



**Inland Norway  
University**

LUP – Faculty of Education

**Ann Helen Brunborg**

**Master's Thesis**

**Approaches to Developing Written Academic  
Register Awareness in Upper Secondary School  
English Education in Norway:**

**An Analysis of Current Practices and Corpus-Based  
Teaching Strategies**

**Lektorutdanning i språkfag**

**2023**

# Contents

<b>Abstract</b> .....	5
<b>Samandrag</b> .....	6
<b>Acknowledgements</b> .....	7
<b>1. Introduction</b> .....	8
<b>1.1. Background</b> .....	11
1.1.1. <i>The terms formal language and academic register</i> .....	11
1.1.2. <i>The Norwegian English educational setting</i> .....	13
1.1.3. <i>Relevant competence aims from the English subject curricula</i> .....	14
1.1.4. <i>Textbooks' role in Norwegian school</i> .....	16
1.1.5. <i>Corpora's role in Norwegian schools</i> .....	16
<b>1.2. Research questions</b> .....	17
<b>2. Theoretical framework and previous research</b> .....	19
<b>2.1. Writing as a skill in EAL</b> .....	19
2.1.1. <i>Writing in the English subject</i> .....	20
2.1.2. <i>The Wheel of Writing</i> .....	21
<b>2.2. Registers and register awareness</b> .....	22
2.2.1. <i>Formal language and written academic registers</i> .....	23
2.2.2. <i>Teaching formal academic register writing</i> .....	25
<b>2.3. Corpus and corpus-based approaches to teaching</b> .....	28
2.3.1. <i>Corpus-based approaches to teaching</i> .....	29
2.3.2. <i>Designing tasks targeting academic writing</i> .....	33
<b>2.4. Summary</b> .....	34
<b>3. Methods</b> .....	36
<b>3.1. Textbooks</b> .....	36
3.1.1. <i>Selection of textbooks and tasks</i> .....	36
3.1.2. <i>Textbook analysis</i> .....	38
3.1.3. <i>Selecting textbook tasks for the interview</i> .....	44
3.1.4. <i>Developing/adapting corpus-based tasks based on textbook categories</i> .....	46
<b>3.2. In-service teachers interview</b> .....	51
3.2.1. <i>Interview guide</i> .....	52
3.2.2. <i>Selection of participants and pre-interview process</i> .....	53
3.2.3. <i>Thick descriptions of the participants</i> .....	54

3.2.4. <i>Teacher interview analysis</i> .....	59
<b>3.3. Ethical considerations and limitations of the study</b> .....	60
<b>3.4. Summary</b> .....	62
<b>4. Analysis and discussion</b> .....	64
<b>4.1. Register awareness in the competence aims</b> .....	64
4.1.1. <i>General studies' competence aims on register awareness</i> .....	65
4.1.2. <i>Vocational studies' competence aims on register awareness</i> .....	66
4.1.3. <i>The competence aims and teachers' interpretations</i> .....	68
<b>4.2. Teaching practices according to the academic teaching models</b> .....	70
4.2.1. <i>Teachers' practices and the study skills model</i> .....	70
4.2.2. <i>Teachers' practices and the academic socialisation model</i> .....	73
4.2.3. <i>Teachers' practices and the academic literacy model</i> .....	75
<b>4.3. Textbooks as resources</b> .....	76
4.3.1. <i>The teachers' textbook practices</i> .....	76
4.3.2. <i>Textbook task distribution</i> .....	77
4.3.3. <i>Drawing connections to the task categories</i> .....	78
<b>4.4. Discussion of corpus-based tasks to teach register awareness</b> .....	86
4.4.1. <i>Participants' views on the corpus-based rewriting task</i> .....	86
4.4.2. <i>Participants' views on the corpus-based word-focused task</i> .....	88
4.4.3. <i>Participants' views on the corpus-based comparison task</i> .....	89
4.4.4. <i>Participants' views on the corpus-based spoken formality-focused task</i> .....	91
4.4.5. <i>Participants' views on the corpus-based register task</i> .....	92
4.4.6. <i>The use of corpora in textbooks</i> .....	92
4.4.7. <i>Advantages and disadvantages to corpus-based register awareness approaches</i> .....	93
<b>4.5. Summary</b> .....	96
<b>5. Concluding remarks</b> .....	98
<b>5.1. Future directions for corpus-based register teaching</b> .....	99
<b>Reference list</b> .....	101
<b>Appendix 1: Consent form</b> .....	110
<b>Appendix 2: Interview Guide</b> .....	113
<b>Appendix 3: Interview Transcription</b> .....	123

## Figures

Figure 1 - The Wheel of Writing (Berge et al., 2016, p. 182) .....	21
Figure 2 - Models created based on Lea & Street (2006) .....	25
Figure 3 - Example of tasks from Citizens SF, p. 305 .....	39
Figure 4 - Example of tasks from Citizens YF, p. 283 .....	40
Figure 5 - Selected tasks from Citizens SF as found in the interview guide. ....	45
Figure 6 - Selected tasks from E1 as found in the interview guide. ....	45
Figure 7 - Rewriting task using the NOW corpus.....	47
Figure 8 - Comparison task from Reppen (2010). ....	48
Figure 9 - Word-focused task using Coxhead's (2000) AWL and SKELL.....	49
Figure 10 - Spoken formality-focused task adapted from O'Keeffe et al. (2007).....	50
Figure 11 - Register task adapted from Reppen (2010).....	51
Figure 12 - Distribution of task categorisation in the textbooks.....	78
Figure 13 - Indirect corpus use in Citizens SF, p. 309.....	93

## **Abstract**

Academic and formal registers aims have become a part of the current curriculum of upper secondary school English education in Norway. As academic registers pose a challenge for EAL learners, approaches to developing written academic register awareness need to be researched and refined. First, this thesis delineates the present approaches of in-service teachers of English and some of the resources these teachers use to promote academic register awareness. English subject textbooks are analysed as to their facilitation for tasks with register awareness focus. The feedback from the teachers and theoretical framework indicate that the textbooks are not always nuanced in the way they portray academic registers in their tasks. The teachers have other approaches to academic register awareness that go beyond these available tasks. Second, as corpus research has been pivotal in broadening the understanding of academic registers, corpus-based approaches to teaching are examined as a possible avenue for furthering register awareness exercises and tasks in the upper secondary school classroom. The teachers' feedback on these tasks indicates that there are still some adjustments needed before corpus-based register awareness tasks suit the upper secondary school grade 11 classroom but that this possibility is not entirely closed. However, more research is needed before a final judgement can be made as to the way forward in developing academic register awareness.

## Samandrag

Akademiske og formelle registermål har vorte ein del av dagens læreplan for vidaregåande skule sin engelskopplæring i Noreg. Sidan akademiske register er ei utfordring for EAL-elevar, må tilnærmingar for å betra forståing om skriftleg akademisk register kartleggast og forbetrast. Fyrst skisserer denne oppgåva dagens engelsklærarar sine tilnærmingar og nokre av deira ressursar for å fremja forståing av akademisk register. Engelske lærebøker analyserast ogso med tanke på tilrettelegging for oppgåver med fokus på registerforståing. Tilbakemeldingene frå lærarane og det teoretisk rammeverket tyder på at lærebøkene ikkje alltid er nyansert i måten dei framstiller akademiske register i oppgåvene. Lærarane har andre tilnærmingar til akademisk registerforståing som går forbi desse tilgjengelege oppgåvene. Seinare, ettersom corpusforskning har vore sentralt for å utvida forståinga vår rundt akademiske register, undersøkast corpusbaserte tilnærmingar til undervisning som ein mogleg veg framover for å fremja registerforståingssøvingar og -oppgåver i vidaregåande skule. Lærarane sine tilbakemeldingar på desse oppgåvene tyder på at det framleis trengst nokre justeringar før corpusbaserte registerforståingsoppgåver passer inn i VG1 klasserommet, men at det finnes ei mogelegheit for implementering. Det er likevel behov for meir forskning rundt forståing for akademisk register før ei endeleg vurdering kan gjerast om vegen vidare.

## Acknowledgements

That I would write a master's thesis on corpus-based approaches to teaching and academic register awareness comes as a surprise to no one but myself. Writing about writing is something which I have enjoyed since before I started this degree. This indulgence must be why thesis writing has not been as horrid as one might expect. Surely, the process has had its ups and downs, yet the most surprising aspect must be how much a thesis changes from start to finish. These choices of these changes were not pondered upon in a dark and dank room all by myself, and I would like to thank everyone who helped me bring this chapter of my life to its conclusion.

I want to extend my gratitude to the participants of this study, who graciously provided the thesis with valuable insights. Your wisdom on teaching and time is very much appreciated.

Thank you to my supervisor Petter Hagen Karlsen for confirming my theory that, much like the Sith, one corpus linguist creates on average one corpus acolyte per year. Your insights on my thesis and your Ph.D. have been of great help to me on this journey.

Also, thank you to my other supervisor, Siri Fürst Skogmo, for not only giving feedback on this "short paper" but being a guiding light to me in the English language forest since 2019. I especially appreciate our spontaneous floor-mind-map supervision this spring.

Thank you to my partner Martin who supported the mental mess that I can be and listened to my ranting about registers and other linguistic titbits. I am so happy that we found each other through syntactic tree analyses.

Likewise, thank you to my library peers for helping me maintain a healthy habit of writing by going to school almost every day since January and by proxy encouraging me out the door. Our chats in the cantina kept me sane.

There are probably more people that I should acknowledge in this section, but sometimes it is better to keep it short and sweet. When I by some miracle or hard work – take your pick – hand in this thesis, I am glad for all that I have learned throughout this process. Now, new and exciting times are ahead, and hopefully, I am the wiser.

# 1. Introduction

The thesis aims to add to the discourse on how to improve written academic register awareness in English as an additional language (EAL) teaching in Norway. I will add to this conversation by looking at the current resources that teachers of English have in the form of textbook tasks and comparing these to corpus-based tasks which focus on register and, further, by interviewing in-service teachers about their opinions of selected register tasks in both categories. In selecting this combination of methods, I hope to illuminate a possible way forward for formal register teaching through corpus-based exercise material at a pre-tertiary level. Corpora are not inherently pedagogical which makes their classroom usage complicated (see section 2.3.). The focus on textbook materials that are available in Norwegian classrooms will allow for new insights into the current state of formality teaching. The combination of focusing on register and corpus-based approaches to teaching will allow for better understanding of how teachers might employ different tasks to improve the writing repertoires of students.

Writing is often seen as an integral part of mastering the use of a language. However, a part of writing which has proven to be difficult for EAL learners is register variation (e.g., Gilquin & Paquot, 2007; Rørvik & Monsen, 2018; Biber et al., 2011). This aspect of language learning is rarely a research focus in EAL upper secondary schools to the extent of my studies. While there have been studies outlining register awareness issues and how to improve these skills at the college or university level, there are few studies on the topic of how to improve written register variation at the pre-tertiary level. Additionally, Pèrez-Paredes (2022) notes that out of 32 articles concerned with the use of corpora in EAL teaching in the 2011-2015 period, only two were conducted with learners below university level (p. 46). This indicates a research gap in the utilisation of corpus material as well as the development of register awareness in upper secondary school classrooms, a research gap I aim to address with my study.

Language learning connected to developing written register variation awareness has received an increased focus in the current English subject curriculum in Norway (see section 1.1.2.). Both general studies and vocational studies programmes' curricula states that a dimension of adaptation to purpose, receiver, and situation is expected in the students' texts (The Ministry of Education and Research, 2019, pp. 10-12). When a variety of text is produced, the formality of the students' language becomes an aspect which teachers need to consider.



Linguistic variation is found in all aspects of language use. The naturally occurring words in a conversation with a friend are vastly different from the words one might use to explain a complex social issue in an academic paper. These linguistic variations seen in the context of each other are sometimes called *registers*, or ‘social languages’ (Gee, 2015, p. 101). Registers are the culmination of common language variations found in a specific social context (see section 2.2.). Seoane and Biber (2021) write that “the differences in language use patterns across registers are so significant, in terms of both their quantitative scope and their functional importance, that any claim to describe general patterns of use for an entire language is highly suspect at best” (p. 3). In other words, it is nearly impossible to separate *language* from *registers* because there is no language without social and linguistic expectations and demands.

The first aspect of differing registers one might discover is the difference between spoken and written registers. Had I spoken this introduction, the words and sentence structures would be vastly different from what you can read here. There would most likely be filler words, false starts, and the occasional mispronunciation. However, what might also be apparent is that my choice of words and grammar would be different depending on the register, spoken or written. The significance of spoken and written registers being different is of special concern to English language learners, as they might not have equal input of spoken and written language in their daily lives. There are also reports of EAL students having spoken-like features in their formal academic written texts (Gilquin & Paquot, 2007), making the need for a distinction between spoken and written, formal and informal registers necessary.

Knowledge of the demands of registers is not necessarily intrinsic to a person’s linguistic repertoire, whether they are what might be called a native speaker<sup>1</sup> or a learner of the language. A person may have a truncated - or limited in that they do not know every word of a given language despite being proficient at it - repertoire of one or more languages where their register awareness is limited to the necessities of the user as well as their “roles and identities” within that language (Blommaert, 2010, p. 103). An example could be a Norwegian user who knows how to speak conversational Norwegian, but lacks the specific repertoire needed to write an academic article in Norwegian yet will be able to do this in their additional language, English, due to having studied abroad.

---

<sup>1</sup> The term of the “native speaker” is somewhat controversial as it may promote the idea that native speakers are the ideal speaker, creating a hierarchy. For a further discussion of the native speaker fallacy, see Braine, 2018.

Register awareness is a learned skill and one might learn the expectations of a register through experience (e.g., through hearing others using polite referential pronouns to strangers and copying this act) or through the schooling system (e.g., learning to write a school paper) (Biber & Conrad, 2009, pp. 2–4). This creates a need for learners of a language such as English - where there are multiple complex register variations - to focus on this aspect of the language in their education.

Throughout this thesis, I will explore the concepts of formal or academic written register development in the EAL classroom through textbooks and corpus-based resources. To further the introduction of the thesis, there will be a background section which lay the foundation for exploring the subject matter of academic registers in the Norwegian English educational setting as well as the reason for analysing textbook and corpus-based resources. I will also present the research questions of the thesis.

Chapter 2 will include a theoretical framework for the thesis, with outlines of some of the previous research on EAL writing, registers and register awareness, and corpus-based approaches to teaching. Next, chapter 3 contains a description of the methods used in the thesis, from the selection and sampling of the textbooks, and the selection and interview process of the participating teachers. This section also contains ethical considerations and limitations of the study.

Chapter 4 is a combined analysis and discussion of textbook findings and a group interview with two in-service teachers. There will be a reflection on the Norwegian curriculum competence aims, and the participants' preferred approaches to academic registers, as well as an examination of the textbooks' facilitation of academic register awareness development through tasks. Further, I will discuss corpus-based register awareness tasks compared to textbook tasks. Finally, the last chapter will sum up and conclude as to the way forward for teaching formal or academic registers in Norwegian upper secondary school EAL and as a way of summarising the findings around corpus-based tasks, I will reflect on the construction of these sorts of tasks and how they may be improved.

## 1.1. Background

### 1.1.1. *The terms formal language and academic register*

Throughout this thesis, I will use the terms *written academic register* and *formal language* (or akin terminology) as interchangeable terms. While this might not necessarily be the case in the field, as there are several other formal registers than academic writing as well as academic registers having multiple realisations (Hyland, 2015, p. 15), it will be necessary for the purpose of teaching academic writing in a pre-tertiary environment. Many of the textbooks avoid using the terms *academic register* and *register awareness* in their “formality” courses and tasks, all the while trying to aim towards this register. The in-service teachers who participate in the study also have a near-synonymous use of *formal language*<sup>2</sup> and *academic language* (see chapter 4.). This lack of nuance in the textbooks and interviews has led to a need for using these terms relatively interchangeably.

*Formal language* as a term is more than a measure of politeness in the form of “please” and “thank you”. In a linguistic sense, *formality* is a continuum of language styles which includes a variety of expectations that the user is assumed to meet (Heylighen & Dewaele, 1999, pp. 2–4). The expectations in a formal text for student writing comprise of, according to Bui (2018, pp. 2–5):

- (1) A certain distance between the writer and the reader, i.e., a lack of intimacy, leading to clarity of expression;
- (2) preciseness regarding form, such as following the APA style;
- (3) fuzziness, as opposed to ambiguity, in that the language “depends less on context where the clarity of meaning is concerned” (Bui, 2018, p. 3);
- (4) an “informational production” style, as opposed to an “involved” style, where there are fewer private verbs (like “think” and “feel”), that-deletion, contraction, present tense verbs, second-person pronouns, and more (see Biber et al., 1998, p. 148);
- (5) novice writers avoiding first-person pronouns such as “I” and “we”; and

---

<sup>2</sup> Please note, that in saying *formal language*, I do not refer to the linguistic theory of formal language, but the more colloquial use of the terminology as a way of referring to formal as opposed to informal language use in professional or business-related settings.

(6) nominalisation to preserve an impersonal writing tone.

While all these six points have merit in the academic sphere, corpus studies of academic registers have shown that formality is much more nuanced than assumed in the lexical approach which Bui (2018) describes. Formal language, and *academic language*, is highly discipline-related, in that compiling a comprehensive list of words that are used in this genre puts the students at risk of neglecting words that are specific to the fields they are writing within (Hyland, 2021, pp. 45–46). As such, while Bui (2018) suggests student writers avoid personal pronouns, the reality of academic discourse is that of variety (see Hyland, 2002, for a comprehensive discussion of the use of personal pronouns in EAL writing). Therefore, it is difficult to create a definite divide of what a text of formal written text *must* contain. However, the term *formal language* is still useful in that it gives the idea of commonality between the academic registers and a scaled difference between informal and formal language, where there is an opportunity for comparison.

This commonality helps lead to an understanding of what an *academic register* is. Much of today's knowledge of academic registers, as mentioned earlier, comes from corpus studies. Academic registers contain a variety of genres and text types which include, yet are not limited to: “reports, essays, articles, critiques, presentations, [and] case notes” (Hyland, 2015, p. 22). The registers in various corpora may also be divided by novice, professional, and EAL writers, or other factors pertaining to the metadata of the texts. Hyland (2015) writes that students must be made aware “that a range of features occur and behave in dissimilar ways in different disciplinary environments” and that there is a major importance to “community, context and purpose in writing” (p. 22). Academic registers are, therefore, bound to the contextual and situational demands of individual writing assignments. Although, there is a certain shared common ground found in academic registers. Biber & Gray (2010, p. 18) note that certain stereotypes of academic writing must be challenged because of corpora studies. They state that academic registers:

- (1) are different in grammatical structure from most spoken and written registers, yet not necessarily more complex;
- (2) Are *elaborated* in that there are more phrasal embeddings (like complex noun phrases), than clausal embeddings (a more common element of spoken language);
- (3) Are *explicit* in that referents are identified while there may not be remarks on “logical relations among elements in the text” (Biber & Gray, 2010, p. 18).

As shown by Biber and Gray (2010), there are likenesses across the academic registers despite the various discipline-specific features found within such texts. In using the terms *formal language* and *academic register*, I aim to draw on the common features found within a text variety such as the academic register by referring to its formal requirements and linguistic choices.

### ***1.1.2. The Norwegian English educational setting***

In Norway, students are usually expected to attend twelve to thirteen years of compulsory schooling, the last two or three of these in upper secondary school. The curriculum for the state-owned schools is set by decree and follows the students from grade 1, all the way throughout their education. The curriculum has a core curriculum with core values which are supposed to instil in the students the values of Norwegian society (Education Act, 1998, § 1.1.). Each subject has specific competence aims in addition, all of which are quite broad and allow for much freedom of method realisation for each school and potentially each subject teacher.

Upper secondary school English competence aims are divided in two, where one of the sets of competence aims is intended for students who attend general studies and wish to further their studies in college or university afterwards, and where the other set of competence aims is intended for use in classes with vocational studies students who will go on to work in their respective vocations after ended schooling. Most often, English is taught in grade 11 or year 1 of upper secondary school for both general studies and vocational studies. This is the only compulsory year of English subject education in upper secondary school. However, students can enrol in an elective subject which is available for students in grades 12 and 13, with its own set of competence aims. The resources explored in this thesis are related to both sets of competence aims for the English subject for year 11. The competence aims of year 12, in which one of the participants teaches, are hinted upon in the interview data but due to the limitations of this study are not explored further than the teachers' reflections.

Throughout this study, the participants will refer to the terms VG1, VG2, and VG3, which is a colloquial way of referring to "videregående" (VG) or upper secondary school grade 11, 12, and 13, respectively. Therefore, I will use the same terminology in my study.

The students' linguistic backgrounds are often diverse in Norwegian schools. In this thesis, I opt to use the term English as an Additional Language (EAL) as opposed to English

as a Second Language (ESL) or English as a Foreign Language (EFL) as it encompasses the various experiences students have with learning English in Norway. See Rindal (2014) for a comprehensive insight into the status of English in Norway. This is relevant as a backdrop for the analysis and discussion to build.

Ultimately, all English subject teachers must follow the curricula set by the state, yet this decree is not without local variation and individualised understandings. While there are competence aims which are relevant for promoting formal register awareness in upper secondary schools, the competence aims which are part of the curricula are subject to interpretation.

### ***1.1.3. Relevant competence aims from the English subject curricula***

There are several ways of interpreting the competence aims for English in Norway. Especially relevant to this thesis, are the ways following these competence aims allow for the development of context-specific language awareness. In this section, I will introduce three competence aims from upper secondary general studies and two from vocational studies English which can be connected to formal register awareness development. First, the competence aims for general studies will be discussed, second, the competence aims for vocational studies.

In general studies, the competence aims dictate that students should “listen to, understand and use academic language in working on one’s own oral and written texts” (The Ministry of Education and Research, 2019, p. 12). By referring directly to academic language, the Ministry of Education and Research mandates that students be introduced to academic registers. There is no mention of reading academic texts, although, there is explicit mention of connecting academic language to written text which makes formal written register awareness a relevant skill for students to develop.

Further, issues connected to register and register awareness can be recognised in the competence aims: Students are expected to “express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, receiver and situation” (The Ministry of Education and Research, 2019, p. 12). The significant passage here is the part on adapting expressions to the “purpose, receiver and situation”. The three of these areas of language adaptation are very similar to the sum of register, namely the linguistic terms field, tenor, and mode, the what (field), who (tenor), and

how (mode) of an utterance. Language adaptation happens because the context of an utterance is different, and adapting expressions to the purpose, receiver, and situation will lead to register variation and a need for register awareness.

The last competence for general studies to be connected to is that students are expected to “write different types of formal and informal texts, including multimedia texts with structure and coherence that describe, discuss, reason and reflect adapted to the purpose, recipient and situation” (The Ministry of Education and Research, 2019, p. 12). Like the previous competence aim, there is a reference to register in adapting a text to “the purpose, receiver and situation”, yet, more significant is the call for students to write formal text. Formal texts will fall into the category of formal and academic register demands. Thus, general studies students are expected to understand how they might be able to write a formal text where registers play a role.

However, in vocational studies, the link to formal register awareness is not so clear. Like general studies, there are references to language adapted to the purpose, receiver, and situation. Vocational studies students are to “express oneself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, recipient and situation” (The Ministry of Education and Research, 2019, p. 10). This competence aim being alike in content to the second competence aim introduced for general studies can lead to a conclusion that there is a need for register awareness for vocational students as well. However, the vocational studies competence aims do not have direct mention of the need for formal language use or understanding. The aims do, nonetheless, have reference to the creation of text which is, once more, adapted to the purpose, recipient and situation. Students are to “create texts relevant to the vocation with structure and coherence that describe and document the pupil’s own work and are adapted to the purpose, recipient and situation” (The Ministry of Education and Research, 2019, p. 10). While there is no mention of academic texts here, there is mention of text connected to the vocation of the students. These vocations may have various demands for register awareness where formality is of the essence, from reports in a healthcare work environment to workplace applications or emails. This may provide teachers with a reasoning for teaching vocationally-directed formal language.

#### ***1.1.4. Textbooks' role in Norwegian school***

Textbooks are school and education related compilations of texts. Today, many textbooks are multimodal and include a variety of texts (both written for the purpose of language teaching and authentic texts), images, and tasks and exercises. Also, there is often online material connected to the English subject textbooks in Norway. Albeit seen in an Irish context, but just as relevant for textbooks in Norway, O'Keeffe (2013) notes that,

Textbooks are important tools for the promotion of specific types of curricula. They are organised in a purposeful way, and consequently, their content and structure are very important for the promotion of a specific vision of a curriculum (O'Keeffe, 2013, p. 1).

As such, if a textbook focuses on register and register awareness tasks, this will structure and form the reading of the curriculum and competence aims. Compiling the knowledge on the curriculum in Norwegian schools, Sundby and Karseth (2022) remark that subject teachers rely on the subject textbooks to understand and tackle the curriculum and that traditional textbooks are still prevalent in Norwegian schools (p. 12). Teachers and students trust in the textbooks as reliable sources and students are oftentimes set to work individually on textbook tasks (Blikstad-Balas, 2014, pp. 5-6). This reliance lays a basis for choosing to address textbook tasks in relation to their focus on register awareness development. Textbooks continued usage also indicate that students interact with textbooks on a regular basis and are subject to seeing, and perhaps even work on, the tasks in the textbooks.

#### ***1.1.5. Corpora's role in Norwegian schools***

Corpus, being a digitalised database of annotated text, is not a pedagogical method, but rather a tool upon which methods can be built (Leech, 1997, p. 9). As a tool, corpus material can be used in various ways, among which are the creation of fill-in tasks, exploring the frequency of words and phrases, and determining the meaning of phrases through contextual clues (Hasselgård, 2020, pp. 5–13). Corpus has also been significant in developing knowledge on register variation in that many corpora separate texts by register distinctions (Seoane & Biber, 2021, p. 4), making corpus and registers linked in a research capacity. This link creates an opportunity for the teaching of formal and academic written registers to be explored using



corpus in a pedagogical sense. Throughout this thesis, I will discuss corpus-based approaches to teaching. Henceforth I will call it corpus-based approaches for the sake of simplicity.

Corpora's role in Norwegian schools is limited. Surveys collected from teachers in Norway have indicated that corpus usage is not widespread in language teaching (Kavanagh, 2021, p. 18). Yet, some teachers do use corpus material to some extent. Three of the participants of Kavanagh's (2021) study use corpora, such as Corpus of Contemporary American English (COCA), Netspeak and SKELL, and the participants say their interaction with the text databases is focused on frequency lists, collocation exercises, and studying varieties of English (p. 19). The same participants also see restrictions with the utilisation of corpus-based approaches connected to introducing the corpus material and databases to younger learners, including upper secondary school students, because of their looks and lack of user-friendliness (Kavanagh, 2021, p. 19). This study, along with others (e.g., Karlsen, 2021), shows that corpus-based approaches to teaching language in Norway are still in their infancy. There are many issues to resolve before corpus material finds its place, if at all, in the average Norwegian EAL classroom. The newness of corpus usage to teach in a pre-tertiary environment and the relevancy of needing to use corpus as a resource can deter potential benefactors from seeing any future for corpus-based approaches (Karlsen, 2021, pp. 94–102). As such, there is a gap in the research as to how corpus-based approaches, such as corpus-based tasks which look at registers and register awareness development, can be adapted to suit upper secondary school EAL teaching in Norway.

A reason for the utilisation of corpus and corpus-based material in Norwegian upper secondary schools is the need for students to develop digital skills in the English subject. Developing digital skills in English entails “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” (The Ministry of Education and Research, 2019, p. 4). The goal of having students interact with “authentic language models” creates a suitable space for exploring the authentic texts found in corpora.

## **1.2. Research questions**

As seen above, while textbook usage is very much a normality in Norwegian upper secondary schools, corpus-based approaches to teaching are largely unused and unexplored. There are

also real issues concerning the implementation of good register awareness connected to formal and academic language for EAL learners in Norway. I have outlined how pre-tertiary Norwegian EAL students are expected to but tend to struggle with writing in a satisfactory academic register. This thesis will aim to explore the current climate for teaching academic writing through the analysis of certain English subject textbooks, as well as asking in-service teachers in a group interview about their current standard practices for teaching written formal register awareness. Further, I will question the usage of corpus-based approaches to academic register awareness development and compare this approach to the currently utilised resources. The thesis will therefore operate using two connected research questions:

1. How do English subject teachers and textbooks in upper secondary schools in Norway facilitate the learning of academic registers?
2. What are the advantages and disadvantages of using corpus-based approaches to teaching academic register awareness compared to textbook approaches?

## 2. Theoretical framework and previous research

In this chapter, I will introduce the most significant previous research and theories on writing, academic register, the teaching of written registers, and corpus-based approaches to learning. First, the act of writing is contextualised and connected to register awareness. Second, through establishing that much knowledge on written academic registers derives from corpus studies, corpus-based approaches to teaching will be presented as a possible avenue for developing register awareness and developing tasks and exercises on this topic.

### 2.1. Writing as a skill in EAL

Writing is a complex skill which can be approached through many different theoretical frameworks (for full discussion see Hyland, 2021). Hyland (2021) says that “contemporary conceptions see writing as a social practice, embedded in the cultural and institutional contexts in which it is produced and the particular uses that are made of it” (pp. 34–35). He further notes that people “adopt and reproduce certain roles, identities and relationships to engage in particular socially approved ways of communicating” (Hyland, 2021, p. 35). There is a sense that people are creators and recipients of the conventions of writing. Writing holds expectations and “approved ways of communicating”, which shows that while people are the ones who create written language, it is, in the end, a confluence of social norms despite being highly personal and solitary at times. Hyland (2021) concludes that “while every act of writing is in a sense both personal and individual, it is also interactional and social, expressing a culturally recognised purpose, reflecting a particular kind of relationship and acknowledging an engagement in a given community” (p. 35). Even the most personal diary which is never shown to another person is (most likely) written in a language which is taught by others, down to the letters of the words. Writing is a skill which can be understood as norm-dependent socially conditional language use in the form of written text.

In EAL learning, writing is also connected to these established norms. Moving towards academic writing in English, EAL students must *convince* their tutors and supervisors that they are capable writers of English as well as have proficient academic knowledge in their field (Lysvåg & Stenbrenden, 2014, p. 19). Using the terminology above, students must assume a linguistic role that aligns with the academic community. The added perspective of being multilingual English writers creates a possibility for linguistic transfer, i.e., transfer between

the first language (L1) of the student and the target language, English. This transfer happens in various ways, but Kush and Dahl (2022) describe a lack of consensus among linguists as to which specific linguistic features are transferred between, for example, Norwegian and English (p. 317). Further, students may lack sufficient vocabulary or grammatical insights to meet the social demands of a written text. Small-scale studies of Norwegian EAL learners, such as Monsen & Rørvik (2017) and Rørvik & Monsen (2018), have suggested that this group tends to struggle with matching pronoun usage and marked themes in academic writing compared to their English L1 counterparts. This struggle indicates that there is a discrepancy between EAL students' academic writing skills and meeting the English academic social norms. This creates unique issues and a need for targeted language learning regarding the contextual purposes of an academic text for EAL learners.

### ***2.1.1. Writing in the English subject***

Connecting writing in EAL to the Norwegian upper secondary school context, the curriculum specifies that in the English subject writing “[...] means being able to express ideas and opinions in an understandable and appropriate manner in various types of texts [...]” (The Ministry of Education and Research, 2019, p. 4). This wording indicates that students should be able to write, for example, argumentative texts where they share opinions or other register variations.

There is an opportunity for interpretation regarding the wording “appropriate manner” and the curriculum must be read in the context of the NOU2015:8 The Future of Education. Here, Ludvigsen et al. write that “today the literacy concept is used to point out that academic, social and cultural contexts place different requirements on reading, writing and communicating verbally. The pupils must therefore learn to read, write, speak and listen with different purposes in different contexts” (NOU2015:8, p. 30). Different purposes and in different contexts indicate that students should be able to write appropriately in an academic register context according to the curriculum.

### 2.1.2. The Wheel of Writing

To be able to teach language for various purposes to students in upper secondary schools, teachers must understand what writing in different contexts entails. This understanding can be enlightened by the Wheel of Writing.

