

Faculty of Teacher Education and Pedagogy

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## **Master Thesis**

# **Mind the Gap: A study of Cross-curricular use of English texts in Norwegian upper secondary school**

En studie av tverrfaglig bruk av engelske tekster i norsk videregående skole

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## FOREWORD

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While writing this paper, I was working two jobs as well as being the union representative in one of them. I was a board member in my apartment complex, practicing for my driver's license test and mentally and physically preparing to become a father for the first time to a baby boy, who is due to arrive on the same date as the deadline for this paper (15.05.23). Had it not been for the love and support of my dear wife and friend, Hannah, I would probably have succumbed to despair.

I would also like to extend my gratitude to my supervisor Ida Jahr, who helped me stay on track (and on topic) whenever I went astray.

I hope you enjoy reading this as much as I enjoyed writing it, and hopefully, this master will serve for something more than just taking up space on a memory card.

With best regards,

Sebastian S. Hoffmann

## ABSTRACT

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This paper is a study on the cross-curricular use of English texts in Social studies in Norwegian upper secondary schools. Theory and previous research on the matter showed that cross-curricular use of English text might yield didactical and pedagogical benefits, as well as some potential for language learning. However, it was problematic to uncover whether cross-curricular use of English text on an inter- or multidisciplinary level could even be considered cross-curricular teaching given the formulations in the LK20 and little previous research on the topic. Before conducting any research, three hypotheses were formulated, as well as three research questions to confirm or deny them, in order to find an answer to the thesis; *The cross-curricular use of English texts, though not explicitly described in the LK20, is a naturally occurring phenomenon in Norwegian upper secondary schools which teachers can use to maximize the potential learning benefit for both English and social studies.* A triangulation of research methods ( document analysis, interviews, and a questionnaire) was chosen, and each of them was assigned to the research questions they were intended to answer. Based on the data collected and the findings to the research questions, this paper concluded that; despite that the cross-curricular use of English texts on a multi-and interdisciplinary level is not theoretically anchored in the LK20, it is still an evidently sound practice and should be treated and evaluated on the same level as any other pedagogical and didactical method by each separate teacher for each separate class in terms of adapting the teaching and learning scenarios.

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# 1 INTRODUCTION

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English is currently the lingua franca of a large part of the international world and has become integrated into everyday life. How it came to be so, how it affected the world, and how it is still developing are relevant topics for teaching English and Social Studies in Norwegian upper secondary schools. Because of this, the two subjects often intertwine in issues and themes and might be more suitable than any other for cross-curricular<sup>1</sup> teaching.

As a lektor student, I have always enjoyed using English texts in my teaching. I have also, to some degree, used it in social studies and humanities subjects. The negative aspect of this is that I did not really consider if the pupils' English skills were good enough to benefit from the cross-curricular use of English texts, but assumed that since the pupils are in contact with the English language every day in Norway through various mediums that they would understand the majority of the content. I also consider the benefits of being able to use new sources and mediums which become available to you as a teacher when you can utilize English texts as unmeasurable. Therefore, inspired by this introspective speculation, I developed three hypotheses which together helped to formulate the thesis for this paper. These three hypotheses are:

1. *Cross-curricular work is not adequately defined or formulated in the LK20.*

This hypothesis is not bold by any means. As will be discussed in this paper, many academics, scholars, and teachers alike in Norway share the same opinion. However, this paper will first discuss and argue that this, in fact, can be viewed as the academic consensus beyond a reasonable doubt.

2. *The practice of using English texts in social studies is not theoretically anchored in the LK20 but is still a pedagogical tool used by Norwegian upper secondary school teachers.*

Secondly, I hypothesize that while the cross-curricular use of English texts is not explicitly mentioned in the LK20, it is indeed a phenomenon that has occurred naturally in Norwegian upper secondary schools as a consequence of the English language having the status as in transition in Norway. Some argue that the English language is not in an in-transitional state at all

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<sup>1</sup> The reasoning for using the term 'cross-curricular' instead of the term 'interdisciplinary' will be further elaborated upon later in the paper.

and should be considered a foreign language. Others argue that even if the English language is in an in-transitional state, there is nothing natural about it as it is a result of governing documents and media norms to use English and Norwegian symbiotically by, for example, subtitling English tv-show instead of dubbing them. However, this will be further discussed later in the paper.

3. *Cross-curricular use of English texts in social studies can maximize the potential learning benefit for both subjects in upper secondary school.*

If the cross-curricular use of English texts is, in fact, a naturally occurring phenomenon, then it would only be logical to assume that there is a natural reason behind it, as the opposite would lead to an unnatural phenomenon. Therefore, it could be possible for Norwegian upper secondary school teachers and pupils to monetize academically on this phenomenon in Norwegian upper secondary schools, for example, through lesson variety, multimedia theory, serendipitous- and implicit- learning, and by doing this, inadvertently contribute to language learning. Thus I hypothesize that cross-curricular use of English texts in social studies can maximize the potential learning benefit for both subjects in upper secondary school.

This paper's thesis was formulated through these three hypotheses, and they laid the foundation on which the thesis of this paper rests. This paper seeks to answer the thesis;

*The cross-curricular use of English texts, though not explicitly described in the LK20, is a naturally occurring phenomenon in Norwegian upper secondary schools which teachers can use to maximize the potential learning benefit for both English and social studies.*

To help answer this thesis, I decided on three research questions which will be answered through three different qualitative research methods to create a triangulation. The research methods applied in this paper will be further explained in section 3. The three research questions are;

- I. How does the LK20 describe the cross-curricular use of English texts?
- II. How do teachers report their experience with cross-curricular use of English texts in social studies?
- III. What are Norwegian upper secondary school pupils' attitudes to the use of English texts cross-curricularly in Social Studies

The most common English term in the LK20 for the phenomenon of establishing connections between two or more disciplines is 'interdisciplinary'. However, this might confuse the reader (as

it did the writer) as “interdisciplinary” is also the term for a subcategory within the same field ( this will be further explained in section 3.1.1. ). Therefore, in order to defeat this confusion and discuss the topic of this paper with accuracy, a demand occurred for a term that could replace interdisciplinary as the main term for “tverrfaglighet”. Hence the word “cross-curricular” will be used henceforth to serve and function the same way as the Norwegian term “tverrfaglig” is used in the curriculum.



## 2 THEORY AND PREVIOUS STUDIES

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### 2.1 THEORETICAL FRAMEWORK:

#### 2.1.1 The English version of the LK20

I would like to begin with the acknowledgment that this paper has been using the English-language translation of the LK20. It is more than likely that most teachers in Norway are using the Norwegian-language version. The choice to use the English version of the LK20 only seemed fitting as the paper is written in English, and the author specializes in being an English language teacher. However, this provides some complications for the papers, such as what is lost in translation, differences in defining terminologies, and straying from the common interpretation of the LK20.

First and foremost, it needs to be addressed as to why use the English-translated version of the LK20 in the first place. Two reasons have already been provided. However, a third reason is simply because it exists. Since the translated version is supposed to be exactly that, using it should, in theory, not provide any complications. However, it was soon uncovered that this guileless decision led to some interesting questions.

To have a curriculum in an English-translated version seems only logical, as it makes it easier for people who do not know Norwegian or have poor Norwegian language skills to read and understand the governing document. However, during these translative processes, one runs the risk of altering entire ideas beyond recognition while others might be lost in translation. There are many philosophical aspects revolving around the topic of translation, mostly considering the power of language (Farquhar & Fitzsimons, 2011). The implication being that translation might not be as simple as a mere conversion of a text from one language to another, but rather an encouragement of the knowledge or ideas of the ‘other’. Thus translation is the metamorphosis of one social reality to fit with the social and linguistical frameworks of another<sup>2</sup>. Suggesting that translation does not only concern the meaning of language but the power of language. According to Foucault, power is “[...] the way in which certain actions may structure the field of other

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<sup>2</sup> Within the topic of post-colonial literature the discourse on translation is still widely discussed as most literary works often is translated into English, the language of the colonist (Bassnett & Trivedi, 1999).

possible actions”. Being that the LK20 is a government-approved document to act as a guideline for the pedagogical and didactical practice of Norwegian teachers the curriculum, the language used within that document carries an immense amount of power to “[...] structure the field of other possible actions” within the educational institutions. This further complicates the matter of translating the curriculum as some of the terminologies and phrases used in the Norwegian version might not be directly translated to English, and therefore, the meaning and power within the pages change.

Some consequences of this might be, in the best case scenario, that you have misinterpretations and misunderstanding of the intent of the LK20; in the worst case, you have, in actuality, two legitimate separate curriculums operating simultaneously.

The document analysis in this paper also provided some meaningful discoveries on terminologies and definitions used in the LK20, which will be discussed later in the paper.

### **2.1.2 Cross-curricularity**

A naturally occurring question when writing about this topic is; why bother with cross-curricular teaching? And the short answer to this question is; because the LK20 says so. There are two terminologies relevant to the topic of cross-curricularity; in-depth learning and interdisciplinarity. It is claimed in the LK20 that in-depth learning is achieved when pupils are able to see connections between subjects. To highlight these connections, the LK20 presents three interdisciplinary topics: democracy and Citizenship, Sustainable Development, and Health and Life skills. The intentions behind these topics are to offer teachers an entryway to cross-curricular work and thus help the pupils achieve in-depth learning. There is not much research offering a clear and cut case in favor of teaching cross-curricularly. There is very little quantitative data offering any positive or negative attitudes toward cross-curricular teaching, and little research has been done on different levels of cross-curricular teaching. It seems as if most research papers either explore cross-curricularity through a school project either from the viewpoint of one subject or from one of the interdisciplinary topics (Siqueland, 2021) (Viken, 2022) (Bjerkengen, 2022). All the data provided from these studies are qualitative and, as such, offer only suggestive data as to why teach cross-curricular. That is not to say that this information is worthless, but it does not provide any definite answer. Therefore the long answer to the question of why bother to

teach cross-curricular is that there might be some pedagogical and didactical theories that can apply to cross-curricular teaching as well.

One of the central theories used as a foundation for the LK20, especially in the case of assessment, is Bloom's Taxonomy (Thronsen, Hopfenbeck, Lie, & Dale, 2009, pp. 31-39) (Forehand, 2011).

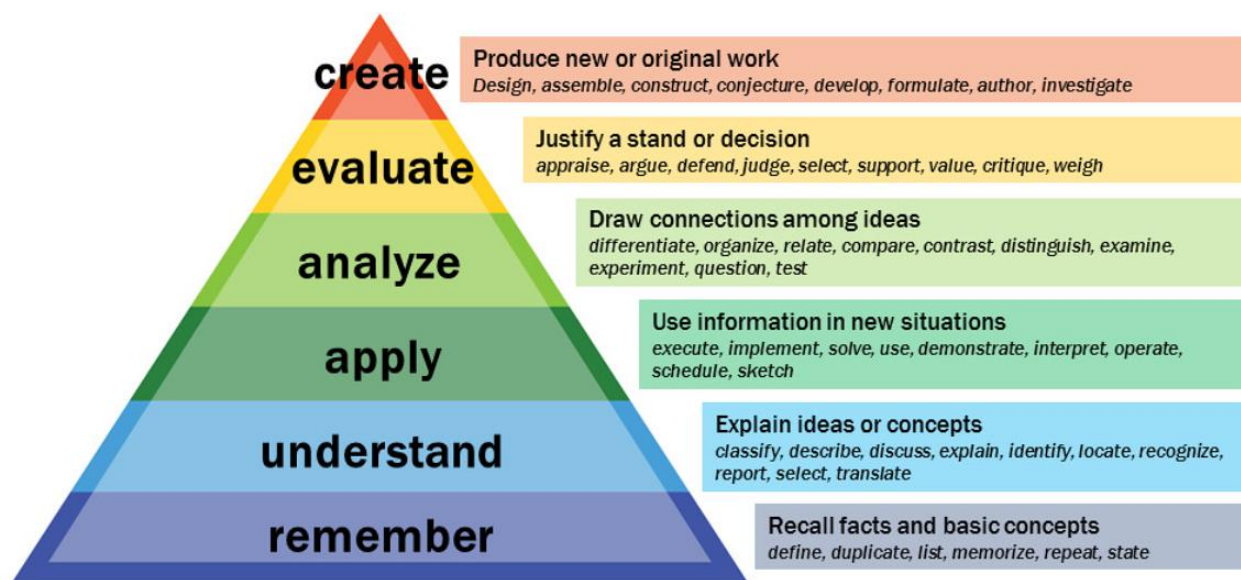


Figure 1: From "Bloom's Taxonomy" by Patricia Armstrong (2010), Vanderbilt University Center for Teaching, <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

As demonstrated by this figure, Bloom suggests that drawing connections among ideas is at a medium or medium-high level in terms of learning assessment. It is not mentioned whether or not 'ideas' also included subjects, as one can argue that drawing connections between ideas within the same subject is easier than drawing connections between ideas in different subjects, which is what cross-curricularity is all about. This, in turn, complicates the matter of conducting research on cross-curricularity as there is no assessment of cross-curricular understanding and knowledge as the pupils are still only assessed in their skills in each separate subject. Meaning that in a cross-curricular project, there is no 'grading' of the cross-curricular cognitive process but rather of each separate subject's competence goals. Hence no data is collected on whether or not using cross-curricular teaching allows the pupils to draw connections between ideas. The more the subjects differ, the less likely they are to be used in cross-curricular projects, as their competence

goals are difficult to combine. Therefore, there are more studies done on cross-curricularity in subjects that mix easily, such as Social Studies and English.

As hypothesized at the very beginning of this paper, and will be explored further in the document analysis of the LK20 later in the paper, Social Studies and the English subject are very closely linked in both content, ideas, and themes. However, one arena where they truly diverge is the language learning aspect of the English subject, where one can argue that only written grammar should be reserved for English class given the specificity of this undertaking. Furthermore, when executing cross-curricular teaching, an educator might encounter the predicament of choosing whether to emphasize one subject or to create a balanced lesson where both subjects are given equal attention. During this process, it is also decided what didactic tools to utilize as this sets the precedence for the learning outcome of the lesson (Kramsch, 2003) (Martinez-Romera, 2018). Since the thesis in this paper concerns itself with the cross-curricular use of English texts in Social Studies, this thesis, too, faces such a predicament; nevertheless, given the subject's close connection, the two didactic fields of each subject might not be mutually exclusive, but rather complement each other.

Most Social Studies didactics are characterized by the focus on the educational institution's societal mission of developing democratic citizens (UDIR, 2020, pp. 1-4) and fulfilling the competence aims formulated in the curriculum. (Koritzinsky, 2020) (Tønnessen & Tønnessen, 2007) (Børhaug & Hunnes, 2015). However, these competence aims and aspects of the core values in the Social Studies curriculum have a seemingly bottomless source of English texts to use in education and teaching. That is not to say that many respectable Norwegian texts can be utilized, but adding English texts into the Social Studies didactic pool might increase a teacher's possibilities, varieties, and alternatives considerably. By making a conscience choice of using English texts in Social Studies lessons, one could draw upon the best from both didactic pools for cognitive-, identity- and language development. Depending on what kind of English text one chooses to use in a Social Studies lesson, many English didactics theories and practices can be considered to support the cross-curricular use of English texts, which will be presented below.

