisions before it was sent in to SIKT, the Norwegian centre for handling data collection and storage of data, for approval along with an information letter for the teachers I was going to ask to participate in the study. The information letter included some information about the study and the definition of text that would be used in the thesis and the interview. The information letter was sent as an appendix to the email asking if teachers if would like to participate in the study. Before conducting the interviews I went over the information in the information letter with the participants to ensure that they gave informed consent in writing on separate copies of the information letter. The information letter also informed the participants of their rights in regard to asking for them to no longer participate, getting to read the findings once they were completed to see that they were represented in a way they felt comfortable with. The SIKT approval, information letter and interview guide can be found in appendices.

Due to anonymity and handling audio files that may contain private information I recorded my interviews using the "Nettskjema Diktafon" application on my phone as Nettskjema is the digital tool the University College uses to collect and store data from interviews and other research methods.

When interviewing and transcribing on major ethical issue is that of protecting the interviewee's anonymity. Due to this I deliberately chose to only ask about the participants' teaching experience and educational background in English as I found that I did not want to ask for too much personal information about the participants. I also decided prior to interviewing that any names or places that could lead to them being identifiable brought up in examples by the teachers would be changed to something different. Maintaining their anonymity is also why I will be using they/them pronouns when discussing and describing my findings. I chose they/them pronouns as they are gender neutral and since I only have two informants it should not be too confusing.

When conducting interviews there is usually a power balance at play between interviewer and interviewee (Cohen et al., 2018). Cohen et al. explain that the word interview is about the view between two people, in the case of interviews it is interviewer and interviewee. Power resides with both interviewer and interviewee. Brinkmann and Kvale (2015) explains that because the interviewer controls what the interview is about and the questions asked, they hold most of the power in the interview situation however the interviewee also has power as they can withhold information, withdraw their consent to being interviewed or talk around the subject matter. In an interview it is the researchers role to ask the questions and the interviewee's role to answer the questions. The researcher interprets and reports on what the interviewee says in the interview (Brinkmann & Kvale, 2015).

I also sent the interviewees the findings chapter prior to completing the thesis so that they could agree or disagree with their portrayal in the findings chapter. I also did this to be transparent with them about what their interviews were being used for. Upon completion of the entire thesis they might be given access to the thesis in its entirety as well, if they find it interesting to read of course.

3.6 Reliability and validity

Reliability is about how reliable findings in research are (Gleiss & Sæther, 2021). Ringdal (2018) explains that reliability in qualitative studies is about reflecting on the study was conduct and whether or not there are any possible error sources in the data collection. In this study I have included all my steps and prior information to informants. I did this to make sure that they understood what they were being asked. It is also important to note that this qualitative study includes informants working at the same school so therefore answers may not say something

about teachers and the teacher profession as a whole. It does however mean that how they work with texts in the subject English is quite clear at the school since the two teachers together have lessons on all three year levels at the lower secondary school they work at. Even though this thesis may not shed light on the teacher profession as a whole it may indicate some thoughts and attitudes found at one school that could possibly be found elsewhere as well. When making the interview guide I mostly included open questions so as not to ask the interviewees leading questions to get the answers I believed they would give (Brinkmann & Kvale 2015). Using open questions in the interview guide and the interviews meant that the interview was in part led by the answers the interviewee gave along with the questions set by the interview guide.

Validity is about how valid findings in research are (Gleiss & Sæther 2021). Ringdal (2018) explains that in quantitative research validity is about whether or not the study answers the research questions it set out to answer. When it comes to validity the findings from this study will be compared to findings from similar studies in the field. This is because it for one is interesting to see if the findings from my research are similar to the findings from other studies in the same field. The findings could also be different and then I will look at why as that could be interesting. Cohen et al. (2018) write about validity in qualitative research. They summarize and discuss the findings of other researchers and through that present key points that should be present when discussing validity in qualitative research. Some of these points are credibility and transferability (Cohen et al. (2018)). Through credibility the researcher should be able to show that they are using credible informants and information. In this study this applies to describing the two participants and their educational backgrounds in the English subject and their answers to the questions from the interviews in great detail. It also relates to the thematic codes in the analysis as that is the way the information was sorted. Transferability and generalizability are connected (Cohen et al. (2018)). They are about whether or not the findings in a qualitative study can be applied in a quantitative context. Using this study as an example if the findings on how the two teachers use text can be transferred to how a larger group of teachers use text, if there are similarities and trends in how text is used. Due to the size of the sample in this study the findings might not say much about how teachers as a group choose and use texts in the subject English, it can however, definitely say something about how some teachers may do it and how teachers at the school T1 and T2 work at do it.

Reliability and validity in transcription concerns how the interview was transcribed. Brinkmann and Kvale (2015) explain that an easy way to ensure that something is transcribed “correctly”

having two persons type the same interview separately. This was not done in this project as this study was not conducted in collaboration with someone else. I did however spend a lot of time transcribing to ensure that everything that was transcribed was as close to what was said in the recording as possible. I added some punctuation when the interviewees had longer pauses when they were speaking, however since sentences are something we use in written language and not oral or spoken language (Brinkmann and Kvale, 2015), there is no way to ensure that they were placed correctly, which is why they were mostly disregarded when analysing the transcripts although they did make it easier to read them. While transcribing I attempted to include everything that was said to ensure that someone else coding or reading them would be able to come to the same findings as me.

3.7 Challenges with interview as a method

Interviews as a method came with some challenges. The main challenge was finding teachers willing to participate in interviews. As mentioned earlier many teachers, and a few principals, never answered emails asking if they could be interested in participating or if they had any colleagues who might be interested. This was challenging as the entire thesis was dependent on informants willing to participate. Finally asking friends and family for help and ending up with a convenience sample was not the initial plan, although it turned out better than expected with two willing participants.

3.8 Summing up

This section has described the how semistructured interviews were conducted to answer the research question “What types of text do English teachers in lower secondary school use, and why and how do they use them?”. I have described the recruitment process and the two participants, T1 and T2, in this study. This section has explored how the interviews were conducted and analysed through thematic codes. I have described ethical considerations, explored reliability and validity and some of the challenges with the chosen method. The next section is the findings where I will describe the results from the two interviews with T1 and T2. After the findings I will discuss the findings against the theory and previous research from section 2 in section 4 before finally presenting the conclusion of this thesis.

4. Findings

In this chapter I will describe the findings from my interviews. The findings will be sorted by the codes described in the method chapter. The first code presented will be organization of the school year, then I will present planning of teaching, then I will go on to presenting the findings in types of text and then ways to work with text lastly, I will look at what the two teachers said about how they choose the texts they use. As described in the method chapter each code deals with different parts of the process of choosing and working with texts.

4.1 Organization of the school year

According to T1 the school year at their school was divided into six different periods that were the same in every subject. T1 explained this as: “It is because we at this school work with period plans and throughout the year we have six periods” (my translation). T1 explained that these periods had different themes, such as “the past and our history, the aesthetics and our future” (my translation). They were unsure of who had decided what themes would be in focus for each period or how the themes were chosen. T1 explained how they had previously used year plans for each year and each subject, in the subject English and at schools they had worked at in the past. They found it easier to have a connection in everything previously when they had the plans for the entire year instead of the period plans as “previously we planned through an entire school year and then it was maybe a little easier to keep that red thread I feel previously than it is now” (my translation). T1 preferred planning the year in a way that made it easy for them to keep the different themes and topics discussed throughout the school year connected.