The Wheel of Writing (see figure 1) is a model proposed by Berge et al. (2016). It focuses on the various genres of writing and writing as an activity with a specific purpose (Berge et al., 2016, pp. 180–181). The model divides the acts of writing into six major purposes: interact, reflect, describe, explore, imagine, and convince. These reflect the various purposes for writing a text, from writing an essay to a note. Berge et al. (2016) propose that the approach “invites a reading of the model where semiotic resources are seen as meaning-making tools for carrying out certain acts for certain purposes” (p. 182). Semiotic resources refer to the signs and symbols which are used to interpret meaning in the context they occur. This is not dissimilar to the notion of register and how Hyland (2021) refers to writing as an act that expresses “a culturally recognised purpose” (p. 35), as mentioned earlier (section 2.1.). Writing is infused with the idea that there is a goal or an intention to the act of writing. In making the Wheel of Writing, Berge et al. tries to identify what these intentions are.

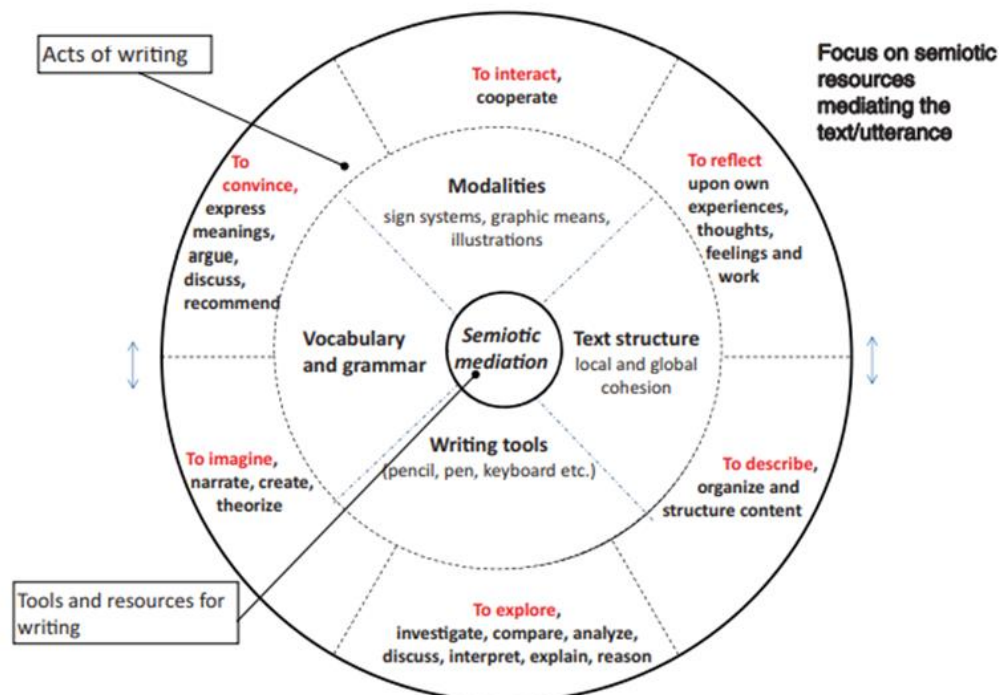


Figure 1 - The Wheel of Writing (Berge et al., 2016, p. 182)

The dotted lines of the model signify that the tools and resources for writing are not set to a specific genre or purpose. This reading is promoted by Berge et al. (2016), as the model is made to be dynamic (p. 184). This allows for fluidity when studying writing in that both genres and tools and resources vary, i.e., grammatical rules which are learned regarding an argumentative text with the purpose of convincing can be transferred to texts which have the purpose of describing.

However, these dynamic distinctions create a problem for establishing distinct registers in written English, as there is much similarity between genres and purposes for writing. Register deals with the commonality of certain linguistic features in given contexts, which means that some aspects of writing are more common in certain genres. This aspect is somewhat neglected in the model. This will be further problematized in the following section which presents a comprehensive guide to registers and register awareness.

## **2.2. Registers and register awareness**

*Register awareness* refers to the ability to distinguish between different spoken and written registers. Halliday and Hasan (1976) define registers as “linguistic features which are typically associated with a configuration of situational features - with particular values of the field, mode and tenor” (p. 22). Similarly, Biber and Conrad (2009) describe registers as “linguistic characteristics that are common in a text variety [...and...] the situation of the use of the variety (p. 2). Combined, *registers* can be understood as the collection of linguistic items that is found in a text variety and is influenced by the context in which this text variety occurs. Thus, register awareness is the ability to recognise these contextual varieties.

Although *genre* can seem similar to register, and the two terms do overlap in colloquial use (Friginal & Hardy, 2014, p. 25), there is a distinction between the two in that the study of genre often relies on the idea of set structures and conventions of various texts (Friginal & Hardy, 2014, pp. 25–26). Research into registers is concerned with linguistic features and sociolinguistic contextual differences in varying written and spoken discourses (Friginal & Hardy, 2014, p. 26). This is what makes register awareness relevant for developing writing in another language, for while genre requirements may be similar, the linguistic features and cultural contexts will vary greatly. An example is the genre of academic essays which has certain stylistic demands that are relatively set. However, a further focus on academic registers

reveals that the genre is much more nuanced than the stylistic demands suggest, being beholden to the discipline-specific contexts rather than overarching stylistic demands. When writing an academic essay, conventions and set structures depend entirely on the individual texts and assignments (see section 2.2.1.). This fact creates a justification for focusing on developing academic register awareness.

Developing register awareness is not necessarily an innate ability. As previously discussed (section 2.1.), writing requires a complex knowledge of societal conventions. Biber and Conrad (2009) argue that while native speakers acquire register awareness through implicit language input and output and explicit instructions in school, non-native speakers often cannot distinguish registers in English because they do not have the same avenues for learning (pp. 2-4). This can be seen in the way that EAL learners tend to include spoken-like features in their written texts (Gilquin & Paquot, 2007). Students must be reminded that the language morphs to fit different register demands in written and spoken forms.

Written registers also differ greatly regarding field, tenor, and mode (see section 1.1.3. for a definition). Academic texts, newspaper articles, study notes, novels, and shopping lists all prompt distinct registers. For example, Biber and Conrad (2009) analyse the differences between academic prose and newspaper writing and show how, while there are similarities in these text types, the tenor, field, and mode diverge in the registers (pp. 111-112). Such analyses can be applied to all written communication. In analysing corpora, understandings of register variation are helped by authentic examples (section 2.3.).

### ***2.2.1. Formal language and written academic registers***

The current understanding of register variation regarding formality and academic register is that written text exists on a continuum between formal, neutral, and informal language (Lysvåg & Stenbrenden, 2014, p. 22). This makes it difficult to make a clear distinction between what is and is not formal language since written academic registers also differ between the academic disciplines (Nation, 2013, pp. 289–290). Most academic texts have a high degree of technical vocabulary dependent on the topic of the text, e.g., a collection of texts on physics will have more frequent technical collocations specific to the field, whereas texts within the humanities will have other types of technical collocations not found in physics. This makes it hard to find

similarities within the academic register. However, there are some overarching similarities to be found across the disciplines and beyond the technical language.

Corpus studies have allowed for an insight into what is known as academic language or semi-technical vocabulary which includes high-frequency words beyond the discipline-specific technical vocabulary (Nation, 2013, pp. 289–290). From these studies, collections of commonly utilised academic vocabulary have emerged, such as Coxhead’s (2000) New Academic Word List (AWL) which contains 570 word families. These word families consist of verbs, adverbs, nouns and adjectives which are common in academic writings across the academic disciplines. A list such as this can be and has been, used to teach the features of academic language, particularly using Nation’s four strands (see Hirsh & Coxhead, 2009 for further details). There are also many ideas of stylistic faux pas such as using contractions, first and second-person pronouns, and direct questions, which is shown, through corpus studies, to have increased in acceptance in the last few years across academic disciplines (Hyland & Jiang, 2016, p. 45), indicating a small change in academic writing practices. These findings give more nuanced perspectives on how academic writing is practised, but also how it is changing.

The academic registers also entail structural differences compared to other less formal registers. Biber and Gray (2010) suggest that academic registers, contrary to popular belief, are not necessarily structured in a more complex way through subordinate clauses like spoken registers, but rather is characterised by more complex noun phrases. They note that academic writing “has developed a unique style, characterized especially by the reliance on nominal/phrasal rather than clausal structures” (Biber & Gray, 2010, p. 18). Further, their study also challenges the idea that the academic register is more explicit than implicit compared to other registers. By explicit, they mean a specific reference to a time, place, or person without referring to a larger context. For example, saying “Karlsen and Skogmo met on the 15<sup>th</sup> of May” (explicit) instead of “They met then” (implicit). While there is a reliance on explicit language regarding identifying the referent in academic writings, some writers tend to complicate their texts by valuing intended meanings in logical relations among elements (Biber & Gray, 2010, pp. 18–19). These phraseological differences, such as the complex phrasal embedding found in academic writing (Biber et al., 2011, p. 29), indicate that different written and spoken registers do not have directly transferable structures. Meaning that grammatical knowledge that students gain in, for example, fictional writing will not always be beneficial to the structures of their academic texts (see section 2.1.2.).



Corpus studies can help improve the current understanding of written registers and thus help further the teaching of EAL (Giménez-Moreno & Skorczynska, 2013, p. 407). These studies on EAL learners, as shown by e.g., Rørvik & Monsen (2018), can extend knowledge on the nominal features, verb characteristics, adverbials, and other features such as syntax in formal and informal writing. This perspective on corpus will be further explored in section 2.3.

### **2.2.2. Teaching formal academic register writing**

Research has indicated that students need to learn register awareness and that there are several ways developing academic language awareness and language writing abilities. Lea and Street (2006) suggest that there are three overlapping models for approaching student writing in academic contexts. These are *the study skills model*, *the academic socialisation model*, and *the academic literacies model* as seen in figure 2 (created by the author based on the models described by Lea and Street, 2006). Each model within the figure is intended to have equal significance, the different lines being for distinctive purposes and not to signify different consequence. The figure displays three circles intertwined to signify that the models are not “mutually exclusive” as Lea & Street (2006, p. 369) write in their article.

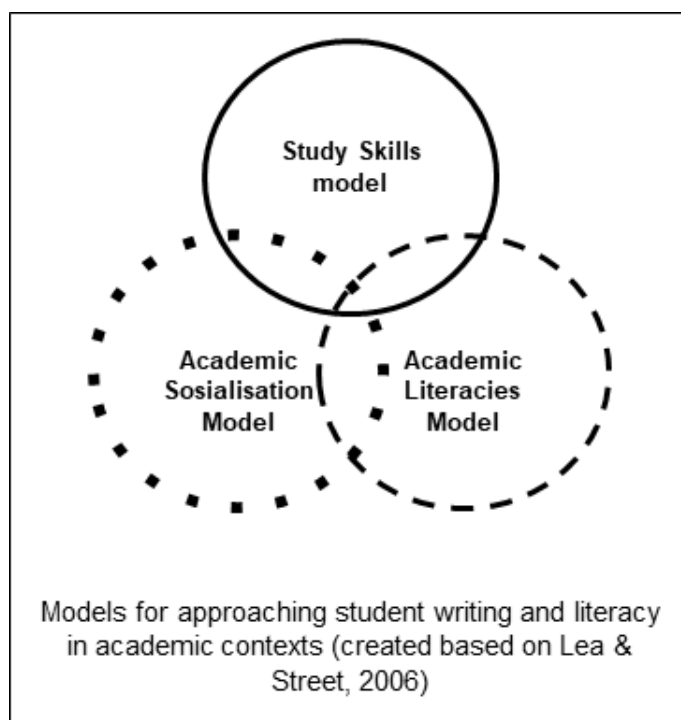


Figure 2 - Models created based on Lea & Street (2006)

The models have both practical and theoretical applications. It is practical in the sense that all the models can be employed to examine common practices within different academic disciplines, from medicine to teacher education, and in the way that students themselves come to understand language styles and literacies in various academic disciplines (Lea & Street, 2006, p. 369). There is also a theoretical focus on individual needs for creating an academic assignment, in that there are requirements for correct citations and single-task requirements set by specific teachers or tutors (Lea & Street, 2006, p. 369).

The first of the three models, *study skills*, relies on writing being a solitary practice where students understand the contextual necessities of a writing style and are able to transfer this knowledge between registers (Lea & Street, 2006, p. 368). There is a focus on grammar, sentence structures, and punctuation while there is little attention to contextual clues (Lea & Street, 2006, p. 369). Depending solely on the student's ability to differentiate between academic registers could lead to heteroglossia, or mixed registers, which is a common practice where the formality level of a text, spoken or written, may be imprecise and lead to faulty communication (Gee, 2015, p. 105). The lack of focus on context does allow an added focus on semantics but lacks a pragmatic viewpoint which makes the academic register awareness incomplete. An example being a student who can write academically yet struggles to write in different academic disciplines or academic genres. In addition, the study skills model reflects a behaviourist approach where knowledge is transferred from an expert/teacher to a learner/student (Lea & Street, 2006, p. 369). This approach will give the learner the basics of the academic language but has little room for improving self-reflection in formal writing.

The second model, *academic socialisation*, concerns the students' immersion into the social context of academia. Being present in an academic or educational context, the students accumulate new ways of communicating, i.e., new ways of talking, writing, thinking, as well as developing pragmatic understanding that suit their language needs (Lea & Street, 2006, p. 369). In contrast to the study skills model, the academic socialisation model reflects a constructivist approach, where the students scaffold the information through situated learning (Lea & Street, 2006, p. 370). Within the model, there are links to discourse analysis, genre theory, and sociolinguistics (Lea & Street, 2006, pp. 369–370) which brings a more holistic perspective to academic writing.

Studying language in use, or *discourse analysis*, allows for an insight into the meanings and the act of writing and communication (Gee & Handford, 2012, p. 1). Practising the model's

*genre theory* addresses the “messiness” of writing as an act that responds to a social situation and meets the expectations that readers have of a genre (Dean, 2008, pp. 3–4). The field of *sociolinguistics*, which emphasises the importance of social language, has not been traditionally concerned with writing but has now gained an increased focus on how even written text requires the use of specific linguistic resources and attention to genres (Blommaert, 2013, p. 441). The three focus areas show that the academic socialisation model reflects a concern with the social context of acquiring academic linguistic abilities. However, the model can also be criticised for entrusting the students with figuring out the social structures of academia by themselves.

The third model, *academic literacies*, is similar to the academic socialisation model in that it reviews the social context of academic practices. However, this model allows for viewing the process of acquiring academic literacy, as a more complex and nuanced skill. Developing academic writing skills requires knowledge of the power structures within an institutionalised process, furthering the academic socialisation model’s focus on the social context to a higher degree of specificity and individual requirements of a given text. It views academic register awareness as a social practice while maintaining a degree of individualisation and identity (Lea & Street, 2006, p. 369). Whereas the academic socialisation model can be viewed as an assimilation process into academic society, teaching through the academic literacies model, with a focus on the individual, can cultivate personal voices within the parameters of academic writing. The academic literacies model makes use of criticism of sociocultural theory promoting learning that “foregrounds power, identity, and agency in the role of language in the learning process” (Lea & Street, 2006, p. 370). The model shows a more encompassing angle when approaching students’ writings, where the students are left with an academic writing framework that allows for interpretation. However, the complexity of learning to maintain an individual voice within writing can be an all-encompassing and extensive process. Consequently, students may require a more scaffolded approach to academic writing.

Understanding the three different models for approaching student writing in academic context results in the creation of one comprehensive overlapping model with different focus points and approaches which can be combined in different ways. In the context of this thesis, establishing models for developing students’ written academic abilities will allow for interpreting teachers’ methods for creating academic register awareness in their classes in a more structured way.

## **2.3. Corpus and corpus-based approaches to teaching**

As mentioned in the introduction (see section 1 and 1.1.5), corpus-based approaches to teaching are rarely researched in the upper secondary EAL classroom. It is also a rarely used resource for teaching in Norway (Kavanagh, 2021, p. 18). However, much of the current knowledge on academic register awareness, and most likely the future of register understanding, relies on corpus studies for further linguistic insights (Giménez-Moreno & Skorczynska, 2013). This brings into question whether teachers should bring the research material, in the form of corpora, into the classroom to “cut out the middleman” (Johns, 2002), as it were, and give students access to the resources they need to be able to fully understand academic register. To explore this possibility, the essence of corpora and corpus-based teaching must first be introduced.

A corpus is a collection of authentic texts, as opposed to text constructed for language learning, which has been digitalized and these text collections have been at the forefront of linguistic research since the 1960s (Leńko-Szymańska & Boulton, 2015, p. 1) There are several corpora, e.g., COCA, COHA, SKELL, BAWE, BNC, Netspeak, etc., all of which have been compiled to represent parts of authentic language use. Corpora can be highly specialised and limited in scope (Leńko-Szymańska & Boulton, 2015, p. 1) and a corpus containing, for example, newspaper articles cannot represent the spoken vernacular of native speakers of English (Hasselgård, 2020, pp. 2–3) However, these limitations can also give teachers and learners insight into various linguistic features in the contexts in which they occur (Hasselgård, 2020, p. 20). Using authentic texts in the classroom allows for a culturally and socially contextualised language learning which can positively impact the learning outcomes of the students if used beneficially (Ciornei & Dina, 2015; Kramch, 1993).

Corpora could be used in almost all teaching material in ESL/ELF contexts, such as textbooks, dictionaries, grammar guides, etc. (Leńko-Szymańska & Boulton, 2015, p. 2). The affordances, or perceived uses and usefulness (Leńko-Szymańska & Boulton, 2015, p. 1), of corpora are connected to their implementation into the language learning classroom by utilising data-driven learning (Leńko-Szymańska & Boulton, 2015, p. 17; see also section 2.3.1.b. for a definition).

### ***2.3.1. Corpus-based approaches to teaching***

The possibilities of corpus material are only limited by the creativity and technical capabilities of its user, something which also problematises the use of corpus material (see section 2.3.1.c.). In this section, I introduce the concepts of *indirect* and *direct corpus use* which is relevant to the forthcoming discussion (section 4.4.). Pedagogical corpus usage has indirect and direct teaching applications, the prior referring to how corpora affect the syllabus and teaching materials such as course books, and the latter referring to teachers and students interacting directly with corpus material (Römer, 2011, p. 209). Thus, corpus interaction in the EAL classroom can be minimal, moderate, or considerable. Corpus being present in both direct and indirect ways in the classroom is significant for this thesis as it alludes to there being several approaches to using authentic text samples of academic writing.

#### **2.3.1.a. Indirect corpus use.**

The term *indirect corpus applications* refer in EAL classrooms to corpus research making its way into the classroom through syllabus changes or teaching materials. Corpora have enabled researchers to compile frequency lists of the most common vocabulary found in the English language, which allows EAL teachers to build their syllabi around these common collocations. Römer (2011) writes that “some of the most central findings of corpus research” is “that language is highly patterned in that it consists of an immense degree of repeated word combinations, and that lexis and grammar are inseparably linked” (p. 208). An example of this concerning academic registers is Coxhead’s Academic Word List (AWL), which contains the most used lexis across academic disciplines, being utilised as a way of structuring academic writing classes (Coxhead, 2011, p. 358).

Teaching materials are affected by corpus research. For example, through dictionaries and grammar books’ way of distributing lemmas by frequency and register variation as well as incorporating authentic or genuine sentences to exemplify words and structures (Römer, 2011, p. 210). This distribution can be seen in dictionaries tagging words as “formal”, “informal”, or “colloquial”, or shorter versions of learner dictionaries which contain more basic vocabulary courtesy of corpus frequency lists. Some textbooks of English have authentic text examples derived from corpus data (Römer, 2011, p. 210). For example, one of the textbooks which are analysed in this thesis, *Citizens SF*, has an excerpt from COCA, the Corpus of Contemporary

American English, in which the textbook display information on academic language (Andersen et al., 2020a, p. 309; see section 4.4.6.). Unfortunately, the connected tasks are not available in the textbook and students and teachers must continue their exploration of academic tasks online (*Academic Language*, n.d.). These tasks on academic language do not continue the trend of utilising corpus extracts but have tasks focused on vocabulary. It is clear, however, that we do find indirect corpus application in EAL textbooks and teaching in Norway.

### **2.3.1.b. Direct corpus use.**

Corpus can be used *directly* in language teaching, in an approach often called data-driven learning (DDL). DDL was first developed by Johns in 1991 and is a method of using corpus and corpus-based material in pedagogical contexts. Johns outlines the method as a way of utilizing authentic language data in the classroom and making the students linguistic researchers or detectives (Johns, 2002, pp. 107–108). Commenting on this corpus-based method, Boulton (2010) says that in DDL “[...] learners are not taught overt rules, but they explore corpora to detect patterns among multiple language samples [...]” (p. 535). Therefore, learners are implored to create frameworks for understanding language structures and grammatical items. This is considered an inductive approach where the students are presented with examples of a grammatical phenomenon before they are taught any overt rules (Silvia, 2004, p. 10) as opposed to a deductive approach, where learners confirm rules or theories against data. In a register awareness context, students are allowed access to data which will enable them to independently discover patterns of language use. For example, students can discover for themselves that first-person pronoun usage is not absent from academic writings but is rather less frequent and less often in the first position of a clause or sentence (Snow, 2010, pp. 450–451).

DDL refers to both hands-on and hands-off approaches to corpus material. The hands-on approach relies on the students directly interacting with the corpus software, while the hands-off approach usually incorporates printouts and/or relies on the teacher engineering corpus material for the students to explore (Karlsen, 2021, p. 7). There are benefits and challenges to both approaches to DDL. The hands-on approach allows for more exploration, which can be argued to be more in the spirit of DDL (Boulton, 2010, p. 538). However, a hands-on approach may prove to be difficult for the students as they must learn to use an interface and interpret concordance lines at the same time (Karlsen, 2021, pp. 94-95). The

hands-off approach has the benefit of avoiding the corpus interface – the teacher being the one interacting with the corpus – and letting the students focus on developing their inductive capabilities and with narrower focus on the language of the chosen concordance lines (Boulton, 2010, pp. 538-539). There is debate about whether not letting students explore through a corpus interface can be considered DDL at all, as this takes away from the exploration aspect of the method (Boulton, 2010, p. 538). Certainly, exploration is subdued, as the teacher is the one responsible for picking and handing out the corpus material, yet one may consider that language exploration can still be done in a controlled manner and spark a want for further investigation instead of becoming a hurdle for some students. A classroom is a diverse space where all levels of academic prowess can be found, which is also an aspect that teachers must consider when choosing a pedagogical approach. However, this teacher-centred approach does not entirely circumvent the *novelty problem* of students reading and understanding concordance lines in upper secondary school (Karlsen, 2021, pp. 94-95). This novelty problem will be explored in addition to the *relevance problem* in the following section.

### **2.3.1.c. Corpus worship and limitations to DDL.**

General limitations to DDL are centred around several aspects of corpus linguistics, such as corpora's general availability, the technical skills of users such as teachers and students, and the software itself, among other issues (see Ädel, 2010, p. 52, p. 52; Karlsen & Monsen, 2020, pp. 121–122). Elaborating on these points, corpora are often behind in terms of interface design, which can make them seem alien and old-fashioned to a younger generation. Many corpora are also behind paywalls and strict licencing, making them less accessible to the average upper secondary school teacher (Gilquin & Granger, 2010, p. 7). The general digital skills of teachers and students must also be considered before introducing corpus to the EAL classroom. These limitations can create hindrances towards implementing corpus-based approaches to teaching English.

Researchers of DDL and pedagogical use of corpus may find themselves only seeing the potential good and superiority of corpus in the EAL classroom. This over-enthusiasm has been dubbed *corpus worship* (Gabrielatos, 2005, p. 19). *Corpus worship* is a term for the over-reliance on corpus and the idea that corpus material, such as concordance lines, cannot be changed because they are infallible and must be presented in the exact way they appear in the corpus (Wicher, 2019, pp. 2–13). Corpus is, in fact, not a perfect representation of language

because no corpus can encompass the entirety of the English language. Wicher (2019) comments that over-reliance and insistence on the quality of corpus data is not the point of corpus-based EAL teaching, and that teaching must first and foremost rely on didactics and didactic approaches (pp. 15–16). One must be aware of the potential of treating corpus material and corpora as the be-all-end-all solution to teaching EAL. Corpus-based approaches have affordances, but there are also issues that have emerged when introducing DDL in a pre-tertiary environment.

In a Norwegian upper secondary school context, two main issues of corpus-based approaches have been described by Karlsen (2021): The novelty problem and the relevance problem. The *novelty problem* is related to the gap that exists between students and new methods of learning, including DDL which incorporates new digital skill sets and new inductive ways of learning for the students (Karlsen, 2021, p. 94). The problems that younger learners express concerning corpus learning are centred around these aforementioned issues, namely that the computer element of corpus takes away from the English learning goal because of the time it takes to understand the interface and the new terminology like *determiners* and *quantifiers* (Karlsen, 2021, p. 95). Students also have limited strategies for interpreting concordance lines, and most are accustomed to explicit learning methods, relying on teachers to provide the rules and norms of English (Karlsen, 2021, p. 94). Additionally, the novelty problem is concerned with teachers' perceptions of corpus teaching as well. Norwegian teachers are reported to have certain convictions about their students' abilities in English and digital prowess that negatively impact their want of using corpora in their classrooms (Karlsen, 2021, pp. 96–97). This belief is supported by the teachers' previous experiences with corpora belonging to linguistic research and academic spheres, having primarily used extensive corpora like COCA and BNC, as well as their concern about students' limited language and digital skills being far from unfounded (Karlsen, 2021, p. 97; Kavanagh, 2021, p. 99). These two connected components of the novelty problem, the students and the teachers' perceptions, generate scepticism for implementing corpus-based approaches in the EAL classroom. However, it is worth mentioning that internationally, student feedback on corpus-based approaches has been largely positive (Karlsen, 2021, pp. 9–13), meaning that there is room for continuing the effort of honing and exploring the possibilities of corpus-based approaches in the EAL classroom despite the reluctance illustrated through the novelty problem.



Further, the *relevance problem* is a term which refers to the issue of the relevance of corpus-based teaching and DDL in the Norwegian upper secondary school setting. Corpus-based approaches relate to explicit language instructions, yet Norwegian English subject teachers have been reported to have topic-based and communicative competency-reliant teaching styles, resulting in them downplaying whole-class grammar instructions (Karlsen, 2021, pp. 98–99). This is not to say that explicit language instructions do not exist in Norwegian EAL classrooms, but that teachers may focus on other appropriate competency areas. These varying approaches can make DDL an unrealistic avenue for teaching, because

[...] DDL is a demanding activity that introduces a lot of novelty requiring time and training. This investment may be seen as not worth it to a teacher who focuses on communication, culture, and the basic skills over an explicit focus on linguistic elements (Karlsen, 2021, p. 99).

Corpus-based approaches must therefore be perceived by the teachers as a relevant pursuit where multiple skills and cultural elements are explored along with linguistic items and phenomena to be worth the effort of engaging with the databases. In addition, students must also be made aware of the reasons for utilising corpora as a tool for bettering their English capabilities, especially if they are engaging directly with a corpus, or they may be overwhelmed and develop apathy towards the lesson (Karlsen, 2021, p. 100). Both teachers and students must be engaged for corpus-based approaches to be relevant in pre-tertiary EAL education.

While there are issues concerning the implementation of corpus-based approaches to EAL teaching, there are also multiple affordances. Some students have reported wanting register instructions where the teacher is more explicit as to the text structure and vocabulary of written academic registers (Karlsen, 2021, p. 100). Moreover, teachers being introduced to corpus use in teacher training is argued add resources and techniques to their local practices (Farr & Karlsen, 2022, p. 336). As corpora may be the only resource for giving a nuanced perspective of academic registers (see sections 1.1.1. and 2.2.), DDL and other corpus-based approaches should be explored in the development of register awareness development tasks and exercises.

### ***2.3.2. Designing tasks targeting academic writing***

Implementing corpus-based approaches in a practical sense will include various tasks targeting academic and formal written register awareness development. As Wicher (2019) identified,

corpus-based approaches must mainly be grounded in didactics (pp. 15–16). Thus, it is beneficial to identify the most reasonable ways of accessing the resources found in corpora.

When designing corpus-based tasks aimed at academic writing, Reppen (2010) notes that there must be a learning goal or a context in which the tasks will appear (p. 22). This aim should be based in research and the teachers' own knowledge and subsequent questions about academic writing (Reppen, 2010, pp. 22–23), e.g., knowing that phrasal verbs are overall less common in academic writing (e.g., Alangari et al., 2020; Liu & Myers, 2020) and building a task upon this knowledge. As such, teachers should ask themselves three questions:

1. What language feature or context of language use do I want to teach?
2. What can corpus research tell me about this feature, or context of language use?
3. How can I use this information to create meaningful activities for my students? (Reppen, 2010, p. 29)

After asking these questions, teachers must also decide the mode of the tasks, whether they want to inquire further into a corpus and gather information themselves (hands-off approach), as opposed to referring to corpus-based research, or if the students are going to access the corpus in the classroom (hands-on approach) (Reppen, 2010, p. 29). In all, corpus-based approaches to designing tasks must be based on the need for teaching certain language features and examining if these features can be observed in corpora in meaningful ways that target a pre-tertiary educational context.

## **2.4. Summary**

Writing is an activity that is contextually and socially conditional. While there is some overlap, not all writing has directly transferable structures or vocabulary compared to other *registers*. *Register* is the collective term for linguistic features which are commonly found in a text variety, spoken or written. Awareness of such features are not intrinsic to EAL learners, so it becomes necessary to develop register awareness to account for the various purposes of writing. Written academic registers have proved difficult for Norwegian EAL learners to master. When the English subject curriculum in Norway dictates that writing should be adapted to the different contexts, such as academic contexts, in upper secondary school, teachers must consider what approaches they must use to develop academic register awareness. These can be based on transferring frameworks for writing, immersing students in contexts, or developing

individuality and becoming aware of power-relations in academia, or a mixture of the three models.

In terms of resources for developing academic register awareness, teachers may decide to use corpus-based approaches to teaching. *Corpus* is a database of authentic texts which have been marked for linguistic research. When approaching corpora as a way of learning, there are both indirect and direct use of corpora. *Indirect corpus use* is found in textbooks and curricula, while *direct corpus use* requires teachers and/or students to interact with the corpus software. This interaction can create both opportunities for learning and challenges for implementation. Corpus has been at the forefront of developing our understanding of academic registers and can be beneficial as an inductive approach to learning. However, one must be wary of *corpus worship* and the various problems which have been observed in Norwegian contexts concerning corpus-use in the classroom. These are the *novelty* and *relevance problems*, the prior referring to the intimidating newness of corpus-based material, and the latter referring to the potential lack of pertinence in corpus-based material. Despite these concerns, there are guidelines which can be followed in creating corpus-based register awareness tasks, and sound didactic frameworks for utilising corpus-based material in the classroom.

### **3. Methods**

To answer the research questions about EAL register awareness development in Norwegian upper secondary schools, we need to know what sort of resources are available to teachers and in what ways register is currently facilitated. Thus, in this thesis, I will analyse textbooks as well as interview in-service teachers on their use of different resources to develop formal register awareness in their students. To provide data for comparing textbook tasks and corpus-based tasks, the teachers are also asked to comment on a selection of textbook and corpus-based tasks targeting academic register awareness to gain an insight into how the future of academic writing and academic register awareness can be taught in Norwegian upper secondary schools.

#### **3.1. Textbooks**

A textbook analysis is a close reading of textbooks which have the intention of promoting the curriculum in each subject, in this context EAL. The textbooks are intrinsically connected to the curriculum in Norway which gives added layers to the analysis. Norwegian teachers use textbooks to gauge and understand the curriculum (see section 1.1.4.). In interpreting textbooks, Weninger (2018) writes that “the practices, values and beliefs held in language teaching” is revealed (p. 1). Meaning that if register awareness tasks are available in textbooks, teachers may deem them to be part of the curriculum.

Textbook analysis will allow for a current look at the state of resources to which teachers in Norway have access. However, teachers are not limited to textbooks. While it seems customary that schools provide access to English subject textbooks, it is ultimately the teachers who decide what resources and materials they wish to share with their students, something which is highlighted through the interview (see section 4.3.).