One theory that centers more around the medium, or rather mediums, is the multimedia principles (Meyer & Moreno, 1997). The multimedia principles revolve around using multiple mediums in teaching and learning. Meyer and Moreno write;

*“ In multimedia learning the learner engages in three important cognitive processes. The first cognitive process, selecting, is applied to incoming verbal information to yield a text base and is applied to incoming visual information to yield an image base. The second cognitive process, organizing, is applied to the word base to create a verbally-based model of the to-be explained system and is applied to the image base to create a visually-based model of the to-be-explained system. Finally, the third process, integrating, occurs when the learner builds connections between corresponding events (or states or parts) in the verbally-based model and the visually-based model”* (Meyer & Moreno, 1997, p. 2)

Extensive research has been done on the subject, which suggests that multimedia learning can yield substantial positive results in regard to learning, especially in the case of problem-solving capabilities (Mayer & Anderson, 1991) (1992) (Mayer & Sims, 1994). Should one choose to use English text cross-curricularly, e.g., a YouTube video or a short-film, there is much evidence suggesting that this is a pedagogical and didactical sound practice. However, when employing this practice, one needs to be aware of some of its problematic features, such as the *split attention effect* (Chandler & Sweller, 1991) (Mousavi, Low, & Sweller, 1995) (Chandler, Sweller, Tierny, & Cooper, 1990). The split attention effect occurs when one of the brain's processing systems (verbal or visual) overloads with information. This can happen when the visual medium has both narration and written text (Mayer & Moreno, 1998) or, presumably, when the visual medium has narration in another language. The latter, however, has not been extensively researched and could possibly not be a problem given Brevik's (2016) research which suggests that Norwegian pupils might be more proficient in English than they seem and the fact that in 2001 Norway ranked number five on EF English proficiency index (EF, 2021). Nevertheless, the split attention effect should be taken into consideration when choosing to use English texts cross-curricular and as a field to be explored for future research.

The multimedia principles focus heavily on the basic skill mentioned in the English curriculum, listening. Reading and writing have for a long time been prioritized when it comes to English learning and assessment while listening and talking have mostly been neglected (Fox, 1994). This notion is believed to be rooted in the prejudice that listening is a passive skill, as the meaning the pupil creates through listening can only be assessed through verbal or written confirmation (Lynch & Mendelsohn, 2010). The original meaning created when listening is done seemingly without active participation from the listener and is also lost in translation. On the contrary, listening has proven more and more to be an active process rather than a passive one because of all the cognitive processes that happen simultaneously during a listening situation, e.g., during a conversation or viewing a film. In fact, given the relatively recent research on speaking and listening skills, listening to an English text might contribute to language learning, such as learning “chunks” and expanding vocabulary (Rost, 2014). Even though listening is an active process, that does not make it as generative as writing and speaking, as listening does not provide any production of knowledge. However, according to Nation (1997), the production of English products by Norwegian pupils can be considered deliberate language learning (see Figure 2) and, therefore, should be prioritized for English lessons.

Some research has suggested that it is possible for pupils to learn a word in their L2 before L1 as long as the word can be presented in the correct setting and visualized as it can be when using English texts cross-curricularly which supports the idea that the cross-curricular use of English texts can contribute to language learning (Cameron, 2001). The use of film is literary visualization, and the use of English texts in Social Studies class where the two subject’s themes connect can be the correct setting. Moreover, When choosing which topic or visual English texts to employ, one needs to take into account a number of things, for instance, to what extent it is compatible with the pupils' conceptual level and whether the teaching material offers meaningful input (Helman & Burns, 2008) (Nation & Yamamoto, 2012), and as a bonus, the possibility of language acquisition (Ellis, Brewster, & Girard, 2002). However, the correct setting and meaningful input are determined by the primary subject should one choose to use English texts cross-curricularly, and everything language learning associated with comes secondary.

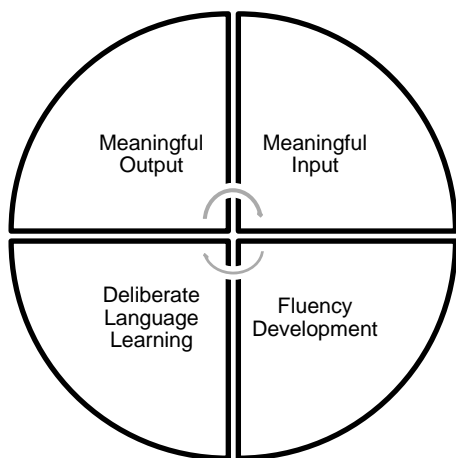


Figure 2: Created with inspiration from "THE FOUR STRANDS" by Paul Nation, 2007, *Innovation in Language Learning and Teaching* 1(1), pp 2-13, (Nation, *The Four Strands*, 2007)

The idea of meaningful input is mostly associated with Nation's (2012) four strands of learning (see Figure 1). Nation proposes that using these strands in unison contributes to a more balanced lesson and, thereby, a greater learning outcome. It is difficult to implement the Meaningful output and Deliberate Language Learning aspects of the four strands mainly because it is difficult to justify both deliberate L2 learning and meaningful L2 output during a lesson that is reserved for another subject. (Unless you are exercising *content and language integrated*

*learning* (CLIL), a teaching method that will be further elaborated upon later in this paper). Therefore, meaningful input and fluency development are most relevant when it comes to the cross-curricular use of English texts in Social Studies because they focus on learning language receptively. Although Nation's theory of four strands is mostly centered around language learning, it is based on principles and approaches which are transferrable to cross-curricular use of English texts (Nation, 2007). Nation categorizes these principles and approaches under something he refers to as a *commonsense approach* (Nation, 2007, pp. 1-2). One such principle is the time-on-task principle which can be explained as; you are more likely to become better at something if you spend time doing it (Johnson, 2017). Supplementing this commonsense approach is the notion that each basic skill of a language has some unique features that need special attention. Additionally, each skill can be broken down into smaller features, for example, in regards to listening skills and formal and informal use of English texts both for meaningful input and fluency development.

The LK20 highlights the necessity for pupils to learn communicative English. This proposes that teachers should consider spending more time on language fluency rather than accuracy. Accuracy is how grammatically correct one's speaking and writing skills are, while fluency is how effectively and smoothly one can communicate their ideas and thoughts in an understandable

manner. A pupil's level of accuracy is easier to assess because a word is either pronounced correctly or incorrectly or either the subject has the correct or incorrect placement in a sentence, and as such, has been weighted heavier when it comes to teachers' didactic choices (Fox, 1994). However, one could argue that fluency and accuracy are two sides of the same coin<sup>3</sup> and, therefore, should be given equal attention. Nevertheless, as Nation points out, for meaningful input to have a notable effect, the pupil needs to be exposed to a large amount of time-demanding input (Mayer & Moreno, 1998). One way of achieving this balance is by using English text cross-curricularly to develop fluency (since fluency development involves all four basic skills) rather than focusing on developing accuracy in the English subject's designated time.

Serendipity or serendipitous learning happens by “happy accident” or as a byproduct of other activities (Rashid, 2018). The term serendipitous learning is introduced in Bernardini's (Bernardini, 2004) research on the use of corpus and Data-driven learning to promote language learning. Bernardini's theory is that making the student use corpus exploratively or, as he puts it, making the learner the researcher shifts language learning away from deductive to inductive learning. This means that the pupil learns language through their discoveries.

Although Bernardini's research was about using corpus for language learning, the principle of serendipitous learning is still transferable to other didactic and pedagogical practices. After all, the problem of assessing if learning has occurred is still widely discussed within academia, as there is still no definite answer to how humans learn. Therefore, the argument that some learning situations or “eureka” moments might just be incidental or serendipitous is valid and relevant for the cross-curricular use of English texts in Social Studies.

Bernardini writes, “Language learning in a schema perspective is a process that involves the development or adjustment of real-world knowledge structures or schemata appropriate to the target language culture, and the matching of these with relevant pragmatic and linguistic schemata” (Bernardini, 2004, p. 17). This could be viewed as quite the argument for implementing English texts cross-curricularly in other subjects, especially in Social Studies. Since Social Studies and, to some degree English in upper secondary school do develop

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<sup>3</sup> As a high degree of accuracy usually leads to a high degree of fluency and a high degree of fluency usually leads to a high degree of accuracy.



schematas about the real-world structure, integrating English texts might enhance the pragmatic and linguistic schemata of the pupils as they have to decode and integrate the English texts into real-world knowledge structure schemata.

As mentioned, Bernardini favors inductive learning processes, forcing pupils to participate more actively. This is also in accordance with the LK20's core curriculum, which encourages teaching and learning to help develop pupils' creative and explorative nature (UDIR, 2020). Bernardini writes: "Language learning may be viewed as an inductive process in which meaning and form come to be associated." (Bernardini, 2004, p. 17). This is relevant for the thesis of this paper as it suggests that language learning is not only about learning the form or rather the system of a language but an equal part of learning the meaning behind the language. This also follows the multimodality theory, which considers all the communicative aids humans use to achieve meaningful communication. Implementing English when working with something meaningful, often associated with Social Studies (inequality, politics, discrimination, etc.), might give room for serendipitous language learning.

Bernardini continues: "Hopefully, in time, they appreciate that discoveries are often made when least expected, and those serendipitous findings may be rewarding and encouraging in (language) learning." (Bernardini, 2004, p. 17). Granted this quote is about some students at the university level being reluctant to use the digital corpus for their language learning, but it might be relevant for teachers who will not even consider using English texts in their lessons. As serendipitous learning is learning that occurs as a byproduct of other activities, using a variety of different tools and approaches in lesson planning might lead to this phenomenon taking place.

Combining Bernardini's theory of serendipitous learning with implicit language learning theory then, some solid reasons for using English texts cross-curricularly begin to form. Implicit learning theory refers to "[...] special forms of learning that take place without the involvement of the conscious mind and often take place casually and without a specific learning intention." (Wang, 2020). Implicit learning theory is therefore relevant for this paper as it mostly concerns itself with the informal use of English texts cross-curricularly in Social Studies and, through these texts, implicit language learning. However, some studies have suggested that implicit learning is an effective pedagogical tool when it comes to language learning (Zenghao & Qigeng, 2002) (Bialystok, 2006) (Schneegass, Kosch, & Hussmann, 2019). Criticism of this theory is that it is

difficult to pinpoint exactly what aspects of implicit learning which are especially effective since implicit learning is a series of psychological phenomena (Wang, 2020). However, both theories claim that knowledge gained unconsciously can later be called upon, which makes the idea of using English texts cross-curricularly more persuasive as language skills learned serendipitously and implicitly through this method can benefit the pupils in the English subject and Social Studies.

The activity of using English texts cross-curricularly can be considered translanguaging. The theory was first introduced by Cen Williams (Lewis, Jones, & Baker, 2012) and later given the name translanguaging, and “[...] was constructed as a purposeful cross-curricular strategy for the planned and systematic use of two languages for teaching and learning inside the same lesson” (Conteh, 2018). This is relevant for this paper as the thesis is in direct accordance with what translanguaging is about.

Theories of language learning as an active process rather than a passive ‘thing’ has led to the term *linguaging* (language as a verb), which is using language to create meaning and solve complex problems. Translanguaging challenges the customary belief of language learning as static bound but rather a dynamic process order (Pennycook, 2010). To solve complex problems, we cannot just use L1 or L2 but rather a mixture of two or more languages. By calling upon our linguistic interdependence and common underlying proficiency (Cummins, 2001), one could potentially realize the benefits of transfer for language learning (Conteh, 2018).

Furthermore, translanguaging has, to an increasing degree, come to describe multilingual interaction in both spoken and written interaction (Garcia, 2009) (Blackledge, Creese, & Takhi, 2014) (Canagarajah, 2011). This is important for the modern multilingual and multicultural classrooms, which are increasingly more common in Norwegian upper secondary schools because the LK20 describes adaptive teaching. Since every pupil is entitled to teaching being adjusted to suit their needs, this would also include different interactions with language, as it should not be assumed that every pupil in the Norwegian school’s system is fluent in Norwegian. In this sense, using English texts cross-curricular in Social Studies might help pupils with minority backgrounds become more competent in Social Studies while at the same time helping Norwegian pupils become more proficient in English. This might seem like a stretch, but this

theory might be valid as there have been observations of English being the language used for play among children, especially from multicultural backgrounds (Törngren, 2023)

Even though translanguaging is growing in popularity as a pedagogical practice (Mertin, Bosch, & Daignault, 2018), as Cummins (2008) points out, languages are kept separate through language policies, curriculum, and assessment criteria. This notion is consistent with what has been discussed in this paper in section 2. However, more research and investigation are needed before it can be considered a reliable pedagogical tool, but a possible practical application of translanguaging theory would be something like CLIL.

CLIL stands for *Content and Language Integrated Learning* and proposes teaching pupils content in a subject such as History, Geography, and Social Studies through a foreign language (Fremmedspråksenteret, 2020). At its core, CLIL is about teaching content through a foreign language. As you use language to talk about an idea, the idea and the language communicated become a part of you simultaneously. This applies to the cross-curricular use of English texts, as the use of English text is to supplement the topics and ideas of the main subject in such a way that enriches it, like, for example, Social Studies.

Those who practice CLIL wish to integrate language and content learning have received some criticism, for example, from Moore and Nikula (2019), who argue that the integration that CLIL is attempting is complicated and nuanced and does not consider the matter of merging the language resources involved. Additionally, teachers utilizing the CLIL method plan their lessons and approach learning to scaffold differently than Natural Science and Social Studies teachers (Mahan, 2020).

In a study on scaffolding in CLIL, Mahan investigated how three Norwegian teachers who use the CLIL method use scaffolding to support learning for second language learners. Twelve 11<sup>th</sup>-grade lessons in Social Studies, Natural Science, and Geography) were filmed, and the tape was decoded to identify scaffolding strategies. Mahan writes on the results of the finding: “There are clear differences between how CLIL and ELL teachers scaffold. The homogeneity of CLIL teachers and students allows them to scaffold the comprehension of material better since they have similar points of reference. However, these teachers show less evidence of scaffolding the solving of tasks” (Mahan, 2020). Meaning that it is possible that CLIL suffers from the same

problem as cross-curricular work, which is a lack of a framework of which to create a scaffold around.

Despite this criticism, CLIL still has sustainable research suggestions that the CLIL method is still beneficial for helping pupils develop more oral competence (Agudo, 2019) and reducing stress and anxiety in foreign language learners (De Smet, 2018), and as such, could prove to be a useful teaching method in English didactics in Norway going forward.

## **2.2 PREVIOUS RESEARCH**

### **2.2.1 Cross-curricularity**

The idea of cross-curricular teaching has been researched for many years. Mathison and Freeman (1998) did a study where they performed a literary analysis of over 150 documents and interdisciplinary studies in order to explain the logic behind cross-curricular teaching. They did not research whether or not cross-curricular teaching was more or less beneficial than other didactic or pedagogical methods, but simply that cross-curricular teaching was a reasonably sound practice.

They concluded that the studies and documents they studied advocated for “connected rather than separate disciplines,” which led to “active inquiry rather than passive rote learning” and an authentic, student-centered curriculum instead of a discipline-centered one (Mathison & Freeman, 1998, p. 22).