T2 had worked at the school for longer, and mentioned how there had been different practices on whether or not they were going to be using year wheels or subject plans. Due to Lk20 T2 explained that there had been variation in the past few years, and currently, in how they planned the school year. They explained that what they did previously, and wanted to continue doing in the future, was that all the English teachers gathered and created a plan with different periods and topics. This plan became a rough sketch of the school year. T2 explained that due to unplanned activities during the school year the plan for the year would shift slightly, but since they had it, they always knew what was coming next and because they had already made a rough sketch of the school year, they always had a plan for the next thing. And before each new period they would have meetings about what they were going to do. “ At the start of the year we sit down together and make a subject plan together all the English teachers” (my translation).

T1 explained that the school year was divided into different periods with different themes or topics while T2 explained that the period plan was made in collaboration between the English teachers.

4.2 Planning teaching and choosing texts – cooperating with colleagues.

T1 explained that they often planned teaching and chose for the different periods with their co-workers. They said that there was usually four of them sat together choosing the different texts used in lessons. T1 often chose to listen to what the others chose and weighed in on the decision although they often let their colleagues choose texts as they were more experienced than T1 in general, and they had worked at the school for longer. When choosing texts the current period on the plan was important for the type of text they would be searching for. To sum up how they chose texts to use in lessons T1 said that: “I listen to those with experience sometimes I come up with my own suggestions use the book a lot and have too little time to search [for texts]” (my translation). T1 chose texts based on what their colleagues chose and used the book a lot as they felt they had too little time to spend searching for texts.

When planning teaching T2 explained that the teachers at the school regularly had meetings with every English teacher for each year level and at these meetings they often discussed teaching for the current or coming period. There they would bounce ideas off of each other and share their plans. Together they looked at the textbook to find suitable texts. T2 explained this by saying: “and then we often also plan the next topic depending on what it is and then we can sit with the book and see that that fits that fits and so on” (my translation). T2 emphasized that while they often planned generally together it was always up to each individual teacher what to do. When choosing texts T2 often went for shorter texts that were easy to work with and engaging to the pupils. “For the everyday lesson it is short concise texts often from the textbook” (my translation) that T2 preferred to use in lessons. T2’s year plan showed that they included some chapters from the textbook they used although it did not include all chapters and they were not placed in order starting at chapter one. The chapters were placed according to topic.

T1 talked about how the English teachers often planned teaching together and that they often chose similar texts as their co-workers while T2 explained that while they often planned together it was up to each individual teacher to choose what to do in each lesson. T2 also highlighted that they factor the length of the texts when planning lessons.

4.3 Types of text

T1 mentioned several different types of text. They mentioned that they occasionally enjoyed reading novels or watching TV series in their spare time. T1 mentioned that they often used factual texts and not literary or fictional texts that often although they did explain that what text types they used in lessons depended on the theme in the period plan. Although they often used factual texts, they also mentioned using fairy tales in lessons at one point in the current school year.

In private T2 read newspapers and watched a lot of films and TV series. In lessons T2 mostly worked with factual texts or subject-specific texts as they felt that they “get an extra perk by using a factual text” (my translation). The factual texts had to be interesting and not list facts in the way that Wikipedia articles do. T2 could use fictional texts such as novels although that was often in relation to a theme and more of a project. “Informative texts that are relatively short straight to the point easy to talk about” (my translation) was what T2 preferred to use in the classroom as they wanted that “extra perk” (my translation) they felt that they got using factual texts. In the year plan T2 provided for a previous school year there was one film and two novels mentioned by title. The film was “This is England” directed by Shane Meadows and the novels were “Kindred” written by Octavia E. Butler and “Big mouth and ugly girl” written by Joyce Carol Oates. The year plan also mentioned the “I have a dream” speech by Martin Luther King Jr.

Both T1 and T2 mentioned working with factual texts frequently. Though factual texts were what they both said they used most they both also talked about different fictional texts such as fairy tales or literature. By reviewing the year plans T1 and T2 sent from previous years it seems that T2 included texts from other sources than the textbook in the planning stage of the year whereas the plan T1 sent from the previous year, that they had not helped create, mostly followed chapters from a textbook with the exception of a cross curricular theme that was also present in T2’s year plan.

4.4 ways to work with texts.

When working with written texts in any genre T1 often started with a few pre-reading questions about the text or characters they were about to read about. The pre-reading questions were often answered in pairs or groups as the school was working with collaborative learning. When reading the text T1 often read aloud themselves, asked pupils to read or listened to an audio file if that was available. After reading the text they usually had some post-reading questions about

what happened in the text. They also included questions where the pupils had to read such as “what did you just hear” or “what happened to that person”. Depending on the text they could also make the post-reading questions collaborative where the pupils would work together to answer the questions. T1 also used text to scaffold how to write a text occasionally. They also mentioned reading for longer periods of time during a lesson. T1 described the way they most frequently worked with texts like this:

I don't know how everyone else does it but mostly I try to find some pre reading questions before reading to start the thought process it could be about the theme or the characters we are about to meet a couple of questions on that and then we use collaborative learning at this school so I try to do it so that they have to work together and then we read the text or we listen to the text either that some pupils read or that I read or that we use an audio file [...] and then we go through the text some post reading questions [...] and that is how we go through the texts that is reading homework if there is reading homework [...] when we read for example about Great Britain when there were factual texts [...] then we worked more in groups that we worked with the texts in groups and they worked together on it and solved it individually and were free to choose how to answer (my translation)

In addition to mostly working with texts as described by T1 above they had also had a project where they used texts to scaffold how to write a text. T1 explained it like:

“We had fairy tales and then we looked at a lot of fairy tales so that they would learn genre characteristics of fairy tales and that was to end in them writing their own fairy tale [...] so then we used texts to scaffold”(my translation).

In addition to teaching about the desired genre, fairy tales, T1 also used the fairy tales to scaffold for the pupils how fairy tales were supposed to be written.

T2 while often relying on the textbook said they attempted to vary teaching as much as possible. One of the way the varied teaching was varying who read the texts used in lessons. Sometimes they would read themselves other times the pupils would read quietly, or they would read to each other in groups in order to practice speaking English to one another in a way that feels safe. T2 did this instead of the way it was done when they were in school were every pupil had to read one passage in a sentence. They also read out loud in groups to avoid troubles with pupils refusing to read as they said that it has become a trend with pupils to refuse. After reading T2 often used some of the accompanying tasks for each text when using the textbook. They chose a few of the task about understanding, one writing task and a task about grammar. These

tasks were made and adapted by the textbook. They also sometimes chose a few words for the pupils to learn for a glossary text. This was not something they did often. The words for the glossary test were some of the words the textbook had picked out as difficult in the margins and then T2 picked the ones they found most important among the words picked out by the textbook.