##### ***3.1.1. Selection of textbooks and tasks***

When selecting English subject textbooks to analyse, I chose four of the newer textbooks which follow the current curriculum in English (see section 1.1.3.). The four textbooks come from two different publishing houses, Cappelen Damm and Gyldendal, both well-known for publishing school textbooks for the primary and secondary levels of education. The two

textbooks from Capplen Damm, *Citizens*, are aimed at general studies (*Citizens SF*) and vocational studies (*Citizens YF*). These books have some similar tasks, but the distribution varies (see section 4.1.). I also selected two textbooks from Gyldendal, *EI* which is aimed at general studies, and *Skills Restaurant- og matfag*, henceforth called *Skills R&M*, which is aimed at vocational studies. *Skills R&M* has a further focus on the vocational studies branch<sup>3</sup> of restaurant and food processing, which indicates that the texts and tasks within the textbook will be designed to suit the students' future professions such as chef, pastry chef, server, butcher, or similar.

All the selected textbooks have sub-chapters or “courses” on formality and formal language which corresponds with the idea of academic texts. Other Norwegian textbooks such as *Scope 1* (Bjertnes et al., 2021) are excluded, despite being the textbook used by one of the participants, as this textbook is connected to other competence aims for the elective subject Engelsk 1 [English 1] and not the competence aims of this study.

The chosen textbooks, *EI* (Birkeland et al., 2020), *Skills R&M* (Lokøy et al., 2020), *Citizens SF* (Andersen et al., 2020a), and *Citizens YF* (Andersen et al., 2020b) are chosen for their written sections, or “courses”, on formality and formal language which indicates that they have a focus on such register variation, which can be seen in comparison to an inductive method such as corpus-based tasks on formal register variation. The four textbooks were analysed for any tasks to do with formal register awareness. I have elected to disregard the online sources of textbooks.

When looking for tasks that teach or promote register awareness of formal written texts, I had two different criteria:

1. Does the task focus on formal/informal language?
2. Does the task specify that a certain text genre is connected to a level of formality and thus focused on formal/informal registers?

As the focus of this thesis is register awareness regarding formal written English, it is natural that the tasks analysed must be related to this. Thus, I am not concerned with genre but

---

<sup>3</sup> There are other vocational “branches” within this series of textbooks, like *Skills Bygg- og anleggsteknikk* (for the construction vocational programme), *Skills Helse- og oppvekstfag* (for the health and upbringing vocational programme), *Skills Elektro og datateknologi* (for the electronics and computer science vocational programme), and others.

rather have a focus on the formality of registers. Only the tasks which explicitly mention or refer to the register in a meaningful way by focusing on either formal or informal, spoken or written language features or texts are included in this thesis. As such, I elected to not include tasks which said nothing of the formality level of the texts the students were to write or tasks which had a focus on essay structures without explicit mention of register variation. An example would be a task which prompted the students to write an essay (e.g., Birkeland et al., 2020, p. 49, task 12). While an essay might be construed as an academic text and thus more formal, it is not always so, i.e., a personal essay does not follow the same demands as a formal essay. Such a request of students will not necessarily prompt better understandings of grammar and vocabulary that are needed in a formal text. Therefore, the lack of focus on the formality of the text the students are asked to write in such a task does not give a ubiquitous understanding that the task's focus is to improve the students' understanding of formal register.

### ***3.1.2. Textbook analysis***

Analysis of textbooks requires a certain coding and categorisation of the material (Coffey & Atkinson, 1996, p. 27), even if my search for tasks was already limited to tasks on registers and register awareness. The initial coding was conducted by looking at the four chosen textbooks' realisation of tasks. Coding is an essential part of the analysis as it allows for the construction of categories which aid in organising text and discerning the valuable aspects for this paper (Anker, 2020, pp. 75–77). I opted for an inductive approach and the groupings came as a result of the analysis, rather than being predetermined by a framework. This process resulted in finding similarities between the topics of the tasks while also considering how they are to be conducted. It should be noted that the two Cappelen Damm books *Citizens SF* and *Citizens YF* have some similar task realisations, which can be observed in figures 4 & 5. The tasks are counted twice because they are intended for different student groups.

## Tasks

- 1 Read the three sentences below, and then answer the questions.
  - I don't have any time for that.
  - I ain't got no time for that.
  - Unfortunately, that will not fit into my schedule at this time.
- a Organise the sentences in order from the most informal to the most formal.
- b Why have you chosen this order? Comment on the language features in each sentence.
- 2a What do you think about the language style used in the two conversations that follow? Does the degree of formality fit each situation? Give reasons for your answer.

*A husband and a wife early in the morning:*  
 Wife: "Good morning, Paul. How are you today?"

Husband: "I'm fine, thank you, and you? I have prepared your breakfast. Would you like to eat it outside on the patio?"  
 Wife: "That would be fine. Thank you."

*An employee asking her employer for a wage increase:*

Employee: "Dude, I've got to get more money. I ain't got money for rent."  
 Employer: "Yeah, right!"

- b Rewrite one of the conversations in a language style you find more appropriate to the situation.
- 3 The sentence below includes at least four informal features. Point them out, and then rewrite the sentence using more formal language.

"Btw, won't B able to come over?"

## Subjective and objective language

You should use *subjective* language when the purpose of your spoken or written text is to state your opinion or belief, for example in a discussion, an opinion piece or a blog post. Examples of subjective statements:

- *I think it's obvious that 16-year-olds are more than smart enough to vote in elections.*
- *The University of Brighton is a wonderful university located on the south coast of England.*

You should use *objective* language when the purpose of your spoken or written text is to provide factual information:

- *Current research indicates that a majority of 16-year-olds have the necessary knowledge and mental capabilities to make informed choices in political elections.*
- *The University of Brighton is a university located on the south coast of England.*

Features of subjective language	Features of objective language
<ul style="list-style-type: none"> <li>- coloured by personal feelings</li> <li>- based on personal opinion and judgements</li> <li>- often non-factual and non-verifiable (not possible to prove or disprove)</li> </ul>	<ul style="list-style-type: none"> <li>- not coloured by personal feelings</li> <li>- based on observations and measurements</li> <li>- factual and verifiable (possible to prove or disprove)</li> <li>- more use of tentative statements (see p. 306)</li> </ul>

Figure 3 - Example of tasks from *Citizens SF*, p. 305

## Tasks

- 1 Read the three sentences below, and then answer the questions.
    - I don't have any time for that.
    - I ain't got no time for that.
    - Unfortunately, that will not fit into my schedule at this time.
  - a Organise the sentences in order from the most informal to the most formal.
  - b Why have you chosen this order? Comment on the language features in each sentence.
- 2a What do you think about the language style used in the two conversations below? Does the degree of formality fit each situation? Give reasons for your answer.

*A husband and a wife early in the morning:*  
 Wife: "Good morning, Paul. How are you today?"

Husband: "I'm fine, thank you, and you? I have prepared your breakfast. Would you like to eat it outside on the patio?"  
 Wife: "That would be fine. Thank you."

*An employee asking her employer for a wage increase:*

Employee: "Dude, I've got to get more money. I ain't got money for rent."  
 Employer: "Yeah, right!"

- b Rewrite one of the conversations in a language style you find more appropriate to the situation.
- 3 The sentence below includes at least four informal features. Point them out, and then rewrite the sentence using more formal language.  
 "Btw, won't B able to come over ☺"

## Subjective and objective language

You should use subjective language when the purpose is to state your opinion or belief, for example in a discussion, an opinion piece or a blog post. Examples of subjective statements:

- *I think it's obvious that 16-year-olds are more than smart enough to vote in elections.*
- *The University of Brighton is a wonderful university located on the south coast of England.*

You should use objective language when the purpose of your spoken or written text is to provide factual information:

- *Current research indicates that a majority of 16-year-olds have the necessary knowledge and mental capabilities to make informed choices in political elections.*
- *The University of Brighton is a university located on the south coast of England.*

Features of subjective language	Features of objective language
<ul style="list-style-type: none"> <li>- coloured by personal feelings</li> <li>- based on personal opinion and judgements</li> <li>- often non-factual and non-verifiable (not possible to prove or disprove)</li> </ul>	<ul style="list-style-type: none"> <li>- not coloured by personal feelings</li> <li>- based on observations and measurements</li> <li>- factual and verifiable (possible to prove or disprove)</li> <li>- more use of tentative statements (page 284)</li> </ul>

Figure 4 - Example of tasks from Citizens YF, p. 283



Coding simplifies the data for easier reading, but it does restrict and put a bias on the analysis because of the chosen codes and personal perceptions of the tasks' learning goals (Anker, 2020, p. 76). The main categories and subcategories that emerged from my analysis (relevant for sections 4.4.3. and 4.4.) are:

1) Rewriting tasks:

These tasks focus on rewriting certain texts or sentences into different degrees of formality, amplifying the tentativeness of texts, or making texts less personable/personal by making sentences passive or more objective. These tasks include subcategories like:

- a. Rewriting tasks which concern the changing of degrees of formality. These tasks can ask students to raise or lower the formality of text, sentences, or phrases.
- b. Rewriting tasks to make text less personable. These tasks opt for an approach to formality where formal texts are more objective and impersonal in nature than other text types. This can include making passive instead of active sentences or changing texts where the writer is more visible by using phrases like "I think...".
- c. Rewriting tasks focusing on changing text to a higher degree of tentativeness. By tentativeness, the textbooks refer to phrasings which have a lower degree of certainty than what students might be familiar with. Modal verbs and similar expressions of tentativeness are a focus of these tasks.

2) Word-focused tasks:

The textbooks had word-focused tasks, which included a wide variety of tasks, such as tasks on contractions, vocabulary expansion, and ranking sentences based on their formality. I also consider tasks concerned with the effect of certain language use in this category. Despite this broad coding, the similarities of these tasks include a focus on the word level and may often contain wording that utilises slang and spoken-like features. In this category, there are three subcategories of tasks:

- a. Tasks focusing on contractions. These tasks tend to target ignorance about contractions such as "can't", "gonna", and "I'll" as an element that does not belong in formal written language. The tasks are usually simple in construction, in that they do not ask for further clarifications as to why this is the case.

- b. Tasks ranking the formality of different sentences. These usually have several levels of formality, going from casual spoken language to more formal or academically written registers.
- c. Tasks concerning the effects of formal and/or informal language. A word-based reflection is required in these tasks. The students are asked to reflect on this effect and perhaps comment on it.

3) Comparison tasks:

The comparison tasks have either an aspect of full-text analysis or a smaller vocabulary-based analysis through a comparison approach. There are two subcategories:

- a. Comparison tasks on vocabulary. These tasks focus on the vocabulary of informal and formal snippets of texts. The students are asked to compare or perhaps organise vocabulary.
- b. Comparisons of texts. Naturally, these are quite similar to the comparisons of vocabulary tasks but have longer text extracts and are thus more demanding of the students.

4) Spoken formality-focused tasks:

This task format has a focus on formal and informal spoken dialogue. This category only includes one subcategory.

- a. Tasks with a distinct spoken formality focus, where students might be asked to write dialogue or interpret the “correctness” of spoken dialogue in terms of its formality.

5) Register tasks:

The last category is the register tasks which are concerned with the context of the utterances in the texts and try to build awareness of field, tenor, and mode in the students. Also, tasks focusing on writing in an “appropriate” style and style features are included in this category as it is very much connected to registers for a particular purpose and situation. This category also has three subcategories:

- a. Tasks with register awareness through field, tenor, and mode analysis. While other tasks also have a focus on registers, these register tasks tend to have more of an overview focus where the students are asked to reflect as to why language is distinct in different situations. This puts these sorts of tasks apart from the other tasks.

- b. Appropriate style tasks are exercises in which students are to write in an appropriate style. By this, it is meant that they must recognise that the text they are to write requires a higher degree of formality because of the situation, recipient, or purpose of the text.
- c. Language feature-focused tasks have the students look for language features in a text or sentences which is specific to a certain register, either formal or informal, spoken or written language. These tasks may ask the students what makes a text informal or formal and thus open for reflection around registers.

When studying the distribution of task types, I chose to include tasks which had several components as separate entities. As such, a task with sub-questions (ex. 2a and 2b) can be included in two categories. An example of a task which is included in the coding is found in *Citizens SF* where the students are asked to:

Read about formal and informal language on page 302. Then consider the following:

- (a) What does Max Andrews (p. 19) say about the mistakes Norwegians make when using English?
- (b) Can you think of three situations where it would be important to use formal English?
- (c) Can you think of three situations where formality is less important as long as you get the message across? (Andersen et al., 2020a, p. 21).

While task 6a does not have a clear focus on formality, this task has two sub-questions which are coded as two register tasks (6b and 6c) as they ask the students to reflect on formality in different situations.

Additionally, task 2a in *Citizens* (SF and YF) was included in two categories as it encompasses the students looking at spoken discourses and determining the language style of the participants. This task qualifies as both a spoken formality-focused task and a register task. Tasks such as 1a and 1b (p. 306) and task 1 a through a to f (p. 307) in *Citizens SF* were only included once in the count as the subtasks involve rewriting different sentences and are in essence the same task with various repetitions. Adding such a task multiple times in the count would give a skewed insight into the variation of tasks in the textbooks.

Ex. *Citizens SF* (Andersen et al., 2020a, p. 307)

1 Rewrite the sentences below to make them more tentative.

a All Norwegians are excellent skiers.

- b Norwegian students do not need to be proficient in English.
- c The train is always late.
- d Boys run faster than girls.
- e The reason why English is an important language is because it can be spoken around the world.
- f Scandinavians speak excellent English because they start learning it at an early age.

### ***3.1.3. Selecting textbook tasks for the interview***

After developing categories for the task types found in the four analysed textbooks, I chose a representative selection of textbook tasks to present to the teachers in the interview. The tasks were selected from *Citizens SF* and *E1*. This textbook choice skews the data slightly towards general studies, but it should be noted that the tasks from *Citizens SF* can also be found in *Citizens YF* (p. 283), giving some representation of vocational studies' tasks in addition to the interview having some mentions of this study programme (see section 4.1.2.). The selected tasks are representative of the five categories found through inductive analysis of the textbooks (see section 3.1.2.).

As depicted in figure 5, task 1a from *Citizens SF* (Andersen et al., 2020a, p. 305) is a formality-ranking task, categorised as a word-focused task, while task 1b (Andersen et al., 2020a, p. 305) is a student reflection of the ranking, making it a register task. Task 2a, from the same textbook, is a combined register and spoken formality-focused task where the students are both asked to reflect on field, tenor, and mode, and there is an inauthentic representation of spoken language. Task 2b, on the other hand, is categorised as a rewriting task due to the students being asked to rewrite the inauthentic dialogue. From *E1* (Birkeland et al., 2020, p. 278), I have selected two tasks (figure 6): task 1, which is a contraction-based word-focused task, and task 5 which is a spoken formality-focused task. In all, there are six tasks for the participants of the interview to consider where all of the categories found in the analysis are represented.

From *Citizens SF* (p. 305)

**1** Read the three sentences below, and then answer the questions.

- I don't have any time for that.
- I ain't got no time for that.
- Unfortunately, that will not fit into my schedule at this time.

**a** Organise the sentences in order from the most informal to the most formal.

**b** Why have you chosen this order? Comment on the language features in each sentence.

**2a** What do you think about the language style used in the two conversations that follow? Does the degree of formality fit each situation? Give reasons for your answer.

*A husband and a wife early in the morning:*

*Wife: "Good morning, Paul. How are you today?"*

*Husband: "I'm fine, thank you, and you? I have prepared your breakfast. Would you like to eat it outside on the patio?"*

*Wife: "That would be fine. Thank you."*

*An employee asking her employer for a wage increase.*

*Employee: "Dude, I've got to get more money. I ain't got money for rent."*

*Employer: "Yeah, right!"*

**b** Rewrite one of the conversations in a language style you find more appropriate to the situation.

*Figure 5 - Selected tasks from Citizens SF as found in the interview guide.*

From *E1* (p. 278)

**1** Make a list of 10 contractions other than those already given in the informal example text. Hint: There are many contractions that end with n't, 'll, or 've.

**5** Write a short dialogue in which a guest complains informally to a hotel staff member about his or her room, and the staff member replies formally. Make use of all the key features of formal and informal language:

- basic / advanced vocabulary
- contractions / full forms
- a personal / impersonal angle
- informal / formal expressions

*Figure 6 - Selected tasks from E1 as found in the interview guide.*

### ***3.1.4. Developing/adapting corpus-based tasks based on textbook categories***

As mentioned in section 3.1.2., the analysis of the textbooks indicated five types of tasks. To compare the above tasks (section 3.1.3.) to corpus-based tasks, I have selected to develop and/or adapt and look at five tasks which follow these categories as well: rewriting task, comparison task, word-focused task, spoken-formality-focused task, and register task. These tasks were shown to the teacher-participants for professional insight on the tasks' advantages and disadvantages in the group interview (see section 4.4.).

#### **3.1.4.a. Corpus-based rewriting task.**

For designing the rewriting task, I elected to use the News on the Web (NOW) corpus, as it contains recent informal and magazine texts which suit the tasks. To limit the scope of the search, I found matching strings for the lemma *English* from November 1<sup>st</sup> 2021, till November 1<sup>st</sup> 2022. From these results, I chose the article “Powhatan and his people: The 15,000 American Indians shoved aside by Jamestown’s settlers” through the corpus. The task is developed to challenge higher-level students to rewrite an informal text to suit an academic register.

## Rewriting task

You are to rewrite the text underneath, using the knowledge you have on register, to a more formal written English. The text should be factual, but there is opportunity to be creative! You might have to shorten/elongate sentences, add/remove words, etc. You may utilize any resources you have.

# **Powhatan and his people: The 15,000 American Indians shoved aside by Jamestown's settlers**

The powerful American Indian chief, known as Powhatan, had refused the English settlers' demands to return stolen guns and swords at Jamestown, Virginia, so the English retaliated. They killed 15 of the Indian men, burned their houses and stole their corn. Then they kidnapped the wife of an Indian leader and her children and marched them to the English boats.

They put the children to death by throwing them overboard and "shooting out their brains in the water," wrote George Percy, a prominent English settler in Jamestown.

And their orders for the leader's wife: Burn her.

Percy wrote, "Having seen so much bloodshed that day now in my cold blood I desired to see no more and for to burn her I did not hold it fitting but either by shot or sword to give her a quicker dispatch."

She was spared, but only briefly. Two Englishmen took her to the woods, Percy wrote, and "put her to the sword."

The woman was one of 15,000 American Indians living in the Tidewater area along the shores of the York and James rivers in 1607 when the first English settlers arrived in Virginia. Her violent death is symbolic of the underlying tensions that lasted for centuries between the whites and the Indians.

*Figure 7 - Rewriting task using the NOW corpus*

### **3.1.4.b. Corpus-based comparison task.**

The comparison task is found in Randi Reppen's *Using Corpora in the Language Classroom* (2010, pp. 62–63). There have been no adjustments to the task format and explanation. The task is categorised as a comparison task as it compares spoken and academic written texts by

using, for example, COCA. The corpus is not specified in the task, so this choice is left to the teacher.

Step 1: Divide the class into two groups. Have the students in one half of the class load 10 academic texts in a concordancer and the students in the other half of the class load 10 conversation texts. It does not matter if the students select different texts from within the registers of academic texts and conversation as long as all 10 texts come from the same register. For example, Student A may select texts 1 through 10 of the academic texts, while Student B might select academic texts 2, 4, 6 etc., through 20. Students may even use different corpora, as long as the register is consistent. (*Note: If you do not have a corpus with academic and spoken texts, you can use COCA instead.*)

Step 2: Ask the students to create a frequency list from their texts that is arranged in frequency, not alphabetical, order. That is, the most frequent words are on the top of the list.

Step 3: Ask each student to write down the first 10 content words (nouns, verbs, adjectives, and adverbs), not function words (e.g., *the, and, a*, or prepositions).

Step 4: Ask the students to compare their top 10 content words with a classmate who loaded the same register (i.e., comparing conversation with conversation or academic texts with academic texts) and consider the following questions: What are the top 10 content words the classmate found? Are any words the same?

Step 5: Now ask the students to compare with a classmate who loaded the other register (i.e., comparing conversation with academic texts). Are any of the words the same? Discuss what differences students find within the same register and across the two registers.

Step 6: Ask students to think about their conversations with friends and about the textbooks they read. How are conversations among friends similar to or different from the language in academic books?

*Note:* This should provide a springboard for a discussion about register and the need to consider the context of both spoken and written language.

*Figure 8 - Comparison task from Reppen (2010).*

### **3.1.4.c. Corpus-based word-focused task.**

The word-focused task is based on the corpus research in Coxhead's Academic Word List (AWL) (Coxhead, 2000). I aimed to represent a variety of AWL sets in different word classes such as verbs, adverbs, and nouns. This task has both direct and indirect input from corpora, as using AWL in a task is closer to indirect corpus use (see section 2.3.1.) while the students can



potentially use SKELL as a dictionary in a more direct manner, as seen in some previous studies (Karlsen, 2021, p. 100).

### Word-focused task

You are to make formal sentences using vocabulary that often appear in academic writings. You can decide on the topic of the sentences yourself. You can find inspiration and examples for each word at <https://skell.sketchengine.eu/#home?lang=en>

Approach	Investigate
Aspect	Nevertheless
Challenge	Outcome
Coherent	Regulate
Communicate	Somewhat
Define	Sum
Encounter	Subsequent
Hence	Thesis
Inevitable	Whereas

Figure 9 - Word-focused task using Coxhead's (2000) AWL and SKELL

#### **3.1.4.d. Corpus-based spoken formality-focused task.**

This spoken formality-focused task is adapted from O’Keeffe et al.: *From Corpus to Classroom* (2007, p. 219). The task follows a spoken academic dialogue. The format and wording of the task have been kept the same as in O’Keeffe et al.’s example, but I have added instructions such as “Read the dialogue and take special consideration of the text in bold” and reflection

questions at the end. Also, the students are asked to replicate the phrases they have observed and attempt to write in spoken academic register to the best of their abilities.

In this class discussion, the students make fairly general statements, while the teacher tries to make the discussion more specific. Read the dialogue and take special consideration of the text in bold.

Marcha: Well, I think **on the whole** parents should take more responsibility for their kids.

Teacher: Yes, **with respect to** home life, yes, but **in the case of** violence, surely the wider community is involved, isn't it? I mean, **for the purposes of** our discussions about social stability, everyone's involved, aren't they?

Marcha: Yes, but **in general** I don't think people want to get involved in violent incidents, **as a rule** at least. They get scared off.

Teacher: True. But **as far as** general discipline **is concerned**, don't you think it's a community-wide issue? I mean discipline **as regards** everyday actions, **with the exception of** school discipline. What do you think, **in terms of** public life, Tariq?

Tariq: I think the community **as a whole** does care about crime and discipline and things, but **for the most part** they see violence as something that is outside of them, you know, not their direct responsibility.

Teacher: Okay. So, let's consider the topic **in more detail**, I mean **from the point of view of** violence and aggression specifically in schools. Let's look at some extracts from the American Medical Association's 2002 report on bullying. They're on the handout.

Answer the tasks:

- a. Who makes the most specific statements? The teacher or the students?
- b. In formal spoken conversations, is it better to be more general or more specific when discussing a topic?
- c. Write a short draft for a class discussion where you make an argument about who should be responsible for preventing bullying (the school, society as a whole, or parents, perhaps?). Use at least three of the bolded terms from the text above in your argument. Remember that some of the terms are more general and some are more specific. What suits your formal argument?

*Figure 10 - Spoken formality-focused task adapted from O'Keeffe et al. (2007).*

### 3.1.4.e. Corpus-based register task.

The register task, from *Using Corpora in the Language Classroom* (2010, pp. 63–65), is an adapted version of Reppen's task focusing on spoken register variation. To focus on written academic registers, I elected to change "speaking situations" to "text types". This change was made throughout the task description and created a need for changing Reppen's examples and

a few of her wordings to make the task consistent. Otherwise, the spirit of the task is kept the same.

Step 1: As a class, create a list of some of the different text types that students are familiar with (e.g., articles, essays, Facebook posts, texting, textbooks, etc.)

Step 2: Make a list of the texts on the board.

Step 3: Now ask students to think about features of these texts (e.g., who wrote these texts, why did they write them, what do they write, who are they for, etc.)

Step 4: After discussing the texts that involve written language, make a chart and write down some of the texts and in what situations they occur.

Example:

Text type	Situation features	Text features
Texting	interactive, fast answer	
Essay	mostly a lonesome practice	

Step 5: Now, students should select texts from the corpus that reflect these different text types. Students can work in pairs or individually. If the teacher prefers, students can be divided into teams, with each team working with a different register, or students can work individually and look across several text types.

Step 6: After the students have describes several text types, use a frequency list to compare some of the features found in these texts and fill in the Text Features column, as in the following examples:

Text type	Situation features	Text features
Texting	interactive, fast answer	spoken-like language
Essay	mostly a lonesome practice	Few pronouns

Step 7: After the students have completed their charts, discuss how the situation features are reflected in the grammar and vocabulary of the various text types. Have classmates or teams compare their findings.

Figure 11 - Register task adapted from Reppen (2010).

### 3.2. In-service teachers interview

I elected to conduct a semi-structured interview where both participants were present at the same time. Qualitative interviews allow for subjective voices to participate in the public debate

(Kvale, 2006, p. 481). This research method acknowledges EAL teachers' perspectives on various school-related topics, in this case, related to their teaching approaches to developing written academic register awareness in their students.

The reason for conducting a semi-structured interview is motivated by the researcher's ability to pursue interesting lines of inquiry that the participants present as well as allowing multiple participants to be present at the same time (Kallio et al., 2016, p. 2955). A semi-structured interview allows for digressions and spontaneity in the researcher-participant dialogue which may lead to better insights into register awareness teaching.

There are two reasons why I chose to administer a group interview; one, it allows for more condensed data collection, and two, the participating teachers can build on each other's experiences with hopefully less prompting from the researcher. To be able to successfully conduct a semi-structured group interview, I constructed an interview guide which laid the foundation for the questions and structure of the interview.

### ***3.2.1. Interview guide***

I developed an interview guide (appendix 2) with the general questions to be asked and included discussion points on various textbook and corpus tasks. This is an important step for novice researchers as it gives a protocol where the methodology, the research subject matter, and the purpose of the interview are maintained throughout the process of obtaining the data from the interviewees (Roberts, 2020, p. 3188). The interview questions aim to have a funnel shape, where the broadest and more general questions are asked first before progressing with more specific questions on academic writing and academic register awareness development. While there is a structure to the interview guide, the goal is not to follow this outline faithfully but rather to retain a focus on the main topic (Kallio et al., 2016, p. 2955), particularly academic writing. In creating an interview guide, I was able to determine which questions were the most important that the teachers answer, something which became important in the actual interview which had a time constraint of one hour.

In addition to the main questions for the teachers, the interview guide also contains my selection of relevant competence aims (section 1.1.3.), examples of textbook tasks (section 3.1.3.), and corpus-based tasks (section 3.1.4.) for the teachers to comment on. There were no

pre-planned questions for this part of the interview as it rather relied on dialogue between the participants.

### ***3.2.2. Selection of participants and pre-interview process***

It was imperative to gain access to the experiences of working teachers to gain a better understanding of Norwegian teachers' current approaches to teaching formal and academic register awareness. Qualitative interviews have the goal of enlightening the reality of the participants, being said to be "the main road to multiple realities" (Stake, 1995; in Roberts, 2020, p. 3186). By this, it is meant that interviews allow for an opportunity for insights into new or underrepresented viewpoints allowing for a better understanding of different people's experiences and opinions.

The project was approved by NSD (appendix 1). The principal of an upper secondary school, a mixed general studies and vocational studies school of medium size (in the Norwegian context), was contacted in preparation for the interview and gave their permission for interviews with the teachers.

I was able to recruit two teachers for the study through personal networks. To maintain their anonymity, I have given them fictitious names: Linda and Tobias. This school year, Linda has a year 11 English class in the general studies program, while Tobias has a year 12 class in the subject Engelsk 1, an advanced self-selected English subject which is not mandatory for all Norwegian students. Linda works with the textbook *Citizens SF* in her classroom, while Tobias has previously worked with the same textbook. The school has access to both *Citizens*-books, *Citizens SF* and *Citizens YF*, depending on what study programme the students attend, which is why these textbooks are included in the analysis (see section 3.1.1.)

Linda and Tobias currently teach different grades, grade 11 (VG1) and grade 12 (VG2) classes. This means that Linda's students are currently working towards the competence aims presented in this study, while Tobias' students should have accomplished them. Tobias' students are also Linda's former students from the year before. This unique perspective may allow for insight into how the teachers see the students' progress in reaching the competence aims concerning their academic writing.

In advance of the interview, both Linda and Tobias were given the interview guide (appendix 2) which includes a brief explanation of the study, the planned interview questions, and selected competence aims and tasks from textbooks and corpus-based material for discussion (see section 3.2.1). Several steps were planned to make the participants feel as comfortable as possible, among these were a planned start and end time for the interview, and a choice of the preferred interview language.

The interview was planned to last one hour to accommodate the teachers' busy work schedule, something which resulted in some of the questions being omitted from the actual interview. Additionally, the teachers were given the option of conducting the interview in Norwegian or English, where they chose the prior, prompted by Tobias. Such accommodation is common in interview-style research, where participants are allowed to use their preferred language to respond to questions (Inhetveen, 2012, pp. 29–30). Hence, I have translated the transcription where it is relevant and kept the untranslated transcription in the appendices (appendix 3) for the full context of the participants' utterances (see section 3.3. for further discussion of trustworthiness).

The interview was recorded using Nettskjema's Diktafon, which immediately encrypts data allowing for safe storage (*Nettskjema-diktafon mobilapp - Universitetet i Oslo*, 2023). This encryption allows for personal data, such as the participants' voices, to be managed in a manner that corresponds with General Data Protection Regulation (GDPR). According to GDPR, personal data must be stored in services with privacy by design, such as Diktafon, to avoid safety violations (INN, n.d.).

### ***3.2.3. Thick descriptions of the participants***

Thick descriptions are aspects of qualitative research where the participants are described in detail while speaking "to context and meaning as well as interpreting participant intentions in their behaviors and actions" (Ponterotto, 2006, p. 541). While the term itself is generally described as vague (Ponterotto, 2006, pp. 540–541), it holds a valuable place in this study as it allows for contextualising the participants' views and practices regarding academic registers, which will be analysed and discussed in chapter 4. The thick description of the participants is based on the answers that the teachers gave on their general practices and commonly used resources in their English subject classrooms.

Overall, the two participants focus on variation in the classroom. Both participants mention the cultivation of reading and listening skills, as well as oral skills in English. Tobias mentions an added practice for the student's writing skills, but this was rather due to the class's reluctance or inability to have constructive dialogues. Linda, on the other hand, mentions an emphasis on gaining vocabulary.

Both participants have a broad idea of what can be considered a resource in the English subject classroom. They both rely on their respective subject textbooks periodically but also utilise online resources which they both procure for themselves or are promoted by their textbooks or the county. They use some authentic texts in the form of novels and biographies. Regarding corpus-based material, both participants are unfamiliar with its usage.

### **3.2.3.a. Linda.**

Linda is in her sixties and has been a teacher for over 40 years. Her educational background is rooted in an integrated teacher programme where she gained a master's degree in German with English as an additional subject. Linda speaks multiple languages, her home language being Dutch, while also being proficient in Flemish, German, French and Norwegian, and having some Spanish knowledge.

For Linda, a typical English lesson needs to be centred around a clear introduction and plan (utterance 013). Variation is at the forefront of the lesson (utterance 009). She exemplifies her usual lessons thusly:

009 Linda: “[...] after we have read the text, for example, and explore the subject matter further, we follow up with conversations between the students. Very often two-by-two or in groups where we will try to use what they have read or looked at in the most active way possible [...] We may listen to each other to see if we have understood each other well. Em, so we may follow with a plenary conversation after that”.

Linda also has a particular thematic focus in her lessons which guides the further exploration and conversations of the students. There is a sociocultural approach to learning as well as the students work together in groups and actively use their acquired language. Learning happens in collaboration with other students and plenary discussions. Later, after further

prompting, Linda confirms that conversation is an important component in her classroom (utterance 011).

Linda has a wide variety of resource use. This is evident by her listing of what she considers a resource in her English subject classroom.

017 Linda: [...] Myself. My experiences. That is a resource, and I also use the *Citizens* book, [...]. I use the internet quite a bit. I also use the things that Udir [the Norwegian Directorate of Education] has posted if we are, for example, testing for the exam. [...] I also use what I acquire by myself [...]"

From this utterance, Linda has a broad idea of what can be used as a resource in the classroom. It is worth noting that Linda has a bit of self-acquired resources which can refer to a wide variety of material. In utterance 024, she notes that these resources include older grammar books.