However, they also highlight that since the curriculum is a political document and that “[...]pragmatic concerns are paramount in determining the nature of what is taught and how in schools (p. 23)”, choosing which definition to base the curricula on provided different challenges. This is because each definition differs in how they view the “relative importance of disciplinary knowledge”, “the role of the teacher in the classroom,” and the value of personal empirical experiences and epistemology (Mathison & Freeman, 1998, p. 22).

Although Mathison’s and Freeman’s study was centered around the US K-12 curriculum from 1998, we can see the very problem of irregularities in educational practice guidelines occur in the Norwegian LK20. The LK20 bases its entire notion of cross-curricular work on an “interdisciplinary” level without referring to exactly what this entails or how this is to be

conducted pragmatically, a concern which, according to Mathison and Freemann, is paramount. As discussed in section 2, LK20's definition of cross-curricular teaching comes with its challenges and problems. At the center of these challenges, it seems like the development of the LK20 was undecided on how the curriculum should provide freedom of method for teachers while at the same time acting as a guideline. Mathison and Freeman point out that this is a balancing act "This distinction between practical matters of curriculum/teaching and content/epistemology is not meant to diminish either" (p. 22). However, studies in Norway on how Norwegian teachers practice cross-curricular teaching shows that there are huge variables to what extent this is being done.

Additionally, Mathison and Freeman relied on definitions of disciplines in order to choose which definitions of interdisciplinarity they wanted to base their research on. It is important to note that this relates back to 'disciplines' referring to fields of study researched in higher academia ( see section 2). This notion seems to have been carried on to contemporary tradition in Norwegian academia as the research project BRIDGES uses the same terminology (University of South Eastern Norway, 2020).

BRIDGES is a collaborative project between two Norwegian institutions, INN and USN, with the purpose of "[...] bridging the gap between academic disciplines and school subjects" (University of South Eastern Norway, 2020). According to the information provided on the project's website, there are two goals for this project. Number one is to develop and systemize cross-curricular education in the higher education of teachers, and number two is to strengthen and further develop the cooperation between the education of teachers and the schools in interdisciplinary topics. The latter of which seems to be very much needed as there is no explanation in the LK20 as to how cross-curricular work is supposed to take place.

It seems to be two main practices regarding cross-curricular teaching in the Norwegian education system. The first one is the cross-curricular teaching of the core curriculum, and the second is the cross-curricular teaching of two or more subject curriculums, where the latter seems rarer than the former and will also be the focal point of this paper. However, how cross-curricular teaching is supposed to be practiced is not made clear in the LK20 and is therefore open to interpretation, as Dagsland discusses in his paper (UDIR, 2020) (Dagsland, 2021) and in the interim report (Karseth, Kvamme, & Ottesen, 2022).

Through interviews with 12 different primary schools, Dagsland discovered that the overall interpretation of what cross-curricular teaching entails is when the subjects integrate and intertwine. However, each teacher's practice of cross-curricular teaching varied in both degree and practice, even though the teachers seem to have a common underlying understanding of what cross-curricular teaching is. Furthermore, Dagsland interviewed these teachers focusing on the three interdisciplinary topics, meaning that these answers do not cover the full spectrum of what cross-curricular teaching could be. Dagsland argues that this is because, as previously stated, cross-curricular work as a pedagogical approach is not clearly defined in the LK20 (see section 2.2 ) (Dagsland, 2021). This is positive and negative, as a variation within Norwegian schools' educational execution can lead to a variation in educational consistency and worst-case quality. This point is further expanded upon by Bolstad (Bolstad, 2021) , who claims that cross-curricular teaching does not necessarily contribute to pupils' “ in-depth” understanding, which is a priority in the LK20 (Bolstad, 2021) because they do not see how the subjects connect. However, Dagsland's findings are only reported findings, and therefore their validity might be uncertain as the findings rely on the informant's knowledge of cross-curricular teaching, which seemed to vary.

These two arguments suggest that finding a definite answer to the question of Norwegian upper secondary school teachers teaching English cross-curricular might be problematic as it is already difficult to uncover whether Norwegian teachers even teach cross-curricularly at all.

### **2.2.2 Norwegian pupils' English skills**

It could be argued that the thesis of this paper is based upon the assumption that Norwegian upper secondary school pupils' English skills are high enough for cross-curricular use of English texts to be valuable. This section would argue that this might be the case as Norwegian pupils seem to be proficient English language users, which will be discussed in this section. However, it seems like there is a shift in Norwegian pupils' English skills level and that the classification of English as a language in Norway is in transition.

Since 2016, UDIR has monitored the result of 5<sup>th</sup>-grade national test scores and found that there has been a steady increase in pupils producing in English at the highest level (Waksvik & Mejbo,

2022). Simultaneously there is an increase in pupils' English production at the lowest level and a decrease in pupils' English production at the middle level. In a 2019 study on teaching English reading skills, Stuvland (2019) found that half the teachers (out of 2.003 teachers) reported that adapting the teaching to the different pupils without knowing their predisposition to English made it difficult to teach English reading skills. Only a quarter of the teachers reported that they were differentiating the teaching to a satisfying degree. Although this is a study on the primary school level, some studies suggest that the varying extremes of English skills are a continuous problem in lower and upper primary schools.

English education in Norway is generally considered high-quality (Simensen, 2010). In fact, in some cases, Norwegian pupils performed better in English (L2) than in Norwegian (L1). In her Study, Brevik (2016) found that of 11 331 first-year upper-secondary pupils, 463 scored the highest in English reading skills while at the same time scoring the lowest in their Norwegian reading skills. The follow-up interviews in this study found that one possible reason was that the pupils interacted with the English language outside of school through social media, entertainment, and gaming. While this is helpful for English education overall, this might incite some problems for Norwegian students' English skills.

One problem, for example, is the informal format of English to which the pupils are exposed. The LK20 dictates that the main purpose of English education is to teach communicative English, and while it is accepted to use informal English when communicating orally, communicating in academic writing usually demands the use of formal English, which means that the teaching of formal English might be given priority in the future.

Another problem is that although Norwegian upper secondary school pupils can grasp the English language more than the teachers believed, the pupils do not always make this clear in the classroom. In the interview from Brevik's study, the pupils make it clear that while they understand almost everything that 'goes on' in the English lessons, they chose not to act or make this known because they are uninspired and do not care to participate (Brevik, 2016). There could be many reasons for this, but two might be personal development issues (Hornstra, Bakx, Mathijssen, & Denissen, 2020) and a failure by teachers to motivate the pupils, or perhaps a combination of the two.

In her master's thesis, Sørensen (2017) a study on how teaching is adapted to 'gifted' students in order to provide them the opportunity to reach their full potential. To answer this question, Sørensen collected data through a survey with over 16.282 'gifted' pupils from grades 5- 10, in other words, from primary to lower secondary school, participating. The pupils were asked to answer 23 questions regarding their skills, motivation, work ethics, and attitudes toward the subjects Mathematics, Norwegian and English. Additionally, over 95 primary and lower secondary schools participated in the survey by having the contact teachers complete a questionnaire where they rated the previously mentioned pupils on the same questions and by doing this, Sørensen hoped to collect data that reflected reality instead of theoretically reported practices.

She concluded that although most pupils producing at a high level enjoy being at school, they are mostly bored during the lessons. Sørensen argues that this is because of a lack of adaptive teaching through different and varied methods. Therefore, in agreement with Breivik's study, using English cross-curricularly could be one way of differentiating teaching. That is not to say that this differentiation is only suitable for 'gifted' students, but adapting teaching might include more pupils. Since all pupils are individuals in the eyes of the LK20, it might be difficult for teachers to pinpoint exactly what each pupil needs to reach their full potential. This is only natural since the teachers do not always know the complete background of each pupil nor their predisposition to each subject, which is a problem in any classroom, particularly in the multicultural and - lingual classroom.

Based on the research and studies provided above, one could argue that Norwegian pupils' English skills are, in fact, adequate for benefiting from cross-curricular use of English texts, but they might not demonstrate this during class. Furthermore, it seems like pupils from a very young age are in contact with the English language outside of school and, in general, are becoming more proficient English language users (Rindal & Brevik, 2019).

Many terminologies refer to English teaching and learning in Norway. English as a second language (ESL or, in other contexts, L2), and English as a foreign language ( EFL) are some of



these terminologies, to name a few. However, some would argue that the English language in Norway is transitioning from a foreign language to a second language, and thus the term EFL might be outdated. Some argue that the use and function of the English language by its users in contemporary Norway have far exceeded what can be expected of a foreign language's function in a nation. Rindal and Breivik agree with this notion, as they write:

*“Norwegians learn English from their first year in school, developing English literacy alongside Norwegian literacy, and English is a mandatory subject for 11 years, with its own curriculum separate from the foreign languages also taught in school. There is also considerable exposure to English outside of school, and the revisiting of the doctoral theses in this volume shows that Norwegian adolescents read English, listen to English, and interact in English, especially through digital media. (...) To some extent, English seems to be “used within the speaker’s community (country, family) and thus forms part of the speaker’s identity repertoire” (Rindal & Breivik, 2019)”.*

English is used and practiced regularly by Norwegian pupils in school and outside of school in their spare time. They interact with English to such a degree that it becomes a part of their identity, as language is about who we are and what we do (Gee, 2015, pp. 145-165). This speaks to the notion that it might be time to change our definitions of teaching and learning English in Norway to terminology more suited to the role the English language plays in contemporary Norway. However, this might be a complicated task.

In contrast with post-colonial countries such as Nigeria or India, English is not officially considered a second language in Norway (Rindal & Breivik, 2019) given that Norway does not share the history of colonialism. Therefore, English has not become a local or second language in Norway, unlike in post-colonial countries where English became a second language, although sometimes through force, discrimination, and racism. Thus, the terminology of learning the English language in Norway is *in transition* as the present discourse debates whether Norwegian's English skills are high enough for English to be considered a second language.

Since Norwegian pupils' English skills are relatively high and might even be higher than teacher's impressions, and the fact that Norwegians could be considered to be bilingual given the state of the English language in contemporary Norway, one could argue that Norwegian pupil's English skill is high enough for cross-curricular use of English texts to be valuable.

### **2.2.3 Variables and Gaps in Research**

There seems to be a gap within Norwegian academia in studies concerning themselves with different degrees of cross-curricular teaching. There could be many possible reasons for this.

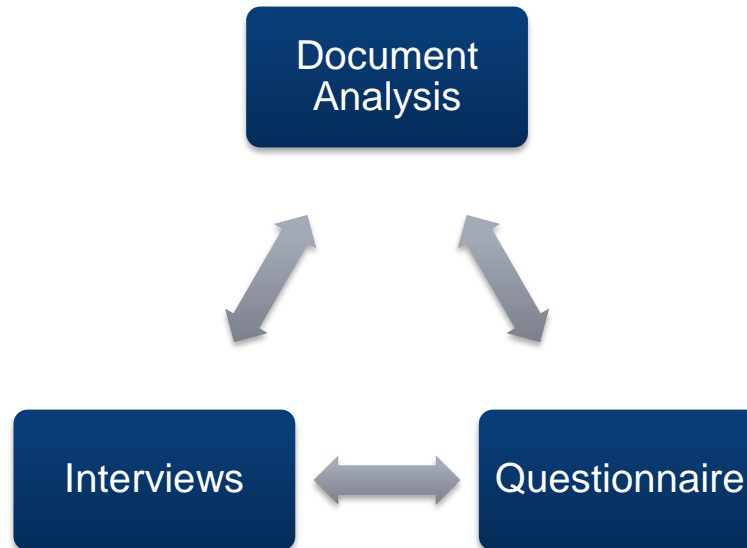
Based on the formulation of cross-curricular teaching in the LK20, one reason could be that it is confusing how to do a study on this topic. The LK20's formulation of cross-curricular teaching is extensive, long, and tiresome while at the same time being ambiguous and unclear (see section 2). Thus, studies on cross-curricular teaching as defined in the LK20 tend to revolve around one of the three interdisciplinary topics and usually around trans-disciplinary projects (see Figure 3), as we can see in the studies provided in section 2.2.

Another reason, granted maybe an extension of reason one, might be, as Mathison and Freeman highlighted, that since there are so many definitions and terminologies within the field which often contradict one another, the undertaking of attempting to do a study within the field might be tiresome and quite energy demanding. Hopefully, there will be more studies and projects, such as BRIDGES, to help clear up some of the problems surrounding this topic.

### 3 METHODS AND MATERIALS

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The gathering of data will be a hybrid of data- and investigator triangulation with three qualitative research methods (Repstad, 2019) (Tjora, 2017). The reasoning behind this choice is to establish a scientifically sound foundation of raw data that supports each other and, as a result, improves the validity and reliability of this paper's conclusion.



*Figure 3: A visualization of the process of triangulation conducted in this research.*

Given that the different research methods require individual care and attention to secure reliability and validity, meet the NSD privacy requirement, and maintain the researcher's integrity by being mindful of and addressing the ethical concerns and limitations, each of these topics will be discussed in the respective research methods sections.

### **3.1 QUALITATIVE RESEARCH**

#### **3.1.1 Research question i: How does the LK20 describe the cross-curricular use of English texts?**

Document analysis was used in this paper to analyze the LK20's description of Social Studies, English, and cross-curricular teaching for two reasons. Firstly, to build a theoretical foundation upon which the interview guide and questionnaire rests, and secondly, to discuss and reflect on the interviews' results to reach an interesting, reasonable, and meaningful conclusion. This paper will use a variety of texts and documents, given the magnitude of the master's and the complexity of the thesis, to attempt to address all the nuances of the paper, but the document analysis will be reserved for this research question.

The LK20 is a document available to the public, developed by the Norwegian government. It is meant to serve as a tool to guide the educational content of Norwegian kindergartens and primary and secondary schools as well as to function as regulations for the Norwegian Education act.

#### **3.1.2 Research Question ii: How do teachers report their experience with cross-curricular use of English texts in social studies?**

I have decided to conduct two semi-structured interviews to answer this research question. The interviews will be conducted in person, collecting data through a professional conversation with two upper secondary school teachers, one teacher with and one teacher without English as a teaching subject, recorded by the application “*Nettskjema-Diktafon*” and uploaded to an online form approved by the Inland Norway University of Applied Sciences. This is to see if secondary school teachers who teach English tend to use English texts cross-curricular more than secondary school teachers who do not. It is also interesting to hear the different perspectives and attitudes towards using English cross-curricular in an educational context and towards English language learning in general because of the English language possible new in-transitional status in Norway and different usages of the English language by different teachers. The informants were acquired through common associates. Prior to the conduction of the interviews, an application was sent to NSD for permission to conduct the interview and to conduct them in such a fashion which is described in this section. No inappropriate or unjustifiable handling of the informant's information and privacy was undiscovered, and therefore, the application was approved.

While the interviews are mainly meant to answer the second research question, some of the interview inquiries touch on the other research questions because of the research questions' connection with the thesis. It is also interesting to hear the different perspectives and attitudes towards using English cross-curricular in an educational context to teach Social Studies and towards cross-curricularly learning. Ideally, the subjects will be an equal mix of teachers with and without English as a teaching subject to see if secondary school teachers who teach English tend to use English texts cross-curricular more informally than secondary school teachers without.