So I have to read or sometimes I say that everyone has to read quietly for themselves and then do tasks [...] we are also sat in groups in some classrooms and then they can read aloud to each other [...]they can read aloud to each other [...] If I use the textbook I like giving them two three tasks for the text that are adapted to it and then it is very often understanding [...] a task that is more write a short short text about what you think and maybe a more grammatical task (my translation)

They did not really use texts to scaffold how to write different texts or for analysis in English, however they did use texts as scaffolding or to analyse in other subjects such as Norwegian language arts. T2 said if they were to use texts for that they would find texts themselves and that they would probably use song lyrics as they are short and include a lot of meaning.

T1 explained quite detailed the way they mostly read and work with a text in class with their pupils. They also used texts to scaffold on occasion whereas T2 did not use texts to scaffold when teaching English. T2 varied how they would read the text but they often used similar tasks, this was also similar to what T1 did.

4.5 How the teachers chose texts.

T1 said that they choose text based on the period and theme of that period. They chose what texts they used based on what the other teachers chose as they were new at the school. T1 stated that they often use the book as they did not have good access to encyclopaedias or other text resources, so they had to spend time searching for texts on the internet.

So it depends a little on what period we are working with and what the theme is and what subjects what are most included in that period it is from those themes we have in the six periods that we try to choose texts from (my translation)

T1 also said that while choosing texts they often considered the length of the texts as “but it’s not easy to find good texts other places that are short enough as the pupils don’t have the stamina to sit and read at all [...] sitting to read for twenty minutes is for many extremely difficult”. T1 mentioned this while explaining how they choose the texts they choose to use in lessons.

To sum up what T1 considered when choosing and deciding what texts to use in lessons it was the theme or topic for the current period and the length of the text so as to not read something too long.

T2 spoke about how even though they often discuss teaching and text choices together it is ultimately up to each individual teacher what they choose to do. When they chose texts T2 emphasized that the choice of what to use was automated for them, but they took their pupils into account depending on whether or not they need more help getting started or more of a challenge. Sometimes they also divided classes based on the level of guidance the pupils needed to ensure that those in need of more assistance would get that and those who needed more challenging material would get that. T2 tried to find texts that suited the current topic and liked the textbook as it was very clearly divided into different topics. They tried to find suitable texts that the pupils would find interesting.

When choosing texts T2 often considered the lengths of the texts they were choosing as they felt that the pupils did not have the attention span to read longer texts. “not all pupils are as good at focusing and that just keeps getting worse and worse I think [...] the attention span keeps getting shorter” (my translation). This made them choose “relatively short or very long” (my translation) texts.

T1 mostly chose similar or the same texts as their co-workers when choosing texts whereas T2 mostly considered their pupils when choosing texts. They both considered the topic they were teaching to find appropriate texts. Both teachers spoke about the length of the texts that they often used. T1 mentioned that they believed their pupils lacked reading stamina for reading for longer periods of time such as 20 minutes of a 60-minute lesson. T2 mentioned that they found that their pupils lacked the attention span to read longer texts.

4.6 Other notable finds

Both T1 and T2 talked about how they struggle with having enough time to find texts. They mentioned that they found using the textbook convenient as that was what they both had available.

T1 mentioned that since they taught both English and Norwegian language arts, they often tried to connect the two subjects. An example they used was the project on fairy tales. They said that since they had learned about fairy tales in English, they would bring that up when they were

going to work on that in Norwegian language arts as they felt that the two subjects could be connected like that.

4.7 Summing up

This section has described the findings from the two interviews with T1 and T2. The findings show that the teachers used several different types of text, such as nonfiction, fairy tales and literature. It also show that the teachers used texts similarly when reading a given text and how they had different approaches to choosing texts. T1 and T2 described how they work with texts and what they consider as important when choosing texts to use in the classroom. The findings presented in this section will be discussed against the theory and previous research (section 2) in the next section, discussion.

5. Discussion

In this chapter I will discuss my findings against some of the theory from section 2, theory and previous research. As explained in the summary of the theory section I will mainly discuss what the teachers mention doing, or not doing, in regard to their text practice though I will make suggestions for alternative approaches if that is reasonable. This chapter will be organized through the codes presented in method and applied in findings. In the previous section one of the main findings were that T1 mainly worked with text that were suitable to the theme they were currently working with. T1 often considered the length of the texts they brought into the classroom so as to not use texts that could be too long for the pupils. They also considered what texts their colleagues were choosing to use when choosing what to use themselves. Another finding was that T2 mainly worked with suitable nonfiction or subject-specific texts that were on theme, they considered the length of the texts the same way that T1 did and they mainly considered the language proficiency of their pupils when choosing texts. Other notable findings were that both teachers felt that they did not have enough time to search for texts outside of the textbooks they used. Both teachers also taught Norwegian language arts in addition to teaching English.

5.1 Organization of the school year

As mentioned in section 2.3.1. the English Subject curriculum offers the individual teacher a lot of freedom in how they wish to reach the competence aims presented. T1 and T2 both describe changes in how they are planning the school year at the school they work at. This may be due to some changes presented in the LK20 curriculum as LK20 introduced three new interdisciplinary topics, sustainability, health and life skills, and democracy and citizenship (Norwegian Ministry of Education and research, 2017). Because of these topics schools need to work more across subjects instead of each subject always being separate from the other subjects. The interdisciplinary topics also demand more cooperation between teachers as the topics are meant to be taught through interdisciplinary work.

T1 and T2 expressed that they preferred the way they worked in the past where they roughly planned the year in a year plan instead of planning the year in periods as they did for the current school year. T1 said “previously we planned through an entire school year and then it was maybe a little easier to keep that red thread I feel than it is now” (my translation) about how they felt about the previous way to plan the school year as they preferred the previous solution over the current solution where they have what T1 described as “randomly chosen” (my

translation) themes for six different periods throughout the year. These themes might make it easier to work with the interdisciplinary topics across subjects as opposed to working with each topic on its own in each subject. According to Øyum et al. (2022) teachers started working more thematically with the LK20 curriculum they did than with the previous curriculum. This may explain why the school T1 and T2 work had started organizing the school year in six different periods with different themes to accommodate the new curriculum. The year plans T1 and T2 provided for the previous school year included one period that seemed as though it was primarily working with one of the interdisciplinary topics across most subjects. The year plans T1 and T2 preferred working with allowed them to keep track of what they had already done and what they were planning on doing in the future as everything was loosely pre-planned. As mentioned in the introduction the curriculum offers a lot of freedom to teachers and schools in how they wish to plan teaching. Some schools, like the one T1 and T2 work at, chose to make changes when LK20 came with the three interdisciplinary topics to facilitate working with these throughout the school year. Changing the way they plan the year might be beneficial in the long run, however in the short term it might make some of the materials the teachers already have available unusable as it is best suited to the year plan planning. Or they, as T1 mentioned, found it “easier to keep the red thread” in the past when the school year was planned out before it started instead of as they go through the year before each period.

5.2 planning teaching and choosing texts – cooperating with colleagues.