024 Linda: [...Recently] we found a heap of grammar books in the library and those I ordered years ago. [...] we have started using them in VG1 [year 11] and that's *Basic English*, a book I found in Cambridge once upon a time. They include very nice grammar units. [...]"

Linda has heard about corpora before but has not utilised it in the classroom (utterance 083). This means that she most likely will have little to no competence in encountering the upcoming tasks.

083 Linda: "I have encountered corpus before quite a few years ago but I have not used it. [...]"

While this may not bode well for the research into using corpus-based material, Linda does seem interested in learning more about the use of corpus-based resources (utterances 085 and 135) and continues to be curious about corpora research. She even notes that she finds the study interesting as it may improve her practices in the future.

193 Linda: "[...] I have to improve myself constantly. I have to see problems that we did not see before and find new solutions. I need inspiration. I need learning, simply put. And I intend to do it some more. One is never stops learning. Every coming August, I think: Now, I will do it well.



195 Linda: “Or: I will make it better. So, what you are presenting here, and what you are working on is very exciting. So that is something I can use to improve myself. Thank you.”

### **3.2.3.b. Tobias.**

Tobias is in his late twenties and has had a permanent position as a teacher since 2021. Tobias describes his current home language as English, while he grew up with German (of which his current use is limited), as well as being a proficient user of Norwegian. He also has extended knowledge of Danish and Swedish. His educational background is a master’s degree in English literature with additional pedagogical education and a second teaching competency in Norwegian.

Tobias, who has a class which is a year above Linda’s, notes that his usual practices, where teacher-student dialogue is an important element, are skewed by his current class's needs.

012 Tobias: “[...] I have “Engelsk 1” [i.e., the elective subject English 1] this year, which is in grade 12. And this is a somewhat special class. [...] So usually, I would also have more conversations. I had that last year with the class I had in grade 11. But the ones I have this year, I see that it usually works better to write. [...] Now I use a lot of writing in the classroom, and that is very... I feel like it is slightly unusual for me because I probably like the talking between them.”

By this quote, it is evident that writing comes to the forefront of the typical English lesson because the class gains more by writing their responses rather than working through dialogue. This approach seems to be somewhat beyond the approach that Tobias usually prefers, which is more like Linda’s sociocultural way of incorporating dialogue into the classroom. The writing takes the form of answering tasks as seen in utterance 039.

039 Tobias: “[...] What I have noticed at least with this class is that questions that one usually would have in a plenary discussion, I post in OneNote so that they may answer by themselves. Because then I get good responses, while an open question into the classroom would gain few [responses] [...]”

Further, Tobias notes that his class reads a text and answers tasks that follow the text afterwards.

039 Tobias: “[...] But yes, they often read a text and do complementary tasks. The very original way to work. [...]”.

This utterance has some aspect of irony, which can mean that Tobias has a somewhat negative outlook on this way of working with a piece of text.

Like Linda, Tobias emphasises on the importance of variation in the EAL classroom. There may be several reasons for this added focal point on variation in teaching methods and approaches, including, but not limited to; a focus in the curriculum on variation, trying to reach the several different learning styles of the students, and like Linda said, for the sake of the varied work life of the teachers themselves.

Tobias mentions both OneNote and Teams as a resource in the classroom, as well as the students’ accessibility to computers and a classroom projector (utterance 22). This shows a wide range of digital platforms and digital learning possibilities. However, as Tobias exemplifies, the use of these digital resources must be deliberate and to the benefit of the students.

Further, Tobias mentions film clips, books or novels (although he admits to utilising books less than Linda), and pen and paper as a resource for learning (utterance 022). He even sparingly employs candy treats as a way of encouraging competition (utterance 22).

While Linda had heard about corpus before, the concept seemed to be slightly foreign to Tobias as he admits to not being familiar with any corpora (utterance 084). His attitude towards corpus material seems to be somewhat reserved when analysing utterance 088.

088 Tobias: “[...] I believe it’s always nice to have places to find texts as well, but it always takes longer than what one anticipates. First, one must see if it suits the subject matter, further one must see if it matches the level, further one must maybe have tasks for it. [...]”

In this utterance, Tobias raises a valid critique (see section 2.3.1.c.) and concern which must be addressed before recommending corpus-based material in the upper secondary school classroom. This will be further considered in the discussion (section 4).

### **3.2.4. Teacher interview analysis**

The interview data were transcribed and then coded for thematic similarities after the interview. I have not transcribed with the purpose of linguistic analysis but have rather focused on the content of the teachers' utterances. This resulted in the transcription having fewer spoken mannerisms than the audio recording. Transcription can impact the way that participants are understood (Oliver et al., 2005, p. 1273), and there are two main conventions of transcription, *naturalised* and *denaturalised* transcription. The prior convention is most often used in conversation analysis studies and has the goal of mimicking speech and speech patterns as closely as possible to allow for the study of linguistic items or similar spoken conventions (Oliver et al., 2005, p. 1275). As this was not the aim of the study, the choice of transcription fell on the later transcribing convention, denaturalised transcription. This transcription method is used for transcribing informational content, where the substance of the interview takes precedence (Oliver et al., 2005, p. 1277).

Furthermore, each continuous utterance is numbered from 001 to 201, which allows for ease of reference to the interview data. This also allows for a comparison between the Norwegian transcription and the English-translated transcription whose significance is discussed further in section 3.3.

For the safety and anonymity of the participants' students, I have removed certain sections of the utterances (utterance 117) which could lead to the identification of the students in question. Other utterances have proved to be general enough to safely be published without further omissions.

The interview data were coded by similarities in the topic of the utterances of each participant. The coding categories concern the participants' pedagogical practices and approaches to developing academic register awareness.

The coding is as follows:

- The usual practices of the participants in terms of teaching English (thick description, section 3.2.3.)
- The commonly utilised resources to support the previous (thick description, section 3.2.3.)
- The approaches of the participants to academic register development with a focus on written language

- The resources connected to academic register development that the participants mention
- The participants' views on selected competence aims connected to registers
- The participants' views on the selected textbook tasks from the interview guide
- The participants' views on the selected corpus-based tasks from the interview guide

In addition to this coding, the approaches to academic register development were seen in the light of Lea & Street's (2006) models for approaching student writings and literacy in academic contexts (section 2.2.2.) and the figure based on their article (figure 2).

### **3.3. Ethical considerations and limitations of the study**

For textbook analysis, there is a certain bias connected to selecting the analysed textbooks as well as in this study deciding which tasks should be categorised as tasks which target formal register awareness.

In qualitative interviews, there are asymmetrical power structures where I, as the researcher, control the dialogue by deciding the topic and asking critical questions, as well as determining the rules of the conversation (Brinkmann & Kvale, 2006, p. 164). The researcher also has a goal from which the interview springs, which can lead to there being less room for actual good conversation and back-and-forth between the researcher and participants (Brinkmann & Kvale, 2006, p. 164). In a sense, the interview becomes a manipulative dialogue where the researcher has an "ulterior" motive and consequently has a monopoly on how the information from the interview is understood and presented to the public (Brinkmann & Kvale, 2005, pp. 164–165). To remedy these shortcomings and concerns connected with the interview as a method of inquiry, I have taken various steps.

Firstly, the study was approved by NSD, who made certain that the interview guide and consent forms were following all the rules and regulations for personal data collection. This step serves to protect the privacy and safety of the participants, should there be any sensitive information being discussed in the interview. Before the interview, the participants each signed a consent form to participate in the study where the aim and methods of the study are described (see appendix 1). This is also the reason why I anonymised the names of the participants. The participants were also informed, both in writing and orally, that

participation is voluntary and that they could revoke their consent at any given time in the study. This last step is crucial to let the participants maintain control over their data and disrupt the power imbalance between the researcher and interviewees.

Secondly, throughout the study, I aim to maintain trustworthiness. The term *trustworthiness* refers to five criteria for cultivating trust in the research. These criteria are credibility, dependability, confirmability, transferability, and authenticity (Cope, 2014, pp. 89–90).

*Credibility* is achieved through confirming interview data with the participants, also known as member checking. The teachers of the study were shown the transcriptions of the interview and could, should they wish, provide criticism or clarifications at this step.

Further, by describing each step of the study, I aim to secure *dependability* in the research as something which can be replicated under similar circumstances. This is done regarding both textbook analyses and the teacher interview.

*Confirmability*, on the other hand, where my biases are concerned, I address by laying forward my concerns and limitations in this section, opening the research to scrutiny based on my limitations. As mentioned above, I made a choice in selecting the textbooks and tasks of this study. By establishing my thought process in making these choices, readers may judge the oversights which could have occurred. Also, since the interview was conducted in Norwegian, I have translated the utterances in instances where the thesis includes quotes from the teachers. The translation of the transcription allows for ease of access to the data, but translation is not neutral, given choices must be made (for an example see section 3.2.4.). This aspect of trustworthiness is why there is an untranslated version of the interview transcription in the appendices (appendix 3), which makes it possible to compare utterances said in Norwegian to the English translation by referring to the utterance numbers. The untranslated transcript is kept in the thesis to maintain transparency around the data while using translated versions in the main body of the text.

While *transferability* is not the aim of this study, as it describes the empirical experiences and opinions of two teachers and collects data from four textbooks, I aspire to avoid making generalisations about teaching experiences and textbooks due to the small sample size of the study.

In line with confirmability, *authenticity* is provided by representing the participants of the study accurately. Hence, the thick description and analysis and discussion contain multiple quotes with reference to the utterance in the context of the entire transcription. Quoting considerably is a choice that allows the reader to form an independent idea of the teachers and their shared thoughts and opinions.

Lastly, concerning corpus-based approaches to teaching registers, I try to maintain a balanced outlook on the affordances and limitations of the method. This intellectual stability is retained by not only seeing the positives of pedagogical corpus use but also including sections on corpus worship and the previously observed limitations of DDL generally and in a Norwegian context (section 2.3.1.).

In terms of limitations, this study cannot represent the entirety of teachers' approaches to teaching academic register awareness in upper secondary schools in Norway as I only interview two teachers. As mentioned earlier, the participants do not currently teach vocational studies English classes, which limits the amount of knowledge this thesis provides on this part of EAL teaching in Norwegian upper secondary schools. The same can be said of my selection of textbooks, as these four textbooks are not necessarily representative of all textbooks in the English subject used in Norway today. The study does, however, allow a glimpse into textbooks' facilitation of register awareness tasks and teachers' practices which can be further developed in other studies.

### **3.4. Summary**

In this thesis, I use both textbook analysis and in-service teachers interview to examine how academic register awareness is currently taught and whether corpus-based approaches are a viable option for teaching academic writing in the future. I decided to analyse 4 upper secondary school textbooks for register awareness tasks. Two of these textbooks are directed at English general studies, while the other two textbooks are directed at English vocational studies. In this analysis, twelve categories of tasks were discovered, from which five major categories were constructed: rewriting tasks, word-focused tasks, comparison tasks, spoken formality-focused tasks, and register tasks. These task categories served as frameworks for finding and/or adapting a variety of textbook tasks and corpus-based tasks for the participants of the study to discuss in the interview.

Two participants, Linda and Tobias, were a part of the semi-structured group interview. They are both currently teachers in upper secondary school and have various preferred methods and approaches to teaching. The interview utterances were numbered and transcribed in a *denaturalised* way, as the content of the utterances is the pertinent part of this study.

Several ethical considerations were made in this study to maintain the safety and anonymity of the participants. Further, I aim to assert the various facets of *trustworthiness* in the study by member-checking, describing the research accurately so it may be replicated, show the data in its full context in the appendices, avoid making generalisations from the data, and including thick descriptions and utterances from the participants in the analysis and discussion.

## **4. Analysis and discussion**

The analysis and discussion will be divided into two main sections, each addressing the two register awareness-related research questions of this thesis. The first major section will outline teachers' and textbooks' facilitation for developing academic register awareness and is connected to research question 1: How do English subject teachers and textbooks for upper secondary school in Norway facilitate the learning of academic registers? This research question will be addressed in sections 4.1. to 4.3. I will examine the participants' understandings of the curricula for general and vocational studies as facilitators for teaching academic registers in upper secondary school. Further, I reflect in the teachers' overarching practices for teaching written academic registers using figure 2: Models created based on Lea & Street (2006). Lastly, there will be a discussion of textbooks as a resource for building academic register awareness using both interview data and textbook analysis (see chapter 3).

The second major section will comprise of discussion around research question 2: What are the advantages and disadvantages of using corpus-based approaches to teaching academic register awareness compared to textbook approaches? This will be addressed in section 4.4. The participants' views on the various task categories (see section 3.1.2.) is examined before a discussion of advantages and disadvantages of corpus-based register approaches. Using the data from the textbook analysis and the interview in relation to the theoretical framework, I aim to contribute to the discourse on how to teach academic register awareness in Norwegian upper secondary schools.

### **4.1. Register awareness in the competence aims**

For teachers to teach academic registers and register awareness in Norway, the curriculum should contain these aspects of language learning as it is legally binding for the teachers to fulfil the competence aims (Education act, 1998, § 3-4.). However, as previously mentioned, competence aims are subject to interpretation (section 1.1.3) which makes teachers' perspective on these possible register awareness competence aims valuable. In the interview, the participants were asked about their understanding of five selected competence aims, three from English for general studies curriculum and two from the vocational studies curriculum (see section 1.1.3.). Two general studies textbooks and two vocational studies textbooks were analysed to search for register-focused tasks. In this section, the participants' understanding of



these aims<sup>4</sup> is discussed alongside the textbooks' focus on formal registers. Textbook perspectives are also included in the following sections as textbooks are interpretations of curriculum (see section 1.1.4.). The participants' utterances are referred to in-text as, for example, "utterance 001".

#### ***4.1.1. General studies' competence aims on register awareness***

The participants expressed a logical connection between the competence aims of general studies and academic register development. They both had more reflections on these competence aims, compared to vocational studies. Linda, after some prompting, commented that there is a connection between listening to, understanding, and using academic language (utterance 095). Further, she said that clarity in communication (utterance 095), idiomatic expressions (utterance 095), and sentence variations (utterance 097) are important aspects of written academic texts which are focal points she draws from the curriculum. She also mentioned that the students must "acquire a more advanced language than what [they] usually use" (utterance 050) concerning academic registers. On the other hand, Tobias commented that well-structured paragraphs, topic sentences, and research questions are aspects of academic registers of which students must be made aware (utterance 102). While the teachers mentioned various aspects of academic writing, they agreed the students should learn this part of English. Notably, both of the participants also focused on spoken academic registers in the interview, seeing discussions and whole-class teaching as arenas for learning spoken proficiency (utterances 095 and 102).

The analyses of the general studies textbooks, *Citizens SF* and *E1*, showed that both books have a variety of tasks targeting formal and informal register awareness. *E1* has in all 23 tasks connected to formal register awareness, with only 2 tasks related to spoken formality-focused tasks while 8 tasks were register tasks. Of the register tasks, most of them were concerned with writing in an appropriate formal register and looking for style features. Further, *Citizens SF* had in total 30 tasks on formal register awareness, where word-focused tasks were the least represented (1 task) and, again, register tasks were the most abundant (11 tasks). However, *Citizens SF* does have more focus on student analysis or reflection of field, tenor,

---

<sup>4</sup> Note that the participants are reading the Norwegian versions of the competence aims. Therefore, I have translated them in accordance to how Linda and Tobias described them as opposed to using the official wording from the English version of the curriculum.

and mode compared to *EI*. These data show that the selected textbooks do have a formal register focus.

Similarities between the two sets of data show a relative consensus between the teachers and the textbooks. The aspects of academic writing that the participants mention are contextual features of a text, which the register tasks from the textbooks are concerned with as well. Being the most plentiful in both textbooks for general studies, register tasks have an above-textual focus, which the teachers share. However, while one of the participants saw vocabulary expansion within academic registers as important, none of the textbooks has this as a major focal point, having few word-focused tasks in general. Both teachers were also concerned with spoken academic registers, while the textbooks had few tasks on this topic (*Citizens SF* has 3 and *EI* has 2). In all, there is a definite facilitation of written academic learning in the upper secondary school general studies programme despite the varying focal areas.

#### ***4.1.2. Vocational studies' competence aims on register awareness***

When asked about the competence aims for vocational studies, the participants noted that they had little experience with these. Tobias did not have much experience with vocational studies and did not make any significant comments on this topic (utterance 117). Linda specified that she has few recent experiences with vocational classes working toward these aims. Yet, she has previously had these classes and made some valid comments on this topic.

118 Linda: "Well, it's been long since I've had any vocational classes, very long ago, and I imagine how important it would be for them to express themselves precisely regarding their profession. Not necessarily that they should be very academic. But that they know exactly what they are talking about, for example, if they are [...] in health and social studies. [...] That they are made aware of using their vocational vocabulary in a good and precise way. And that is a form of, at least, adapted language levels. If that's academic, it depends. Yes, maybe?"

Linda was uncertain whether vocational vocabulary can be considered academic language but established that there is a need for developing an understanding of different levels of language awareness. She considered preciseness in language usage as principal.

The textbooks for vocational studies, *Citizens YF* and *Skills R&M*, do, however contain tasks which target formal registers. *Skills R&M* has 30 tasks concerned with formal register awareness. The textbook has little focus on spoken formality-focused tasks (1 task) yet has the largest amount of register tasks (19 tasks) of all the textbooks, most of which are tasks specifying that the texts the students are to write should be in a formal register (10 tasks). The last textbook, *Citizens YF*, has the least number of tasks with a specific focus on formal register awareness, totalling 19 tasks. Yet, this number is not insignificant. The textbook has 1 task which can be categorised as a word-focused task and similarly only 1 comparison task. There are, however, 6 tasks within the register task category, where field, tenor, and mode analyses are the most represented, and 6 rewriting tasks mostly on altering the level of formality of a text (3 tasks). As both textbooks have register awareness tasks at a similar rate to general studies, it suggests that the textbook writers consider formal register awareness to be a part of the necessary skill set of vocational studies students as well.

Furthermore, register awareness may be even more central to vocational study students. Vocational vocabulary can be considered a technical language, while academic vocabulary is most often considered a semi-technical language. However, most academic disciplines use a lot of technical jargon (see theoretical framework, section 2.1.1.). Meaning that there could be a certain overlap between the technical jargon of academic vocabulary and vocational vocabulary. So, there might be a need for vocational studies students to have some knowledge of formal registers within their specific fields. As discussed in section 1.1.3., the link between vocational studies and the formality of language depends largely on the teachers' understanding of the competence aims, which could limit the focus on formal register awareness development with this group. However, vocational studies students are required to adapt their language to the purpose of the text similar to general studies students (Ministry of Education and Research, 2019, p. 10). Formal register tasks being in the textbooks may guide teachers to understand the curriculum in this direction, since teachers have been shown to interpret the curriculum through textbooks (Sundby & Karseth, 2022). This connection between text and purpose can become an avenue for developing teachers' understanding of the vocational studies English competence aims about vocational academic texts. Linda being uncertain about the position of academic registers in vocational studies may indicate that there is inconclusiveness among teachers as to the role of EAL academic register teaching Norway. Although, this study does not have any active teachers in vocational studies, which limits the findings significantly.

### ***4.1.3. The competence aims and teachers' interpretations***

The openness of the curriculum leads to a variety of uncertainties in the competence aims, namely time allotment, assessment, and student immersion. One concern relates to the freedom and responsibility granted to teachers to interpret the curriculum, which might lead to disparate foci on academic register awareness depending on the teachers' interpretations.

Regarding one competence aim, "writing different types of formal and informal text [...]" (Ministry of Education and Research, 2019, p. 12), Linda noted that there are various ways to approach the fulfilment of these goals, for instance through creative writing (utterances 097 and 099). This statement indicates that there are multiple ways to interpret the competence aims, and academic register awareness has to compete for time and focus on the classroom.

Teachers, like the participants, are required to have the students write both formal and informal texts, and this might limit the amount of time spent on developing written academic register awareness. Both Linda and Tobias brought up variation as an important aspect of their daily lessons (section 3.2.3.) and must divide their focus among the different basic skills, among other things. In the interview, Linda emphasised collaborative work in her lessons, but also maintained a focus on vocabulary learning of all sorts. Tobias also preferred a sociocultural approach (section 3.2.3.b.) but differentiated his practice depending on the needs of the students. With these other meaningful focal points of EAL learning, academic register awareness development cannot be at the forefront of every lesson.

Moreover, the participants noted issues with the aforementioned competence aims and assessment. Tobias noted the difficulty of evaluating the attainment of certain competence aims and that learning happens gradually on a day-to-day basis.

102 Tobias: "Yes, I think about the first one, "listen to, understand academic language", maybe that's a bit hard to evaluate in a specific way. It becomes a bit artificial if I make a test with only that goal, but I believe it's used all the time. Listen to and understand academic language, that could be us listening to texts. It could also be me whole-class teaching, I believe, when I explain about a topic, isn't that also academic language? [...]"

As competence aims are made to be interpreted and evaluated by the teachers, it seems as though Tobias has an open approach to understanding the competence aims. He saw working toward achieving the competence aim as a continuous and gradual process which can be achieved through having the students listen to texts and facilitating academic discourse by having lectures.

If Norwegian upper secondary school has competence aims in academic literacy attainment and understanding, then it is necessary to develop a model for evaluating this in a pre-tertiary environment. While there have been international studies outlining the practices of testing academic literacy (e.g., Margolin et al., 2013; Ebadi & Rahimi, 2019; Weideman, 2003), there have, to my knowledge, been few studies developing a guide for Norwegian EAL teachers to use in evaluating academic register in student writings. This shows a gap in the research on academic register awareness in upper secondary schools in Norway, particularly relating to assessment.

Furthermore, when reading the competence aims, Tobias noted that adapting language to the purpose, recipient, and situation may prove difficult in a classroom setting.

106 Tobias: “[...] it could be somewhat difficult, this thing about “adapting to purpose, receiver, and situation” because it’s... they [the students] are in a school setting so everything will be characterised by this school setting [...] because they know ‘[...] I’m just at school anyway’.”

107 Interviewer: “So it could become a bit artificial at times when you try to...?”

108 Tobias: “It could be artificial, but I believe... So, the important thing and the thing that’s hard is usually the academic aspect, that they have something to strive for.”

Tobias admitted that creating genuine authentic situations for language practice is difficult in a school setting and that students may disregard lessons for being “practice-like” instead of authentic.

While Tobias considered the classroom an arena where spoken academic discourse appears, he still doubted the classroom setting’s ability to be an authentic academic context. This could indicate that he is a bit uncertain about what constitutes academic language use in upper secondary schools. As described in section 2.2.1., academic written text is different from other types of discourse, so focusing on spoken academic contexts like the EAL classroom, as

Tobias described (utterance 102), will not necessarily lead to written academic register proficiency. It is also important for teachers to be aware of contextual features of language to be able to teach their students about the subject (Reppen, 2010). These contrasting opinions about academic registers in teachers like Tobias can derive from a lack of practical experience in interpreting competence aims or teaching academic registers for upper secondary school. As such, there might be a need for introducing more indirect corpus use in the form of studies which describes academic register features in Norwegian EAL contexts. This introduction should happen as early as teacher education but there might also be a necessity for in-service teacher training courses as well. From this starting point, teachers can develop a broader understanding of academic registers and create well-informed academic communities of practices in upper secondary schools.

## **4.2. Teaching practices according to the academic teaching models**

Having discussed how the participants' approaches to academic writing corresponded with the textbook task categories, I now turn to their facilitations of academic register awareness through their practical choices. This section contains a discussion of the participants' reported practices relating to the model created based on Lea & Street (2006), namely the study skills model, the academic socialisation model, and the academic literacy model (see section 2.2.2.).

### ***4.2.1. Teachers' practices and the study skills model***

In a practical sense, the study skills model seems to be realised by creating frameworks for the students as early as possible. Linda emphasised the importance of being able to structure five-paragraph essays.

042 Linda: "Yes, in first grade, we see this as quite important, that they can write a five-paragraph essay. That they can structure their thoughts well, [...] And we have an example, a theoretical one and a product that they can use as an example. [...]"

According to this statement, Linda provides her students with a framework for developing their abilities in formal written contexts. They are both to follow a theoretical example and a self-made example. She noted that the students must be able to "structure their thoughts well" which she elaborates on:

042 Linda: “[...] How can we write as neutrally as possible with formal English? How? What should we do to jump from one topic to another, right? Topic sentences and all this stuff. [...]”

This goes well in line with the study skills model which is concentrated on the technical skills that the students need to be able to conform to academic writing standards. The framework that the students must follow consists of adherence to cohesion and coherence so that they are understood, as well as meeting a standard for neutrality in statements and structuring essays with topic sentences. In this sort of practice, the students will gain little independence in interpreting academic registers. They will gain knowledge of how to write a five-paragraph essay to form an argument, but not necessarily how to write other types of academic genres. As academic registers have various demands depending on the discipline (Nation, 2013) and the tutors (Lysvåg & Stenbrenden, 2014), they must develop their written academic register fluency to meet these varying demands beyond the rigid frameworks such as the five-paragraph essay.

However, the process of developing written skills in an academic register is multi-layered. The full complexity of academic registers is perhaps not suited for all grade 11 students in upper secondary school. There are also style demands of academic writing such as citing sources properly, as noted by Tobias (utterance 039) which cannot be disregarded when learning how to write academically. Additionally, the participants are concerned with the individuality of the students, and that they may have different preconceived notions of the nature of academic language and its usefulness in society. This is certainly an aspect to be considered when introducing tasks which target formality in written language. To remedy these individual concerns, Linda works on different vocabulary issues by highlighting certain parts of the texts they are reading, which may have a more formal or technical vocabulary.

050 Linda: “[...] And they have simple explanations with a relatively small vocabulary concerning academic vocabulary and so, we look at other documents like statistics. And they expand their vocabulary through me creating a list of words where I underline or mark in the text where more difficult words than what they would use appear [...], do you understand this word, and do you believe you can use it? [...] Yes, they love to look it up in... both online and in dictionaries online, for example. And when we are done with that, and this can be the next week, we look at the list of words and look for words they don't understand [again]. Have you [now] attained the vocabulary? [...]

[Thinking:] ‘This, I will never use because it is too hard, I will forget this, this I can learn. [...]’.

In the process which Linda described, she makes a list which identifies more technical and more “difficult” vocabulary and has the students ascertain what terminology they can retain after some time. This seems to be one of the ways she creates individual differentiation in developing academic written vocabulary. She also uses statistics to improve the language skills of the students. Concentrating on the vocabulary of the students seems to be a trend even in developing academic literacy for Linda, something which she also confirmed in utterance 056 in addition to her focus on this in the above utterance.

To further suit the individual needs of the students, Linda has a process where the students are provided with feedback on their content and language structure after writing formal texts. The focal points are mainly concerned with language use, but there are also some contextual concerns.

042 Linda: “[...] Anyway, I correct as much as I’m able and have time for and I correct in different areas. This could be, for example, the vocabulary, the register. Also, it could be spelling. It could be dramatics. It could be logical thinking. It could be syntax. It could be run-on sentences. It could be everything. And when they are given this, and when they have seen it, they must write a review on ‘what have I understood of what I am to do?’ [...]”

There is a sense of accountability in the way that Linda decided to work on formal writing. The students are expected to think about their choices and comprehension of the academic genre. This, in conjunction with a focus on register in the feedback, allows for a combined approach to academic writing development where the study skills model takes precedence but is supported by the academic socialisation model. The main attention is directed at the transfer of knowledge, while there is some expectation of establishing a context and writing within that context.

In giving feedback on particular linguistic issues, the students are given an educational path to follow. Feedback is an important aspect of learning where the students are given information about what they should learn, where they should be at the end, what their next step is, and how they will be able to get there (Hartberg et al., 2012, pp. 88–89). As academic writing, as all language usage, is highly contextual (see section 2.1.), students may need help



navigating the academic writing contexts. In giving feedback, the teacher decides what the students should work on, and the fact that Linda has a focus on formal registers in her teaching gives the students a goal to reach in their learning. Linda mentioned that clarity is an important aspect of writing that she gives feedback on, which is in line with the concepts of explicitness in academic language (Biber & Gray, 2010, p. 18) and fuzziness in that language depends less on context (Bui, 2018, p. 3).

The study skills model seems to be a necessary early step to develop a basis for further understanding of academic registers considering Linda's approach. While some students will need to demonstrate higher levels of understanding for academic register differences in the future, some might not have the current capacity or previous knowledge to learn several registers. As such, the study skills model, where students are given stricter frameworks to develop their written academic registers may be better suited to most students.

#### ***4.2.2. Teachers' practices and the academic socialisation model***

Tobias reported to have an all-encompassing approach to develop academic register awareness. By this, I refer to how he sees academic language as a natural part of the classroom experience, where spoken dialogue between students, lectures, and even written feedback is a part of the process for development. Seeing how the academic socialisation model is realised through immersion into an academic context (see section 2.2.2.), Tobias appeared to have practices which overlap with this model. His students are presented with multiple assignments where they must meet the standards that the educational context requires (Lea & Street, 2006). In addition, there is an idea in one of the participants that the classroom becomes an academic sphere or context because students and teachers have an academic discourse type. This can be seen in how Tobias immerses the students in a context which requires them to produce text and interpret the requirements which need to be fulfilled to complete the assignments. In utterance 039, Tobias elaborated on these longer assignments.

039 Tobias: “[...] But of course, there are longer texts which they have written. This year, there has been plenty of choices. This autumn, there were two longer assignments where they chose a theme. A bit varying. I believe the first one was a movie analysis and the second one referred to other texts we had worked on. Academic genres, but with

freedom of choice, and I believe that worked pretty well. And I also vary between these longer assessment assignments. [...]”.

What is particularly in line with the academic socialisation model is Tobias’ focus on a variety of assignments and how he approaches academic genres “with freedom of choice”. He appears aware that there are different requirements in each academic genre, and that the students have a choice in how they approach these. He mentioned film analysis as one variation. Simultaneously, Tobias has a focus on scaffolding the students’ writing activities. Having a more holistic approach to academic registers seems to be in line with this practice.

126 Tobias: “Yes, I believe I went around, so we had about this [academic writing], while they wrote an assignment. So, they already had a focus on that task, I think. [...]”

Tobias noted that he circumvented pure tasks on academic registers, and instead relied on a larger assignment the students were currently writing. Thus, register awareness was approached, not through tasks, but by seemingly plunging the students into formal writing assignments and meeting issues as they arose. This approach corresponds with the academic socialisation model where discourse analysis is central (see section 2.2.2.). The students are in this approach learning through immersion, rather than learning through a specific task.

Additionally, Tobias considered students engaging in peer discussion as academic language development as well. The classroom becomes an academic sphere, more than a place for information transfer. This perspective, Tobias explained in utterance 102.

102 Tobias: “[...] If they are explaining something to each other, then that could also be academic language, I believe. That’s how I understand it. [...]”

This utterance can suggest that the participant deems the classroom setting as an academic arena and that his idea of academic language is quite broad. This aligns with his approach to academic language development as a social process.

The road to mastering writing in an academic register is long, but Tobias expressed contentment with his students’ efforts.

045 Tobias: “[...] Those I have this year; I believe master it pretty well. Which means that Linda did a very good job with them.”

This could be an answer as to why Tobias has a more academic socialisation approach where the students are immersed in an academic context. Linda, who was the class's previous English teacher, gave the group a solid basis for continued advancements in written formal language, meaning that it was perhaps necessary for the students to start with an approach more akin to the study skills model. Tobias continued this explanation in utterance 047.

047 Tobias: “Yes, because I remember I worked quite a bit more in year 1 [last year], I had to repeat stuff, and I also saw some who didn’t, well, maybe didn’t want to get it. Or yes, yes, quite simply didn’t get it. That’s a problem that I don’t have this year. I think they are generally quite good, those I have. [...]”

He praised the abilities of his students and notes that it is significantly more difficult to teach writing to first-year students as they have less of a foundation in academic register and may be unmotivated for the subject matter, something which most likely does not pertain to his current students as they are taking an English subject elective. Thus, having an academic socialisation approach to academic writing might only be possible if the students have some sort of framework from before. More research is needed in this area; however, these data suggest that there might be a pedagogic benefit in teaching after these models in a certain order.