Formulating an interview guide is no easy feat, as there are many conditions, one must address to collect reliable and valid results. Some of these conditions might be; is the question unambiguous? Are the questions leading? Does the question have special knowledge or information that the informant might not have? etc (Dalen, 2011, pp. 26-28). The interview structure is designed according to the "funnel principle". This means that the questions begin more generally and decrease the formal tension between the interviewer and the informants before "funneling" the questions toward the specific answers you seek (Dalen, 2011, pp. 26-27) (Tjora, 2021). Questions 9-13 in this interview guide are directed toward answering the second research question mentioned above. Since answers tend to create more questions, I have divided the research questions into smaller questions in order to reach a satisfying answer to the research question. Questions 5-8 touch upon the first and third research questions mentioned above while subsequently (and conveniently) acting naturally as funneling questions. Question 14 concerns itself with the teaching method CLIL. As this relatively new teaching method will be explored as a possible cross-curricular teaching method, hearing a professional teacher's opinion on this could prove useful for the paper.

Below is the interview guide used in the interviews, as well as the justification and reasoning of each question.

1. *How long have you worked as a teacher? Follow-up question; What level are you teaching at? What subjects do you teach?*

This question establishes the ethos of the informant and enhances the research's reliability and the data's validity. This question also begins the «funneling» process.

2. *There was a joke in a book I once read, from Munden, about four different kinds of teachers when planning lessons. There are the teacher's room planners, those who plan the lesson over a quick coffee break. The corridor planners plan the classes in the corridor on the way to classes. Spontaneous planners are those who don't plan their lessons until they are in them. There are also the "hallelujah" planners who don't believe in planning but trust in divine intervention for what the lesson should be about. What do you think of this theory?*

This question was intended to help build a relation between the informant and interviewer and decrease the unsurprising tension in such situations. It served no investigative purpose but provided a great segway into the more specific answer-seeking questions.

3. *When you plan the lessons, is it a challenge to see whether the lesson fulfills or allows the pupils the opportunity to achieve one or any of the competence aims?*

When planning a lesson, a teacher needs to ensure that the didactic and pedagogical practices utilized are anchored in relevant theory and that the lesson allows the pupils to work with one or more of the curriculum's competence goals. Introspectively speaking<sup>4</sup>, a teacher can usually touch on multiple competence goals at once, not only in each subject but also in the core values (basic skills) and interdisciplinary topics. According to the LK20, the subjects are “[...] closely linked and are to be used together”. It would be safe to assume that some of the competence goals for each subject might be transferable, meaning that they could be relevant for other subjects, which at its core is what makes up cross-curricular teaching. This, in turn, is relevant for this paper as it concerns itself with cross-curricularity.

Therefore, this question aims to first establish how teachers work with a plan with consideration to competence aims in their subjects before funneling the questions towards the mixing of competence aims from different parts of the curriculum.

4. *What do you emphasize most (give the highest priority) when you choose which pedagogical and didactic aids you will use in social studies lessons? Provided examples if the informant needs it. E.g*
- *Multimedia principle*

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<sup>4</sup> Since the author of this paper is a Lektor Student and have had interships at different schools.

- *In-depth learning*
- *Cross-curricular learning.*

With regards to the thesis of this paper as well as the research question for these interviews, using English texts cross-curricularly as they are defined in the LK20 can relate to many relevant pedagogical and didactic theories, amply provided in section 2.1. Therefore this question seeks to make the informant produce an introspective answer to what pedagogical and didactic aids they choose to prioritize in their teaching before disclosing whether or not these aids are relevant and contribute to answering the research question and, by extension, the thesis.

5. *In your opinion, how is interdisciplinary work outlined by the LK20?*

Thus far, The questions in this interview guide have focused on establishing the relation between informant and interviewer, funneling, and their thoughts toward Social Studies. This is where the thesis-specific questions begin.

Clear communication and avoiding misunderstandings are key to achieving meaningful communication (Wittgenstein, 1999). As with writing an academic paper, one must first establish a theoretical framework in order to create clear communication and acquire the answers you seek. Therefore, to answer the research question, the teacher can provide their thoughts and reflections on what constitutes cross-curricular work as outlined by the LK20.

6. *What is your impression of interdisciplinary work as outlined in the teaching plan LK20?*

This question might at first glance seem like a repetition of question 5, but it has an important difference. Question 5 asks for the informants' opinion on how cross-curricular work is outlined by the LK20, whereas question 6 asks how this transfer from theory to practice. The question asks if the theoretical formulations of what constitutes cross-curricular work in the LK20 is effective for a teacher to base educational practices, or at least if the informants' impression of the formulation is positive.

7. *Is this (how the LK20 formulates interdisciplinary work) something that can lead to a greater/lesser challenge (dependence on answers) in interdisciplinary work when it comes to planning lessons intending to achieve the competence aims?*

As thoroughly outlined in section 2, the LK20's formulation of cross-curricular work is heavily debated. Therefore, one could argue that this question is leading the informant as it seems to presuppose that the LK20's formulation of cross-curricular work leads to a greater challenge for teachers since the paper has already problematized this topic.

However, the question do not inherently possess any negative attitudes towards the LK20's definition of cross-curricular work but rather allow the informants to provide their attitudes based on their previously introspective answers from questions 5 and 6.

Furthermore, question 7 brings back the matter of integrating multiple competence goals into lesson planning; only this time, in accordance with the funnel principle, the question targets the more relevant answer for the research question and thesis. Namely integrating competence aims concerning the LK20's outline of cross-curricular work.

8. *Have you worked with any of the subjects you teach interdisciplinary (projects, subject days, and such?)*

This question is asked for two reasons. Firstly, to uncover if the conviction that most cross-curricular work done at schools is done through big projects is true, and secondly, to uncover how knowledgeable the informants are about different degrees of cross-curricular work. As mentioned in section 2, it is difficult to conduct research on a topic of which the informant might not be satisfiably knowledgeable because of shortcomings in governing documents and guidelines.

9. *What was the goal of this project? How was your experience with this?*

As the schools themselves need to interpret how they want to practice cross-curricular work, it is interesting to know what their experiences are and what the goal of the project was. As previously explained in section 2, the competence aims for each of the interdisciplinary topics is outlined in each subject, meaning that you do not need to collaborate or cooperate across the subject to practice interdisciplinary teaching. Therefore, when a school decides to work across subjects, it is interesting to know if this is mostly a positive experience, that all subjects are being given equal attention, and if interdisciplinary work is used as in assessment. If the project/projects are, in fact, being used as in assessment, then it might also be interesting to find out if every subject participating in the project has their competence aims satisfyingly met.



*10. Are there any subjects, even in which you do not teach, that you see as particularly suitable for interdisciplinary work? Any subjects that intertwine without much effort?*

As hypothesized in this paper, it would seem like English and Social Studies are more inclined to be used in cross-curricular work than most other subjects. Therefore this question is asked to find out if the informant shares the same sentiment without making the question leading.

*11. In your opinion, do English and Social studies mix easily with LK20's description of interdisciplinary work and the competence targets in both English and social studies? (Communicative English, Listening skills, The History of the world and the English language, intercultural competence)*

If the informant does not answer “English and Social Studies” in question 10, not necessarily in that order, then question 11 is a follow-up question to again attempt to uncover whether or not the belief that English and Social Studies mix easily is, in fact, a valid one.

*12. Have you ever used English texts in social studies informally? What I mean by that is, have you ever used English texts without the focus being on the content of the text, but the texts just happen to be in English?*

Given that this paper mostly concerns itself with the lowest level of cross-curricular work ( see Figure 3), this question seeks to answer if the informant has practiced multi- or intra-disciplinary teaching with or without knowledge about it. If the answer is yes, then question 13 is an immediate follow-up question.

*13. Do you see the informal use of English texts in social studies as interdisciplinary work? Why/why not?*

As mentioned many times in this paper, and will be mentioned many times more, since the interdisciplinary topics section of the LK20 is unclear and vaguely outlined, some teachers might not consider the cross-curricular use of English texts in Social studies or any other subject as cross-curricular teaching at all.

*14. Why do you choose to use English texts rather than Norwegian texts?*

This question is meant to uncover whether or not the use of English texts is mostly a matter of convenience or if there is something special about English texts which makes them more attractive than Norwegian ones.

*15. In your opinion, are there any potential language learning benefits to using English texts informally cross-curricular?*

After a mock interview, it became clear that there were no questions regarding the potential language learning benefit of cross-curricular use of English text. Although maybe minimal, with the limited time frame at a teacher's disposal, anything helps, and as such, this question was included to uncover whether or not teachers think there is some language learning to be had from the cross-curricular use of English texts.

*16. Have you had any experience or heard about the teaching method CLIL? ( if not I explain what CLIL is). Is this something you have any opinion on? Do you think this can be useful for Norwegian students or teachers?*

As explained in section 2, CLIL might be a great way of implementing cross-curricular teaching in Norwegian upper secondary schools. Listening to some informants' ideas about the teaching method and how it might be used in Norwegian schools might support or criticize this notion, but it will still be valuable information nevertheless.

### **3.1.3 Research question iii: How do Norwegian upper secondary school students view the cross-curricular use of English texts cross-curricular in social studies?**

To answer this research question, I have decided to use the quantitative research method cross-sectional survey collecting data through a questionnaire for self-completion with the population of one or more Norwegian upper secondary school classes. The survey seeks to uncover how upper secondary school students feel about using English texts in Social Studies classes. This is relevant to discuss whether the cross-curricular use of English texts is a method to pursue or not and, consequently, how it might be improved.

The questionnaire uses a mix of measuring instruments (Ringdal, 2018, pp. 198-205) in order to answer the research question; *How do Norwegian upper secondary school students view the cross-curricular use of English texts cross-curricular in social studies?* The reason for this is that

every question cannot be answered in the same way, and thus different methods of answering should be provided for the participant to fit the nature of the question. The questionnaire is like the interview guide, also designed after the “funnel principle” (Dalen, 2011, pp. 26-27) (Ringdal, 2018, pp. 198-205).

Question 1 is meant to decrease tension and establish a theoretical framework for the informant of what an English text entails, as this term means many things in the LK20. Questions 2 and 3 are assessment questions with a linear scale for the informant to assess their basic English skills. Question 4 is a closed multiple-choice question about the informant’s behavior outside of school. This question seeks to answer how often the informant is in contact with the English language outside of school. As suggested by Brevik’s research (Brevik, 2016), while the students might understand almost everything that “goes on” in the English lessons, they choose not to act or make this known because they are uninspired or do not care to participate, which again speaks to cross-curricular use of English texts as discussed in section 3.5.3.

Questions 5 and 6 are “funnel” questions meant to direct the questionnaire toward the more specific research questions. Question 5 is a closed multiple choice question, while question 6 is an open free-text question, but they both ask about the cross-curricular use of English texts and their general opinion on it. Questions 7, 8, and 9 follow the same format as questions 5 and 6; however, the questions are now about using English texts in Social Studies and the informant’s positive and negative opinions on this.

A mock survey was conducted in an Norwegian upper secondary school class to test if the questionnaire asked the right questions to collect the data it aimed at. In the aftermath of this mock survey, several changes were made.

Firstly, in questions two and three, where the pupils are asked to rate their overall basic English skills (listening, speaking, writing, and reading), they rate themselves on a scale from 1-5. This was changed in the final version of the questionnaire to a scale from 1-6 to better match the Norwegian lower and upper secondary school grading system. The reasoning for first arranging the scale from 1-5 was not to allow the participants to choose the “safe” choice and rate themselves on the medial (as five is an odd number) but rather truly consider at what level their

English skills are. However, this seemed unnecessary as allowing the participant a wider scale to rate their impression of their English skills allowed for a wider collection of data; additionally, it seemed fruitful for the paper, given the formulation of the thesis, to have a scale system which correlates with the assessment the pupils receive on their produced English works as they could simply pick the same number as their grades.

Secondly, the data suggested that there possibly was a necessity to have a Norwegian translation of the terminologies used in the questionnaire, as proven by this text response ( see below) from one participant;

- **In your opinion, are there any negative effects with using English texts in Social Science?**

- **yes, there are many hard and complicated word in science, and if we was going to know them in english as well, there would be even harder.**

Although some of the text response was substantial enough, most of the responses were meager and little satisfying ( see section 8.1.6). This might be because Social Science was a confusing term since it contained the word ‘science’ and therefore was misunderstood to be associated with one of the natural science subjects, as the text response above suggests. To counter this, some English terms were delivered with the Norwegian translation when they were first introduced, as this was considered to only positively impact the questionnaire regarding the validity and reliability of the data collected.

Thirdly, on the first question, which reads; *What is your favorite kind/kinds of English texts?* Two more potential answers were added, ‘gaming’ and ‘other’. Reportedly, gaming has become increasingly popular among people of all age groups, and most games can be considered an English text or a medium. It is also suggested in studies, as discussed in section 3.5.3, that one of the reasons boys reportedly perform better in English is because of their gaming hobby. Therefore, concluding it in the questionnaire as one of the multiple choice answers seemed natural.

The reasoning for choosing to add ‘other’ in the questionnaire is because, even though the questionnaire covers the most popular mediums, there are ‘other’ sources of English that can be

considered as mediums but attempting to name each one seemed like a waste of time. As a substitute, if the participant does not find their favorite kind/kinds of English texts in the list of mediums, then they can choose ‘other’.

Fourthly, on question four (see below), there was no alternative to answer ‘never’, meaning that the pupils are never in contact with English texts outside of school.

How often are you in contact with English texts outside of school?

Svar	Antall	Prosent	↕
Very rarely	0	0%	
Rarely	0	0%	
Sometimes	7	26.9%	
Often	11	42.3%	
Very often	8	30.8%	



This might seem trivial since one could argue that ‘very rarely’ is adequate. However, ‘never’ is nothing while ‘very rarely’ is something, granted very little, but still something, and therefore are opposites. The alternative of answering ‘never’ was not present in questions 5 or 7 either ( see appendices 8.6.1). It was decided that adding the alternative ‘never’ would not weaken the survey’s intended effect but rather provide a wider spectrum of collected data. Additionally, this might also provide insight into the possibility that some pupils might actively avoid English as never being in contact with the English language outside of school in contemporary Norway is difficult. Subsequently, the possibility of answering ‘never’ on questions 4,5, and 7 were included.

However, exempt from these four improvement potentials, the mock questionnaire provided interesting and meaningful results, which proposed that the questions provided the answers for answering research question iii and, by extension, the thesis.

The answers acquired through these research methods will be analyzed before critically discussing and contextualizing them through pedagogical- didactical- and other relevant theories and practices.

## 4 RESULTS AND DISCUSSIONS

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### 4.1 HOW DOES THE LK20 DESCRIBE THE CROSS-CURRICULAR USE OF ENGLISH TEXTS?

#### 4.1.1 In-depth and Cross-curricular teaching

The concept of In-depth learning was first presented in “Ludvigsenutvalget”, in combination with the term “flerfaglighet” (which later evolved into the term “tverrfaglighet”), and as such, is considered by some as an inspiration to the LK20 (2015:8, 2015) (Bolstad, Dybdelæring og tverrfaglighet, 2021). The LK20 describes how in-depth learning is supposed to develop: “By working with challenges in the subjects, the pupils will acquire knowledge about how they learn and develop in each subject. Deeper insight is developed when the pupils understand relationships between fields of knowledge and when they master a variety of strategies to acquire, share and use knowledge critically” (UDIR, 2020, pp. 5-6). This suggests that they will achieve in-depth learning by helping the pupils discover patterns and correlations between subjects through cross-curricular teaching. Furthermore, as a result of this, their overall problem-solving capabilities, as well as their explorative nature, will improve.