Lyngstad (2019) wrote about teachers taking a collegial approach as one of three ways to choose texts to work with in lessons. When taking a collegial approach teachers base their choices on the choices their colleagues make (Lyngstad, 2019). T1 takes a collegial approach to choosing texts in addition to collaborating with their colleagues on how to approach themes or topics in lessons. T1’s choice of approach seemed to be based on them being newer at the school they worked at so it made more sense to them to “listen to those with more experience” (my translation). It also shows a slight insecurity in their own choices at their current workplace as they said that “where I worked previously I was the only one who taught English so then I could freely do what I wanted” (my translation). At their previous workplace T1 felt comfortable making all the choices about what texts to use as they were alone in making decisions on what texts to work with whereas at their current workplace they were in a team of English teachers and had colleagues they could take inspiration from and listen to, so they let their colleagues decide for the most part what texts they were going to work with.

T2 however had a different approach to working with their colleagues. They worked with their colleagues and shared ideas with them with the intention of ultimately doing what they wanted, though it seemed like they appreciated being able to have the input from their colleagues. T2 explained that they prior to each period had meetings where they were “physically sat together and talking about what comes next and planning but ultimately it is up to each individual” (my translation). While they worked with their colleagues and collaborated with them on what themes and topics to work with next T2 emphasized that everyone could decide for themselves what to work with and how to work with chosen texts. The year plan from the previous school year showed that T2 and their colleagues often planned roughly what they wanted to focus on and there were some examples of texts, even though it was mostly filled with just topics and suggested learning activities and learning aims for each period.

T1 chose to listen closely to what their colleagues chose to use and do something similar to them whereas T2 chose texts based on what they wanted or what they felt suited their pupils best. T2’s approach to collaborating with their colleagues was more based on working with something similar and sharing ideas rather than T1’s approach which seemed more based on them choosing mostly the same texts as their colleagues. The way Lyngstad (2019) describes the collegial approach makes it seem similar to T1 as one of the teachers in her study described working closely with colleagues to make decisions on what texts to bring into the classroom. T1’s approach is them listening and making suggestions, and mostly them making the same choices about which texts to use as their colleagues. T2’s approach is more based on them sharing ideas with their colleagues and making choices based on their thoughts with their colleagues’ thoughts as an added way to bounce ideas and thoughts and not looking for what they are using to use something similar or do the same as their colleagues.

5.3 types of text

This subsection will discuss the different types of text T1 and T2 mentioned in the interviews and presented in the findings against the theory in section 2 as well as the competence aims in the English subject curriculum (LK20) after year 10.

The first type of text that will be discussed is fairy tales. T1 mentioned that they had worked with fairy tales in a previous period this school year. Birketveit (2021a) mentions some benefits of working with fairy tales. She notes that in some ways fairy tales are universally known throughout the world (Birketveit, 2021a). When talking about fairy tales T1 mentioned that they had looked other places than the textbook when finding fairy tales as there were none in the

textbook. When searching for fairy tales, presumably on the internet as that was where T1 went when searching for alternate resources, T1 probably found ones that the pupils had encountered previously. T1 did not mention specific fairy tales during the interview. Although it is reasonable to assume that some of the fairy tales they used were familiar to the pupils as there are many fairy tales available on the internet, which they mentioned using when searching, and a lot of these are either the originals or adaptations of fairy tales written by famous fairy tale writers such as H. C. Anderson, the Brothers Grimm and Lewis Carroll. A lot of these fairy tales are well known and often adapted so some of them are most likely familiar to some of the pupils in T1's classroom.

Fairy tales may be considered authentic texts depending on the fairy tale. Birketveit and Rimmereide (2017) found that using authentic picture books was beneficial for the 11-year-olds in the study. The use of authentic materials was motivational for the pupils. Albiladi (2018) wrote about the benefits of using authentic texts when working with English as a second language, this can also be useful in an EFL classroom as authentic texts use authentic language. T1 mentions several types of text where they may use texts for a purpose besides teaching English. Such as the fairy tales mentioned previously. Using authentic materials can be motivational for pupils as they get to experience language used the way native speakers use language. Fairy tales might also be familiar to the pupils as a lot of fairy tales have different adaptations across cultures (Birketveit, 2020a). Albiladi (2018) explained that through authentic texts pupils encounter the target language in situations and ways where it is not adapted to learning. By reading fairy tales T1 probably gave their pupils texts that used authentic language to read with their pupils aiming to look at the genre characteristics and so they distributed authentic language to the pupils in the classroom. T2 also mentioned that they occasionally read a novel and novels can be argued to be authentic texts as their primary function is to entertain the reader and not to teach them language, although learning something is often a secondary function in novels for younger readers. Wiland (2000) argues that taking texts that are written to be enjoyed for pleasure into the classroom to be read for educational purposes where the pupils may have to be forced to read removes some of the text's authenticity. She also argues that although texts are less authentic when used for a different purpose than they were written for, they may still be one of few instances where pupils encounter language used authentically (Wiland, 2000) in lessons depending on whether or not the teacher uses tools such as textbooks.

T2 mentioned working with a novel as a project. Fenner (2020) writes about using literature in lessons. She explains that since literature is often written for native speakers it is another way to bring authentic teaching materials into the classroom (Fenner, 2020). As explained in the previous paragraph authentic materials are a good way to introduce pupils to language used authentically and not for learning. Lütge (2013) explains that through literature readers, and pupils, are able to experience the world through someone else's perspective. This makes literature different from other types of text as although other texts can be descriptive of life in different cultures or worlds it cannot replicate the feelings a reader, or pupil, may have when reading a literary text as the descriptions that make it possible for the reader to immerse themselves into the story is unique to the literary genre.

An alternative to using literary novels is graphic novels. Both T1 and T2 mention that they usually reach for shorter texts to accommodate their pupils' short attention spans and lack of reading stamina. One thing they could do instead of generally avoiding longer texts could be reading graphic novels instead. Graphic novels are longer texts, but they usually have less verbal text than a novel and include the addition of images (Rimmereide, 2021). Graphic novels adapted from novels can be used to differentiate for reluctant readers. T1 and T2 could consider using a novel and the novel's graphic novel adaptation simultaneously to differentiate and enable all pupils to read the same text while getting to read a text that suits their proficiency levels. Graphic novels can also aid in developing the pupils' multimodal literacy as they include both verbal text and images.

T2 also mentioned occasionally using song lyrics when teaching analysis. Song lyrics are also authentic texts written for other purposes than teaching. Munden and Sandhaug (2017) wrote about the benefits of using songs in lessons. According to them songs are familiar for pupils as they have grown up singing a lot in lessons and using song lyrics and listening may draw on these experiences from their early school years (Munden & Sandhaug, 2017). T2 mentioned that if they were to use texts to model, for example, analysis, they would use song lyrics. T2's reasoning for working with songs was that song lyrics "are very short and often rhyme and you have very little time to say what's important" (my translation). The length of the lyrics was part of what T2 valued when working with songs in addition to the lyrics being filled with meaning.