#### ***4.2.3. Teachers’ practices and the academic literacy model***

None of the teachers showed any significant signs of emphasising developing their students’ ability to adapt their academic literacy to suit power structures within academia while still maintaining an individual voice in line with the academic literacy model (see section 2.2.2.). This might be because the models are more scaffolded than first anticipated. Meaning that it is perhaps more beneficial to teach through the models in a certain order, where this model comes last being the most nuanced of the three. Being able to teach the students about individual tutors’ demands and expectations within writing assignments might require teachers to first teach them frameworks for academic writing, then give them contextual clues, before introducing them to the entirety of academic registers and societal expectations. To be able to explore this hypothesis further, more English teachers in upper secondary school will need to be interviewed as to their practices for teaching academic writing. However, this is beyond the scope of this thesis.

### 4.3. Textbooks as resources

Having discussed the participants' understandings and practices regarding academic registers, I move on to address how textbooks facilitate academic register awareness. Starting with the teachers' practices regarding textbooks, before moving on to how the textbooks facilitate academic register-centred tasks. Further, each task category from the analysis will be explored in turn, from how the teachers view the tasks from the interview to how they prefer working on such topics.

#### 4.3.1. The teachers' textbook practices

Both participants use textbooks for their teaching, but their attitudes toward the books differed. In terms of resources connected to academic register development, Tobias utilises textbooks, both *Scope 1*, which is his current textbook, as well as *Citizens*. He admitted to these resources being helpful.

060 Tobias: “[...] Now, I have used *Scope 1*. It has a pretty... a pretty long resource chapter where it describes both linking words, but also how one writes a poem analysis, [...]. It also has a page of, no, maybe it's two pages of [describing] register which we worked on because I believe it knows it better than me at least. [...] It's very all right.”

It does not seem that Tobias was overly enthusiastic about using the textbook for teaching register awareness. However, he used the textbook because it allegedly has a better grasp of registers than him. Later, he said that the textbook knows register “quite well” (utterance 066), which suggests that the resources of *Scope 1* are sufficient in his eyes.

Tobias noted that he has used the resources of *Citizens* as well. He remembered that he used the formality course in *Citizens SF* (utterance 072) but could not remember using the tasks the participants were shown in the interview (utterance 123).

Linda, like Tobias, uses textbooks as a resource for teaching academic register awareness. In terms of formal language awareness, Linda introduces this concept to her students early in the year and does not keep to a particular order that the textbook, *Citizens SF*, sets (utterances 073 and 077). However, she also relies on her own resources beyond the textbook materials provided by the school.

042 Linda: “[...] so, first and foremost, it [learning to write academically] falls under chapter 5 in *Citizens* where there are instructions. And I also give my own instructions. [...]”

She later noted that the textbook *Citizens*, presumably *Citizens SF*, is a resource choice which, in her words, is reliable (utterance 069). However, Linda has not used the tasks presented in the interview either. Rather, Linda had another awareness-building exercise which she made herself (utterance 125) which indicates a confidence in creating her own teaching materials for academic register development. Arguably, Linda had a neutral opinion of the textbook’s formality course, seeing how she deemed the material as reliable yet does not depend entirely on it. This is supported by her usage of other resources in addition to *Citizens SF*. As reported in section 3.2.3., Linda tends to utilise self-procured resources for teaching academic language alongside the textbook.

#### **4.3.2. Textbook task distribution**

Looking closer at the task realisation and distribution (see section 3.1.2. for full list of categories), as seen in figure 12, register tasks were the most represented task category across the textbooks. Among these, there was quite an equal distribution of tasks coded for field, tenor, and mode analysis (15 tasks across the books), appropriate style matching (17 tasks across the books), and interpreting style features (12 tasks across the books). Rewriting tasks and comparison tasks were somewhat evenly distributed as well but were represented by varying task categories. A major part of the rewriting tasks asked to change the degree of the formality (14 tasks across the books). Less represented were tasks that asked the students to rewrite to make a text less personable or changing the tentativeness, only having 5 and 2 tasks across the textbooks respectively. Comparison tasks were mostly evenly distributed between comparing vocabulary (5 tasks across the books) and longer texts (8 tasks across the books). The two last categories, word-focused and spoken formality-focused, tallied equally. The contraction tasks were the least evenly distributed across the textbooks of the word-focused tasks. Contraction tasks were only found in *EI* where there were 3 of them, while there were 3 tasks ranking formality, one in each of *Citizens SF*, *Citizens YF*, and *Skills R&M*. The *Citizens*-books had the same task. Word-based reflection was only found in *Skills R&M* (3 tasks in total). Spoken

formality-focused tasks which only consisted of one coding category on spoken formal language had 9 tasks across the textbooks, in which the *Citizens*-textbooks both had 3 tasks.

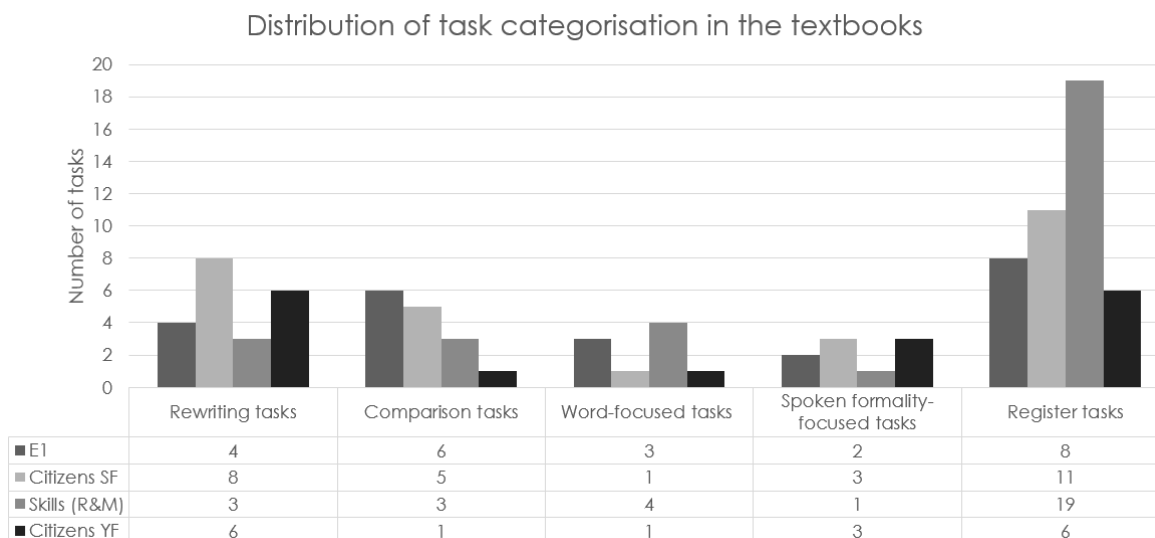


Figure 12 - Distribution of task categorisation in the textbooks

### 4.3.3. Drawing connections to the task categories

Seeing how tasks are present in the various the textbooks, an examination of how these tasks is realised in the classroom is also necessary. The task categories which were found through the textbook analysis are broad divisions on how to approach academic registers in different ways. Thus, it is possible to examine the practices and opinions the participants had on the various task categories and consider whether textbook tasks overlap with good practice for teaching academic registers.

#### 4.3.3.a. Teachers' practices and rewriting tasks.

The rewriting tasks from the textbooks are mainly focused on making sentences or larger texts more tentative, less personable, and generally having a more formal tone. This approach to academic register awareness is also shared by the participants but in slightly different ways. Oftentimes, it seems as though the participants are working with the students' texts when assigning rewriting tasks or focusing on rewriting. Linda noted that students work on finding

more formal synonyms and having a less personal and more neutral tone in their writing (utterance 050). Rather than having tasks, she makes suggestions to the students:

050 Linda: “[...] That, yes this about tentativeness and all that is also important that we’re not supposed to be so final in everything, but maybe say ‘it is understood that’ or ‘it is widely understood that’. Those types of things. [...]”

042: “[...] how can we write as neutrally as possible with formal English? [...]”

She further made the point that writing is a process with continuous feedback where the students are asked to rewrite their texts (utterance 042). This process, she stated, takes a long time and it is not possible to have the students rewrite and re-evaluate their work at every juncture.

In terms of the tasks from the interview, none of the participants commented directly on the rewriting task from *Citizens SF*, task 2b. However, Linda has done rewriting tasks a few times in her class, as evident by utterance 132, though she did not share how these were constructed. Rewriting tasks are not the most common task type in the textbooks, yet rewriting tasks have been suggested as a possible solution to improving spoken-like mannerisms in academic texts (Gilquin & Paquot, 2007, p. 8) which makes them valuable tools if used correctly in the EAL classroom. There must, however, be attention directed at the quality of the tasks. The task collected from *Citizens SF* does not include authentic language examples (see section 2.3.) from which the students can then create academic texts, which is beneficial to students (Ciornei & Dina, 2015). Task 2b prompts the students to rewrite dialogue, which does not necessarily improve their written academic proficiency (see section 2.2.1.). For the students to gain written proficiency from a rewriting task, the rewriting object should preferably be of informal text and not a conversation to not confuse the students with widely different modes of discourse (see section 4.4.1.). The participants using the students’ self-written text could be a possible response to this, and it could create a closer relationship to the tasks for the students. In all, rewriting tasks seems to be a possible resource for improving written academic registers if executed correctly.

#### 4.3.3.b. Teachers' practices and word-focused tasks.

The word-focused tasks from the textbooks were centred around lexical expansion, use, and realisations. Such tasks were not too common in any of the textbooks. Yet, one of the participants, Linda, has a vocabulary-based practice (section 3.2.3.) that extends to academic vocabulary as well. She notes that students must acquire “a more advanced language than what [they] usually use” (utterance 050). Although this was said in the context of spoken formality, it applies here as well. In terms of resources, Linda mentioned that online dictionaries are important in developing advanced vocabulary (utterance 050) something which can be assumed to extend to teaching formality as well. The lexicons which she recommends to her students are often Thesauri, namely Merriam-Webster and the Oxford-Cambridge, but her students are often accustomed to Lexin, a language dictionary especially made for minority language users in Norway (utterance 052). Her emphasis on synonyms and improving vocabulary could be helpful when working toward increased register awareness.

The word-focused tasks from the interview guide were task 1a from *Citizens SF* and task 1 from *EI*. However, tasks such as those shown to the participants are far from perfect. In task 1a (p. 305), the students are to organise sentences from most formal to least formal. As formality exists on a spectrum between formal and informal language (Lysvåg & Stenbrenden, 2014), it can be difficult to know exactly where the line between the various registers goes. However, task 1 from *Citizens SF* uses simple sentences with varying degrees of contractions and sentence elongation to show register differences, e.g., comparing the least formal “I ain’t got no time for that”, to the most formal, “Unfortunately, that will not fit into my schedule at this time” (Andersen et al., 2020). In terms of academic writing development, however, this task does little to provide the students with accurate examples. While academic writing can seem complex and “wordy”, this “wordiness” stems from phrasal embedding rather than clausal embeddings (Biber & Gray, 2010). The most “formal” sentence has no nominal phrasal embedding, instead relying on optional adverbials to elongate the intransitive verbal. While the sentence may be used to exemplify polite language in email replies, the academic perspective is lacking. Yet, this is not to say that students cannot learn anything from such a task. The other word-focused task from *EI* tasks is categorised as a contraction-based word-focused task (task 1 p. 278). It is not uncommon that there is a focus on contractions in academic writing development, however, the reality of language use in academic writing is rarely definitive. Changes in academic practices have been observed through corpus research (Hyland & Jiang,



2016), indicating that simply banning the use of contractions breaks with the actuality of written academic registers. Notably, there is still less contraction use in academic writing than in, for example, text messaging. Students must also become aware of what a contraction is before becoming aware of its place in academic writing.

Concerning word-focused tasks, it seems as though it is more reliable for teachers to rely on online dictionaries or corpora rather than using textbooks to have a continuously updated look at vocabulary and formal register awareness.

#### **4.3.3.c. Teachers' practices and comparison tasks.**

Comparison tasks are more represented in the general studies textbooks, *E1* and *Citizens SF*, than in the vocational studies textbooks, *Skills R&M* and *Citizens YF*. These sorts of tasks involve the students comparing and contrasting formal and informal language, both in texts and on sentence and word levels. Both the participants liked the comparative approach to teaching academic register awareness. Linda made comparison tasks where she scaffolds for the students to see the difference between informal and formal language, and consequently, what makes it more or less formal (utterance 077). Tobias also liked these sorts of tasks, commenting on E1's task 5, a spoken formality-focused task:

129 Tobias: "This is nice! I liked that it alternates between formal and informal. Very nice awareness development."

This goes to show that the teachers have an awareness of wanting the students to discover the differences between formal and informal registers. Tasks that allow for the students to compare registers seem to be favoured by the teachers despite them not being shown a pure comparison task in the interview.

Comparison tasks have the potential to highlight the features of specific registers. Even analysing somewhat similar registers, as Biber and Conrad (2009) do with newspapers and academic prose, will give different results in field, tenor, and mode. Linguistic features can also be discovered in the analysis if this is what the teachers decide to focus on. Comparative studies have also been pivotal in discovering characteristics of academic registers beyond what is expected of the genre (e.g., Biber & Gray, 2010). While these studies change perceptions of academic registers, they are not automatically transferable to the EAL classroom. As will be

pointed out regarding the corpus tasks (section 4.4.1.), but just as relevant here, tasks must have a large enough gap between the registers to be beneficial for upper secondary school students (see also section 5.1.). Comparing newspaper articles to academic prose might be too challenging for students. Having an easily identifiable difference between the comparative texts seems to be preferable in instances where teachers want to use comparison tasks in their classrooms, focusing on the formal/informal gap rather than having a nit-picking approach to register awareness.

#### **4.3.3.d. Teachers' practices and spoken formality-focused tasks.**

Spoken formality-focused tasks were not well-represented in any of the textbooks, totalling at 9 tasks across the textbooks. To be considered a spoken formality focus the tasks must have a particular focus on spoken academic language. This is not necessarily the main focal point of this thesis, but since it was discovered as a category and the teachers themselves have a focus on this, it will be included here. Both participants described spoken academic language efforts in their classrooms. Linda described having semi-formal debates in her classrooms that aimed to develop her students' oral academic skills or registers (utterance 050). Tobias has a broad understanding of what it means to develop academic language abilities and considers teacher-student interactions and peer discussions as arenas for the development of spoken academic language (utterance 102). They both seem to have teaching approaches to spoken academic register awareness.

In the interview, both teachers also expressed interest in the second task form *E1*, task 5, categorised as a spoken formality-focused task:

129 Tobias: "I believe I might bring this with me depending on who [what sort of class] I teach next year if we are to write one of those arguments."

130 Linda: "Yes absolutely! But this reminds me a bit of when they are to write an application. Instead of writing 'Hey, dude' or something and instead of writing 'I'm great at making coffee' or something, that they can write it in other ways. It's sort of similar. Nice, good task."

What these utterances convey is that Tobias's enthusiasm for the task also extends beyond the interview and he expresses the want for using this task in his continued practice as

a teacher. Linda also drew connections to the task beyond spoken dialogue and relates it to written formal texts such as job applications. Their practices align with such a task, both in that they like the task and want to bring it into their classrooms, but also in that it reminds them of other practices they have.

Having an approach to teaching that relies on conversations and spoken dialogue is not uncommon in Norwegian upper secondary schools (Karlsen, 2021). The participants in the study also prefer to have classroom discussions in the classes they teach (see section 3.2.3.). This approach is not reflected in the textbooks as there are very few instances where spoken academic registers are at the forefront. This could perhaps be the reason why the teachers create their own spoken formality-focused tasks in the form of discussions and lectures. Yet, in terms of written academic proficiency, spoken academic registers are notably different from written academic registers, although they might allow for immersion into an academic context (see section 4.3.2.).

#### **4.3.3.e. Teachers' practices and register tasks.**

Register tasks are exercises with a contextual and style approach to developing academic register awareness. Students are oftentimes asked why and how the registers are different and prompted to write in a suitable formal style. Register tasks are the most abundant task category in almost all the textbooks, excluding *Citizens YF*, where it is tied with rewriting tasks as the most represented. The participants also have approaches which corresponds with register tasks, evident in their focus on structure, metalinguistic awareness, and identifying style features of academic texts.

Linda has an initial focus on text structure and corrects her students' texts in terms of how well they achieve an academic feel (utterance 042).

042 Linda: “[...] In first grade [grade 11], we see this as quite important, that they can write a five-paragraph essay. [that they] can structure their thoughts well [...]”

When learning how to write formal essays well, students are met with stylistic demands from their teachers, to highlight that academic registers are different from other sorts of texts. This is further solidified through building metalinguistic awareness, a concept that the participants draw from the competence aims.

102 Tobias: “[...] One could also think that it’s metalanguage, that is “in work with one own’s oral [and written text]”, that they also evaluate: “Is this a good paragraph? Is there a topic sentence? Is there a research question?” And so on. [...]”

Tobias drew a connection between the development of written text and metalanguage. The students should be made aware of the metatextual items such as topic sentences and research questions, in addition to evaluating the whole of the written paragraphs. This adds a new dimension to the discussion of academic register awareness in that there is a focus on the language around cohesion and coherence. The participant has a clear focus on metalanguage as a component in developing writing in line with the competence aims.

When analysing the tasks in the interview, the participants noted that task 1b from Citizens SF, aligned with their usual practices and that they liked these sorts of tasks.

122 Linda: “We have done the same sort of tasks. So, not exactly this sort, but something similar. These are nice awareness-raising tasks. Absolutely, and they can also “comment on the language features in each sentence”. Some will be able to identify some grammatical items fairly precisely and others will, yes, just have a feeling of this being better, right? Then we can talk about it. Why? This is a very nice task.”

123 Tobias: “[...] depending on the class, I believe this can also be done orally. Because then they can discuss it together. And then they also have to use the vocabulary or that metalanguage around grammar.”

Here, Linda noted that some students will be individually able to gain much insight into linguistic features from a register task, while others will rely on their gut feeling. To close this gap, she imagined using whole-class discussion as a method. Tobias made hypothetical changes to the task to suit his classroom style and again emphasised the importance of conversation and grammatical insights into a text. This shows that the teachers have a register task-minded approach to register in addition to the other approaches that they follow but add other focal points such as having the students name the linguistic items or find words to describe the linguistic phenomenon in academic writing at various levels.

The role of metalanguage in developing written academic registers is perhaps best put by Dare (2010) in that “if we want our students confidently reading and writing across the range of genres and registers required by schooling, then we need to understand how language

works to make meaning” (p. 18). Knowledge about common linguistic features found in academic writing such as complex noun phrases (Biber & Gray, 2010) will require students to know what a complex noun phrase is, and in turn what a noun is. In an EAL context, metalanguage is shown to have an empowering effect on learning register variations like academic writing because it allows for questions and discussions to be formed (Schleppegrell, 2013, pp. 164-165). This vocabulary must be developed alongside the students’ register awareness as seen in the example provided by Tobias. Students do not have inherent familiarity with constructing a paragraph in English or have the terminology like *topic sentences* or *research questions*. Therefore, teachers must provide them with the language they need to describe and improve their writing.

#### **4.3.3.f. Teachers’ practices beyond textbooks.**

While the task categories emerged from analysing the textbooks (see section 3.1.2.), other focal areas beyond the textbooks emerged from the teacher interview. Sentence variation is an element which is not present in the textbook tasks but that the participants took interest in. Linda took note of the competence aims mentioning varied sentence structure in working with formal texts.

097 Linda: “[...] Varied sentence structure, we work on that while we write, and so there is sometimes almost flawless, grammatically errorless, text. But the student starts almost every sentence with subject-verbal, right? And that’s it. That’s a very static, but very, very static and repetitive type of text. The student doesn’t understand that they should have a varied sentence structure, thinking: “This must be a 6 [highest grade] because I have no errors”, right? And that’s one has to make them conscious of this. This is an academic text, for example, and we must vary. To make a point, maybe it’s nice to start with an adverbial. [...]”

Linda specifically mentioned varied sentence structure in connection to academic writing. She noted that grammatically “errorless” text is not necessarily good text and that varied sentence patterns where there is adverbial fronting, or an optional adverbial might help make the text less tedious. Understanding this issue might lead the teacher to focus on sentence structure variety when working toward said competence aim.

In a broader theoretical sense, this lack of sentence variation has also been observed in Norwegian tertiary students in a small study by Rørvik and Monsen (2016), who note that marked themes, where the grammatical subject is contextually pre-introduced by a theme, are underrepresented in student writings. As marked themes can be realised by adverbials, there is a clear connection between corpus-based research and Linda's assessment of her students' academic writings. This connection is significant because, as Reppen (2010) suggests, teachers must be aware of what language features they want to teach before being able to design appropriate tasks. However, Linda seems to utilize individual feedback to teach this to her students, meaning that she might have already found a solution for this writing issue beyond what a class exercise can give.

#### **4.4. Discussion of corpus-based tasks to teach register awareness**

In this section, I present and discuss the participants' comments on the corpus-enhanced tasks to answer the second research question: What are the advantages and disadvantages of using corpus-based approaches to teaching academic register awareness compared to textbook approaches? Firstly, I will discuss each task, in total five corpus-based tasks, and how and why they were received by the teachers in the way they were. Secondly, I discuss the advantages of corpus-based tasks considering the interview data and the textbook approaches. The last section contains the disadvantages of corpus-based tasks compared to the textbook tasks.

##### ***4.4.1. Participants' views on the corpus-based rewriting task***

The participants expressed dislike about the selected rewriting task. The task used an extract from the NOW corpus with an informal article on a meeting between settlers and Native Americans from the Washington Post. There were two principal issues with the rewriting task according to the participants, one is the difficulty level of the task, and the other is the relevance of the corpus extract. These issues can be rooted in the lack of clarity in what the students are supposed to learn from the task, resulting in a task which is too complex for the target group. If there is little clarity about the language features the task targets, the task becomes less suitable in teaching the students about academic writing (Reppen, 2010).

Linda commented that she has used rewriting exercises in the English classroom before (utterance 132), but that this task is not to her liking (utterance 135). The reason for this, she noted lies in the lexical complexity of the authentic text.

137 Linda: “[...] the purpose is for them to make it into a more academic text. I believe I would have chosen an even simpler text. In VG1. Because at the end... when they see the last sentence: “Her violent death is symbolic of the underlying tensions that lasted for centuries between whites and the Indians”. This is not that badly written, right, when we look at the academic level of a student. [...]”

In Linda’s opinion, the selected extract from the NOW corpus is too complex for students to rewrite in a more academic register. She suggested instead using a text which is simpler and then, creating an academic text from this new starting point.

Furthermore, the relevance of the corpus extract was limited according to the teachers. The *relevance problem* (section 2.3.1.) is an issue when introducing corpus-based teaching materials in upper secondary schools in Norway (Karlsen, 2021). As this extract did not contain a topic which the participant found suitable for their classrooms, they rejected the task. Having an appropriate thematic approach in designing corpus-based tasks is paramount for both teachers and students to be enthused about engaging with corpus material in the classroom.

Tobias expressed that the selected text might not be a good choice for upper secondary school because of the themes of colonialism and the sheer brutality of the article.

136 Tobias: “Yes, it’s a very brutal text, I believe. And generally, at least in *Citizens*, I feel there’s a lot... It’s got a lot of negative topics. [...] and [I] have had feedback from students that some topics they hear about in every subject, and they are somewhat tired of hearing about it. So, I believe for this task, I would probably not choose this text, because it’s a bit too, yes, a bit too brutal in a way.”

Notably, also the textbook *Citizens* has its fair share of what Tobias called negative topics. However, this shows a weakness in the task in that it is not needs-driven. Had the participating teachers been a part of the process of designing the rewriting task, the chance of the corpus extract being more appropriate according to the teachers’ and students’ needs. In fact, in the study by Karlsen (2021) which lays the basis for the theory on the relevance problem, he noted that teacher participation in designing corpus-based teaching approaches is

less invasive than simply providing teachers with a lesson plan. This research approach resulted in the study's teacher having thematic control over the corpus-based material, and the tasks of the lesson aligned with the pre-planned topic of the teacher (pp. 68-69). In the future, the design of rewriting tasks should follow a lesson's thematic approach or have a simpler, more neutral approach to learning academic register.

The two participants note faults in the task, in both the linguistic complexity and the theme of the chosen text from the NOW corpus. The task does not take into consideration what the students can learn from the corpus text, and thus the purpose of the task becomes vague and over-achieving. Having a narrower focus on language features or contexts of language will help teachers be aware of how information from corpora can aid in creating "meaningful activities for [their] students" (Reppen, 2010, p. 29). Therefore, it is reasonable to suspect that the choice of text from the corpus negatively impacted the opinions of the participants. Another corpus extract or using another corpus entirely could have elicited another response from the participants.

#### ***4.4.2. Participants' views on the corpus-based word-focused task***

The word-focused task includes words from Coxhead's Academic Word List (AWL) and has a link to SKELL, where the students may freely explore to find "inspiration". The participants saw promise in this task. This task's promise might be founded in its indirect corpus use through the AWL and similarity to textbook tasks (Römer, 2011). As EAL textbooks tasks may be based on corpus research, a task designed using corpus research may feel more familiar to the participants. This approach seems like a way to circumvent the *novelty problem* (Karlsen, 2021), which identifies a newness about direct corpus-based approaches and DDL. In keeping with "the old" setup of textbook tasks, the word-focused task was possibly more in line with the teachers' usual practices.

Linda noted that there are similar tasks to this in *Citizens* (utterance 150), creating a connection to textbook tasks. She said that the task itself seems "wonderful" (utterance 147). There is a link between Linda's focus on vocabulary expansion (see section 3.2.3.), and this task being vocabulary-based which may explain some of her familiarity and enthusiasm. However, she was also interested in SKELL as a resource for further exploration.



150 Linda: “[...] Oxford dictionary, they also give examples of sentences, right? But I’m going to check it out, SKELL that is.”

She compared SKELL to the Oxford dictionary as both have examples of sentences in which the target words occur. Dictionaries are also often based on corpus data, so this observation is worth considering as both textbooks and dictionaries are familiar resources to Linda. The use of SKELL as a dictionary resource has been observed in earlier research (Karlsen, 2021), and this is consistent with the findings of this study where the participants compare SKELL to a dictionary.

Likewise, Tobias was interested in SKELL as a source of inspiration for the students. Although, he was perhaps a bit more hesitant as the task should, in his view, have a more limited thematic approach related to something the class is currently working on (utterance 148). Again, the relevance problem appears to be of concern in designing corpus-based tasks targeting register awareness. However, changing this vocabulary-based task will not limit the corpus-based vocabulary part, but rather the task setup. This setup explains the task in broad terms, and is, as Tobias notes, not very specifically addressed to any topic which the students might be working on. With some changes to the ingress of the task, this corpus-based register awareness task might be useable in a pre-tertiary context.

Mostly, the participants were positive towards the word-focused task. The reason for this might be its similarity to other tasks in textbooks such as *Citizens SF*. The participants were not shown any extracts from SKELL, which narrows the data on the actual option the participants have of the corpus, but the data suggests some interest. However, further research is needed on this topic.

#### ***4.4.3. Participants’ views on the corpus-based comparison task***

The comparison task is created by Reppen (2010, pp. 62-63). The instructions for teachers denote that the class be split in two, where one half of the class searches for informal conversational texts and the other half searches for academic texts in various corpora. Next, the students are to compare the texts they have found before they are to make frequency lists of the most common content words. The task has a direct hands-on approach to the corpus material where the students interact with the corpus interface, using an inductive approach to learning (Silvia, 2004).

Linda liked this task and said that she could have used a task such as this one in her classroom (utterance 153). She noted that “It’s very good for awareness raising” (utterance 161) to compare formal and informal texts in this fashion. As registers are complex and contextual in nature, using authentic data from corpora may improve students’ register awareness as written academic texts do not have directly transferable structures or vocabulary to other types of discourse such as conversational texts (Biber et al., 2011; Nation, 2013). Comparing informal conversation to academic writing also seems to meet Linda’s expectations of having a large enough gap between the informal and formal texts, as discussed in the rewriting task (see section 4.4.1.). These two aspects may provide a useful starting point for developing academic register awareness in upper secondary school students.

Despite this positive feedback, both participants view the task as an exercise which is more suited for higher grades than upper secondary school grade 11 students.

157 Linda: “I believe this would work well for VG2, VG3, maybe?”

158 Tobias: “Yes, I think it’s maybe a bit... [...] In first [grade], there are many who, or there is always someone who struggles to understand, who already would have struggled to understand the words to be able to conduct the task, in a way. But yes, in VG2, VG3, I could introduce something like this.”

The comparison task then seems to be better suited for more advanced student groups than year 1 students, according to the participants. This observation is in line with previous research on corpus-using teachers in Norway who deem the corpus interface and material as too complex for pre-tertiary students (Kavanagh, 2021). The reason for this hesitant attitude towards the corpus material may be based on the teachers associating corpus with an academic research pursuit (Karlsen, 2021). As English is a compulsory subject in year 1, there is a wide variety of needs in the class. This heterogeneity might limit the type of task a teacher introduces in the classroom as they want the exercise to be understood by all their students, no matter what level of proficiency. There is also no way of engineering the types of texts the students might find in a corpus such as COCA (which Reppen suggests using if the teacher has no other corpora available) to make certain that the linguistic level is suitable for students to search the corpus by themselves. Yet, Tobias, who teaches Engelsk 1 [English 1] in grade 12, might be open to such a task, as he notes in the above utterance. Therefore, it is worth considering if this exercise might be tested in grade 12 or 13, instead of grade 11.

Additionally, Tobias proposed improvements to the task. He suggested that the frequency lists at the end of the exercise might be in the shape of word clouds (utterance 162) as a way of visualising the task, for example, to help students who have dyslexia (utterance 164). This perspective is also worth considering when introducing such a comparison task in upper secondary schools in Norway.

#### ***4.4.4. Participants' views on the corpus-based spoken formality-focused task***

The spoken formality-focused task is adapted from O'Keffee et al. (2007, p. 219). It contains a dialogue between students and a teacher, where the goal is to reflect on the tentativeness of various expressions.

Linda commented that the task is “doable” (utterance 169), and both teachers were positive about introducing such a task in their classrooms (utterances 170 and 171). However, they noticed some issues. They considered this task better suited for higher grades than grade 11 (utterance 171). Linda's reasoning is based on her view of her students' different needs.

175 Linda: “And I think especially of foreign language speakers. A reasonably high percentage in my class which nearly have not had English in [school].”

176 Interviewer: “uhm.”

177 Linda: “And there are also some of those who are born and raised here [in Norway] who do not have the best... let's say the best basics mhm.”

Thus, she did not perceive the task suitable for differentiated instructions in a heterogenous classroom where students have varying English capabilities. A task where an academic discussion is happening with fluctuating degrees of tentativeness might be too ambiguous in the class Linda described. Wicher (2019) is adamant about DDL needing to be based on didactics to have any place in the educational scene. When some students do not have the necessary proficiency levels to understand the register awareness-raising task, teachers may become hesitant in using corpus-based materials as described in the novelty problem (section 2.3.1.). This reluctance to the spoken-formality task, even if the teachers thought the task was doable and understood the aim of the task, could be the reason why they would prefer to introduce more advanced tasks in elective English classes such as Engelsk 1 [English 1], where the students already have been introduced to “the basics”.

Additionally, Tobias remarked that a better introduction to the topic of the discussion is needed for the task to be implemented efficiently (utterance 178). Although, he said that this uncertainty might be used as a deliberate effect of the task (utterance 181). This is perhaps not uncommon as the text is an extract from a corpus. Being able to read corpus extracts requires new ways of learning and new strategies (Karlsen, 2021) and thus, students may become confused in not having the full contextual knowledge when reading a conversational extract from a corpus.

As such, the task might need to be adjusted to suit the intended grade and level of the students and to make the topic of the discussion clearer for untrained eyes who do not have experience with corpus material.

#### ***4.4.5. Participants' views on the corpus-based register task***

The register task is also from Reppen (2010, pp. 63-65) with some adjustments to make the task suitable for teaching written register awareness.

The participants had few comments on this task. While they did take some time to read it, they were getting tired from the interview. This is reflected in their limited criticism of the register task. Linda noted that the task promotes “good awareness raising” and that she liked it “very well” (utterance 185). Beyond that, no conclusive remarks can be drawn from the participants.

Comparing this task to other tasks, it seems as though the teachers liked the tasks which had more thorough explanations or were closer to their regular teaching, i.e., having class/peer dialogue or step-by-step approach to the material (section 3.2.3.). Relating this to the issues of the novelty problem (Karlsen, 2021), it is evident that the teachers' perceptions of the tasks are more positively inclined if there is a comprehensive plan for implementation or if there's less novelty in the tasks. Acquaintance with the task setup also tends to favourably impact the comprehension of the task. Yet, more research is needed to support this argument.