This claim is further supported by stating, “The curriculum in its entirety is the foundation for teaching and training, where the different sections are closely linked and are to be used together” (UDIR, 2020, p. 1). This supports the idea of using cross-curricular teaching as a tool to achieve in-depth learning by stating that all the curriculums for each subject in the LK20 are closely linked and, as such, should be considered as part of a whole. This is also where we see the first indication of how language could be utilized further both for language teaching and for the overall development of the individual. In section 1.2, “Identity and Cultural Diversity”, it is stated that “The teaching and training shall ensure that the pupils are confident in their language proficiency, that they develop their language identity and that they are able to use language to think, create meaning, communicate and connect with others” (UDIR, 2020, pp. 5-6). Since language plays a major role in our identity, about who we are and what we do (Gee, 2015, pp. 145-165), being able to create meaning, understand, and be understood in multiple languages could potentially contribute to the Bildung development of pupils. Thus, cross-curricular teaching between a language subject and a humanities subject might prove very beneficial for in-depth

learning. However, cooperation and collaboration between subjects are not explicitly encouraged but only “hinted” at in the core curriculum, as will be examined later in this section.

Moreover, there is no mention of cross-curricular teaching until you reach the interdisciplinary topics chapter in the core curriculum, although most of the core curriculum concerns itself with in-depth learning and seeing connections across various subjects. The only specific mention of cross-curricular work is the three topics mentioned in the core curriculum as “interdisciplinary topics”. The choice of using the term “interdisciplinary” can and should be discussed. The denotative meaning of the term “interdisciplinary” would be “interplay between disciplines” or “disciplines interacting with each other” and from this gain its innate meaning of “interdisciplinary”. Which one could assume is the reason for the term to be used in the LK20. However, this is an unorthodox definition since the connotative meaning of “disciplines” is often reserved for fields of study at a college or university level and not at a primary and secondary education level. The decision to use this term in the LK20 gets even more peculiar when one considers this is the only term in the LK20 with a connotative meaning referring to higher education. The LK20 uses the term pupils instead of students to refer to all “persons in learning” and teachers instead of professors to refer to all educators working in the Norwegian school system. The connotative meaning of students and professors is someone who learns and teaches at the university level, which is why using the term pupils and teachers is fitting for the LK20 since it is mostly relevant for primary and secondary education. The term “interdisciplinary” is the odd one out as it does not relate to primary or secondary education but rather to higher education. Social studies, English, History, and many other subjects in primary and secondary education are not considered as disciplines because of the generality of their competence goals and description in the curriculum. This is also a good time to mention that from years 2-10, the curriculum for Social Studies is called **Social Studies**, while in upper secondary school vg1/vg2, the curriculum changes the name to **Social Science**. There is no explanation in the curriculum as to why this change occurs, as the relevance and central values section of each curriculum shares many of the same explanations and descriptions (UDIR, 2020) (UDIR, 2020). This inconsistency, however, contributes to the LK20’s confusing use of terminologies and makes it difficult to conduct research on the matter as there is no way of knowing if teachers use the same word to mean the same thing— a problem that may lead to much unnecessary confusion.

Additionally, The term “interdisciplinary” becomes increasingly awkward when you look at the table developed by the University of Oslo, which offers a description of the different levels of cross-curricular education.

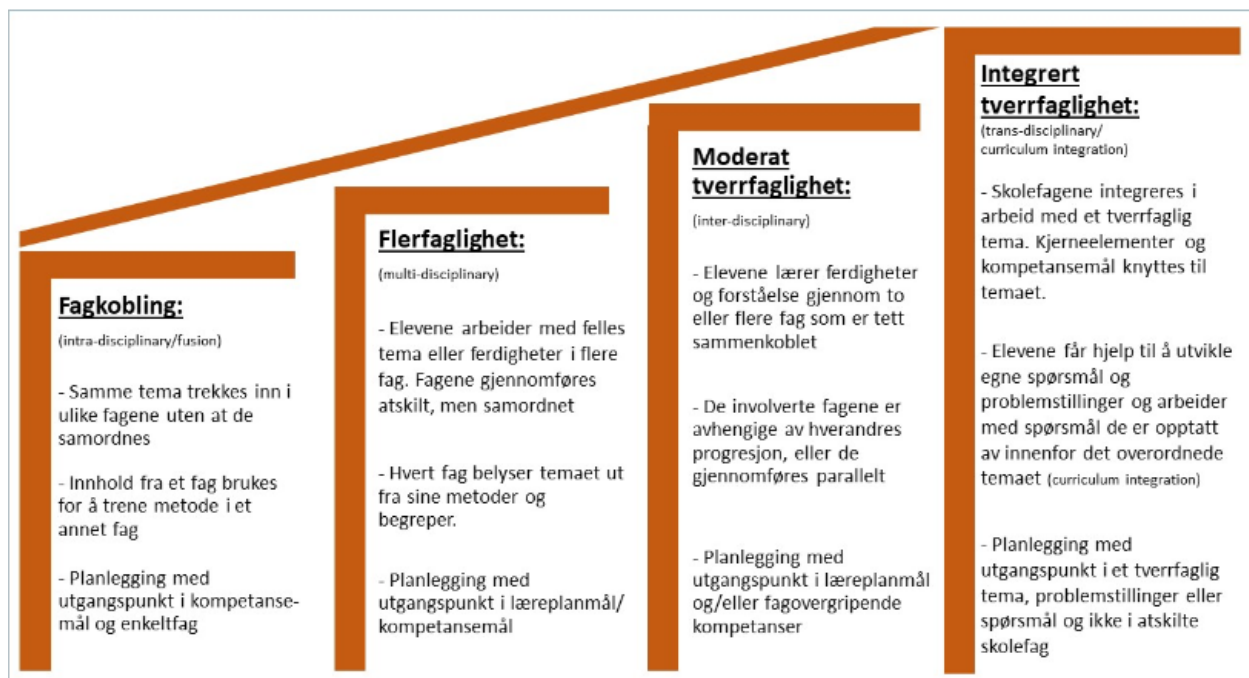


Figure 4: Degrees of cross-curricularity taken from "Dybdelæring og tverrfaglighet" by Bjørn Bolstad, p 30. Copyright© 2021 by "Fagbokforlaget". (Bolstad, Dybdelæring og tverrfaglighet, 2021).

This table arranges different levels of cross-curricular work in ascending order, from left to right, depending on the degree of collaboration and cooperation with other subjects. In this table, we can see that under “moderat tverrfaglighet”, the term interdisciplinary has been used as the English translation of this level of cross-curricular education. However, this categorization does not coincide with the description of interdisciplinary work in the core curriculum section 2.5 and is also why this paper has chosen a different term (cross-curricular) to refer to the term “tverrfaglig”. It is also important to note that this table is one example, among many, of how cross-curricular work can be categorized, but having an agreed-upon table among the educational institutions in Norway of what constitutes different levels of cross-curricular work is what the LK20 seems to be lacking.

Section 2.5 of the LK20 first states: “these three interdisciplinary topics in the curriculum (health and life skills, democracy and citizenship, and sustainable development) are based on prevailing societal challenges which demand engagement and effort from the individuals and local



communities, nationally and globally” (UDIR, 2020, p. 14). This certainly argues that there should be a cooperative effort on a macro level in order to educate and prepare the next generation to face the societal challenges ahead of them.

The final paragraph of section 2.5 states: “The knowledge base for finding solutions to problems can be found in many subjects, and the topics must help the pupils to achieve understanding and to see connections across subjects. The goals for what pupils should learn in the topics are stated in the competence goals for the individual subjects where this is relevant” (UDIR, 2020, p. 14). This is a contradictory statement. The first sentence encourages cross-curricular teaching and cooperation across subjects to achieve in-depth learning to solve problems connected to the interdisciplinary topics, but the second sentence informs that the topics have individual competence goals that are listed in each individual subject, suggesting that cooperation and collaboration between subjects are not necessary (Karseth, Kvamme, & Ottesen, 2022). This is also highlighted in the fourth interim report from the LK20 evaluation project, which states in section 4.4.4;

“[...] . I Meld. St. 28 (2015–2016) er denne forventningen tydelig markert innledningsvis: «Temaene skal legge til rette for tverrfaglig samarbeid, og de skal være et felles anliggende for skolen» (s. 7), men som vi pekte på i delrapporten, gir læreplanverket i seg selv liten støtte til å innfri denne ambisjonen” (Karseth, Kvamme, & Ottesen, 2022, p. 64).

This is also highlighted in a letter from “kirke-, utdannings- og forskningskomiteen” to the Norwegian government on the topic of the interdisciplinary topics in the LK20, which stated;

“[...] Det understrekes at de tverrfaglige temaene skal blir<sup>5</sup> vektlagt på fagenes egne premisser. De skal ikke gå på bekostning av eksisterende fag i skolen (kirke-, utdannings- og forskningskomiteen, 2016).”

Additionally, the three interdisciplinary topics are also not clearly described in the curriculum or in any political documents, according to Karseth (2022). Karseth argues that the LK20 was supposed to highlight the biggest problems our society is facing today clearly and unambiguously in the curriculum. However, in both governing documents and the LK20, the problems are unclearly defined and vaguely described (Majlbo, 2022). For example, in Natural Science, the

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<sup>5</sup> Given that this is a direct quote from the letter I did not correct the mistake.

description of the interdisciplinary topic of *Sustainable Development* is pretty straightforward. The competence aims for Natural Science in this interdisciplinary topic is to create a foundation of knowledge of which the pupils can make conscience and sustainable choices to protect and manage the earth's natural resources. In Social Science, on the other hand, the competence goal for sustainability is that the pupils shall reflect, discuss, understand and handle the dilemmas and tension between economic, societal, and environmental aspects of humans demographics, way of life, and impact on the environment (Karseth, Kvamme, & Ottesen, 2022, p. 63).

These two competence goals differ immensely in both complexity and abstraction. To expect a Norwegian upper secondary school pupil to “[...] reflect, discuss, understand and handle the dilemmas and tension between economic, societal, and environmental aspects of humans demographics, way of life, and impact on the environment” seems unreasonable and unfair as there seems to be an underestimation of the magnitude of this undertaking. It also seems counterproductive to have separate competence goals for Natural Science and Social Science as protecting and managing the earth's natural resources have a direct impact on human demographics and way of life, which again speaks to the vagueness of these interdisciplinary topics and competence goals.

Another example of this is when the core curriculum states: “The pupils develop competence in connection with the interdisciplinary topics by working with issues from various subjects” (UDIR, 2020, p. 14). This statement seems to undermine our understanding of what cross-curricular teaching is. As previously stated, the term interdisciplinary is UDIR's chosen English term to work and function the same way as the Norwegian term “tverrfaglig”.

All these different descriptions and statements in the core curriculum about interdisciplinarity can be said to fit all the descriptions of the different categorizations in Figure 3 and, therefore, can be considered as vaguely defined in the core curriculum. This is problematic for two reasons. First, the curriculum is supposed to “[...] describe the fundamental approach that shall direct the pedagogical practice in all lower and secondary education and training”. Not describing or not creating a framework for what cross-curricular teaching entails complicates the matter for teachers as it makes sit difficult to know if a teacher is practicing cross-curricular teaching or not. Secondly, the vague definition of cross-curricular teaching also makes it difficult to conduct research on this topic. Say, for example, that a researcher wanted to research how often Social

Studies teachers use English texts (as they are defined in the English curriculum) in their Social Studies lessons.

When confronted with this hypothetical, a number of questions arise. Firstly, in order to write a paper on cross-curricular teaching, one needs to establish a framework of what definition of cross-curricular teaching on which this paper is based upon.

The problem of defining cross-curricular teaching is not a new challenge, as Mathison and Freeman wrote in 1998:

*“There are many terms used in the literature-- interdisciplinary, core, fusion, integrated, cross-disciplinary, correlated, integrative, trans-disciplinary. Defining each and every term would only serve to obfuscate the critical underlying assumptions, as even definitions of the same word often contradict each other. What this multitude of meanings does express, however, is how unsettled and unclear the concept of interdisciplinarity really is. Most theorists present their definitions along a continuum, with discipline-specific examples on one end and totally integrated examples on the other. The wording and magnitude of the range vary. [...] These attempts to compartmentalize what is known about interdisciplinarity suggest the need for explicating a logic for interdisciplinary studies.”* (Mathison & Freeman, 1998, pp. 7-8)

Beginning with defining terms, or at least establishing the theoretical framework, is common practice for all papers written in higher education, especially within the subject of philosophy, where defining terminologies is often half the fun. However, when writing a paper on cross-curricular teaching based on the LK20's definition of cross-curricular, it becomes a problem when the LK20 has no clear definition of what cross-curricular teaching is, and thus it becomes difficult to know if one is researching cross-curricular teaching at all. Therefore the paper might need to look for other definitions than the government-approved documents and regulations, which leads to the second point.

If the paper chooses to branch out and explore other respected institutes' definitions of cross-curricularity (see Figure 3), then it might also be branching out from the common underlying understanding among teachers on the definition of cross-curricularity. This means that the research and research methods (interview, questionnaire, survey, etc.) rely on the informant to have knowledge of the answers you seek or, even more importantly, what they mean with what

they say. Unless the informant has knowledge of the different levels of cross-curricular teaching, for example, as it is categorized in Figure 3, it will be difficult to pinpoint whether or not the informant has the information one seeks. Although one could argue that this is valuable information as well, as it highlights an improvement potential.

Wendel and Mongstad (2020) highlight this exact problem in their research project at Charlottelund middle school. They combined the subjects KRLE and Social Studies into one subject they called MOVE (Humans and the World). MOVE consisted of four key areas; Man and Nature, Cultural Encounters and Conflicts, Human Rights and Human Dignity, and Democracy and Citizenship. They constructed a new local curriculum that should both ensure that KRLE and Social Studies preserved some of their respective terminologies while at the same time endorsing and supporting MOVE. The hypothesis was that by eliminating the classification of the subjects (KRLE and Social Studies) and instead teaching one subject (MOVE) it would become easier to obtain in-depth learning and for the pupils to see connections between the subjects. This, however, did not happen as 74% of 43 pupils reported that they saw no clear connection between Social Studies and KRLE within the theme of Man and Nature, and 76% of 47 pupils reported the same within the theme of Cultural Encounters and Conflicts (Wendel & Mongstad, 2020).

This could be because the process of combining the pre-existing schematas (Mcvee, Dunsmore, & Gavalek, 2005) of each subject might be more time-demanding than initially believed, as Wendel and Mongstad have expanded the project to last over a three-year period in cooperation with NTNU and Trondheim Municipality (Wendel & Mongstad, 2020) (NTNU). It could also be that since the curriculum's competence goals are intended for teachers and scholars, for a young pupil to view the curriculum subjects in the same way as the intended audience is unfair and should not be expected, because a teacher has the privilege of already knowing how the subjects are intended to work together while a pupil has to understand through the slow but awarding process of learning. (Wendel & Mongstad, 2020). Although, as Majlbo (2022) points out, even teachers and scholars are struggling to fully understand the curriculum as well.