Both T1 and T2 mentioned working with non-fiction or subject-specific texts. Some of the factual texts, or subject-specific texts, T2 preferred to use may be what Albiladi (2018) defines as authentic, but they are most likely subject-specific texts from textbooks. T2 expressed a

preference for nonfiction or subject-specific texts may be due to them being more interested in promoting factual content in lessons than working with fiction. They also felt that they got an “extra perk” (my translation) by doing so perhaps because the pupils were working with true events either in the sense of natural science or historical science. T2’s preference for “Informative texts that are relatively short straight to the point and easy to talk about” (my translation) could be due to the fact that they were not an avid reader and therefore did not feel like promoting something they did not particularly enjoy as opposed to subject-specific texts or nonfiction which may be for entertainment but are generally mostly used for information.

T2’s preference for nonfiction over literary or fictional texts may make it difficult for some of their pupils to experience reading literature and immersing themselves into the lives of fictional characters to the extent that reading literature allows. Through literature pupils are able to experience the experiences of someone else and see things from other perspectives in a way that nonfiction may not offer as nonfiction has to be able to be proven to some extent (Løvland, 2020;2022) depending on what science the text is based on. Lund (2019) points out that when a textbook presents cultural elements it often bases those on stereotypes. This may be an issue for the texts T2 uses. As when they, using the same example as they did in the interview, teach about indigenous peoples as in the subject-specific or nonfiction texts may be information based in stereotypes whereas in fiction there may be more of a variety in how different cultures are presented in addition to literary texts enabling pupils an immersive experience when reading. Only using nonfiction may also unintentionally present stereotypes about different cultures as nonfiction is often less immersive than literary texts

T1 and T2 both actively used the textbook when searching for texts to use in lessons. They both noted that the textbooks were nicely organized in different topics. Ørevik (2018) found that in textbooks the some of the most frequent texts were informative subject-specific texts. These texts were often dense with information to accommodate their short length. As mentioned previously T1 and T2 both preferred working with shorter texts in lessons.

The year plan T2 provided included one film. Bakken (2016) found that teachers experienced several benefits with using films in lessons. The year plan showed that the film was intended to be watched at the end of a topic this is consistent with what Bakken (2016) found. She found that teachers used films, often at the end of a topic or period, to show the pupils an example of what they have been working on that may evoke an emotional response.

The English subject curriculum includes several competence aims about reading texts that the pupils should have reached when they complete year 10. Some of these are “read, discuss and present content from various types of texts, including self-chosen texts” (Norwegian Ministry of Education and Research, 2019) about the pupils having encounters with a variety of text types, “read, interpret and reflect on English-language fiction, including young people’s literature” (Norwegian Ministry of Education and Training, 2019) about pupils reading fictional texts in English, written for English speakers and fictional texts for children and young adults (YA) and lastly “read factual texts and assess the reliability of the sources” (Norwegian Ministry of Education and Research, 2019) about the pupils reading factual texts, or subject-specific texts, and learning to be critical of different sources. T1 and T2’s text choices definitely cover these competence aims as they mentioned both factual and fictional texts in their respective interviews.

T1 and T2 both mention a preference for using shorter texts in lessons as they did not experience the pupils as having good stamina for reading longer texts. Bakken and Lund (2017) also found this. Teachers having a preference for shorter texts in lessons due to a lack of reading stamina and attention span in their pupils may be a double-edged sword as the pupils will most likely not challenge themselves to read longer texts without their teachers pushing them out of their comfort zone and towards something more challenging length wise and linguistically (Bakken & Lund, 2017; Birketveit & Rimmereide, 2017). Using longer texts in lessons also mean that the pupils are more likely to read the entire text instead of excerpts which Birketveit and Rimmereide (2017) found was helpful and motivational for learners.

To sum up types of texts that T1 and T2 use or could benefit from using a broader variety of text types and including more than just subject specific or nonfiction texts as subject specific texts are often dense with information (Ørevik 2018). T1 had used fairy tales in addition to nonfiction or subject specific texts. T2 mostly used nonfiction or subject-specific texts. On occasion they could use longer texts such as novels or films. To accommodate for differences in language proficiency T1 and T2 could use texts such as graphic novels adapted from novels to differentiate in lessons to accommodate pupils who are less proficient allowing all pupils to read the same texts.

5.4 ways to work with text

The ways both teachers work with texts is in line with what theory and research says about working with texts. Bakken and Lund (2017) write that they found that teachers often “go

through” texts by reading them and then having the pupils translate them. T1 and T2 explained that usually read texts and then have the pupils do tasks based on the content of the texts which is another way of “going through” texts. By going through texts teachers often aim to make sure that pupils understand the text they just read (Munden & Sandhaug, 2017).

T1 went into great detail about how they usually worked with texts with both pre-reading activities such as those Munden and Sandhaug (2017) suggest using. The benefits of working with pre-reading activities means that the pupils are prepared for the text they are about to read and more open to understanding it instead of them going in blind and not understanding the text fully and needing more aid whilst reading. T1 explained how they often worked with texts in lessons. This included pre-reading questions that may activate pre-existing knowledge, the actual reading of the text where the pupils either read themselves or listened to the teacher reading, working on written tasks or tasks in groups where they presumably had to speak English. Here they use reading, writing and oral skills all to work with one text. The project where they wrote fairy tales also included different basic skills as the pupils both read fairy tales and wrote their own where they probably used laptops to write their fairy tales.

When T2 described how they work with texts they described tasks that promote the basic skills reading and writing. They usually read the text in slightly different ways either T2 read the text aloud or the pupils read in groups to practice both reading and oral skills, then the pupils would do tasks and presumably write them down. Munden and Sandhaug (2017) explained the benefits of having the pupils read aloud together in pairs over the downsides of having pupils read aloud one at a time. When T2 explained why they never had the pupils read aloud one at a time they reasoned it with there seemingly being a “trend for pupils to refuse” (my translation). T2 also disliked the pupils reading one aloud at a time as they preferred to not have to remember who could read aloud and who could not read. Munden and Sandhaug (2017) agree with having pupils reading aloud at a time being an unfortunate solution to practicing reading aloud. Although their reasoning for reaching for other ways to read is more about the pupils possibly having a poor learning outcome of the reading as there is only one pupil actively reading aloud at a time and that pupil may not be the best language model (Munden & Sandhaug, 2017). T2, and Munden and Sandhaug (2017), instead argue that pupils should practice reading aloud in groups or pairs. Trough reading in smaller groups or pairs it is possible for multiple pupils to be actively reading aloud at the same time and they may feel safer reading aloud in a small group instead of having the whole class listening. Although this was a way T2 had pupils read texts in lessons they mostly read aloud themselves or had their pupils read quietly on their own.

This may be because they mostly practiced listening or understanding the text they were reading instead of pronunciation. Munden and Sandhaug (2017) points out that it is important for teachers to choose to either work on pronunciation or reading comprehension. It seems that T2 may do this as they more often chose to have their pupils read quietly on their own than having them read aloud in groups or pairs. T1 also mentioned that they often had their pupils read in small groups or had the pupils listen to them reading the text aloud in addition to the pupils reading quietly, indicating that they had different foci when working on reading texts.