#### ***4.4.6. The use of corpora in textbooks***

Corpus can have both direct and indirect applications in the classroom (see section 2.3.1.). Indirect corpus use was found in one of the textbooks, namely *Citizens SF*. While there are no

clear corpus-based tasks, COCA (Corpus of Contemporary American English) is used to exemplify lexical density in academic language (figure 13). The corpus extract is marked for adjectives, nouns, and verbs. As this thesis is mainly concerned with the task realisations of textbooks, analysis of the corpus use is beyond the study. However, the finding of corpus materials in a textbook does show that corpus research already appears in the upper secondary school classroom.

<i>High lexical density</i>	<p>Words can be categorised according to whether they are <i>lexical words</i> or <i>grammatical words</i>. Lexical words are words that have a meaning referring to the world and to our actions. Lexical words can be verbs (<i>drive, sleep</i>), nouns (<i>bike, dog</i>), adjectives and adverbs (<i>beautiful, red, badly</i>). <i>Grammatical words</i> have a more grammatical function in the sentence, and little or no meaning in themselves. Examples are articles (<i>a, the</i>), conjunctions (<i>and, but</i>) and prepositions (<i>at, on</i>). Academic texts often contain many lexical words that give a lot of information in few sentences. In this example, the lexical words are marked, whereas the unmarked words are grammatical words.</p> <p><i>Black carbon, also known as soot, emitted from combustion of fuels and biomass burning, absorbs solar radiation in the atmosphere and is one of the major causes of global warming, after carbon dioxide emissions.</i> (<a href="https://www.english-corpora.org/coca/">https://www.english-corpora.org/coca/</a>)</p> <p>adjectives, nouns, verbs</p>
-----------------------------	--

Figure 13 - Indirect corpus use in *Citizens SF*, p. 309

#### ***4.4.7. Advantages and disadvantages to corpus-based register awareness approaches***

Throughout the analysis of the in-teacher interview and subsequent discussion, some positive and negative aspects of corpus-based register awareness-raising tasks have been observed.

The participants seemed very interested in corpora as a resource in the classroom and had a generally positive outlook on corpus-based approaches. One of the participants expressed a particularly curious attitude towards the corpus, despite not having much experience with it (section 3.2.3.). Both participants were interested in what SKELL could offer in the word-focused task, an attitude which has also been observed with other Norwegian teachers (Kavanagh, 2021). While there was hesitancy concerning some of the tasks being too complicated for grade 11, both teachers had ideas for remedying these tasks. This positivity becomes an advantage for corpus-based approaches as one of the participants implied that working with textbook is not “original” method and thus not their preferred way of working

with EAL learners (section 3.2.3.). Implying that in addition to the novelty problem (see section 2.3.1.c.), there might also be a sort of *novelty resource*, in that some teachers might be looking for new ways of teaching academic register awareness and have methodological openness towards corpus-based approaches.

The corpus-based tasks also have other advantages compared to textbook tasks in that they do not rely on outdated ideas about academic registers. Most of the current knowledge on academic registers comes from corpus-based studies (Giménez-Moreno & Skorczynska, 2013). This allows for updated insights on academic registers beyond what style guides can offer. The textbook tasks may not include authentic language examples (rewriting tasks) and can provide the students with unnuanced lexical features of academic writing (word-focused tasks). In addition, the task category distribution may not suit the teachers' preferred approaches to academic writing development, resulting in there only being a small number of tasks in each book that the teachers will use. In combination, corpus-based approaches can provide the teachers with accurate register nuances and suit their approaches to register development better than the textbook tasks.

Arguably, the most successful task in the eyes of the participants seems to be the word-focused task which has an indirect use of corpus, in the form of the AWL. Comparing this task to the word-focused tasks from the textbooks, it seems as though teachers prefer using more updated resources to develop their students' academic vocabulary. Having the corpus-based task use familiar set-ups to textbooks, yet still utilise corpus-based research and having a gentler direct use of corpus in prompting the students to use SKELL, seemed to suit the regular practices of the teachers better than the textbook tasks. Thus, there appears to be an opening for corpus-based approaches to developing academic register awareness in that it can be tailored to suit the current approaches of teachers.

Disadvantages and points of improvement to corpus-based register tasks were also noted in the in-teacher interview analysis and discussions.

None of the participants had any significant experience with corpora or corpus-based approaches to teaching. This becomes a barrier to corpus-based tasks, as the corpus software needs some getting used to because corpus interfaces are rarely intuitive. When teachers already have textbook tasks which target academic register awareness, as well as other

resources for teaching registers, it becomes an extra step for some to become familiar with another method of learning. As Tobias noted,

088 Tobias: “[...] I believe it’s always nice to have some places to find texts too, but it always takes a lot longer than what one expects. First, one has to see if it matches the topic, then, one sees if it matches the level, then maybe one has to have some tasks to go along with that. Then one actually has to make sure that one knows enough to instruct about it [...]”

There is a lot that goes into making a viable learning opportunity for the students and making corpus-based tasks may go beyond the assets that the teachers already possess. Being mindful of corpus worship (see section 2.3.1.c.), this obstacle means that there might be a long way to go before teacher-created corpus-based tasks make their way into the upper secondary school classroom.

Like previous studies (Karlsen, 2021), the novelty and relevance problems (see section 2.3.1.c.) to implementing corpus-based approaches to teaching were observed in this data as well. The teachers were concerned that many of the corpus-based tasks were too complex for grade 11 students and that they would be better suited for a higher grade. This was not the case with all the tasks but compared to the textbook tasks, the corpus-based register tasks were overall at a less appropriate level to the target group, according to the participants. Not all the corpus-based tasks were transferable to the participants’ teaching practices either. The rewriting task is a particularly poignant example of these two issues, being too lexically complex for the students and being thematically inappropriate for the teachers’ classrooms. These issues led the participants to be very critical of its usefulness despite them previously having used rewriting tasks in their practices. These detriments to the corpus-based tasks are worth considering in the future. Most of the tasks need to be didactically honed to better suit a pre-tertiary learning environment. A positive note from the critiques of the teachers, however, is that their reflections will surely be of help in improving corpus-based tasks to register awareness in the future.

The perspectives on advantages and disadvantages to corpus-based approaches to teaching register awareness coexist, meaning they are not mutually exclusive. When addressing corpus-based material in the classroom, there will always be opportunities and challenges for

its implementation. All perspectives must be taken into consideration when teachers chose a methodological approach to develop written academic register awareness.

## 4.5. Summary

The combined analysis and discussion of the data had the purpose of providing commentary on the two research questions of the thesis. The first research question, “How do English subject teachers and textbooks in upper secondary schools in Norway facilitate the learning of academic registers?” was explored by examining the participants’ views on the competence aims of the two different study programmes, general and vocational studies, as well as how the different textbook authors promote register awareness through tasks. I argued that teachers saw the connection between general studies and academic register awareness, but that the participants and textbooks differed in whether vocational studies should focus on formal register awareness. The teachers also had concerns regarding the selected competence aims, noting that it was difficult to assess attainment of academic register literacy.

Furthermore, I investigated the participants’ practices regarding academic register development. This showed that their collected practices corresponded with two of the models from the theoretical framework (see section 2.2.2.), *the study skills* and *academic socialisation model*, where one of the participants focused on building vocabulary and referential frameworks and the other believed in academic immersion as an approach. Approaches akin to *the academic literacy model* were not found.

Both teachers used the textbooks of their classes and saw them as reliable sources for academic register awareness. The teachers had a generally positive outlook on the selected textbook tasks. Their practices and beliefs about teaching also corresponded with these task categories, even if neither of the participants could recall having previously used the tasks from *Citizens SF*, their course book. However, not all the tasks promoted nuanced perspectives on written academic registers, which was most prevalent in the rewriting and word-focused tasks. Comparison tasks were liked by both participants. This task category shows promise in the EAL classroom. In contrast to the textbooks, the participants had more practices regarding spoken formality-focus. Across the textbooks, register tasks were the most abundant. In reviewing the register task, the teachers note that class discussion of language features is a



method to make such tasks work, concluding that students must gain the vocabulary to talk about language.

The second research question, “What are the advantages and disadvantages of using corpus-based approaches to teaching academic register awareness compared to textbook approaches?” was explored through discussion of the corpus-based register awareness tasks and how the participants responded to these. The advantages that appeared is connected to the methodological openness of the participants and their willingness to try corpus-based approaches. Further, the corpus-based tasks were more in accordance with the current understanding of academic registers, being based on authentic text rather than preconceived notions of academic writing. Some of the tasks also seemed to spark interest in corpora such as SKELL, which bodes well for direct applications of corpus.

Disadvantages to corpus-based tasks were also noted, in that neither of the two participants had experience with corpus from before, which will make self-sufficient corpus-use difficult. The complexity of the tasks also seemed to disagree with the proficiency levels of grade 11. Another pitfall might be the thematical impropriety of some tasks which are not made in concordance with the teachers.

## 5. Concluding remarks

In this master's thesis, I have explored the teaching of written academic registers in EAL classrooms in upper secondary schools in Norway. Using two connected research questions, the aim has been to investigate the state of resources and methods teachers use to facilitate the learning of academic registers. Additionally, I wished to explore whether corpus-based approaches to teaching were a viable alternative for further developing the teaching of academic registers through register awareness tasks and exercises. To reiterate the research questions of this thesis: "How do English subject teachers and textbooks for upper secondary school in Norway facilitate the learning of academic registers?"; and "What are the advantages and disadvantages of corpus-based approaches to teaching academic register awareness compared to textbook approaches?". These questions are explored through textbook analysis and an in-service teacher group interview where I make an empirical contribution to the field.

My findings show that the English subject competence aims for general studies have a clear reference to the teaching of academic registers. The study's participants also saw the necessity of teaching formal register awareness to this student group. However, the status among teachers of academic writing in upper secondary school vocational studies in Norway is still very much uncharted research territory. While one of the participants in the study was uncertain about whether academic or formal language had a place in vocational studies, having not taught a vocational class in a few years, the overall data is inconclusive as to EAL teachers' current practices in such classes. Still, since there can be drawn a connection between vocational vocabulary and academic vocabulary through the textbooks and curriculum, it is worth furthering the studies on teaching practices on academic and formal writing register awareness in vocational studies. There are also other teacher-related practices which need to be investigated further when approaching written academic register awareness, namely, what sort of time is allotted to academic writing, academic writing assessment, and how teachers overcome uncertainties about academic registers.

The teachers in the study have varying approaches to teaching academic register where one mostly follows the study skills model, while the other follows more of an academic socialisation model. Tasks on academic register awareness seem more prevalent in the prior model, and not in the latter. An academic literacy approach was not observed, hinting at a scaffolded approach involving several of the models. As to why these approaches are followed and to what extent, more research is needed.

Textbooks are used as resources when teaching upper secondary school students about academic registers. In analysing the tasks, five categories of tasks emerged: Rewriting tasks, word-focused tasks, comparison tasks, spoken formality-focused tasks, and register tasks. The quality of these tasks compared to the newest research on academic registers is varying. These or similar ways of working with register awareness can also be found in the teachers' practices, but also other focal areas beyond these categories were observed namely sentence variation.

Comparing corpus-based tasks to more traditional textbook tasks, more scaffolding, resources, and teacher-training is needed. Corpus-based tasks have the advantage of being a new way of working with academic registers, which appealed to the participants. These tasks are also more in line with the current understanding of academic registers, something which was not always the case with the textbook task. However, none of the participants had training in corpus usage and one participant noted that task-making is time-consuming. When the textbook tasks are already accessible for classroom use, and meet the level of the students, this becomes a tempting option for the teachers. Thus, corpus-based tasks targeting register awareness need to be tailored better for the upper secondary school EAL classroom.

To further the research, a larger scale study where more in-service teachers, both for general studies and vocational studies, are interviewed about their practices for teaching written academic registers is required. In addition, it is necessary to observe the effectiveness of using corpus-based register awareness tasks in upper secondary schools to denote if this approach to academic writing is a practical variation to regular teaching methods.

## **5.1. Future directions for corpus-based register teaching**

Through analysing the textbooks and the interview, some aspects of creating corpus-based tasks to teach EAL learners academic register awareness in upper secondary became apparent. Most of the corpus-based tasks shown to the participants included aspects upon which the tasks could be improved. This section will outline the major considerations for creating corpus-based register awareness tasks in the future.

Textbook tasks on register awareness are familiar to the teachers. Creating corpus-based tasks which follow a known structure and topic may be more beneficial to ease teachers into corpus-based approaches to teaching. This consideration may combat some of the novelty which are present in corpus-based approaches. Although, familiarity is not all. Teachers should

be involved in the creation of corpus-based register tasks to ensure that the tasks meet the various students' proficiency levels and match the teachers' classroom topics. A failure to meet teachers' regular practices will result in tasks which are rejected for topical impropriety and edging on being too linguistically difficult or level-wise too ambitious for a heterogeneous EAL group such as grade 11 in Norway.

Further, corpus-based tasks should have a narrow linguistic focus on features of academic registers. Having a clear goal of what the students should learn from the task is advantageous to avoid moot exercises in the classroom. Likewise, it may be helpful for students to have a proper introduction to corpus extracts as they can be hard to understand or let the teacher decide if they want initial confusion to be an effect of the exercise. There must be an academic register feature which is explored through corpora, and not the other way around to maintain a sound didactical grounding for the task. An example of this could be linked to the making of corpus-based comparison tasks. In such tasks, there must be an adequate distance between the registers, i.e., a formal register like an academic register should be compared to informal spoken registers. In all, corpus-based approaches to teaching must cultivate learning at the level of the students.

Based on my findings, corpus-based register awareness tasks may contribute to furthering written academic understandings in upper secondary schools in Norway for teachers who are interested in such approaches.

## Reference list

*Academic language*. (n.d.). Citizens-Sf.Cappelendamm.no. Retrieved 17. November 2022,

from [https://citizens-sf.cappelendamm.no/seksjon/t-2640745/leksjon/t-2713301/skriftligesvaroppgave/t-2713325\(aktivitet:t-2713301\)](https://citizens-sf.cappelendamm.no/seksjon/t-2640745/leksjon/t-2713301/skriftligesvaroppgave/t-2713325(aktivitet:t-2713301))

Ädel, A. (2010). Using corpora to teach academic writing: Challenges for the direct approach. *Corpus-Based Approaches to English Language Teaching*, 39–55.

Alangari, M., Jaworska, S., & Laws, J. (2020). Who's afraid of phrasal verbs? The use of phrasal verbs in expert academic writing in the discipline of linguistics. *Journal of English for Academic Purposes*, 43, 100814.

<https://doi.org/10.1016/j.jeap.2019.100814>

Andersen, V. O., Berger, K., Gloppen, J. K., Holm, T., Stensrud, M. O., & Woodhouse, D. (2020a). *Citizens SF*. Cappelen Damm.

Andersen, V. O., Berger, K., Gloppen, J. K., Holm, T., Stensrud, M. O., & Woodhouse, D. (2020b). *Citizens YF*. Cappelen Damm.

Anker, T. (2020). *Analyse i praksis: En håndbok for masterstudenter*. Cappelen Damm Akademisk.

Berge, K. L., Evensen, L. S., & Thygesen, R. (2016). The Wheel of Writing: A model of the writing domain for the teaching and assessing of writing as a key competency. *The Curriculum Journal*, 27(2), 172–189.

Biber, D., & Conrad, S. (2009). *Register, Genre, and Style*. Cambridge University Press.

Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus Linguistics*. Cambridge University Press.

Biber, D., & Gray, B. (2010). Challenging stereotypes about academic writing: Complexity, elaboration, explicitness. *Journal of English for Academic Purposes*, 9(1), 2–20.

<https://doi.org/10.1016/j.jeap.2010.01.001>

- Biber, D., Gray, B., & Poonpon, K. (2011). Should we use characteristics of conversation to measure grammatical complexity in L2 writing development? *Tesol Quarterly*, 45(1), 5–35. <https://doi.org/10.5054/tq.2011.244483>
- Birkeland, A., Underwood, I., Oltedal, H., & Bakke, K. O. (2020). *E1: Fellesfaget engelsk, vg1: Studieforberedende utdanningsprogram*. Gyldendal.  
[https://urn.nb.no/URN:NBN:no-nb\\_digibok\\_2020092848620](https://urn.nb.no/URN:NBN:no-nb_digibok_2020092848620)
- Bjertnes, H., Henry, J. S., Lokuge, N. S., Nygaard-Loki, S., Raustøl, S. P., Stensli, Ø. G., & Weston, D. (2021). *Scope 1*. Achehoug.
- Blikstad-Balas, M. (2014). Lærebokas hegemoni - et avsluttet kapittel? Novus Forlag.  
<http://urn.nb.no/URN:NBN:no-48472>
- Blommaert, J. (2010). Repertoires and competence. In *The Sociolinguistics of Globalization* (pp. 102–136). Cambridge University Press.
- Blommaert, J. (2013). Writing as a sociolinguistic object. *Journal of Sociolinguistics*, 17(4), 440–459. <https://doi.org/10.1111/josl.12042>
- Boulton, A. (2010). Data-driven learning: Taking the computer out of the equation. *Language Learning*, 60(3), 534–572.
- Braine, G. (2018). Non-Native-Speaker English Teachers. In *The Encyclopedia of Applied Linguistics* (pp. 1–5). John Wiley & Sons, Ltd.  
<https://doi.org/10.1002/9781405198431.wbeal0871.pub2>
- Brinkmann, S., & Kvale, S. (2005). Confronting the Ethics of Qualitative Research. *Journal of Constructivist Psychology*, 18(2), 157–181.  
<https://doi.org/10.1080/10720530590914789>

- Bui, G. (2018). A lexical approach to teaching formality in Freshman L2 academic writing. In *Teaching and Learning English for Academic Purposes: Current Research and Practices* (pp. 111–124).
- Ciornei, S. I., & Dina, T. A. (2015). Authentic texts in teaching English. *Procedia-Social and Behavioral Sciences*, 180, 274-279. <https://doi.org/10.1016/j.sbspro.2015.02.116>
- Coffey, A., & Atkinson, P. (1996). *Making Sense of Qualitative Data: Complementary Research Strategies*. Sage.
- Cope, D. G. (2014). Methods and Meanings: Credibility and Trustworthiness of Qualitative Research. *Oncology Nursing Forum*, 41(1), 89–91.  
<https://doi.org/10.1188/14.ONF.89-91>
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213–238.
- Coxhead, A. (2011). The academic word list 10 years on: Research and teaching implications. *Tesol Quarterly*, 45(2), 355–362.
- Dean, D. (2008). *Genre theory: Teaching, writing, and being*. National Council of Teachers of English.
- Education Act. (1998). *Act relating to Primary and Secondary Education and Training* (LOV-1998-07-17-61). Lovdata. <https://lovdata.no/dokument/NLE/lov/1998-07-17-61>
- Farr, F., & Karlsen, P.H. (2022). DDL Pedagogy, Participants, and Perspectives. In R. R. Jablonkai, & E. Csomay (Eds.), *The Routledge Handbook of Corpora and English Language Teaching and Learning* (pp. 329-343). Routledge.
- Friginal, E., & Hardy, J. A. (2014). *Corpus-based Sociolinguistics: A Guide for Students*. Routledge.
- Gabrielatos, C. (2005). Corpora and Language Teaching: Just a Fling or Wedding Bells?. *Tesl-Ej*, 8(4). <https://eric.ed.gov/?id=EJ1068106>

- Gee, J. P. (2015). *Social Linguistics and Literacies: Ideology in Discourses* (5th ed.).  
Routledge.
- Gee, J. P., & Handford, M. (2012). Introduction. In J. P. Gee & M. Handford (Eds.), *The Routledge Handbook of Discourse Analysis* (pp. 1–6). Routledge.
- Gilquin, G., & Granger, S. (2010). How can data-driven learning be used in language teaching. *The Routledge Handbook of Corpus Linguistics*, 359370, 359–370.
- Gilquin, G., & Paquot, M. (2007). Spoken features in learner academic writing: Identification, explanation and solution. *Proceedings of the 4th Corpus Linguistics Conference, University of Birmingham*, 27, 1–12.
- Giménez-Moreno, R., & Skorzczynska, H. (2013). Corpus analysis and register variation: A field in need of an update. *Procedia-Social and Behavioral Sciences*, 95, 402–408.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Longman.
- Hartberg, E. W., Dobson, S., & Gran, L. (2012). *Feedback i skolen*. Gyldendal akademisk.
- Hasselgård, H. (2020). Corpora in English language teaching. In C. Carlsen, M. Dypedahl & S.H. Iversen (Eds.), *Teaching and Learning English* (2nd ed., pp. 1–21). Cappelen Damm Akademisk. Retrieved from: [https://utdanning.cappelendamm.no/sek-asset/external-resources/9788202671082-Chapter23.pdf?fbclid=IwAR2iX1su3j9mWJU9HdYOMJc9HcrP5vIT1Bh4luWjGGal06psRGry3MWQ9\\_0](https://utdanning.cappelendamm.no/sek-asset/external-resources/9788202671082-Chapter23.pdf?fbclid=IwAR2iX1su3j9mWJU9HdYOMJc9HcrP5vIT1Bh4luWjGGal06psRGry3MWQ9_0)
- Heylighen, F., & Dewaele, J.-M. (1999). *Formality of Language: Definition, measurement and behavioral determinants*. Internal Report, Center "Leo Apostel", Free University of Brussels.



- Hirsh, D., & Coxhead, A. (2009). Ten ways of focussing on science-specific vocabulary in EAP classrooms. *English Australia Journal*, 25(1), 5–16.  
<https://doi.org/10.3316/informit.473250020621629>
- Hyland, K. (2002). Authority and invisibility: Authorial identity in academic writing. *Journal of Pragmatics*, 34(8), 1091–1112.
- Hyland, K. (2015). Corpora and written academic English. In D. Biber & R. Reppen (Eds.), *The Cambridge Handbook of English Corpus Linguistics* (1st ed., pp. 292–308). Cambridge University Press. <https://doi.org/10.1017/CBO9781139764377.017>
- Hyland, K. (2021). *Teaching and Researching Writing* (4th ed.). Routledge.
- Hyland, K., & Jiang, F. K. (2017). Is academic writing becoming more informal?. *English for specific purposes*, 45, 40-51. <https://doi.org/10.1016/j.esp.2016.09.001>
- Inhetteen, K. (2012). Translation challenges: Qualitative interviewing in a multi-lingual field. *Qualitative Sociology Review*, 8(2), 28–45.
- INN. (n.d.). Datainnsamling og personvern i studentoppgaver. Inn.no. Retrieved May 11, 2023, from <https://www.inn.no/bibliotek/oppgaveskriving/datainnsamling-og-personvern/>
- Johns, T. (2002). Data-driven learning: The perpetual challenge. In *Teaching and learning by doing corpus analysis* (pp. 105–117). Brill.
- Kallio, H., Pietilä, A.-M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965.  
<https://doi.org/10.1111/jan.13031>
- Karlsen, P. H. (2021). *Teaching and Learning English through Corpus-based Approaches in Norwegian Secondary Schools: Identifying Obstacles and a Way Forward*. [Doctoral

- dissertation, Høgskolen i Innlandet]. Brage. <https://brage.inn.no/inn-xmlui/handle/11250/2829366>
- Karlsen, P. H., & Monsen, M. (2020). Corpus Literacy and Applications in Norwegian Upper Secondary Schools: Teacher and Learner Perspectives. *Nordic Journal of English Studies*, 19(1), 118-148.  
<https://link.gale.com/apps/doc/A630406332/AONE?u=anon~4e2e40c4&sid=googleScholar&xid=39bce620>
- Kavanagh, B. (2021). Norwegian in-service teachers' perspectives on language corpora in teaching English. *Nordic Journal of Language Teaching and Learning*, 9(2), 90–106.  
<https://doi.org/10.46364/njltl.v9i2.933>
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.
- Kush, D., & Dahl, A. (2022). L2 transfer of L1 island-insensitivity: The case of Norwegian. *Second Language Research*, 38(2), 315–346.  
<https://doi.org/10.1177/0267658320956704>
- Kvale, S. (2006). Dominance through interviews and dialogues. *Qualitative Inquiry*, 12(3), 480–500.
- Larsen, H. (2022, April 26). *Velger engelsk, men mener norsk er best for studentene*.  
<https://khrono.no/velger-engelsk-men-mener-norsk-er-best-for-studentene/682303>
- Lea, M. R., & Street, B. V. (2006). The 'Academic Literacies' Model: Theory and Applications. *Theory Into Practice*, 45(4), 368–377.  
[https://doi.org/10.1207/s15430421tip4504\\_11](https://doi.org/10.1207/s15430421tip4504_11)
- Leech, G. (1997). Teaching and Language Corpora: A Convergence. In A. Wichmann, S. Figelstone, T. McEnery, & G. Knowles (Eds.), *Teaching and Language Corpora* (pp. 1–23). Longman.

- Lenko-Szymanska, A., & Boulton, A. (2015). *Data-driven learning in language pedagogy*. Introduction to A. Leńko-Szymańska & A. Boulton (eds), *Multiple Affordances of Language Corpora for Data-driven Learning* (pp. 1-14). John Benjamins.
- Liu, D., & Myers, D. (2020). The most-common phrasal verbs with their key meanings for spoken and academic written English: A corpus analysis. *Language Teaching Research*, 24(3), 403–424.
- Lokøy, G., Langseth, J., Lundgren, H. C. U., Hellesøy, S., Sielonka, B., Underwood, I., & Bockman, J. (2020). *Skills, restaurant- og matfag* (2nd ed.). Gyldendal.
- Lysvåg, P., & Stenbrenden, G. F. (2014). *Academic Writing in English: A practical handbook*. Cappelen Damm Akademisk.
- Monsen, M., & Rørvik, S. (2017). Pronoun use in novice 11 and 12 academic writing. *Oslo Studies in Language*, 9(3). <https://doi.org/10.5617/osla.5849>
- Nation, I. S. P. (2013). *Learning Vocabulary in Another Language* (2nd ed.). Cambridge University Press.
- NOU 2015:8. (2015). *The School of the Future: Renewal of subjects and competences*. The Ministry of Education and Research.
- O’Keeffe, A., McCarthy, M., & Ronald, C. (2007). *From Corpus to Classroom: Language use and language teaching*. Cambridge University Press.
- O’Keeffe, L. (2013). A framework for textbook analysis. *International Review of Contemporary Learning Research*, 2(1), 1-13. <https://platform.almanhal.com/Files/2/46765>
- Oliver, D. G., Serovich, J. M., & Mason, T. L. (2005). Constraints and opportunities with interview transcription: Towards reflection in qualitative research. *Social Forces*, 84(2), 1273–1289.

- Pérez-Paredes, P. (2022). A systematic review of the uses and spread of corpora and data-driven learning in CALL research during 2011–2015. *Computer Assisted Language Learning*, 35(1–2), 36–61. <https://doi.org/10.1080/09588221.2019.1667832>
- Ponterotto, J. (2006). Brief Note on the Origins, Evolution, and Meaning of the Qualitative Research Concept Thick Description. *The Qualitative Report*.  
<https://doi.org/10.46743/2160-3715/2006.1666>
- Reppen, R. (2010). *Using Corpora in the Language Classroom*. Cambridge University Press.
- Rindal, U. (2014). What is English? *Acta Didactica Norge*, 8(2), 14–17.
- Roberts, R. E. (2020). Qualitative Interview Questions: Guidance for Novice Researchers. *Qualitative Report*, 25(9).
- Römer, U. (2011). Corpus research applications in second language teaching. *Annual Review of Applied Linguistics*, 31, 205–225.
- Rørvik, S., & Monsen, M. (2018). Marked themes in English and Norwegian academic texts in the field of didactics. *Bergen Language and Linguistics Studies*, 9(1).  
<https://doi.org/10.15845/bells.v9i1.1521>
- Seoane, E., & Biber, D. (2021). *Corpus-Based Approaches to Register Variation*. John Benjamins Publishing Company. <http://ebookcentral.proquest.com/lib/hilhmr-ebooks/detail.action?docID=6804717>
- Silvia, A. (2004). Deductive and Inductive Grammar Teaching. *Applied Linguistics*, 24, 126–145.
- Schleppegrell, M.J. (2013). The Role of Metalanguage in Supporting Academic Language Development. *Language Learning*, 63, 153–170. <https://doi.org.ezproxy.inn.no/10.1111/j.1467-9922.2012.00742.x>

- Snow, C. E. (2010). Academic language and the challenge of reading for learning about science. *Science*, 328(5977), 450–452.
- Sundby, A. H., & Karseth, B. (2022). ‘The knowledge question’ in the Norwegian curriculum. *The Curriculum Journal*, 33(3), 427–442.
- The Ministry of Education and Research. (2019). *Curriculum in English* [Curriculum for English in Norway]. Established as regulations. The National curriculum for the Knowledge Promotion 2020. <https://data.udir.no/kl06/v201906/laereplaner-lik20/ENG01-04.pdf?lang=eng>
- Weninger, C. (2018). Textbook analysis. In C.A., Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Wiley & Sons. DOI: 10.1002/9781405198431.wbeal1489
- Wicher, O. (2019). Data-driven Learning in the Secondary Classroom: A Critical Evaluation from the Perspective of Foreign Language Didactics. In P. Crosthwaite (Ed.), *Data-driven Learning for the Next Generation: Corpora and DDL for Pre-tertiary Learners* (pp. 31–46). Routledge.
- Wilson, A. (2009). Speech, writing and discourse type. In J. Culpeper, F. Katamba, P. Kerswill, R. Wodak, & T. McEnery, *English language: Description, variation and context* (pp. 425–438). Palgrave Macmillan.

## Appendix 1: Consent form

### Vil du delta i forskingsprosjektet

#### *“Register-awareness in Upper Secondary School”?*

Dette er eit spørsmål til deg om å delta i eit forskingsprosjekt der føremålet er å undersøka om digitale tekstsamlingar (corpus) kan brukast som eit verktøy for å utvikla skriftlige variasjonsregister i engelsk i vidaregåande skule. I dette skrivet gjev vi deg informasjon om måla for prosjektet og om kva deltaking vil innebere for deg.

#### **Føremål**

Målet med prosjektet er å skissere for lærarar korleis ein gjennom læringsmateriale og fokus på register i timen kan utvikla elevane sine ferdigheitar i å skilje mellom formell/uformell og skriftlig/muntleg bruk av enkelte språklige virkemiddel i engelsk. Studien er liten i omfang og vil basera seg på tekstbokanalyse og eit gruppeintervju.

Prosjektet vil stille spørsmåla:

How do English subject textbooks for upper secondary school in Norway facilitate the learning of academic registers?

What are teachers' current approaches to teaching register and register awareness?

What are the advantages and disadvantages of corpus-based approaches to teaching academic register awareness compared to textbook approaches?

Innsamla data vil verta brukt til ei masteroppgåve i engelsk didaktikk ved Høgskulen i Innlandet.

#### **Kven er ansvarleg for forskingsprosjektet?**

Høgskolen i Innlandet ved Siri Fürst Skogmo og Petter Hagen Karlsen er ansvarleg for prosjektet.

#### **Kvifor får du spørsmål om å delta?**

Rektor ved skulen din har sagt ja til å delta i denne studien. Forskaren har dermed fått løyve til å føreta eit gruppeintervju.

#### **Kva inneber det for deg å delta?**

I denne studien vil ein masterstudent sjå nærmare på registerforståing i engelskfaget.

Det vil verta gjennomført eit intervju som vert tatt opp med lydopptakar med ei gruppe lærarar. Under dette intervjuet vil det verta stilt spørsmål rundt læringsplan/kompetansemål, registervariasjonsundervisning og resursar brukt in klasserommet. Lærar vert bedt om å kommentere/diskuera rundt ulike problemstillingar rundt registerundervisning i engelskfaget.

#### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Dersom du vel å delta, kan du når som helst trekkje samtykket tilbake utan å gje nokon grunn. Alle personopplysingane dine vil då bli sletta. Det

vil ikkje føre til nokon negative konsekvensar for deg dersom du ikkje vil delta eller seinare vel å trekkje deg.

Det vil ikkje påverke forholdet ditt til skulen.