Since the individual competence goals for the interdisciplinary topics are stated in each subject, there is no requirement for a higher level of cross-curricular teaching than intra-disciplinary (see Figure 3), and even this is not needed as the teacher has fulfilled the requirements of the interdisciplinary topic as long as the lesson plan contains aspects of the individual competence

goals. Even though “the curriculum in its entirety is the foundation for teaching and training, where the different sections are closely linked and are to be used together” (UDIR, 2020, p. 1).

Furthermore, it is very interesting that English is, to such a large degree, considered a part of the Norwegian school system that in the LK20, the English subject has its own curriculum while Spanish, French, and German are all cataloged under “curriculum for foreign languages” as previously mentioned, but is still in some cases referred to as EFL.

#### **4.1.2 Social Studies and English**

As mentioned in the introduction (see section 2), the two subjects ( Social Studies and English) often intertwine in issues and themes and might be more suitable than any other for cross-curricular teaching, which will be examined in this section of the paper. Therefore, it only felt natural to discuss the findings of the document analyses of each respectable subject in the same subchapter. This will make it easier to highlight the similarities and differences and discuss them as the subchapter unfolds.

The Social Studies and the English curriculum share interdisciplinary topics; *Health and Life skills* and *Democracy and Citizenship*. Although the individual subject’s competence goals for these topics are formulated with respect to each subject’s main area of interest, they do share the same core ideas and values. One example of this is made evident by comparing the formulation of the Health and life skills competence goals in each subject:

From the Social Studies Health and life skills: “[...] the pupils learning to be aware of their own identity and the development of their identity, as well as understanding the role of the individual in different settings” (UDIR, 2020, p. 4).

From the English Health and life skills: “The ability to handle situations that require linguistic and cultural competence can give pupils a sense of achievement and help them develop a positive self-image and a secure identity” (UDIR, 2020, p. 3).

One of the core elements of the English curriculum is communication. It states that communication in this context means “[...] creating meaning through language and the ability to use the language in both formal and informal settings” (UDIR, 2020). “Informal setting” is not defined in the LK20, but one could assume that this means adapting the vocabulary, idioms, and grammatical structures to the conversation mode and not by the official or formal contexts. This

means that the pupils need to have adequate English language learning to be able to create meaningful communication and interaction, which is very closely linked to multimodality (Bateman, Wildfeuer, & Hiippala, 2017, pp. 7-9) since that theory concerns itself with how humans communicate to create meaning. Language learning, another of the English curriculum's core elements, refers to the development of language awareness. It states, "learning the pronunciation of phonemes and learning vocabulary, word structure, syntax, and text composition gives the pupils choices and possibilities in their communication and interaction" (UDIR, 2020). In other words, exposing the pupil to language and expanding their knowledge of the English language system helps them in their language learning and thereby increases their chance of achieving meaningful communication. This is quite a paradox regarding language learning and the theory of multimodality because before the pupils can create meaning in English, the teacher needs to make English meaningful, although this might be more of an equal interaction of meaning. For example, if a teacher provides an understandable and comprehensive answer to a pupil who wonders why they need to be able to communicate in English, then the pupil might be more motivated to create meaning in English. This will be explored further in section 3.3 through the didactic theories of Nation's four strands of learning (Nation & Yamamoto, 2012).

The English curriculum goes on to state under the third core element, *Working with texts in English*, "Language learning takes place in the encounter with texts in English. The concept of text is used in a broad sense: "texts can be spoken and written, printed and digital, graphic and artistic, formal and informal, fictional and factual, contemporary and historical" (UDIR, 2020). This is a particularly relevant extract from the English curriculum for this paper's thesis for two reasons.

First, according to the English curriculum, the English language is not, or rather no longer, limited to the subjects' books or ancient works of literature. On the contrary, English texts are free to be explored and interacted with through multiple mediums. It can be accessed through many different sources and directly correlates with the basic skills of the curriculum (UDIR, 2020). All resources contributing to English language learning are justifiably anchored in the English curriculum, which leads to the second reason this is relevant.

The curriculum does not specifically say that all English language learning is confined to English lessons. This is a relevant remark to both Social Studies and the cross-curricular use of English texts, as it might be interpreted as giving teachers the autonomy and freedom to use English texts as they see fit. If one would to interpret it this way, then that would mean, for example, if a teacher were to show an English movie in a Social Studies lesson, this would be justifiably anchored in both the Social Studies- and English curriculum, as well as the LK20's core curriculum, provided that the movie is relevant of course. However, this might have a ripple effect as basing the pedagogical and didactical methods on what the LK20 does not say or specify might lead to unfortunate outcomes, as there are many more controversial teaching methods that are not mentioned in the LK20.

In Social Studies, several competence aims should be considered for the cross-curricular use of English texts, but in the interest of space, I will only mention three. The first one is "assess the causes of and initiatives that can be taken to prevent racism, discrimination, and hate speech, and discuss the boundaries for freedom of speech" (UDIR, 2020, p. 6). In the US (and the world), racism and discrimination have been central issues for centuries and remain a problem today, and numerous different English texts have been produced addressing this topic both in the entertainment industry and the academic domain. The second is "explore a challenge or conflict at the local, national or global level and discuss how the chosen challenge or conflict affects different groups" (UDIR, 2020, p. 6). The Palestinian-Israel conflict, global warming, and, more recently, the Ukraine-Russia conflict have been covered extensively in English texts. The third competence aim is "discuss the connection between economic growth, living standards and quality of life in a global and sustainability perspective" (UDIR, 2020, p. 6). The colonization-era is closely linked through history to the unfair and unjust distribution of wealth and resources of our time. This is also a topic within the English subject (UDIR, 2020, p. 11), and additionally, the colonization era is also linked to how English became a lingua franca.

In addition to these competence aims, there are aspects of the Norwegian Social Studies curriculum's core values that justify the cross-curricular use of English texts. Under the core value, *sense of wonder and exploration* states that "[...] The pupils shall collect and use information from numerous and varied sources to address societal issues and their own lives.

They shall learn to make critical assessments of the sources according to their purpose and possible bias, and how reliable and relevant they may be." This directly correlates with two competence aims from the English curriculum, "use different sources in a critical, appropriate, and accountable manner" and "read, discuss and reflect on the content and language features and literary devices in various types of texts, including self-chosen texts". One library of such English texts which has become extremely popular is YouTube, where most of the content is in English.

#### **4.1.3 Conclusion on document analysis**

The research method document analysis was applied to this paper to answer the research question; *How does the LK20 describe the cross-curricular use of English texts?* Based on the findings of this document analysis, I conclude that the LK20 does not provide any description of cross-curricular work other than a vague outline and framework of the interdisciplinary topics. The formulations of the interdisciplinary topics section of the LK20 do not indicate that there might exist different levels of cross-curricular work as there are no mentions of this, and additionally, the only impression teachers seemingly have of cross-curricular teaching is through projects.

There are also some awkward translative decisions in the English version of the LK20, which makes research on cross-curricularity difficult as one might be forced to stray from the common consensus of what constitutes cross-curricular teaching if choosing to base one's paper on the English version. The fact that relying on a government-approved English version of a governing document weakens this paper defeats the purpose of having an English-translated version and insinuates that we have two different curriculums operating in Norway simultaneously, but one is merely more used than the other.

## **4.2 HOW DO TEACHERS REPORT THEIR EXPERIENCES WITH CROSS-CURRICULAR USE OF ENGLISH TEXTS IN SOCIAL STUDIES?**

As initially explained in section 1.1 and further elaborated upon in section 3, two interviews were conducted to answer the research question; *How do teachers report their experience with cross-curricular use of English texts in social studies?*



Although some of the answers gained through these interviews coincided with the already established theory (which is a good thing), some answers disagreed with previously presented theories and provided valuable insight and reflections on cross-curricularity.

#### **4.2.1 What do you emphasize most (give the highest priority) when you choose which pedagogical and didactic aids you will use in social studies lessons? E.g**

*Informant 1: “ Det kommer helt an på hva vi jobber med, men et lite sånn stikkord, kanskje for meg er variasjon da. Hvert fall bare variasjonen i løpet av en periode fordi at elevene lærer ulikt. I samfunnskunnskap så er jo kompetansemålet ganske åpne, så vi som lærere er nødt til å skrelle det litt ned og definere litt; Hva ligger i dette? Hva betyr dette? Hva skal vi jobbe med? Hva skal være våre eksempler? Hva skal være vår inngang til dette kompetansemålet?*

To informant 1, having varied approaches to topics and lessons seems important because the pupils might learn differently, and as such, using various tools might maximize each pupil's potential learning benefit. This follows the LK20 principle of adaptive teaching and the application of different didactic and pedagogical theories presented in section 2. Bernadini's theory of serendipitous learning and Nation's multimodality theory, to name a few, are all theories that support the idea of using a variety of different tools, tasks, and aids in order to create varied lessons as informant 1 highlights are of specific importance. This is not only for the sake of having varied lessons but also, as informant 1 pointed out, to create different pathways for each pupil to reach one or more competence aims. This might be especially important in subjects that in the LK20 have very open-ended competence aims, such as Social Studies.

Informant 1 presents that one way to vary lessons is to use learning pathways. Learning pathways in this context are the use of e-learning. E-learning is a formal teaching system using many activities, texts, and tasks with the help of electronic and digital devices (Aparicio, Bacao, & Oliveira, 2016). Informant 1 elaborates further on learning pathways;

*Informant 1: “ [...] og i hvert fall hvis de er gode. Da er det en mulighet hvor eleven så ha litt sånn selvdrevet arbeid, bruke læringstier. Jeg bruker "padlet" en del, hvert fall når vi skal ha sånn innspill om ting eller de skal jobbe med noen gruppeoppgaver som vi skal brukes som utgangspunkt for diskusjon. Jeg bruker "quizlet", " quizlet live" "*

I find it very interesting that informant 1, who is not teaching in English, utilized English software as a didactic tool in the informant's lesson planning. Software such as quizlet and padlet is becoming increasingly popular because of their flexibility and user-friendly interface, and I believe it is safe to assume that several teachers utilize this software as I, too, have observed teachers using this during my internships. This assumption is supported by informant 2, who states:

*Informant 2: "In terms of access to English sources or more or different kinds of sources with these YouTube videos. Like the Crash Course series, which is in English so you if you don't have that, we still have NDLA which is great don't get me wrong. But again, you have in English you would then have khan-academy and which is essentially NDLA+".*

In this statement, informant 2 confirms the previously expressed assumption that more teachers than only informant 1 use English software in their teaching, but additionally, we also get insight into why Norwegian upper secondary teachers tend to choose English software and texts over Norwegian ones.

At this point, it is important to mention that not all these software do the same thing. Some might be more similar than others, while others might be more specialized to a specific goal. Software such as padlet, quizlet, and Kahoot makes it easier for a teacher to create quizzes and bulletins, while software such as "Mentimeter" and "It'slearning" are learning platforms that allow teachers to make interactive and engaging lessons. The Norwegian Digital Learning Arena (NDLA), which informant 2 mentioned in the statement, is exactly what it sounds like. It is a project on a county municipality level that aims to offer a digital learning arena for pupils at upper secondary school level (NDLA, n.d.) and does provide many learning pathways, which some teachers use, such as informant 1. Informant 2's statement shows it is not on the same level as its English competitors in the digital learning world. Khan-academy (Khan Academy, n.d.), as informant 2 mentions, is also a digital learning arena but on a national level and includes courses from primary school to the college level. In quantity alone, Khan Academy has more than twice the amount of texts and learning pathways that NDLA has, which adds another argument to the notion that using English resources and texts increases a Norwegian teacher's possibilities, teaching aids and resources.

One could argue that the popularity of English software among Norwegian teachers is simply a matter of convenience and that Norwegian teachers use it because of its simplicity, flexibility, and user-friendliness. And although this might be the case, I would like to entertain the idea that this is another indication that the English Language is *in transition* in Norway. Each teacher is entitled to use their professional reasoning and opinions when deciding which tools to utilize in their teaching. But the fact that using English software has become such a widespread practise in Norwegian schools without the language barrier being a problem at all, speaks to the English proficiency among Norwegian teachers in general.

Informant 2 goes on to say:

*“So that's what I mean. I'm not saying that the Norwegian resources are not good enough necessarily, but it just means that you have more ways and more sources and resources that could help the students understand the material, animated or not. You know, orally or not, written or not. If you're going to read academic papers in Norway, I mean, it has almost been a problem that too many of the papers are in English”.*

This supports informant 1's statement on the importance of using various tools in lessons, as it suggests that the choice of using English text might not be about language at all but rather about being able to vary lessons to maximize the learning potential for each pupil.

#### **4.2.2 By your opinion, how is interdisciplinary work outlined by the LK20**

*Informant 1: Det er et godt spørsmål. De er jo ikke rammet inn så veldig etter min mening da. Det er jo disse tre tverrfaglige temaene og samfunnskunnskap går jo inn i alle tre og på VG1 så har vi jo gode muligheter til å lage tverrfaglige opplegg. Det tverrfaglige kan jo være stort eller kan være lite. Hvis du som lærer underviser i to fag og opererer med de to fagene sammen, for eksempel engelsk og samfunnskunnskap, så er det jo en liten altså tverrfaglighet i en litt mindre målestokk som du som lærer kan styre.“*

In this statement, informant 1 seems to support Majlbo (2022) by telling us that their own opinion is that interdisciplinary work is not theoretically framed, simultaneously suggests that this is not necessarily negative as it allows the schools and teachers more freedom and autonomy when it comes to cross-curricular work. Informant 2 seems to agree with this notion:

Informant 2: *“Ironically, a curriculum that is very vague is also more elegant than one that is just saying; “you’re going to use another subjects text and you have to write that in English”. That’s the ticket a lot of teachers, but I don’t sneak away from working with another teacher. So again pros and cons with “vague” competence aims”.*

In this statement, informant 2 presents the idea that a vague curriculum might be better than a clearly defined one, as it provides teachers the autonomy to practice cross-curricular activities. A sort of reverse Hobbian philosophy where ‘vague’ rules which bequeaths teachers with the freedom to do what they want will lead to less chaos. However, with freedom comes responsibility, and informant 2 highlights problems such vague definitions might lead to.

Informant 2: *“Honestly, in my experience, the biggest difficulty with interdisciplinary topics is getting a teacher to work with or finding a teacher to work with and finding time to actually work with said teacher about these topics. And again, this comes up to each individual school I think, it comes to; OK, how are the meetings scheduled? what kind of meetings are there? Which ones are mandatory? Which ones are not? Are the other teachers interested, or even myself at times interested in co-operating about interdisciplinary topics? I get the impression that some teachers are afraid that it will negatively impact their own subjects competence goals, which is kept in the curriculum and when they say that, they usually mean getting through the book or just getting through every single competence aim and then just put their hands up and say: I’m done. See? I did what I was going to do. There’s a race against the clock by the end of the year to get through all the competence aims otherwise you’ve been a bad teacher, rather than taking the time to stop and think the bigger picture. Like the whole development of the student.”*

According to informant 2, the biggest obstacle with cross-curricular work is finding colleagues willing to work cross-curricularly. This is problematic for two reasons.