Munden and Sandhaug (2017) and T1 also talk about using post-reading activities when working with a text. The benefits for this, besides forcing the pupils to actually read which T1 mentioned in their interview, is that the pupils have to process what they just read. Whether the post-reading activities are individually answering questions or group work the pupils have to go over what they read mentally, or physically, to figure out the answers to the questions. T2 also mentioned several post-reading activities that they liked to work with that promoted different learning aims for the pupils either grammatically or thematically. From the way both teachers described working with the post-reading activities it is reasonable to conclude that most of the tasks were done by the pupils individually or in small groups or pairs instead of the teacher asking the pupils and choosing one of two pupils to answer the questions. Munden and Sandhaug (2017) explain that the teacher asking questions and choosing one or two pupils to answer is a poor way to work with post-reading activities as there are few pupils actually actively participating as opposed to when they are all working on tasks individually or in small groups or pairs.

Both T1 and T2 also use texts to promote the different basic skills. Firstly, they had the pupils working on the basic skill reading while reading the texts in different ways. Secondly, they practice writing when writing the answers to the post-reading questions. Thirdly, they practice oral skills when they read the text aloud in small groups or pairs. Finally, they practice digital skills when the texts they are working with are supposed to scaffold a genre to support the pupils when writing their own texts which are most likely written on a laptop or an iPad in a text processing tool such as Microsoft word. The ways T1 and T2 work with the texts that they read builds on what Ørevik (2020a, 2020b) and Skulstad (2020a, 2020b) says about working with basic skills. They include several skills and throughout lessons implement work where the pupils have to practice using the different basic skills.

Bakken (2019) noted that the teachers she interviewed were reluctantly reliant on the textbook. T1 explained that while they often used the textbook, they did not use it all the time as they chose texts to use depending on the theme or topic they were working with, and the themes were not chosen based on the textbook. T2 described in detail how they used the textbook as they relied heavily on the textbook as “here there’s someone who have been sat doing a proper job so that the thick book should function in relation to what pupils should learn now” (my translation) but they then went on to say “and then we aren’t allowed to use it” (my translation). When using the textbook T2 explained that they often chose to use some of the tasks for every text they read as the tasks often had different foci and different difficulty levels.

5.5 How the teachers choose texts.

The ways T1 and T2 choose texts can be found in Lyngstad’s (2019) research. She found three main ways of choosing text, a student-based approach, a collegial approach and a teacher-oriented approach. T1 and T2 mostly mentioned two of them when talking about how they choose the texts they work with in the classroom currently. T1 said that they mostly listened to their colleagues now but had chosen texts more freely in the past, and also based on what they themselves liked whereas T2 emphasized how they took the pupils in to account as the differences in knowledge and language proficiency was usually considered when choosing texts. The way T1 chooses text is similar to the collegial approach Lyngstad (2019) describes. Lyngstad (2019) writes that the collegial approach often seemed like a way to ensure the same or similar syllabus across all English teacher at a specific year level. T1 chose texts based on their colleagues but not necessarily to ensure that all pupils across the same year level read the same texts, though it may be a secondary concern as they mentioned choosing texts differently in the past when they were the only English teacher.

Although T2 mentions working with their colleagues, probably to ensure some similarity between classes, T2’s way of choosing texts is more similar to the student-based approach Lyngstad (2019) uses in her dissertation. It seems that T1’s use of a collegial approach is based on a slight insecurity. They mentioned that they had only worked at the school for a short period of time multiple times. T1 also mentioned that they had let their own preferences influence their text choices in the past when they were the only English teacher as opposed to their current school where they were several English teachers working together. T1’s approach to choosing text was built on going with what their colleagues chose to an extent whereas T2 had worked at the school for a while and described their text-choosing process as “automated” (my

translation). T2 did not want to point out a specific element they considered when asked about how they chose texts. They did go on to explain all the ways they needed to accommodate their pupils' proficiency levels and how they occasionally separated pupils based on proficiency levels instead of their respective classes to better differentiate to their proficiency levels which indicates that T1 mostly had a student-based approach to choosing texts.

T2 talks a lot about how they find it “insanely annoying” (own translation) that the school they work at does not have any newer textbooks adapted to LK20 available. This coincides with Mejlbo's (2023) survey that found that six of ten primary and lower secondary schools did not have teaching materials adapted for the new curriculum. Not having proper teaching materials, like a textbook, available means that teachers have to spend a lot of time, which both T1 and T2 mention doing, searching for both written and other forms of text to use in lessons when they could have been spending that time working on something else if they had proper materials available. Teachers have the autonomy to choose to use what they find most suitable through the curriculum, and research shows that teachers do that most of the time (Aashamar et al., 2021), but having something available like a textbook updated to the current curriculum available is still important to teachers. T2's awareness of excessive use of textbooks being frowned upon also indicates a level of metacognition (Haukås, 2018) as they are aware that to some extent being dependent on textbooks is not always the most beneficial but due to accessibility of alternate resources they use it anyway.

Availability of texts may also be a factor in how T1 and T2 choose texts. Having text resources available means that teachers can spend time planning or doing some of the other work that they need to do. Both T1 and T2 struggled with having available texts to work with during lessons making them spend lots of time searching or just simply using the book. This may be due to what Charboneau (2016) found at the primary level. That some teachers do not have text resources available or do not have enough information about what they have available to properly use the resources. T1 mentioned a lack of “encyclopaedias or other resources to draw from” (my translation) which made them search for texts on the internet or through other resources they had available from previous employment at other schools. The lack of availability made T1 use the textbook when it had texts suitable for the topic as it was what they had available when working and it took less time searching for texts in the textbook than searching elsewhere. As mentioned previously in section 2.2 Charboneau (2016) found that half of teachers had English books available at the library whereas only one in five teachers at the primary level did not have books besides the textbook available in the classroom. The lack of

available teaching materials means that teachers, such as T1 and T2, might spend countless hours searching for materials on the internet instead of consulting the school library or encyclopaedias or the textbook. Williams (2021) mentions that to find suitable literature for use in an EFL classroom teachers could look up different awards granted for authors of children's and young adult literature and awards for given literary works for younger readers. In order to utilise the benefits of using these awards to find texts the teacher needs to be aware that the awards and their websites exist, and they need to be able to acquire the literary works granted the different awards. Having a textbook and knowledge about alternate resources available means that the teachers might be able to spend less time searching for texts that might be used in lessons and more time on other parts of their job such as planning lessons.

Like some of the teachers Bakken and Lund (2017) interviewed both T1 and T2 preferred to work with shorter texts that they did not perceive as difficult to understand for their pupils otherwise they might dissuade them from reading. Though T1 and T2 also worked with shorter texts as they perceived pupils' attention spans as too short and their reading stamina as lacking. However, when the pupils are not challenged with longer texts in school, how are they supposed to develop the reading stamina to read longer texts? By mostly reading short texts that do not challenge the pupils' ability to read longer texts they are not being given the challenge needed to develop the ability or stamina to read longer texts. To work around this, teachers such as T1 and T2, could use novels and graphic novels adapted from the novels they read. This enables less proficient readers to work with the same text as more proficient readers and still get the differentiation they need in order to succeed (Rimmereide, 2021). Lyngstad (2019) writes that some teachers wanted to work with graphic novels but chose not to, or lacked experience with working with graphic novels, because they were not available at the school they worked at. This brings choices concerning the length of texts worked with back to a lack of available resources at schools, whether it is in the library or in the teachers' offices. T1 and T2 should be able to choose texts based purely on what they believe their pupils would learn the most from, whether that is learning grammar or a new genre, without being limited by their school only having outdated textbooks and a lack of other available resources. Being able to choose texts more freely may aid them to experiment with working with longer texts.