### **Ditt personvern – korleis vi oppbevarer og bruker opplysingane dine**

Vi vil berre bruke opplysingane om deg til føremåla vi har fortalt om i dette skrivet. Vi behandlar opplysingane konfidensielt og i samsvar med personvernregelverket.

- Det er masterstudenten og ansvarlege rettleiarar som har tilgang til opplysingane.
- Opplysingane skal ikkje delast elektronisk eller lagrast i sky for å hindra at opplysingar kjem på avvege. Lydopptak vil verta laga lokalt i ein begrensa tidperiode fram til prosjektet er gjennomført.
- Det vil ikkje vera mogeleg å kjenne att personar som deltek i den publiserte studien.

### **Kva skjer med opplysingane dine når vi avsluttar forskingsprosjektet?**

Opplysingane blir anonymiserte når prosjektet er avslutta/oppgåva er godkjend, noko som etter planen er 31. desember 2023. Lydopptak vil då verta sletta frå den lokale lagringsplassen og kun den anonymiserte transkripsjonen vil vera ein del av prosjektet.

### **Kva gjev oss rett til å behandle personopplysingar om deg?**

Vi behandlar opplysingar om deg basert på samtykket ditt.

På oppdrag frå Høgskolen i Innlandet har Personverntjenester vurdert at behandlinga av personopplysingar i dette prosjektet er i samsvar med personvernregelverket.

### **Dine rettar**

Så lenge du kan identifiserast i datamaterialet, har du rett til:

- innsyn i kva opplysingar vi behandlar om deg, og å få utlevert ein kopi av opplysingane,
- å få retta opplysingar om deg som er feil eller misvisande,
- å få sletta personopplysingar om deg,
- å sende klage til Datatilsynet om behandlinga av personopplysingane dine.

Dersom du har spørsmål til studien, eller om du ønskjer å vite meir eller utøve rettane dine, ta kontakt med:

- Høgskolen i Innlandet ved Siri Furst Skogmo ([siri.furst.skogmo@inn.no](mailto:siri.furst.skogmo@inn.no)) eller Petter Hagen Karlsen ([petter.karlsen@inn.no](mailto:petter.karlsen@inn.no)). Eller ansvarleg masterstudent Ann Helen Brunborg ([annhbru@gmail.com](mailto:annhbru@gmail.com)).
- Vårt personvernombod: Andrew Davidson ([andrew.davidson@inn.no](mailto:andrew.davidson@inn.no)).

Dersom du har spørsmål knytt til Personverntjenester si vurdering av prosjektet kan du ta kontakt med:

- Personverntjenester, på e-post ([personverntjenester@sikt.no](mailto:personverntjenester@sikt.no)) eller på telefon: 53 21 15 00.

Venleg helsing

Siri Først Skogmo  
(Rettleiar)

Petter Hagen Karlsen  
(Rettleiar)

Ann Helen Brunborg

---

## Samtykkeerklæring

Eg har motteke og forstått informasjon om prosjektet [*set inn tittel*] og har fått høve til å stille spørsmål. Eg samtykker til:

- å delta i intervju

Eg samtykker til at opplysingane mine kan behandlast fram til prosjektet er avslutta.

---

(Signert av prosjektdeltakar, dato)



## Appendix 2: Interview Guide

This interview will be conducted as a part of the dataset for my master's thesis. The thesis will look at academic and formal language tasks in the English classroom in Norway. The focus will mainly be on register and how to best teach register awareness. The study looks at both textbook resources and corpus-based resources and compares these two approaches in hope of answering the following research questions:

- How do English subject textbooks for upper secondary school in Norway facilitate the learning of academic registers?
- What are teachers' current approaches to teaching register and register awareness?
- What are the advantages and disadvantages of corpus-based approaches to teaching academic register awareness compared to textbook approaches?

### Questions for the participants:

1. What does a typical English lesson look like in your classroom?
2. What resources do you use in your English classroom?
3. What role do textbooks play in your English classroom?
  - a. Which ones do you use?
4. How do you work with writing with your students?
5. What do you focus on when working on writing?
6. How do you work on formal or academic writing?

7. Language changes according to the situation, purpose and receiver. We sometimes call this register variation. For example, a word like “subsequent” will appear more often in academic writings than in other types of communication, like spoken dialogue.
- a. What focus do you have on register and register awareness?
8. What sort of resources or textbooks do you use for raising awareness around academic register?
9. What do you consider “authentic” texts?
- a. How do you use authentic texts in your classroom?
  - b. What sort of authentic texts?
10. Are you aware of text databases known as “corpora” or corpus? An example would be COCA or Skell. (If no, explain.)
11. What place does corpus material have in your English classroom?

## Further discussion points

In addition to these questions, I would also like to discuss parts of the curriculum and a few tasks which are presented below.

Competence aims (general studies/studiespesialiserende):

- listen to, understand and use academic language in working on one's own oral and written texts
  
- express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, receiver and situation

- write different types of formal and informal texts, including multimedia texts with structure and coherence that describe, discuss, reason and reflect adapted to the purpose, recipient and situation

Competence aims (vocational studies/yrkesfag)

- express oneself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, recipient and situation
- create texts relevant to the vocation with structure and coherence that describe and document the pupil's own work and are adapted to the purpose, recipient and situation

## Textbook tasks

### From *Citizens SF* (p. 305)

1 Read the three sentences below, and then answer the questions.

- I don't have any time for that.
- I ain't got no time for that.
- Unfortunately, that will not fit into my schedule at this time.

**a** Organise the sentences in order from the most informal to the most formal.

**b** Why have you chosen this order? Comment on the language features in each sentence.

**2a** What do you think about the language style used in the two conversations that follow? Does the degree of formality fit each situation? Give reasons for your answer.

*A husband and a wife early in the morning:*

*Wife: "Good morning, Paul. How are you today?"*

*Husband: "I'm fine, thank you, and you? I have prepared your breakfast. Would you like to eat it outside on the patio?"*

*Wife: "That would be fine. Thank you."*

*An employee asking her employer for a wage increase.*

*Employee: "Dude, I've got to get more money. I ain't got money for rent."*

*Employer: "Yeah, right!"*

**b** Rewrite one of the conversations in a language style you find more appropriate to the situation.

### **From *E1* (p. 278)**

**1** Make a list of 10 contractions other than those already given in the informal example text. Hint: There are many contractions that end with n't, 'll, or 've.

**5** Write a short dialogue in which a guest complains informally to a hotel staff member about his or her room, and the staff member replies formally. Make use of all the key features of formal and informal language:

- basic / advanced vocabulary
- contractions / full forms
- a personal / impersonal angle
- informal / formal expressions

## **Corpus tasks**

The text used in this task was found through the NOW corpus.

## Rewriting task

You are to rewrite the text underneath, using the knowledge you have on register, to a more formal written English. The text should be factual, but there is opportunity to be creative! You might have to shorten/elongate sentences, add/remove words, etc. You may utilize any resources you have.

## **Powhatan and his people: The 15,000 American Indians shoved aside by Jamestown's settlers**

The powerful American Indian chief, known as Powhatan, had refused the English settlers' demands to return stolen guns and swords at Jamestown, Virginia, so the English retaliated. They killed 15 of the Indian men, burned their houses and stole their corn. Then they kidnapped the wife of an Indian leader and her children and marched them to the English boats.

They put the children to death by throwing them overboard and "shooting out their brains in the water," wrote George Percy, a prominent English settler in Jamestown.

And their orders for the leader's wife: Burn her.

Percy wrote, "Having seen so much bloodshed that day now in my cold blood I desired to see no more and for to burn her I did not hold it fitting but either by shot or sword to give her a quicker dispatch."

She was spared, but only briefly. Two Englishmen took her to the woods, Percy wrote, and "put her to the sword."

The woman was one of 15,000 American Indians living in the Tidewater area along the shores of the York and James rivers in 1607 when the first English settlers arrived in Virginia. Her violent death is symbolic of the underlying tensions that lasted for centuries between the whites and the Indians.

## Word-focused task

You are to make formal sentences using vocabulary that often appear in academic writings. You can decide on the topic of the sentences yourself. You can find inspiration and examples for each word at

<https://skell.sketchengine.eu/#home?lang=en>

Approach	Investigate
Aspect	Nevertheless
Challenge	Outcome
Coherent	Regulate
Communicate	Somewhat
Define	Sum
Encounter	Subsequent
Hence	Thesis
Inevitable	Whereas

## Comparison task (from Reppen, 2010, pp. 62-63)

Step 1: Divide the class into two groups. Have the students in one half of the class load 10 academic texts in a concordancer and the students in the other half of the class load 10 conversation texts. It does not matter if the students select different texts from within the registers of academic texts and conversation as long as all 10 texts come from the same register. For example, Student A may select texts 1 through 10 of the academic texts, while Student B might select academic texts 2, 4, 6 etc., through 20. Students may even use different corpora, as long as the register is consistent. (*Note:* If you do not have a corpus with academic and spoken texts, you can use COCA instead.)

Step 2: Ask the students to create a frequency list from their texts that is arranged in frequency, not alphabetical, order. That is, the most frequent words are on the top of the list.

Step 3: Ask each student to write down the first 10 content words (nouns, verbs, adjectives, and adverbs), not function words (e.g. *the*, *and*, *a*, or prepositions).

Step 4: Ask the students to compare their top 10 content words with a classmate who loaded the same register (i.e., comparing conversation with conversation or academic texts with academic texts) and consider the following questions: What are the top 10 content words the classmate found? Are any words the same?

Step 5: Now ask the students to compare with a classmate who loaded the other register (i.e., comparing conversation with academic texts). Are any of the words the same? Discuss what differences students find within the same register and across the two registers.

Step 6: Ask students to think about their conversations with friends and about the textbooks they read. How are conversations among friends similar to or different from the language in academic books?

Note: This should provide a springboard for a discussion about register and the need to consider the context of both spoken and written language.

### **Spoken formality-focused task (adapted from O’Keffee et al., 2007, p. 219)**

In this class discussion, the students make fairly general statements, while the teacher tries to make the discussion more specific. Read the dialogue and take special consideration of the text in bold.

Marcha: Well, I think **on the whole** parents should take more responsibility for their kids.

Teacher: Yes, **with respect to** home life, yes, but **in the case of** violence, surely the wider community is involved, isn’t it? I mean, **for the purposes of** our discussions about social stability, everyone’s involved, aren’t they?

Marcha: Yes, but **in general** I don’t think people want to get involved in violent incidents, **as a rule** at least. They get scared off.

Teacher: True. But **as far as** general discipline **is concerned**, don't you think it's a community-wide issue? I mean discipline **as regards** everyday actions, **with the exception of** school discipline. What do you think, **in terms of** public life, Tariq?

Tariq: I think the community **as a whole** does care about crime and discipline and things, but **for the most part** they see violence as something that is outside of them, you know, not their direct responsibility.

Teacher: Okay. So, let's consider the topic **in more detail**, I mean **from the point of view of** violence and aggression specifically in schools. Let's look at some extracts from the American Medical Association's 2002 report on bullying. They're on the handout.

Answer the tasks:

- a. Who makes the most specific statements? The teacher or the students?
- b. In formal spoken conversations, is it better to be more general or more specific when discussing a topic?
- c. Write a short draft for a class discussion where you make an argument about who should be responsible for preventing bullying (the school, society as a whole, or parents, perhaps?). Use at least three of the bolded terms from the text above in your argument. Remember that some of the terms are more general and some are more specific. What suits your formal argument?

### **Register task (adapted from Reppen, 2010, pp. 63-65)**

Step 1: As a class, create a list of some of the different texts that students are familiar with (e.g. articles, essays, Facebook posts, texting, textbooks, etc.)

Step 2: Make a list of the texts on the board.

Step 3: Now ask students to think about features of these texts (e.g. who wrote these texts, why did they write them, what do they write, who are they for, etc.)



Step 4: After discussing the texts that involve written language, make a chart and write down some of the texts and assumptions of characteristics of these texts and in what situations they occur.

Example:

Text type	Assumptions	Situation features	Text features
Texting	abbreviations, short answers, lack of proper punctuation	interactive, fast answer	
Essay	longer text, formal language	mostly a lonesome practice	

Step 5: Now, students should select texts from the corpus that reflect these different text types. Students can work in pairs or individually. If the teacher prefers, students can be divided into teams, with each team working with a different register, or students can work individually and look across several text types.

Step 6: After the students have describes several text types, use a frequency list to compare some of the features found in these texts and fill in the Text Features column, as in the following examples:

Text type	Assumptions	Situation features	Text features
Texting	abbreviations, short answers, lack of proper punctuation	interactive, fast answer	spoken-like language
Essay	longer text, formal language	mostly a lonesome practice	Few pronouns

Step 7: After the students have completed their charts, discuss how the situation features are reflected in the grammar and vocabulary of the various text types. Have classmates or teams compare their findings.

## Appendix 3: Interview Transcription

**001 Intervjuer:** Dykk har gjort dykk kjent med innhaldet i intervjuet?

**002 Linda:** Nogenlunde.

**003 Tobias:** Ja, basert på den eposten.

**004 Intervjuer:** Ja, så dette er jo som en del av datasettet til mi masteroppgåve. Oppgåva vil handla om akademiske og formelle oppgåver i engelskklasserommet og fokuset vil i hovudsak være på “register” frå sosiolingvistikk og “register awareness”, eller registerforståing, og den ser på... studien ser på ressursar, tekstbok ressursar og corpus-baserte ressursar i all hovudsak. og så er det litt på kva lærarar sine noværende framgangsmåter er, i hovudsak.

**005 Intervjuer:** Då kan me starta med spørsmål nummer 1.

**006 Tobias:** Ja.

**007 Intervjuer:** Korleis ser en typisk engelsktime ut i ditt klasserom?

**008 Tobias:** Ja, da kan du starte, Linda?

**009 Linda:** Ja, det kan jeg godt. Nå i år så har jeg VG1. Em, jeg har jo også hatt VG2, VG3. Nå har jeg VG1 på studiespesialiserende. En typisk engelsktime skal helst, både for elevene sin skyld og min egen skyld, være variert.

Så vi har forskjellige elementer, og det kan hende at vi jobber med en tekst og så prøver å lytte og forstå teksten. Og så trekker vi ut vokabular. Og prøver å bruke vokabularet muntlig eller skriftlig. Jeg kan ha en, veldig sjelden har en PowerPoint, men det skjer noen ganger. Vi går inn på et tema.

Um, etter at vi har lest teksten for eksempel, og så går litt dypere inn på temaet, så følger vi opp med samtaler mellom elevene. Veldig ofte 2 og 2 eller i grupper hvor hvor vi skal prøve å bruke det de har lest eller har sett på så aktivt for mulig. Det kan være en diskusjon. Det kan være at vi hører hverandre om vi har forstått hverandre godt. Em, så kan vi følge opp med en plenum samtale etter det.

Det kunne vært en typisk engelsktime.

**010 Intervjuer:** So samtale står sterkt i klassen?

**011 Linda:** Det en god del ja, vi bruker det ja.

**012 Tobias:** Em, ja. Jeg har Engelsk 1 i år, altså på andre klasse. Og det er en litt spesiell klasse. Fordi vi sitter alltid i samme klasserom. Og det er bare halvfullt, fordi vi er valgfag,

cirka 15 stykker som har det faget. Så vanligvis ville jeg nok også hatt en del mer samtaler. Da hadde jeg i fjor med den klassen jeg hadde i første. Men, med de jeg har i år, så ser jeg det fungerer stort sett bedre å skrive. Det er en litt spesiell gruppe vi snakker om fordi... Det er de som på en måte har ja, har gått med Linda før og har valgt det faget pluss at det er en elev som har kommet inn i den klassen fra en annen klasse, så er det et par utvekslings elever. Også er det en elev som tar faget, altså som har vitnemål fra før, men som har valgt å ta faget for å forbedre engelsk til studier. Så så det er en klasse, en gruppe som ikke kjenner hverandre så godt, og så er det veldig mye luft i klasserommet. Så jeg sier jeg når jeg prøver til å få dem til å snakke sammen. Så hvis de er med de de vanligvis sitter med, så er det mye tull. Og hvis det er hvis du prøver litt sånn på kryss og tvers, så blir det gjerne veldig stille. Da er det kanskje noen av de flinkere som snakker mye.

Nå bruker jeg masse skriving i det klasserommet, og det er veldig... Jeg føler det nesten er litt unormalt for meg, for jeg liker nok den snakkinga en snakking mellom dem. Men en typisk engelsktime starter nok med at jeg prøver å være litt aktiv, diskutere et emne. Kanskje ha en startaktivitet.

Også jobber, de leser eller skriver de litt mer etter hvert også. Men så må jeg si at det er viktig med variasjon i klasserommet.

**013 Linda:** Ja. Kan jeg få legge til noe? Vi begynner jo enhver time og time å vise timens plan. Men jeg vet ikke om det noe du er ute etter?

**014 Intervjuer:** Nei, det er alltid interessant.

**015 Linda:** Men, då vet de hva de kan forvente, og det samme det legges også ut på forhånd i Teams, så vi vet hvordan tingene skal se ut og hva som forventes, om de må forberede seg eller ikke.

**016 Intervjuer:** Ja. Kva slags ressursar bruker du ditt klasserom?

**017 Linda:** Ja, diverse. Meg selv. Mine erfaringer. Det er en ressurs, og så bruker jeg *Citizens* bok, som er Cappelen Damm, mener jeg. Jeg bruker nettet en del. Jeg bruker også det som Udir har lagt ut hvis vi skal teste eksamensformer, for eksempel. Em... bruker en god del det jeg leter opp selv bruker ikke så mye NDLA, Norsk Digital Lærings...

**018 Tobias:** Arena.

**019 Linda:** Arena var det vel, um. Jeg bruker ikke det så mye. Synes det er litt sånn ustrukturert, men finner ganske mye på nett som jeg bruker også. Bruker også film. Og kan bruke eksterne tekster fra andre lærebøker, antologier, for eksempel. Bruker da også romaner eller biografier som vi leser. Så det er da variert. Mhm.

**020 Intervjuer:** Ja.

**021 Linda:** Kan være dokumentarer. Det kan være å trekke inn David Crystal som har sine fantastiske forelesninger om utviklingen av det engelske språk, så man sitter der med elever,

studenter, som er fra Serbia for eksempel. Og så snakker han om hva slags utvikling det engelske språket har hatt, og så kommer til å ha. Og så lytter vi, det er også en ressurs, ikke sant? Og så har jeg andre andre forelesere. Noen ganger har vi gjort også før at du kunne ta en kollega som ressurs, som kanskje var veldig god På historie spesielt, britisk historie da, la oss si det sånn, så kunne jeg ta en time. Em det jo egentlig også veldig ålreit da. Det gjør vi lite nå, men det kan man tenke på. Hva er du god på, hva er du sterk på? At vi kan bruke hverandre. Vi bruker hverandre selvfølgelig også sånn ressurs, ikke direkte i klasserommet, men som ressurs når vi samarbeider. Vi gjør for-arbeid, etter-arbeid.

Punkt 2. Hehehe.

**022 Tobias:** Ja, jeg jeg... det er jo mye likt med Linda. Jeg bruker, bortsett fra boka jeg bruker heter *Scope*, *Scope 1* fordi den er til til det faget. Det er jo et annet fag enn engelsk første klasse. Og så bruker jeg ofte NDLA også, for jeg synes noen ganger at de tekstene der, oppgavene der, i hvert fall til Engelsk 1 er... Em... Kan være litt bedre enn de i teksten. Men vi jo bruker litt omvendt også for å få litt variasjon. Så bruker jeg en del. Ja, vi har jo pc-en og prosjektor. Ja, jeg syns ofte at noen elever sliter med å høre, men viss jeg bare har noe på den skjermen så tenker kanskje det bare er en OneNote-side eller for å levere inn noe i Teams, så skjønner de det instinktivt ved å se der. Ja, ellers film noen ganger. Klipp, bøker, kanskje ikke så mye som Linda. Men vi har brukt litt andre, ja, har romaner, ellers noen penn og papir iblant. Overraskende hvor få elever som har med seg penn og papir i timen. Så det har jeg.

Ja, men det hender jeg har litt sånne små oppstartsaktiviteter at det er liksom en konkurranse, og så har jeg da en Twist som premie. Så er kanskje også en ressurs jeg bruker iblant.

**023 Intervjuer:** [Starter å stille neste spørsmål]

**024 Linda:** Jeg glemte en ting! Nå etter jul, eller nei det var litt før jul, tror jeg, så fant vi ut av at lå en hel haug med grammatikkbøker i biblioteket, og det var faktisk de som jeg bestilte selv en gang. Men det var meningen at det var kanskje var for VG2, VG3, men har jo begynt å bruke de på VG1 og det er *Basic English*. Det er en bok jeg fant i Cambridge en gang. De har veldig fine sånne grammatikk units. Og det er noen ganger det for de mer avanserte, noen ganger vi kan differensiere ganske godt med det der. Det er korte units og det er også fasit. Om de liker å jobbe med det, da gjør vi da en time i uka og så særlig for de som er... har kanskje dårlig basis som kommer fra andre land, har dårlig basis i engelsk. Kan det være fint å ha noen enkle oppgaver der.

**025 Intervjuer:** Bruker dykk ogso nettsidena til, for eksempel, *Citizens*?

**026 Linda:** Ja ja, men det... "that goes without saying". Det går helt fint. Når jeg sier *Citizens* så er det helt automatisk vi bruker.

**027 Tobias:** Ja, men jeg føler jeg bruker andre nettsider oftere. Vertfall til *Scope* har vært det klikker meg gjennom flere ganger, fordi det som alltid kommer først det er en nettversjon av boka, og så må jeg ut av den, så må jeg finne... hvordan var det jeg kom til oppgavene, og så må jeg inn på riktig år og og og noen noen ting som ligger der har vært bra. Noen ting som

ligger på en måte bare vært egentlig det samme som er i boka, så det er det jeg vet ikke aldri er nyttig, det jeg finner der eller ikke.

**028 Linda:** Ikke alt er nyttig. Absolutt. Helt enig.

**029 Tobias:** Men *Citizens*...

**030 Linda:** Men når det gjelder lyd er det jo fin

**031 Tobias:** Ja

**032 Linda:** Bruker en del lyd.

**033 Tobias:** Mhm. *Citizens* er mer oversiktlig der synes jeg.

**034 Linda:** Litt mer. Selv om vi også har tenkt oss kanskje en annen bok kunne.. Hadde vært bedre enn *Citizens* også. Det skal vi snart vurdere veit jeg.

**035 Tobias:** Mhm.

**036 Linda:** Mhm.

**037 Intervjuer:** Korleis jobber dykk med skriving med elevane dykkar?

**038 Linda:** Vil du begynne først nå?

**039 Tobias:** Ja, jeg kan god begynne. Em... med litt forskjellige måter. Det jeg merket med denne klassen her i hvert fall er at spørsmål som en gjerne ville tatt i plenum de de legger jeg inn på OneNote og så får de sitte og svare på dem selv. Fordi fordi at da får jeg gode responser, mens jeg stiller ut i klasserommet så kommer vi ikke så veldig mye. Men ja, det er ofte at de leser en tekst og får oppgaver til. Den veldig originale måten å jobbe der. Men så er det også selvfølgelig lengre tekster også som de har skrevet. I år har det vært stor grad av valgfrihet. I høsten var det to lengre oppgaver hvor de valgte mellom egne tema. Litt forskjellig. Tror den første var det en "movie analysis" og andre ting som viste til andre tekster vi hadde jobba med ja. Akademiske sjangere, men med valgfrihet, og det synes jeg funket ganske greit. Og så varierer jeg mellom hvert med disse lengre vurderings oppgavene da. Det går over flere timer eller om det bare når du skriver på en dag og så leverer de på slutten. Det synes jeg er viktig fordi noen synes det er vanskelig å... hvis de vet at vi kan på en måtte sitte å polere med det i en evighet så blir de aldri ferdig, men da da hjelper det å si at vi starter og vi slutter oss i dag, så leverer vi det inn. Og nå de siste ukene har vi jobba med et fordypningsprosjekt, for det er en egen del av kompetansemålet i Engelsk 1, at de skal utforske og presentere et selvvalgt emne. Med en vis begrensning og da ja, vi gjennomfører 2 av disse, én et skriftlig og en muntlig, og de fleste har valgt å ta det skriftlige først, så da har de jo også sitter i jobba... jobba med med det og så ser jeg det er noen som er raskt i gang og det får de mye hjelp, og noen er litt treigt i gang, og da kan de selvfølgelig også få mye hjelp, men det er kanskje de også som ikke spør så mye om hjelp, og som på en måte krymper litt bort hvis jeg går for å prøve å snakke med dem, så da tenker jeg heller at kanskje bedre å gi

dem litt... Litt mer plass. Så det er litt varierende grad hvor mye tilbakemeldinger de får, men vi ja, nå har vi jobbet konkret også med å føre kilder. Ordentlig, altså følge APA. På en måte hatt litt kurs rundt med...

**040 Linda:** Cirka?

**041 Tobias:** Ja.

**042 Linda:** Ja i første klasse, så ser vi ser på dette her som ganske så viktig, at de kan skrive five-paragraph essay. Kan strukturere tankene sine godt, så det går jo først og fremst innenfor kapittel 5, på *Citizens* hvor det jo står instruks. Og så gir jeg mine egne instruks. Og så har vi et eksempel, et teoretisk sett og så et produkt som du kan se på som et eksempel.

Hvordan kan vi skrive så nøytralt som mulig med formal English? Hvordan? Hva skal vi gjøre for å hoppe fra det ene emne til det andre, ikke sant? Topic sentence og alt det her. Så det blir i første slag sånn instruks, og så skriver de øvings skriving i klassa hvor jeg kan hjelpe dem. For noen kan vi gjøre ferdig hjemme. Og så får de tilbakemelding. Undervegs kan de få tilbakemelding. De skriver i OneNote. De skal levere i Teams, så får de det senere. Uansett, så så retter jeg så mye som jeg kan og har tid til og retter da på forskjellige områder. Da kan det være for eksempel dette her med vokabularet, med register, så kan det være rettskriving, det kan være dramatik. Det kan være logisk tenkning. Det kan være syntaks. Det kan være run-on sentence. Det kan være alt mulig.

Og da får de det tilbake, og når de da har sett det, så må de skrive en tilbakemelding om hva har jeg skjont av hva jeg skal gjøre? Så du må ha en selvevaluering som de skal levere på OneNote, det vi har gjort, og det gjør jeg ikke for ofte, for da blir litt så lite fremgang. Men en gang iblant må gjøre før må også komme videre. Og for å komme videre da, se om de har lært det, så får de da en prøve. Også nå har vi bestemt oss for å ha færre på tallkarakterer, men mere annen type vurdering. Nå i første terminen. Vi kommer litt tilbake på dette her i annen termin, for elevene ønsker mer og mer at de får tallkarakter også. Det er [ukjent]. Dette er et annet problem da. Men da får de da en prøve, la oss si en måned seinere, tre uker seinere. Hvor du får en lignende type oppgave, og da kan de få mestring forhåpentligvis. De som har jobbet med seg selv. Så det er en måte å jobbe på.

En annen måte å jobbe på er at de lærer å skrive en søknad, jobbsøknad. Da får de også et eksempel, sånn skriver du, alle reglene som hører med, og så får de annonser, og så må de søke å skrive et søknadsbrev og cv. Og får tilbakemelding på det med retting og kommentarer. Det gjør de hjemme da. Da vet jeg ikke hvor mye hjelp de får, men det ser ut til at de gjør det selv rett og slett.

Så skal vi se. Kan de... det jeg har tenkt å jobbe litt med og skrive om andre sjangere og kanskje ser litt mer på dette her hvordan bruker vi språklige og litterære virkemidler? Skal vi jobbe mer med nå. Da gir jeg igjen et eksempel fra en tidligere eksamen. Og går gjennom med dem og dette her er bevisst brukt av forfatteren. Hva tror du er bevisst brukt? Sitter de sammen og snakker om det her og gir tilbakemelding. Og så skal de prøve å bruke dette her i en tekst. Så leverer og så rettest det og så det samme som før.

**043 Intervjuer:** Føler de at formell eller akademisk skriving er noko elevene meistrar? At dei...

**044 Linda:** Begynner, noen. Skal du svare først?

**045 Tobias:** Ja, jeg kan godt svare først for jeg har på en måte, ja hadde første i fjor, og andre i år. De jeg har i år synes jeg mestrer det ganske godt. Som vil jo si at Linda har gjort en veldig god god jobb med dem.

**047 Tobias:** Ja, for jeg husker at jeg jobbet en del mer med det i i første at jeg måtte repetere ting også så jeg noen som på en måte ja, kanskje valgte å ikke få det med seg. Eller ja, ja, rett og slett ikke fikk det med seg. Det problemet det har jeg ikke i år. Det synes jeg de er generelt flinke til, de jeg har. Kva var spørsmålet igjen? Eller hvordan var det formulert?

**048 Intervjuer:** Eh, ja. Korleis du føler at dei mestrer formell skriving? Er det noko de må jobba mykje med, er det eit spesielt fokus dykk har for eksempel? Det å fokusera på register og register-forståing, føler dykk at dei treffer inn på ordbruk for eksempel?

**049 Tobias:** Ja.

**050 Linda:** Det er en prosess altså og elever er så vidt forskjellige, og det er for eksempel en elev som sier, men er det så farlig da? Trenger jeg å si det... må jeg bruke så mange vanskelige ord for å komme for å få poengene fram. Du kan si det enkelt. Em og andre synes dette er det helt normalt at de må finne synonymmer og kanskje ord som er mindre emosjonelle, mer nøytrale ord. At ja dette med tentative og alt dette her er også viktig at vi ikke skal være på skrāsikre på alt, men kanskje si "It is understood that or it is widely understood that". Sånne type ting. Det er også akademisk språk, ikke sant? At de kan kommunisere med noen påstander hele tida. Så den bevisstgjøringen den den tar tid. Jeg synes den tar virkelig lang tid. Og der.

Dette her da ikke skriving nå, men kan jeg si også en annen måte å gjøre det på? Vi jobbet med dødsstraff nå. Og da er det først og fremst å jobbe med det. Først, så vi på en film, og så kan man snakke om filmen og da gjør de det på det nivået de er på. Og det blir det ganske så enkelt. Da blir det snakk om plot og kanskje om dette... Ja, hvorfor ble nå dødsstraff et emnet her? Og hva synes du selv om dødsstraff? Og da er det enkle forklaringer med ganske et ganske smalt vokabular når det gjelder akademia vokabular og så går vi inn og ser på andre dokumenter som statistikk. Og så utvider de ordforrådet sitt gjennom det at jeg lager en liste så understreker jeg eller markerer i teksten dette her som er ord som er vanskeligere enn du ville ha brukt, og nå går du sammen med en partner og finner ut av, hvordan ville du sagt det på norsk, forstår du det ordet og tror du du kan bruke det? Og da sitter vi en... Ja, de elsker dette her å slå opp i... både på nettet og ordbok på nett for eksempel. Og så når de er ferdig med det, og da kan være neste uke, så ser vi på hele den ordlista og ser det er det ting so de ikke forstår? Er det noe som du har tilegnet deg? Hvilket ord du sette pluss foran, for å tenke dette her... Det kommer jeg aldri til å bruke det er for vanskelig, jeg glemmer det, dette her kan jeg tilegne meg. Og så går vi inn på et annet dokument og som vi også har fått fra nettet, hvor vi ser på pros and cons. Dette har vi. Nå skal vi forberede oss på å debattere. Når de da debatterer, så sier vi... da vil et av kompetansemålene være at du har tilegnet deg et



vanskeligere språk enn du pleier å å bruke. Og da må de være bevisst på hva de plukke ut når de sitter der, fire for fire imot. De vet ikke om skal være for eller imot på forhånd, så du må kunne vokabular for å argumentere på begge sider. Då igjen lager jeg en liste da med ord som dukker opp både i den pros-and-cons, inni dokumentet. Som de kan bruke som hjelp. Og da sitter de i grupper. Og da må de forstå. Og så fortsetter for en og en og jeg får den biten, og jeg tar den biten. Og jeg sier, du må sammen se, dere må se på grafer, dere må se på ordbruk, dere må bli bevisst.

**051 Intervjuer:** Du du nevnte jo at de brukte ordbok på nettet. Er det ei spesiell ei du anbefaler eller...?

**052 Linda:** Det er generelt sånn “thesaurus”. Som er både i Merriam-Webster og the Oxford-Cambridge, men elevene er vant fra ungdomsskolen bruker Lexin. Og det er veldig fint for de fremmedspråklige, for da har vi også arabisk, forskjellige andre. Og så har vi Ordnet pluss og det er de gamle brå ordbøkene etter Kunnskapsforlaget. Herregud alt jeg husker i dag!