Firstly, it confirms the notion that the “interdisciplinary topics” section of the LK20 is, in fact, vaguely described. As suggested in my document analysis of the LK20, each subject curriculum has its own competence aims for each interdisciplinary subject. This means, as mentioned in section 2, that actual cooperation between subject teachers is not required to practice cross-curricular teaching as defined in the LK20.

Secondly, as the general interpretation of how to conduct cross-curricular work seems to be through projects, not finding teachers to cooperate and collaborate with or having difficulty finding said teachers begs the question if some schools practice cross-curricular work at all. The assumption that the general interpretation among teachers at upper secondary school on how to conduct cross-curricular is through projects is reinforced by this statement from informant 1:

***Informant 1** “ Det er et sånn veldig reelt tverrfaglig prosjekt da hvor vi som lærer også må gi og ta litt i prosjektet for "the greater good". Så det (tverrfaglig arbeid) er hele spekteret. Som lærer så må man jo også se litt på disse temaene. Det er jo ikke definert i læreplanene at vi skal jobbe med det som prosjekter, så det handler jo også om det er at du klarer å se; Okey dette her handler om folkehelse og livsmestring i mitt fag. Hvordan kan jeg koble på andre fag? Altså jobber man... hvordan skal jeg si det? Er det sånn at alle fagene jobber med disse tverrfaglige prosjektene i løpet av et år, men ikke nødvendigvis koblet sammen det? Det forekommer nok mye, tenker jeg. For det å sette sammen sånn store tverrfaglige prosjekter. Det krever noe mer, og det ikke sikkert at man skal bare drive med det heller tror jeg. “*

Although this project sounds meaningful, entertaining, and instructive, it also brings to light the exact problem that informant 2 is concerned about. Cooperation and collaboration between subjects are not encouraged or even mandatory according to the LK20, and therefore, it is for the schools and the teachers to evaluate how they will practice cross-curricular work. As mentioned and reinforced by the statement above by Informant 1, it has been the impression that the consensus among teachers of what entails cross-curricular work is mixing two or more subjects into a project. Informant 1 elaborates on the project she mentioned in the excerpt above in this statement;

***Informant 1** “ [...] vi har plukket det (kompetansemålene) ned til læringsmål for å gjøre det enklere for elevene. Fordi, at vi er nødt til å konkretisere. Det har vi lært nå gjennom å ha kjørt dette prosjektet i fire år. Vi er nødt til å være veldig konkrete med hva innenfor geografi for eksempel, hvilke læringsmål skal vi utlede av disse kompetansemålene? Og da har det blitt lettere fordi at det er lettere for elevene også, for da ser de mer konkret; I dette prosjektet, så må vi faktisk ha med dette. Vi har også laget en sånn slags sjekkliste for eleven så de kan gå inn og se;*

*ja, har vi med de tre dimensjonene av bærekraft, for eksempel i prosjektene? nei! Det har vi ikke. Faderullan da må vi se på, ikke sant? Men, men den jobben har vi vært nødt til å gjøre fordi det gjør det også lettere for oss lærere å vurdere sammen.”*

Here informant 1 presents a project they have done every year for four years. Informant 1 explains how they have had to concretize what competence aims in each subject are being fulfilled in order for the students to be able to know what they are supposed to learn in each subject throughout the project and for the subject teachers to rest assured knowing that their subject does not suffer as a consequence of participating in such a subject. Of course, we do not know the nuances of the process at this exact school when planning such a project. We can, however, speculate if each of the teachers would not participate in the project if the competence aims for each subject were not concretized. This requirement by teachers to only participate in cross-curricular projects if their subject does not suffer no matter the extent does not correlate with the reputation of teachers and might do damage to it, as it paints a picture of teachers being more preoccupied with meeting the quota of competence aims rather than all-round Bildung development of the pupils. Informant 2 expresses some concerns regarding this exact view of cross-curricular work, mainly the part of each teacher being too protective of their subjects;

Informant 2: *“I think any teacher in this building would if you ask them one to one; Is your subject an isolated island and of course not, everything is interconnected and interwoven somehow, but when it comes to actually working with the subjects, a lot of teachers are still very protective of THEIR subject. And sometimes I feel... again I have to stress... I feel that it comes down to insecurity, but it could also just be, the pressure that is put on other teachers because teachers are assessed on the grades of their students and the exams. Well, or at least the teachers feel that way and then that will be their priority. Not actually reaching the goals of the curriculum but the external assessments that's more crucial because it feels more impactful. And it's more hands on than the more abstract idea of holistic development”.*

As previously mentioned, the common consensus among Norwegian teachers is that cross-curricular work should mainly be practiced through projects. However, even this seems to differ from school to school both in degree and frequency. Furthermore, if you interpret the statements from informant 2 cynically, one could ask the question if some schools even organize such projects at all.

In the statement above, informant 2 suggests that the reason for this being the case is because of the immense bureaucratic tendencies which have been implemented in Norwegian schools. Everything a teacher does needs to be documented, which in and of itself is a good thing since it forces teachers to contemplate and be ready to defend their professional choices. However, when dealing with learning and teaching, especially within subjects that do not have definite answers, such as Social Studies, you cannot disclose if a pupil has achieved a competence aim. As suggested by informant 2, this might lead to teachers focusing on documenting their own efforts and preparing the pupils for external assessment rather than the Bildung, in-depth and cross-curricular development of the pupils.

In contrast, informant 1 explains that some teachers are willing to sacrifice some aspects of their subjects for the greater good and how cross-curricular work can contribute to a positive outcome for both pupil and teacher, as long as one makes the time and is not as protective of their subject.;

**Informant 1:** “ Så det har vært en kjempetin øvelse for oss læreren i det å vurdere tverrfaglig for det er jo en annen side av det med tverrfaglighet. Hvordan skal du gjøre (vurdere) det? Og da har vi erfart at som lærer så har jeg sett at; ja, vet du hva okey, akkurat det læringsmålet i samfunnskunnskap ble kanskje ikke behandlet på en sånn måte som jeg skulle ønske, men helheten er så bra her at jeg må faktisk se litt bort fra det. [...] Så det er jo noe av det spennende med tverrfaglighet også. Utfordringa er at du er nødt til å løfte det litt over bare ditt fag. Det er inngår i en helhet og det er denne helheten om eleven har elevene klart å koble ting sammen? Har de sett sammenhenger? Har de har de gjort dette på en måte som formidler det, og som viser at de sitter igjen med mye.”

Informant 1 seemed to agree with informant 2 on the notion that for cross-curricular cooperation and collaboration to be successful, teachers need to be able to compromise. According to informant 1, working cross-curricularly presents great learning and teaching experiences for both pupils and teachers if teachers are able to see their subject as a part of a bigger educational entity and not as isolated subjects.

On a sidenote, I would like to draw attention back to this statement by Informant 1;

**Informant 1** “ Det er et sånn veldig reelt tverrfaglig prosjekt da hvor vi som lærer også må gi og ta litt i prosjektet for "the greater good".

In this statement, informant 1 is practicing translanguaging. Translanguaging, as mentioned in section 2, is the utilization of more than one language in the language production process to communicate effectively. Informant 1 does not formally educate in English, which raises the question of why the informant chooses to use an English phrase in an interview conducted in Norwegian.

One reason could be the memorability of the phrase “the greater good”. Firstly is the satisfactory letter rhyme of “greater” and “good” which both begins with the glottis consonant “g”. Secondly, the phrase has been used by philosophers and great thinkers throughout history and has made its mark on pop culture, which means that the meaning of the phrase has become well-known. Both of these statements point to the fact that informant 1 chose to use the phrase “the greater good” based on the educated guess that the interviewer would be familiar with the phrase and know what it means, thereby avoiding spending time explaining what the phrase means.

I would argue that it would be safe to assume that this is not the first time the informant has practiced translanguaging. Additionally, this use of translanguaging during a semi-formal interview might suggest that the informant utilizes translanguaging during other interactions, such as school lessons, and thereby unintentionally contributes to language learning. However, this is pure speculation, but never the less, the occurrence of translanguaging during this interview is an interesting phenomenon.

#### **4.2.3 Are there any subjects, even in which you do not teach, that you see as particularly suitable for interdisciplinary work? Any subjects that intertwine without much effort?**

When informant 1 is asked if there are subjects that might be especially useful for cross-curricular work, informant 1 answers:

*Informant 1 “ [...]engelsk og samfunnskunnskap. Der har jeg også hatt, jeg har ikke det samarbeidet i år, men har hatt det før innenfor en bit av faget. Så engelske og samfunnskunnskap er absolutt fag som det går an å jobbe tverrfaglig sammen med. Norsk også. Vi har også etablert et tverrfaglig samarbeid norsk-samfunnskunnskap i år.”*

Combine this answer with the answer from Informant 2 and Social studies establishes itself as a junction point for many subjects. Informant 2 points out that in Social studies the pupils are



suppose to learn about elections, politics, NATO, UN, EU and so forth. It therefore makes sense to use English texts, because the language used in international politics is English. Informant 2 also points out, that even though the UK is no longer a part of EU, they still use English as the main form of communication because of the language's well established position as a lingua franca.

Both informants mention English and social studies as two subjects that are particularly suitable for cross-curricular work, supporting the fundamental statements of this paper that English and Social studies might be more suitable than other subjects for cross-curricular work.

Additionally, informant 2 states that using English texts in Social Studies is only logical because many of the topics you explore are linked to the English-speaking world. These two statements also indicate that using English text in social studies seems to happen informally or without being involved in a cross-curricular project. This indication does seem to be the case as informant 1 answers this when asked if informant 1 has used English text informally in other subjects than English;

**Informant 1:** *«Nei, det kan være på engelsk hvis det er relevant. Hvis hovedpoenget med å vise en film er at elevene skal få noe ut av det så er det er min erfaring, for jeg har prøvd begge deler, at det bør være teksten enten på engelsk eller norsk, for at de skal kunne få med seg innholdet. Fordi at hvis det bare er en film uten teksting, på engelsk så kan det være at det blir for krevende for elevene å få med seg. Men jeg bruker gjerne engelske Youtube snutter.»*

This is very interesting because it suggests that even those teachers who are not specifically teaching in English are still proficient enough in the language to choose to use English text in their own lessons because it benefits their subject. This, in turn, supports the notion of categorizing the English language in Norway as being *in transition*. According to the categorizations from UIS ( see Figure 3), this use of English text falls under the category of intra-disciplinary. However, there seems to be some disagreement on whether or not it could be considered as such. When asked if all cross-curricular work should be exercised through projects, informant 1 states;

**Informant 1:** *“ [...]det finnes flere nivåer. På det laveste nivået, så er det kanskje at en lærer samarbeider med seg selv i to fag? Ikke sant? En lærer av samfunnsfag og engelsk laveste nivå*

*Også er det jo diskusjoner om begrepsbruk her, ikke sant? Hvordan man skal definere tverrfaglighet? Er det sånn at når to fag samarbeider, for eksempel sånn som vi gjør i norsk og samfunnskunnskap om en saktekst, er det tverrfaglig samarbeid, eller er det to faglig eller er det flerfaglig, eller hva er det? jeg vil definere det som et tverrfaglig samarbeid mellom to fag fordi at det oppgaven er helt reelt sydd sammen på en sånn måte at elevene jobber med begge fag samtidig..”*

Once again, it is mentioned that the definition of cross-curricular work, or rather the lack there of, creates some standstills for teachers. Informant 1 seems to consider intra-disciplinary work ( see Figure 3) as cross-curricular work but acknowledges that this comes down to a matter of terminological definitions. The informant describes a classification of cross-curricular work in the same way as the model from UIO does ( see Figure 3). However, informant 1 does not seem to consider the use of English videos or short films, for example, from youtube, informally in her lessons as cross-curricular work;

**Informant 1** “ *Jeg har ikke tenkt på det sånn. i utgangspunktet har jeg tenkt; Okey, finnes det en film som, på en interessant og god måte, belyser dette temaet for elevene. Og hvis den filmen er på engelsk, Fint. Er den på norsk, fint.*”

The fact that Norwegian upper secondary school teachers, who do not formally educate in English, use English texts in their teaching without considering it as cross-curricular teaching is highly relevant to the thesis of this paper for four reasons.

The first and most important is that it highlights what has been argued extensively in this paper. That the definition of cross-curricular work is not thoroughly outlined in the LK20, based on the fact that Norwegian teachers don't know if their teaching cross-curricularly. This goes to show that projects such as BRIDGES are sorely needed in order for future teachers to be better prepared for cross-curricular teaching, especially in the case of knowing when they are teaching cross-curricularly.

The second reason is also highlights, as hypothesized in this paper, that English might be evolving to a second language in Norway as Norwegian teachers might feel as comfortable using an English text as a Norwegian one. This could mean that teachers consider the pupils' English skills proficient enough for a “language barrier” not to be a problem and, therefore, that the

content of the texts is more important. In other words, teachers are not necessarily looking at the language when choosing which text to use regarding adapted teaching and desirable difficulty, but rather if the content of the texts is too challenging or not. Informant 1 somewhat confirms this when asked what factors come into play when choosing between an English text and a Norwegian one:

***Informant 1:** “Det går på det innholdsmessige. Det er overstyrer det for meg i det faget der. jeg må innrømme det at jeg tenker ikke at; åh nå er det er viktig at jeg får vist elevene noe engelsk her i denne samfunnsfagtimen. det er det innholdsmessige og at det treffer.”*

The third reason why this is a key finding is that it also emphasizes the actuality that conducting research on cross-curricularity in Norway is problematic when the only shared understanding of cross-curricular work is through interdisciplinary projects. The fact that informant 1 does not consider the use of English texts in subjects other than English as cross-curricular teaching reveals a gap within the topic which might not be addressed since it strays from the common understanding of what cross-curricular teaching is.

The fourth reason, however, only becomes apparent when looking at the answer from informant 2 on the same question. Keeping in mind that informant 1 is not an English teacher, informant 2 answers that they do consider the informal use of English texts in other subjects as cross-curricular teaching but not in the way it cross-curricular teaching is intended.

Although Informant 2 seems to be aware that language can be a problem and that there are some complications one needs to look out for when using English texts cross-curricularly. As with any pedagogical or didactical practice, one needs to consider if it fits the class or fits the material and, among a number of things, if it offers a desirable level of difficulty (Gladwell, 2015). The latter of which informant 2 gives the impression of emphasizing more when adapting the teaching to ‘gifted’ pupils. Considering this in light of the research by Sørensen (2017) in section 2.2.2, Informant 2 goes against the grain when it comes to adapting the teaching to a higher level rather than a lower one. However, adaptive teaching is supposed to be adapted to each individual pupil and not on the class’ general skill level, and informant 2 answers generally about what to consider when choosing to use an English text. Never the less, Informant 2 proposes that using English texts cross-curricularly has some benefits, especially when it comes to adaptive teaching, regarding creating new challenges for ‘gifted students’. Informant 2 also seems to support

Bernadini's theory of serendipitous learning when using the phrase "... throw something out there and see if it sticks". As discussed in section 2, serendipitous learning attempts to activate the pupil as a researcher and thereby learn everything they can along the way and some of this learning happens serendipitously.

Informant 2 also highlights the importance of the pupil's English skills being high enough to benefit from the cross-curricular use of English texts. However, this raises the question; If a teacher does not know the English proficiency level of a class, such as, for example, informant 1 who does not teach in English but still uses English text cross-curricularly, how can it be that English texts are being used cross-curricularly?