Birketveit and Rimmereide (2017) found that using longer texts, in their study it was picture books, was beneficial to some of the students as they got challenged enough to improve, but not so much that they lost motivation. They also found that the pupils liked reading the entire text instead of just reading the excerpts provided in the textbook. In Birketveit and

Rimmereide's (2017) study the books were provided so the individual teachers did not have to provide texts. Though their study was at a lower age level than T1 or T2's pupils the findings of Birketveit and Rimmereide (2017) suggest that T1 and T2, and other teachers, should challenge the pupils a little when it comes to the length of texts that they read in lessons as some challenge is good for them. It may also be useful to use texts that are illustrated such as picture books or graphic novels as the addition of the pictures means that there are less words for the pupils to read if they struggle with reading.

There have also been multiple mentions earlier in this thesis of the possible benefits of extensive reading (Birketveit & Rimmereide, 2017; Munden & Sandhaug 2017). T1 and T2 did not mention practicing extensively specifically, although T1 mentioned that some of their pupils "struggled to read for twenty minutes" (my translation). T2 mentioned reading longer texts such as novels as projects. According to the lesson plan they provided they only did this once a year and it seemed that all the pupils read the same book as they had noted down a specific number of copies for each of titles that would equate for approximately one class of pupils. Young adult or children's literature such as the novels mentioned in the year plan T2 provided offer some benefits that literature written for adults do not. Young adult literature is often written from a first-person perspective granting the reader access to the main character's thoughts and feelings in a way that texts written from a third-person point of view do not (Williams, 2021). It seems that T1 and T2 both preferred shorter texts as they did not always wish to spend longer amounts of time challenging their pupils' reading abilities and instead focused on shorter texts packed with information such as nonfiction or subject-specific texts. Mainly reading texts that are as dense with information as subject-specific texts may make reading shorter texts as challenging or more challenging than branching out to read longer texts with, perhaps, the same amount of information but using more words and space to convey the same message.

5.6 Summing up

This section has discussed some of the main findings sorted by the initial codes presented in the method section and applied in findings against theory from the theory section. I have discussed how T1 and T2 choose text against the different approaches presented in Lyngstad (2019) and looked at what they valued most when choosing what texts to use in lessons. I have discussed T1 and T2's text current text practices against theory on what they could do instead of what they are currently doing in addition to looking at the benefits and challenges of their current text practices. T1 and T2 mainly chose to use the texts they had available, which

according to Charboneau (2016), Bakken (2018) and Lyngstad (2019) was a normal approach to choosing texts. The lack of available resources that T1 and T2 described were consistent with the findings of Mejlbo (2023) and Charboneau (2016).

6. Conclusion

In this chapter I will conclude this thesis. One of the aims of this thesis was to attempt to fill a gap in research on teachers' text practices after the renewal of the curriculum in 2020 (LK20). To do this the thesis applied the research question "What types of text do English teachers in lower secondary school use, and why and how do they use them?". I have looked at what texts teachers use from within textbooks and external resources.

The main findings of this thesis were that the two teachers interviewed relied heavily on their textbook as they did not have many alternative resources available. They also reached for the textbook when the theme or topic in the plan for the year coincided with a topic in the textbook and the texts were suitable. Both teachers felt that searching for appropriate texts outside of the textbook took too much time as they did not have enough suitable text resources available and they were searching for texts that were both short, age appropriate and suited their pupils' proficiency levels.

To conclude, the teachers in this study used a variety of texts, they mostly used nonfiction or subject-specific texts found in textbooks and supplemented with texts from other sources such as fairy tales, novels or song lyrics they found either online or through experience or their colleagues. They mostly used texts to practice reading and reading comprehension but also to scaffold how to write a text in a given genre or to practice grammar. The teachers chose texts based on the topic they were working with to ensure that their text selection was promoting the desired learning aims.

6.1 Limitations in this study

While this study set out research what kinds of texts English teachers in lower secondary schools choose to use and how they use the texts, and I certainly found that, the amount of participants is not enough to say anything about whether or not T1 and T2 do it the way it is done in other schools. This means that this study only says something about the text practices at the one school the interviews were conducted at. Another limitation in this study is that the teachers were interviewed, meaning they answered what they remembered doing at the time of the interview. While it does paint a picture of what they do and how they work with text it is possible that the teachers do more than what they reported doing in the interviews.

6.2 Ideas for future research

Based on what this thesis has found there are some aspects of teacher's use of texts that could benefit from there being conducted more research in the future. There also seems to be a need for new research in fields that have not been researched in a few years. One of these is research on the use of texts in lower secondary it could be useful and interesting with a study using a mixed methods approach such as Lyngstad (2019) or Charboneau (2016). It could also be interesting to compare how teachers in lower secondary schools use texts with how teachers in primary or upper secondary schools use text. There is also a need for research on the use of texts and textbooks after LK20 and also the availability of teaching materials in all year levels as there seems to be a slight information gap on how teachers use texts with the new curriculum (LK20) compared to LK06. In addition, there also seems to be a gap of research on the use of factual texts in the English subject as I found that when search, and in one of my sources, that the use of literary texts has been prioritised over nonfiction while teachers do use a combination, especially as nonfiction is as prominent as it is in textbooks.

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Appendixes



Meldingsema / What types of texts do English teachers use in lower secondary school / Vurdering

Vurdering av behandling av personopplysninger

Rapportnummer 541235 Vurderingstype Standard Dato 20.10.2022

Prosjektittel What types of texts do English teachers use in lower secondary school

Behandlingsansvarlig institusjon Høgskolen i Trondheim / Fakultet for Lærevundering og pedagogikk / Institutt for humanistiske fag

Prosjektansvarlig Mart Eilise Lyringstad

Student Alina Erikson

Prosjektperiode 01.10.2022 - 15.05.2023

Kategorier personopplysninger Alternativt

Lovlig grunnlag Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så lennt den gjennomføres som oppgitt i meldingssemat. Det lovlige grunnlaget gjelder til 15.05.2023.

Meldingsema

Kommentar

OM VURDERINGEN Personvernreguleringer har en ardele med instidsgjengen du forsker eller studerer ved. Denne ardele innbeholder at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personvernreguleringene.

Personvernreguleringer har nå vurdert den planlagte behandlingen av personopplysningene. Vid vurdering er at behandlingen er lovlig, men du må oppdatere informasjonstnivået for du starter (se neste ardele).

INFORMASJONSKRIV

Informasjonstnivået ditt mangler noen punkter. I noen tilfelle er med. Du må derfor legge til disse punktene i informasjonstnivået for du gir dette til forskningsdeltakerne dine. Du trenger ikke å laste opp den oppdaterte versjonen i meldingssemat.