**053 Alle:** [Latter]

**054 Linda:** Det er rart. Noen dager man ikke husker alt, men i dag husker jeg forlaget. Det var morsomt.

Så, og så kommer da debatten. Og da har de med seg sine notater. De har med seg pc-en sin, og de kan henvise til i argumentasjonen sin til visse datoer for eksempel. Og da har de brukt et mer utvidet ordforråd enn de ville gjort uten den forberedelsen. Og får creds for det. Men setter ikke karakter på det, så du bare du ligger på den overliggende måten du argumenterer på, dette var middels gjort fordi du kanskje litt uklare på måten å forklare dette.

**055 Intervjuer:** So vokabularforståelse ...?

**056 Linda:** Vokabularforståelse det var veldig viktig.

**057 Intervjuer:** Det står sentralt ja?

**058 Linda:** Ja, det gjorde det denne gangen. Men også selvfølgelig en bevisstgjøring på samfunnsspørsmål. Dette med dødsstraff og alt som ligger bak og flere holdninger til det. Så det er en... Ikke et tveegget sverd, men et mangeegget sverd.

**059 Intervjuer:** Ja, skal me sjå. [...] Kva slags ressurser eller tekstbøker bruker du for etter for å forbeta forståinga rundt akademisk register eller “register”?

**060 Tobias:** Ja, jeg kan begynne jeg. Nå har jeg brukt *Scope 1*. Det har en ganske... et ganske langt ressurskapittel hvor det står både om linking words, men også hvordan man skriver en diktanalyse, hvordan man gjør det. Det har de også en side med, nei, det er kanskje 2 sider med registrer som vi gikk gjennom, for jeg tror den kunne grundigere enn det jeg kan i hvert fall. Så den hadde for eksempel om dette med leksikalsk tetthet eller noe sånt, altså at

du har har... Tar bort alle disse mellom-ordene som ikke betyr så mye, som å ta en setning med som sier veldig mye med få ord og litt sånne ting som det her. Veldig grei den.

**061 Linda:** Hvilken bok var det?

**062 Tobias:** Em, *Scope*.

**063 Linda:** *Scope*, unnskyld, Focus var det...?

**064 Tobias:** Det er...

**065 Linda:** *Scope*, ja.

**066 Tobias:** Så den kan det greit. I *Citizens* er det...

**067 Linda:** ...ganske allright.

**068 Tobias:** Den er ganske allright ja.

**069 Linda:** Synes *Citizens* er trygg på det.

**070 Intervjuer:** Når du bruker *Citizens*, du har *Citizens* [Linda], du hadde den i fjor [Tobias], bruker dykk den "Course" om formelt språk, bak i boka, for eksempel?

**071 Linda:** Ja, gjør det.

**072 Tobias:** Det gjorde jeg også husker jeg.

**073 Linda:** Har det allerede i begynnelsen av året ja

**074 Intervjuer:** Ja! Tidleg i året?

**075 Linda:** Ja, tidlig i året.

**076 Intervjuer:** Ja, så hoppa litt rundt då?

**077 Linda:** Gjør ofte det. Så lage ett eller annet opplegg hvor man ser forskjell mellom uformelt og formelt språk, og så kan du peke på hva er formelt da det som gjør mer/mindre formelt.

**078 Tobias:** Ja, jeg liker som regel også, det er kanskje litt på sida da, men også å gjøre det motsatt. At de skal ha andre situasjoner der hvor du har du må ha veldig bestemt språk, men ikke akademisk da. Så i fjor hadde jeg en musikkklasse. Da hadde jeg muntlig vurdering hvor de da skulle late som de var et band som gikk rundt og og hadde konserter på skoler, og da skal du, på engelskspråklige skoler, da skal på en måte presentere seg selv og og jeg hadde litt diverse kriterier de skulle ha med sånn at de hadde innholdet da, men for å la jeg vekt på at gjør det som om dere ville snakka til til ungdomsskoleelever eller til barneskoleelever viss

det var det de valgte da. Det var noen som fikk det veldig bra til, og hadde på en måte snakka som om det var til en til en barneskole da. Så for å prøve å reflektere over hvilket språk er jeg bruker, hvilke ordvalg ville jeg tatt, hvordan ville jeg forklart dette hvis dette var et barn kontra kanskje noe jeg ville sagt til en venn. Og i år, i år starta jeg ganske tidlig med å vise én, det er en britisk komiker som snakker om folk i England som skal bli bedre i engelsk da som da får det oppgave om å skrive en sint epost som skal klage over noe, så da viser jeg den da og så ba jeg dem gjøre noe tilsvarende bare for å vise: Nå skal vi bruke et helt annet språk enn vi ville brukt på skolen vanligvis som på en måte gjør de bevisst på at dem register det handler ikke bare om at du på en måte må skive på en spesiell måte, men at du kan tilpasse språket, altså som et verktøy, ettersom hva du faktisk vil. Vil få fram

**079 Linda:** Men det er også rett og slett et kompetansemål...

**080 Tobias:** Ja

**081 Linda:** ...i læreplanen, og når vi ser på de nye planene, så er det den nest siste oppgaven, veldig ofte, kan det være noe sånt som en blogg eller noe sånt innlegg. Og da er du nødt til å bruke mindre akademisk språk, ikke sant? Da blir det jo contractions, og da blir det jo noe slang, og da blir det kanskje noen stygge ord her og der og må bare ja, du må være forberedt på det, så som du gjorde det er kjempefine.

**082 Intervjuer:** Skal me sjå. Då hopper me litt vidare her slik at me held oss på tida. Er du kjent med tekstdatabaser sånn som corpus, for eksempel COCA eller Skell? Og eventuelt, har det nokon plass i engelskklasserommet dykkar?

**083 Linda:** Jeg har vært borti corpus for en del år sida, men har ikke brukt det. Så nei.

**084 Tobias:** Nei, jeg er ikke kjent med det.

**085 Linda:** Synes du vi burde se på det [til intervjuer]?

**086 Intervjuer:** Ja, altso no no skal me jo sjå på det litt, sånne oppgåver, no straks faktisk. Me det er jo litt opp til dykk. Det er jo litt det oppgåva mi handler om, om at du... me skal sjå litt på er det ein ressurs som går an til å bruka, i forhold til då tekstbøker.

**087 Linda:** [ukjent]

**088 Tobias:** Ja. Jeg tenker jo alltid sånn at det er fint å ha steder å finne tekster og, men det tar jo alltid mye lenger tid enn man enn man forutser. Først må en se om det passer tema, så må man se om det passer nivå, så må man kanskje ha noen oppgaver til det. Så må en faktisk passe på at man kan nok om det at man også kan instruere om det selv. Altså at du tenker hvis du tenker "ja, nå skal jeg bare finne en artikkel kjapt", og så ender du opp med å bruke ja 30 til 60 minutter på å faktisk skal gjøre det til en ordentlig oppgave. Em.

**089 Intervjuer:** Ja, skal me sjå. Kan me gå litt vidare til del 2. Her er jo då further discussion points. Diskutera litt rundt kompetansemåla og nokon oppgåver som eg har plukka ut, fyrst då frå tekstbøker og frå, som er corpus-baserte. Ja, eg må jo egentlig forklare litt kva corpus er for noko.. Det er jo ein database rett og slett, en samling av tekster som er annotert for eller “tagged” for ulike ting. Kan vera for eksempel nouns, prepositions, og so vidare og so vidare. Og so kan det vera annotert sånn at det er innafor visse “registers”, som jeg kanskje det som eg er mest interessert i, i denne her studien.

Ja, eg har både kompetansemåla på Norsk og engelsk. Det er det kjent med den norske delen av kompetansemåla eller?

**090 Linda:** Begge deler.

**091 Intervjuer:** Ja, begge deler. So på side nummer 2 her so er kompetansemåla for studiespesialiserande. Korleis forstår dykk desse her? Korleis jobber dykk med dei i klasserommet. Desse tre her.

**092 Tobias:** Ja, jeg kan jo godt si at dette er jo til første klasse, så det er ikke disse jeg har i år, men jeg har jobbet med dem før. Så jeg er kjent kjent med dem.

**093 Linda:** Jeg tenker vi har svart en del av dette her egentlig. Har vi ikke det? Vil du at vi går gjennom en og en?

**094 Intervjuer:** Ja, for jeg tenkte om du ser noko. No er det litt sånn legge litt hint på, men det er noko... du ser noko sammenkobling mellom dette her og det me snakka om no...

**095 Linda:** Ja, men der er det jo. Så lytte til, forstå, bruk akademisk språk, både gjennom muntlig og skriftlig tekster er jo det som eksempler som jeg tok om dødsstraff for eksempel går ut på. Så det er helt klart sammenheng. Så “uttrykker seg nyansert og presist med flyt og sammenheng, idiomatiske uttrykk, og variert setningsstruktur tilpasset formål, mottaker og situasjon”. Det er vel konstant arbeide som vi har. Ja få tilbakemelding på at man skal prøve å være så klar som mulig. Prøve seg også på et idiomatisk uttrykk og passe på at de ikke oversetter direkte de norske idiomatiske uttrykkene til engelsk.

**096 Tobias:** Mhm.

**097 Linda:** Og være klar på det. Variert setningsstruktur jobber vi med når vi da skriver, og så er det noen ganger nesten feilfri grammatikalsk sett feilfri tekst. Og så begynner eleven nesten hver setning med subjekt-verb, ikke sant? Og det det er det. Det er veldig statisk, men veldig, veldig statisk og repetitiv type tekst. Eleven forstår da ikke at det skal være variert setningsstruktur. Tenker “det må da være 6-er for jeg har ikke feil”, ikke sant? Og da da må man bevisstgjøre dette hære, em. Dette er en akademisk tekst for eksempel, og det må vi variere. For å gjøre poeng så er det kanskje fint å begynne med et adverbial eller ja.

Ja, så disse her jobber vi med. “Skrive ulike typer formelle og uformelle tekster, inkludert sammensatte, med struktur og sammenheng som beskriver, diskuterer, begrunner og reflekterer tilpasset formål, mottaker og situasjon”. Du har for eksempel for en, det var i fjor tror jeg, at vi utformet en poster hvor skulle gjøre et poeng, skulle finne eller lage et bildetuttrykk... bildeuttrykk? Ikke det? Kanskje? Med en kort liten tekst for å fremme kanskje

et ønske, budskap som var spennende. Og så jobba vi og med, jeg tror elevene likte godt, for de leverte mye, det ikke noe tvang, men det var flash fiction.

**098 Tobias:** Å ja.

**099 Linda:** Og vi lagde et lite hefte som vi gav til nye rektor og det var bra. Og da skrev alle bare veldig, veldig kort, flash fiction. Så mye fint! Var virkelig artig. Da fikk de da noen retningslinjer.

**100 Intervjuer:** Ja, og dette er...

**101 Linda:** Ja, dette her jobbes med. Det er det ikke... Men kanskje dette er vagt, men vi klarer veldig godt å sette dette her om til aktiv praksis.

**102 Tobias:** Ja, jeg tenker med den første, “lytte til, forstå akademisk språk”, det er kanskje litt vanskelig å å å vurdere på en sånn helt konkret måte? Det blir litt kunstig at jeg lager en prøve kun til det, men jeg tenker det brukes hele tiden. Lytte til og forstå akademisk språk det kan være det kan jo være at vi hører på tekster. Det kan også være når de når jeg har helklasseundervisning, tenker jeg, når jeg forklarer om et emne, er ikke det også akademisk språk? Kan være når jeg gir dem tilbakemeldinger, altså går rundt og hjelper i klassen, og det kan også være når de snakker med hverandre. Hvis de skal forklare noe til hverandre, så er jo det absolutt også akademisk språk, tenker jeg. Det er sånn jeg forstå det. Man kan også tenke at det er metaspråk, altså “i arbeid med egne muntlige” altså at de at de at de også setter seg inn i, “er dette et godt avsnitt? Er det en temasetning? Er det problemstilling?” Og så videre. Og det synes jeg de fleste har en god bevissthet rundt det.

For det det jeg pleier ofte å få spørsmål om det, hvordan vil du jeg skal skrive den eller?

**103 Linda:** Ja, ikke sant!

**104 Tobias:** Sånn som...

**105 Linda:** Kan du ja... mhm.

**106 Tobias:** Altså at de er bevisst på sanne ting i hvert fall. Em “uttrykker seg nyansert og presist”. Så tenker jeg det. Det vurderes jo også, altså det er unaturlig å ikke vurdere det i... alltid eller hele tiden egentlig. Det er litt... Til slutt det kan være litt vanskelig, dette her med “tilpasset formål mottaker og situasjon” fordi det... de er jo i en skolesetting så alt har jo et preg av den skolesettingen og man kan man kan jo legge dem annerledes som gjorde med den klassen i fjor, at de skulle late som de reiser rundt på skoler og snakker med ungdommer, og det kan funke i noen klasser som er flink til å på en måte kreativ og leke, de er kanskje ikke nødvendigvis i andre klassen, fordi de vet “ja, men jeg er jo bare på skolen uansett”.

**107 Intervjuer:** So det kan verta litt kunstig av og til når du prøver å...?

**108 Tobias:** Det kan være kunstig, men jeg tenker... Altså det viktigere og det som er vanskelig her er som regel det her med det akademiske, altså det er det de skal strekke seg strekke seg etter.

**109 Linda:** Det har blitt ett så stort mål nå og det er jo viktig. Det var nå nylig en jente som sa “ja, mora mi driver med noe pedagogikkutdanning og alt er på engelsk...”

**110 Tobias:** Å ja, ja.

**111 Linda:** “... og hun trodde... og jeg trodde det var så enkelt at hun var kjempeflink, men hun må slå opp alt!” Ikke sant? Det var sånn hun reagerte. Veldig, veldig viktig å ta engelsk over flere år, ikke avslutte i VG1 fordi for veldig mange utdannelser. Jeg tenker også dette her å bli bevisst på hvor mange ganger man gjentar seg, bruke disse her fyllordene. Når de skal.. La oss si de har sett en dokumentar, og så skal de sitte i par, og så skal vi gjengi noe fra dokumentarfilmen, og så skal den andre, ikke nødvendig å reagere på innholdet, men skal reagere på: “Hvor mange ganger har du sagt “stuff”? Hvor mange ganger har du sagt “like”?”

**112 Tobias:** Ja.

**113 Linda:** Check, check, check. Og så skal du bli bevisst på... “Er det så farlig da?” er det noen som spør. Ja, faktisk for det ordet betyr ingenting, det fyller bare luft og vil du... hva slags budskap vil du gi? At du er en seriøs deltaker i, ja konversasjonen er det det du vil? Eller?

**114 Intervjuer:** Ja, so det er litt sånn formelt muntlig språk?

**115 Linda:** Ja. Ja, at “jeg har rett”, rett og slett det også, for å trene dem også til muntlig eksamen, og til senere framlegg og til kanskje kunne stå i situasjoner som krever mer. Må gjerne bruke haugevis av “like” når de snakker med vennene sine. Men at de blir bevisst på hvor ofte de gjør det. De var ikke bevisst på dette her før vi prøvde det ut. Oi, det var jo fem-og-tredve ganger, det var mye i løpet av to minutter eller noe sånt.

**116 Intervjuer:** No er jo kompetansemåla for yrkesfag, den eine den er jo veldig lik som den nummer to til studiespesialiserande, men dei har jo og denne her “skapa yrkesrelevante tekstar”. Har det nokon relevans for det me har snakka om nå, for register? Er det noko de streber etter?

**117 Tobias:** Altså nå har ikke jeg hatt... Jeg har jeg har hatt veldig lite engelsk på yrkesfag. Jeg vært bittelitt vikar, og så hadde jeg ja, det var en spesiell situasjon, i fjor var en elev som hadde tatt [...] pause [...]. Så det er ikke noe jeg har gjort så veldig mye med, men det jeg synes er fint der, med yrkesfag, nå kan jeg si at det på på skoler vår er det byggfaget som er yrkesfag. Rett og slett det med å finne navnene på hvert verktøy, materialer og sånt og på en måte lage seg en ordliste som... Også var planen å å bruke det til å lage et litt lengre dokument, [...] Så det var på en måte planen min. Og det blir jo litt sånn samarbeid for det er ikke den mest, altså jeg..., konstruksjon utover det veldig basiske kan jeg ikke nødvendigvis så veldig mye, så mange uttrykk og så mye der. Ja, har du hatt noen [Linda]?

**118 Linda:** Altså det er lenge siden jeg har hatt yrkesfaglige klasser, veldig lenge siden, og jeg ser jo for meg hvor viktig det er at de uttrykker seg presist når det gjelder sitt fagområde. Ikke nødvendigvis at det skal være så akademiske. Men at de vet nøyaktig hva de snakker om, for eksempel vis du skal utdanne deg innenfor helse og sosial. Vet ikke om det heter det

nå i dag. Omsorgsarbeid for eksempel og da har man disse ja, hva er det for noe? Måten å bandasjere på eller fått [ukjent] på eller noe sånt, så skal det virkelig være presist. At de blir bevisstgjort på å bruke sitt fagvokabular godt og presist altså. Og det er slik at det er en form for, i hvert fall tilpasset språknivå. Om det er nødvendigvis akademisk, det spørres. Ja, kanskje?

**119 Tobias:** Uhm, men det her spesifiserer ikke akademisk her da så det trenger ikke være i utgangspunktet akademisk.

**120 Linda:** Mhm.

**121 Intervjuer:** Ja, men det høyrest veldig bra ut. Det er jo litt forskjelling når det er yrkesrelevante tekstar. Men det betyr jo forskjellige ting då kanskje. Det er jo eit ganske opent kompetansemål. Skal me sjå her, og so har eg sett inn litt oppgaver. Hopper fram og tilbake veit du. Og dette her er frå *Citizens* og frå *E1*, som er ei anna tekstbok i engelsk då.

So er... kva tenker dykk om desse oppgåvene i forhold til dykkar elevar?

**122 Linda:** Vi har gjort samme type oppgaver. Så ikkje akkurat den typen, men noe lignende. Dette her er fine bevisstgjøringsoppgaver. Så absolutt, og så kan de og kommentere “comment on the language features in each sentence”. Er det noen som kan påpeke noe grammatisk ganske presist og andre kan ja bare det er bare en følelse av at det er bedre, ikke sant? Da kan vi snakke om det. Hvorfor? Det er en fin oppgave.

**123 Tobias:** Den er henta fra *Citizens* ser jeg. Jeg tror ikke jeg gikk gjennom den oppgaven heller da jeg hadde *Citizens*. Avhengig av klasse, tenker jeg dette er også noe vi kan gjøre muntlig. For da får de diskutert med hverandre. Og da må de også aktivt bruke vokabularet eller det det metaspråket rundt grammatikk.

**124 Intervjuer:** Var det ein grunn til at dykk ikkje valgte å bruka nøyaktig desse oppgåvena?

**125 Linda:** Jeg hadde ett eller anna i forhold til bevisstgjøring. Jeg hadde ett eller annet, hadde laget noe selv som jeg brukte, rett og slett.

**126 Tobias:** Ja, jeg tror jeg gikk rundt rundt, så vi hadde om dette, mens mens skrev en oppgave selv. Så da hadde de på en måte allerede et fokus på den på den oppgaven, mener jeg. Nei, nå husker jeg ikke helt hvordan jeg gikk gjennom det.

**127 Intervjuer:** Kva med oppgåvena frå *E1*? Dei er kanskje litt ukjente for dykk viss dykk har vore borti den boka. “Make a list of ten contractions” og “write a short dialogue”

**128 Linda:** Skal vi se. [leser kjapt gjennom oppgåvene]. Umhm.

**129 Tobias:** Den var fin! Jeg likte, altså veksle mellom “formal” og “informal”. Veldig fin bevisstgjøring. Den tror jeg kanskje jeg kommer til å ta med meg videre avhengig av hvem jeg har neste år, om vi skal skrive en eller annen sånn tale.

**130 Linda:** Ja, absolutt! Men det der det minner meg litt om at de når skal skrive en søknad. Istedenfor å skrive “hey, dude” eller noe sånt og istedenfor å skrive “I’m great at making coffee” eller noe sånt, at en kan skrive på en litt annen måte. Det ligner litt. Fint, fin oppgave.

**131 Intervjuer:** Ja, skal me sjå.

**132 Linda:** Dette blir corpus da!

**133 Intervjuer:** Her har me litt meir “corpus tasks”. So desse vert litt annleis, men dei går inn på mykje av det same tematikken kan du sei då. Fyrst har me ein “rewriting task”.

[pause]

**132 Linda:** Jeg har også gjort sånn “rewriting” noen ganger.

[pause]

**133 Linda:** Mhm.

[pause]

**134 Intervjuer:** Er dette noko dykk kunne tenkt dykk å bruka i klasserommet, for eksempel?

**135 Linda:** Vet ikke akkurat om jeg liker den.

**136 Tobias:** Ja det er veldig veldig brutal tekst, tenker jeg. Og generelt, ihvertfall i *Citizens* synes jeg det er mye... Det er mange negative tema. Det er mye flyktningkrise og og globalt oppvarmingsproblem og kolonialisme, og mye som det er viktig at elevene går gjennom. Men men jeg tenker altså hvis du tar for mye av det at man blir litt sånn desensitivisert ja, man mister sensitiviteten til til de problemene og og har også fått tilbakemeldinger fra elever at noen sånne tema går de gjennom i hvert fag, og de er litt lei av å høre om det. Så så jeg tror til denne oppgaven ville jeg nok ikke valgt den teksten her, fordi den er litt for, ja litt for brutal på en måte.

**137 Linda:** Jeg tror... det er ikke nødvendigvis, men det er et eller annet med [leser teksten i oppgåva]. Jeg vet ikke hvor fort elevene ville blitt engasjert til å jobbe, men meningen er jo at de skal gjøre den til en mer akademisk tekst. Jeg tror jeg ville ha brukt egentlig en enda enklere tekst. På VG1. Fordi på slutten... når de ser her på siste setningen: “Her violent death is symbolic of the underlying tensions that lasted for centuries between the whites and the Indians”. Det er ikke så gærent skrevet, ikke sant, når vi ser på akademisk nivå for en elev. Hvis de tenker “Åh, skal jeg prøve det her?”, så jeg tror jeg ville tatt en enklere og... enklere tekst rett og slett.

**138 Tobias:** Kanskje... dette er noe man kunne vært morsomt å gjøre med et eventyr, for eksempel. Man kan skrive et eventyr fra fra på en måte folkespråk til mer ja, ... sånn at man ser de kontrastene. At elevene må... at det blir tydelig for dem.



**139 Linda:** Eller sånt forum...?

**140 Tobias:** Ja!

**141 Linda:** ...type, som man får tilbakemelding på, der det er masse massevis av “slang”. De kan prøve å forandre det til noe mer nøytralt.

**142 Tobias:** Eller en “rap song” eller noe sånt kunne vert morsomt også.

**143 Linda:** Ja, jeg tror kanskje ikke jeg vil gjøre det. Jeg vet ikke.

**144 Intervjuer:** Nei, nei det er veldig lov å... det er lov å sei at det ikkje passer. Det er ikkje noko å vera redd for. Her er det berre å koma om både meining og alt som de har i hovudet.

So her har de ein “word-focused task”

[pause]

**145 Linda:** Er det disse her du nevnte før og, Skell og COCA, eller noe? Eller hva var det?

**146 Intervjuer:** Ja, det [Skell] er ei ei nettsida so den er er jo ei gratis nettsida som ein kan prøva seg litt ut på som er basert på BNC, British National Corpus, so dei bruker samme orda, men litt enklare “interface” då. Den er tilgjengelig for alle.

**147 Linda:** Flott, flott “word-focused task” absolutt.

**148 Tobias:** Jeg er spent på den “inspiration”, den det står “you can find inspiration”, fordi det jeg opplever ofte med elevene er at hvis du gir dem en sånn veldig åpen gave, særlig hvis det de ikke setter av så mye tid til den, så er det mange som bare sitter og tenker på “hva skal jeg skrive om nå?”, at de stopper der. Så jeg tenkte kanskje man burde avgrenset tema, kanskje til noe man holder på med, men jeg er spent på det som står “you can find inspiration”, jeg er spent på den inspirasjonen for hvis det er noen bilder eller noe sånt som er interessant så kan det bare være en god måte å få folk til å skrive skrive på.

**149 Intervjuer:** Spennande.

**150 Linda:** Det er jo en del sånne typer oppgaver i *Citizens*. Og så er jo også med Oxford Dictionary, de gir jo også eksempel på setninger, ikke sant. Men jeg skal sjekke den ut, altså den Skell.

**151 Intervjuer:** Ja, ikkje sant. Eg synes kanskje det er ein av dei, det er min personlege meining, eg synes den er veldig veldig fin. Det er ein interessant ressurs å bruka.

So har me ein “comparison task”. Her er det litt meir å lesa, men blant anna at ein her begynner med å dele klassen i to, ja finner akademiske tekstar og “conversational texts”. Og so skal ein...

**152 Linda:** Jeg så på den litt før, den oppgaven.

[pause]

**153 Linda:** Kunne jeg godt brukt. Det har jeg ikke gjort. Tror kanskje det er fint dette her. Ja. Ikke per pers., men det er halve klassa som skal finne, eller?

**154 Intervjuer:** Eg trur det er at dei får forskjellige, altså at nokon får akademiske tekstar og so skal alle ta ti svar...

**155 Linda:** Det er veldig grei den der.

**156 Intervjuer:** Og so skal ein sammenlikna med de som har samme register og de som har forskjellige regsiter.

**157 Linda:** Jeg tenker det ville jo passet ganske godt på VG2, VG3, kanskje?

**158 Tobias:** Ja, jeg tenker det er kanskje litt... Altså de... I første er det mange som eller det er alltid er noen som sliter litt med å forstå, som allerede vil slitt med å forstå flere av ordene som en må kunne gjennomføre oppgaven på en måte sånn sett. Men ja, på VG2, VG3 kan jeg godt finne noe sånt.

**159 Linda:** Absolutt.

**160 Tobias:** Tenker jeg.

**161 Linda:** Det er en veldig god bevisstgjøring. “From Reppen” “Who’s Reppen?” Så “afterwards” kommer “frequency list” ja.

**162 Tobias:** Da kunne man eventuelt laget ordskyer. Har de noe pent å se på.

**163 Intervjuer:** Det er viktig det!

**164 Tobias:** Ja ja, jeg tenker jeg blir mer og mer bevisst på det som lærer altså hvor... altså det å sette inn et bilde eller bare på en måte få det til å se litt mer spennende ut, særlig... nå har jeg en klasse hvor det er mye dysleksi, så da har jeg fått beskjed: bruk stor skrift, mye luft mellom og kanskje forskjellige farger eller sånn. Det er ikke alt man har tid til å gjøre, men...

**165 Intervjuer:** Ja, kva med “spoken formailty-focused task”. Liten ingress kan du sei, og ein tekst opp med et spørsmål etterpå.

[pause]

**166 Linda:** Så da har vi sånne “general statements” som heter da “I think on the whole parents should take more responsibility”. Og det er [ukjent]. Så skal vi da prøve å spesifisere dette her litt bedre. Og da tar vi feilen, for eksempel. Her sånn.

[pause]

**167 Linda:** Ja, “narrow it down”. Så ser du ja, hehe.

[pause]

**168 Linda:** Nice, nice, nice. Umhm, ja. “Doable”

**169 Intervjuer:** “Doable”? Er dette noko de kunne introdusert i klassen dykkar?

**170 Tobias:** Men det tror jeg.

**171 Linda:** Det tror jeg også. Kanskje også bedre VG2, VG3.

**172 Tobias:** Ja.

**173 Linda:** Helt sikkert. Vg1, noen deler av klassen vil synes at det er spennende og andre vil synes det går over hodet på dem.

**174 Tobias:** Ja.

**175 Linda:** Og da tenker jeg fremmedspråklige spesielt. En god høy prosent i klassen min og som da nesten ikke har hatt engelsk i gjennom...

**176 Intervjuer:** uhm.

**177 Linda:** Og så er det noen som er født og oppvokst her som da ikke har store... skal vi si den store plattformen mhm.

**178 Tobias:** Tror også jeg ville lagt vekt på her og introdusere samtale bedre, at det handler om mobbing. For det er jeg vet det for det er ikke det oppgaven går på, men bare så de skjønner samtalen, denne samtalen handler om.

**179 Intervjuer:** Ja, trur du det er eit problem og liksom berre sluppet elever ut i ein ein tekst nødvendigvis dei har forkunnskap til? Ja?

**180 Linda:** Umhm.

**181 Tobias:** Det kommer litt an på hva du skal med teksten, men når de skal på en måte ja, når det er metadiskusjon som dette eller når de skal snakke om, ja, hvilke ord som blir brukt isteden for hva den handler om, tenker jeg det er greit å på en måte gi det til elevene først. Det, det er jo klart i klart i teksten, men det men dette med mobbing kommer ikke inn før på en måte helt på slutten. Så det starter med: “I think on the whole parents should take responsibility for their kids”. Da er det litt uklart hva, hva er det det gjelder? Det er kanskje

kanskje også tanken da at vi skjønner ikke skjønner ikke hva det handler om helt til læreren kommer og spesifiserer.

**182 Linda:** Ja og så... går man likevel i en litt annen retning igjen, kanskje?

**183 Tobias:** Ja.

**184 Intervjuer:** Nei, då kan me ta siste oppgåva: “registrer task”. Det er jo ein litt lang forklaring på oppgåva. Det er i hovudsak at ein skal jobbe med då skrivne tekstar, kva type tekster ein kan lage, og so kan ein laga ei lista i lag med elevene. Om kva “functions” dei har og kva “situational features”, altso kortid bruker ein det, for eksempel. Og so at dei bruker corpus-tekstar til å samanlikna språket etterpå.

[pause]

**185 Linda:** God bevisstgjøring. Jeg likte den veldig godt.

[pause]

**186 Linda:** [leser oppgåva høgt for seg sjølv]

[pause]

**187 Linda:** Og så merker jeg begynner å dabbe av litt nå.

**188 Tobias:** Haha, ja jeg...

**189 Linda:** Du hører det helt sikkert på på volumet i stemmen?

**190 Intervjuer:** Nei ja, men det...

**191 Linda:** Jeg kan skru volumet opp igjen. Jeg kan prøve.

**192 Intervjuer:** Ja, men det er veldig lov. No har me drevet på lenge, so... Me har jo drevet på i 1 time so eg tenker at viss dykk har nokon avsluttande kommentarer eller tanker, so er det veldig lov å dele dei no, så kan me avslutta det heile med med det då.

**193 Linda:** Jeg har en én kommentar, og det er at sånn generelt når det gjelder undervisning, så siden 1979, det har du skrevet ned, ikke sant? Du er fremdeles ikke ferdig utlært, er ikke det. Det er konstant utvikling. Jeg må fornye meg konstant. Jeg må se problemer som vi ikke så før for å så finne nye løsninger. Jeg trenger inspirasjon, jeg trenger læring rett og slett. Og har tenkt til å gjøre det litt til. Så man man er ikke ferdig. Hver eneste gang det blir august igjen så tenker jeg: Nå skal jeg gjøre det bra.

**194 Intervjuer:** Ja, ikkje sant!

**195 Linda:** Eller: Nå skal jeg gjøre det bedre. Så dette her som du presenterer her, og det du jobber med det er veldig spennende. Så det kan jeg også bruke for å forbedre meg selv. Takk.

**196 Intervjuer:** So kjekt!

**197 Tobias:** Ja, jeg er jo i en helt annen situasjon enn Linda, fordi det meste som jeg gjør i år gjør jeg for første gang. Alt er jo nytt, men noe som jeg tenker generelt med dette må jobbe med med “register” og språk og såne ting er at det kan være vanskelig å differensiere, og da har vi snakket litt om at at for noen vil dette være spennende og overkommelig, eller noen vil det være veldig gresk på en måte. Ja, det er nok en utfordring som alltid er der med språkjobbing. Dessverre.

**198 Linda:** Det er klart. Det er ikke noe særlig homogen klasse vi har.

**199 Tobias:** Nei. Men det er jo fra...

**200 Linda:** Ja da, ja så absolutt.

**201 Intervjuer:** Nei, men supert. Då kan me avslutta der.