- Hvilken instidsgjeng som er behandlingsansvarlig
- At utvalget ditt har rett til innlegg, verting, skreting, begrensning og dataportabilitet (hopp)
- At utvalget ditt har rett til å klage til Datatilsynet
- Kontaktopplysninger til prosjektansvarlig
- Kontaktopplysninger til den instidsgjeng sitt personvernombud

Ta gjerne en titt på våre nettsider for hjelp til formuleringer: <https://www.nsd.no/personvernreguleringer/ytelse-ut-meldingsema-for-personopplysninger/tydelighet-for-informasjon-til-deltakerne/>

VIKTIG INFORMASJON TIL DEG

Du må legge, sende og sikre dataene i tråd med retningstingene til den instidsgjeng. Dette betyr at du må bruke liveversjoner for spørsmålgene, skytjing, videospjelle, ol, som instidsgjeng den har ardele med. Vi gir gjerne råd rundt dette, men det er instidsgjengs egne retningsting for informasjonstskrevet som gjelder.

TYPE OPPLYSNINGER OG VÅRSGHET

Prosjektet vil behandle ardelevisse kategorier av personopplysninger frem til 15.05.2023.

12.10.2022, 11:12

Meldingsema for vurdering av personopplysninger

LOVLOG GJEMNING

Prosjektet vil behandle samtykke fra de registrerte til behandlingen av personopplysninger. Vid vurdering er at prosjektet legger opp til at samtykke i samsvare med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og ulovtligg luktverktøse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrerte samtykke. Personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

Personvernreguleringer vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og gjensidighet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykke til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysningene samles inn for spesifikke, uttrykkelig angitte og lovliggjeldende formål, og ikke behandles til nye, ulovtliggjeldende formål
- datamengdebegrensning (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lenger enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: smpng (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), og dataportabilitet (art. 20).

Personvernreguleringer vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig instidsgjeng plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

Personvernreguleringer legger til grunn at behandlingen oppfyller kravene i personvernforordningen om ridsighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1 f) og sikkerhet (art. 32).

Ved bruk av databehandler (spesjelleveredstøt, skytjing eller videospjelle) må behandlingen oppfylle kravene til bruk av databehandler, jf. art. 28 og 29. Bruk liveversjoner som den instidsgjeng har ardele med.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningsting og/eller ridskve dere med behandlingsansvarlig instidsgjeng.

MEGD VESSENTIELLE ENDNINGER

Dere som deltar vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldingssemat. For du melder inn en endring, oppgi derfor vi dag til å vite om hvilken type endringer det er nødvendig å melde: <https://www.nsd.no/personvernreguleringer/ytelse-ut-meldingsema-for-personopplysninger/melde-enderinger-i-meldingsema>

Du må vektne på svar fra oss før endringen gjennomføres.

OPPFØLGNING AV PROSJEKTET

Personvernreguleringer vil følge opp ved planlagt avslutning for å sjekke om behandlingen av personopplysningene er avsluttet.

Kontaktperson hos oss: Lene Chr. M. Brandt

Utskille til med prosjektet

Informasjon til lærere som kan delta i mitt masterprosjekt

Forespørsel om deltakelse i masterprosjektet "How different types of text are used in the English classroom"

Bakgrunn og formål

Jeg går siste året på grunnskolelærerutdanning 5-10 ved Høgskolen i Innlandet og lurere på om du vil delta i mitt masterprosjekt. Dette masterprosjektet skal utforske hva slags tekster lærere bruker i engelskundervisning på ungdomstrinnet, og hvordan de bruker dem. Du er spurt fordi du er engelsklærer.

Hva innebærer deltakelse i studien?

Deltakelse i dette masterprosjektet innebærer å gi meg en kopi av årsplanen din i engelsk for en klasse på ungdomstrinnet, samt delta i ett intervju på ca. 30-45 minutter. Under intervjuene vil nettskjema-diktafon (høgskolens innsamlingsverktøy) bli brukt. Intervjuet kommer til å handle om tekstbruk og tekstutvalg i engelskundervisningen. Det vil være mulig å trekke seg fra studien helt frem til innlevering av oppgaven.

Hva skjer med informasjonen om deg?

De personopplysninger som blir innhentet vil bli behandlet konfidensielt; kun student og veileder vil ha tilgang til dem. Personopplysninger og koblingsnøkkel (det som kobler navn til kodene i intervjuopptaket) vil bli oppbevart på et annet sted på studentens datamaskin. Alt vil være beskyttet av passord som kun studenten kan. Du som deltaker har rett til innsyn og retting i hvordan intervjuet blir brukt i oppgaven, sletting av filene som omhandler deg, begrensning i hvem som har tilgang, du kan be om innsyn i hvordan datafiler lagres (nettskjema) og du har rett til å klage til datatilsynet.

Det er planlagt at masteroppgaven skal ferdigstilles i mai 2023. Da vil lydfilene bli slettet og transkripsjonene ytterligere anonymisert slik at det vil være umulig å identifisere deg.

Frivillig deltakelse

Det er frivillig å delta og du kan når som helst trekke ditt samtykke til å delta uten å oppgi grunn.

Dersom du har spørsmål eller ønsker å delta, ta kontakt med student Aina Eriksen på tlf. **41 25 00 86** (mobil) eller via epost 233230@stud.inn.no

Kontaktinformasjon til prosjektansvarlig (veileder) Marit Elise Lyngstad:
marit.lyngstad@inn.no

Kontaktinformasjon til Høgskolen i Innlandet (behandlingsansvarlig) sitt personvernombud Usman Asghar: usman.asghar@inn.no

Samtykke til deltakelse i studien

Jeg har mottatt informasjon om studien, og er villig til å delta som informant:

(signert av prosjektdeltaker, dato)

Interview guide

Intervjuguide

Intervju om hva slags typer tekster engelsklærere bruker i engelskundervisning og hvordan de bruker dem. Med typer tekster så menes det utvidede tekstbegrepet. Altså tekst betyr tegneserier, plakater, videoer, sanger, noveller, romanutdrag, nyhetsartikler osv.

Introduksjonsspørsmål

1. Generelt om læreren
 - a. Klassesertrinn læreren underviser på
 - b. Andre undervisningsfag?
 - c. Hvor lenge har du jobba som lærer? Erfaring
 - d. Utdanningsbakgrunn i engelsk
2. Lærerens forhold til litteratur
 - a. Leser du mye?
 - b. Hva liker du å lese?

Spørsmål om tekstbruk og tekstvalg

3. Generelt om skolen
 - a. Hvordan samarbeider engelsklærerne på din skole? (valg av tekster, arbeid med tekster)
4. Årsplan
 - a. Hvordan planlegger du skoleåret? (lærebok først, temaer først, tekster først)
5. Tekstvalg
 - a. Hvordan velger du hvilke tekster (utvidet tekstbegrep) som skal brukes i klasserommet?
 - b. Hva slags tekster velger du å bruke?
 - a. Tekster du har lest selv
 - b. Tekster fra læreboka
6. Arbeid med tekster
 - a. Hvordan arbeider du med tekstene i klasserommet? (analyse, modellering til produksjon, leseforståelse)