As informants 1 and 2 emphasized, it is a matter of convenience and variability. However, arguably, this still does not make up for the fact that the text is in another language. I would argue that this circles back to what status the English language has in Norway, which again is reflected in the LK20, where the English subject is not categorized along with Spanish, French, and German as a foreign language. It also might be the case that teachers in contemporary Norwegian upper Secondary schools are confident that the pupils are proficient enough in English to understand English text if they were to be used cross-curricularly given their enormous exposure through social media and other mediums such as Informant 1 suggests in the interview. The problem, however, is that the quality of English content is, more often than not, low in both grammatical and educational content. Although informant 1 attitudes show a parallel to implicit language learning, in the sense that the pupils are doomed to absorb some language skills from these apps and media and thereby developing a *passive vocabulary* (Dakhi & Fitria, 2019). A passive vocabulary is words and phrases that the pupils might not use actively daily but are still able to understand should they appear (Dakhi & Fitria, 2019). Connected to this is also 'gaming', another medium that informant 1 also recognizes for its uses for language learning. 'Gaming' has become a more and more used pedagogical tool in the classroom (Solstrand, Wirsing, Beerepoot, & Coucheron, 2023).

**Informant 1** " [...]for disse ungdommene våre også så ser jo de også mye engelske Youtube videoer og filmer, og det er en tilgjengelighet for dem og da. Men så kommer det litt an på hva det er de ser ikke sant? Fordi at det er forskjell på å se en, ikke det at man ikke kan plukke opp veldig mye fra spille engelske spill og chatte på engelsk selvfølgelig, og du kan du se serier på

*engelsk. Så de har det jo på en måte et passivt ordforråd. [...] Scrolle tik-tok og sånn ikke sant? Det er på ingen måte verdiløs. Det er kjempeflott, og jeg tror ligger mye språklæring i det. Men når du kommer inn til mer litt sånn tyngre ting da som handler om litt lengre resonnementer for eksempel.”*

Although Informant 1 acknowledges that pupils in contemporary Norway are more exposed to the English language and that there might be some potential implicit and serendipitous language learning involved in this exposure. However, informant 1 underlines an important point that even though there might be some language learning potential in scrolling Tic-Tok and watching youtube, this may not contribute to meaningful reflections. An assessment informant 2 to gives the impression of agreeing with. Through an introspective story, Informant 2 confesses that the interviews are not the first to hypothesize this, as informant 2 theories that pupils today would be more proficient in English because of their exposure to English, both through social media and streaming services, but also because Norway does not dub their foreign shows. A theory the informant shared with an internship supervisor who agreed that the vocabulary might be better, but the grammar is still bad. Informant 2 admits that over the course of four and a half years of working as a teacher, the informant has come to agree with this statement or, as the informant puts it: “[...]the student can tell if a sentence is wrong, but they can't tell you how or why it's wrong?”.

It seems to be informant 2's empirical impression that even though the pupil's vocabulary and language decoding skills might have improved as a result of the ever-growing exposure to the English Language, their grammatical skills do not seem to improve exponentially. This could be because most of their interactions with English are informal, with a majority being oral English. As discussed in section 2, the cross-curricular use of English text might contribute to potential language learning. However, in the case of videos and short films, this potential language learning benefit is constricted to listening as watching a video and short film requires no generativity from the pupils, and as a consequence, grammar and the written language seem to fall off. However, it is important to remember that the cross-curricular use of English text is mostly centered around the content and quality of the texts and how they increase a teacher's selection of didactic tools. Any language learning that might take place during this cross-

curricular work should simply be considered a bonus. When asked if there might be any potential language learning benefit from using English texts cross-curricularly, informant 2 answered;

Informant 2: “ *I mean any anytime you use a text in another languages there is a language learning potential obviously. The trick is making the students aware of it. What should take priority? Because if I'm a social studies teacher, I would obviously want the social studies to take priority because I want to reach my competence goals. It's a natural instinct. Now is Social studies class so social studies should take priority. But that's why teaching more than just one subject is a strength because you can see the connections and you can use your experience and your knowledge as a subject teacher of two different subjects and show other things and you don't feel like you're wasting time. [...] Is it valuable enough that you can take 15-20 minutes of that class to try and focus on something language, specific. If the topic is; How is the EU organized? who does what? Is it just a distraction or does it actually have value? And that is up to the teacher and their qualities to decide”.*

Informant 2 discusses some interesting aspects surrounding the cross-curricular use of English texts. Firstly, informant 2 does seem to suggest, as assumed, that determining the English skill level of a class is indeed easier when a teacher teaches in English in that same class, thereby making it less problematic to use English text cross-curricularly. Secondly, informant 2 also underlines a problem that Meyer (1998) referred to in his theory on multimodality as the *split-attention effect*, previously discussed in section 2. If a teacher were to use an English text cross-curricularly, extra precautions must be taken to ensure that the pupils focus on the content rather than the language, which of course, can be difficult if the pupils are not proficient enough in English.

Informant 2 points out, as mentioned previously, that even though the informal use of English text in other subjects might be considered cross-curricular work, but possibly not in the way the LK20 intended;

Informant 2: “*Yes, but not necessarily as it's intended. I interpret interdisciplinary work as something that's meant to be more interconnected with the subject that there's actually at least one bigger project, other cooperations between teachers where they work specifically with the same topic, but they highlight it from different subjects identities. What separates English from*

*social studies, and so what can English as a subject contribute with and the same thing for social studies. What can social studies contribute with here? For instance as I have mentioned for English VGI I would talk to their sociology teacher and ask them what they've been doing, and "oh we've been working with identity or like socialization" and I say " ah that's perfect 'cause we are dealing with identity in English I right now".*

Again, this statement seems to confirm that the general interpretation of the LK20's intentions for cross-curricular work is through cooperative and/or collaborative projects. Informant 2 states that although the informal use of English texts in other subjects should be considered cross-curricular work, this does not seem to be the intention of the LK20. This statement is supported by this paper's documented analysis of the LK20.

When asked if it's a lesson to whether the lesson fulfills or allows the pupils to reach one or many of the competence goals, informant 2 answers:

*"Yes and no. No, because the competence aims are both vague so that you could fit pretty much anything into it if you really have the imagination for it. But of course you have to see it in accordance with the core values and the core curriculum".*

As every teacher is supposed to view their subject competence aims in correspondence to the overarching core curriculum. Based on this answer and informant 2's previous statements on cross-curricular work, informant 2 suggests that many teachers might forget this when planning their lessons. This might be because, as informant 2 stated before, of the bureaucratization of the teaching profession and the increasing focus on assessments and grades. However, a possible answer to how teachers plan their lessons in correspondence with the core curriculum is a case for future studies.

#### **4.2.4 English has become more language focused**

In the initial part of the interview, informant 2 is asked which of Munden's (Munden) four descriptions of the type of lesson planers informant 2 feels most associated with. After informant 2 explained that every teacher has at some point touched within any of those categories, informant 2 made the following statement;

Informant 2: *"Because in order to give the students everything that they have the right to have and what is in line with relevant pedagogical theory and didactic theory. It takes a lot of*

*planning outside the classroom. So, you need to have a good idea or a grasp of what you're going to do with students for the next week to come, but I like to think in broad terms before I fill in the details as the time comes. It is easier with English because English has now become a bit more language focused again or it used to be a bit more social studies language”.*

In this statement, informant 2 claims that English now, presumably in the LK20, has become more language focused instead of, as informant 2 puts it, “[...] *More social studies language*”. As this paper's thesis concerns itself with using English texts cross-curricularly as an opportunity to maximize the potential learning benefit for both subjects, this statement is attention-grabbing and worth exploring further.

Firstly, we must assume that informant 2 means that the English subject has become more language-focused when switching from LK06 to LK20. This, however, was never clarified as the interviewer failed to realize the importance and relevance of this statement concerning the thesis during the interview, largely due to being an inexperienced interviewer. Because of this, we have to assume and speculate, which, although maybe not ideal, makes for an interesting discussion of whether or not the English subject is as suitable for cross-curricular work as argued in this paper.

If we compare the *Purpose* section of the LK06 to the *Relevance and Central Values* section of the LK20, we find differences that contradict informant 2's statement. Although LK20 and LK06 mention many of the same traits and values for why Norwegians pupils should learn English and how teachers are supposed to educate in the subject, there are some key differences. For example, in the *Purpose* section of LK06, which explains the purpose of learning and teaching English in Norwegian Schools, it is argued that the objective of the English subject is for pupils to learn the language in order to be able to communicate in the English world. The English language's different attributes, such as grammar, phonology, and orthography, are specifically mentioned.

The *Purpose* section of LK06 states that;

“English is a universal language. When we meet people from other countries, at home or abroad, we need English for communication. English is used in films, literature, songs, sports, trade, products, science, and technology, and through these areas, many English words and expressions have found their way into our own languages. [...] To succeed in a world where English is used for international communication, it is necessary to be able to use the English language and to have knowledge of how it is used in different contexts. Thus, we need to develop a vocabulary



and skills in using the systems of the English language, its phonology, orthography, grammar, and principles for sentence and text construction and to be able to adapt the language to different topics and communication situations. This involves being able to distinguish between oral (spoken) and textual (written) styles and formal and informal styles (UDIR, 2013, p. 2) ”.

In contrast, the LK20’s *Relevance and Central Values* does not specifically mention any of the linguistic properties of the English Language, but rather the importance of learning English to understand the world, different cultures, and the all-round Bildung development. The LK20’s *Relevance and Central Values* section states;

“ English is an important subject when it comes to cultural understanding, communication, all-round education, and identity development. The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background. English shall help the pupils to develop an intercultural understanding of different ways of living, ways of thinking, and communication patterns. It shall prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing, and oral communication.” (UDIR, 2020)

In the second section of the English subject curriculum under the *Core Elements*, the importance of knowing the difference between formal and informal use of English as well as learning the linguistic properties of the English language, such as syntax, phonemes, and vocabulary, are mentioned, but in contrast to the LK06, is mentioned in the second section and therefore is not necessarily a central value of the English language nor why the English language is relevant.

Although one could argue that highlighting the differences between these two curriculums is trivial as the same values and aspects of the English language are mentioned in both curriculums only in different places. I, however, would argue that this demotion of English linguistics from the LK06’s first section to the LK20’s second section speaks to the fact that the English subject curriculum in the LK20 is a more communicative, societal, and individual approach to the English language than the LK06. However, it could be that this communicative aspect of the English subject curriculum in the LK20 is what informant 2 had in mind when claiming that “[...]English has now become a bit more language focused again” in order to be able to communicate one’s feelings and thoughts about the world, cultures, and oneself, in English, one

need to be able to communicate with accuracy and fluency, which, in addition to many other things, has to do with the linguistic properties of the English language.

Additionally, I would argue that the implementation of interdisciplinary topics which transcend all individual subject curriculums further establishes the English subject curriculum as “[...] *More social studies language*”. This is because of the continuous emphasis on being able to communicate in English, which suggests a greater focus on fluency rather than accuracy, as discussed in section 2, and the development of international and intercultural competence (UDIR, 2013).

#### 4.2.5 CLIL

When asked about CLIL, informants 1 and 2 seemed unfamiliar with the specific teaching method CLIL but seemed to have been in contact with something similar in their previous experiences. Never the less, it seems like an interesting idea to both. Informant states;

**Informant 1:** “ *I utgangspunktet så synes jeg ideen er kjempespennende, og jeg har jo hørt om det før, og jeg har kjenner også til lærere som har gjort på tidligere jobber jeg har hatt da på andre skoler. Så i utgangspunktet kjempespennende. Jeg visste ikke at det het CLIL da. Men det jeg ser som kan være krevende med det på VG1 nivå. Det er at det er en del av innholdet som kan være krevende nok for elever å forstå på norsk eller få tak på fordi at det krever, for eksempel, mye refleksjon. [...] for eksempel, så har de jo, hva heter det for noe igjen? Ja, IB skolene, IB linjene hvor det foregår på engelsk. [...] her handler jo om tilvenning og opplæring også, det kommer an på hva de har med seg fra ungdomsskolen og hvor vant de er til å høre språket og der er det et kjempe sprik. For noen elever kommer med den ballasten inn at læreren i engelsktimen har snakket mest engelsk, og de er ganske godt rustet. Men hvis du kommer inn på VG1 og læreren din kanskje ikke har følt seg så stø i engelsk selv på ungdomsskolen og dermed snakket mye norsk, så kan det være for krevende kanskje å gå på noe sånt.* ”

Informant 1 has heard about the *International Baccalaureate* (IB) program, which in some aspects, is similar to CLIL. According to their website, the *International Baccalaureate* describes themselves as “[...] a global leader in international education—developing inquiring, knowledgeable, confident, and caring young people. Our programs empower school-aged students to take ownership of their learning and help them develop future-ready skills to make a difference and thrive in a fast-changing world. (The International Baccalaureate)” Initially, this

sounds very similar to what the LK20 attempts to accomplish. However, the path to achieving this goal differs between the two. For example, according to informant 2 in the IB program, all education is in English;

*Informant 2: “IB is what people usually call “internasjonal linje” in Norway. It's essentially a different course than the Norwegian one. They have a different ,curriculum and they have different subjects.[...] And all the Education or all the lessons are in English”.*

According to informant 2, all education in the IB program is conducted in English. This is a more comprehensive approach than CLIL, which requires only 40% of the education to be in English (Fremmedspråksenteret, 2020). In contrast, CLIL is a teaching methodology with the integration of both Content and language, hence why it is relevant for cross-curricular work. However, it is important to note that IB should almost be considered a different educational institution because they follow their own curricula. Informant 2 continues:

*Informant 2: “[...] teaching in a foreign language you're going to alienate a lot of students because a lot of students struggle with learning language. Not just because they don't know the language, but a lot of them have legitimate learning disabilities or learning difficulties. And I think it is far more important that they actually get to learn the subject than try to focus on it in two different languages. Because the thing with IB is that it's something that the students have chosen and you have to have a high average to be an IB student”.*

Informant 2 stresses again the fact that Norwegian pupils' English skills might not be sufficient enough to benefit from CLIL with the danger of alienating from the content of the English text, a sentiment shared by Informant 1. Informant 2 also points out that since IB is its own program with a different curriculum, pupils have to apply to be accepted, which means that they have deemed their English skills to be high enough to benefit from IB teaching. Informant 2 suggests that CLIL and IB are meant for pupils with a higher skill level than expected, while informant 1 thinks the opposite and talks about those who have interacted more with a foreign language and are supposed to learn Norwegian. Teaching in English then delays Norwegian language learning, as informant 1 states;

***Informant 1:*** “ *Altså hvis du skal bruke det som et utgangspunkt og omsette littegrann til norske elever da som skal lære seg fag på engelsk. Så hvis du kommer inn med ballast til Norge og du*

*har en fullverdig skolebakgrunn bak deg fra det landet du kommer fra, så er det mye lettere å tilegne seg også andre fag på norsk, ikke sant? Selv om ikke det morsmålet ditt, da går det fortere. Men hvis du har en litt mer broket skolebakgrunn og du ikke kan hverken engelsk eller norsk idet du begynner, så er lerretet ofte lenger å bleke. Og det samme er det litt for norske elever og, at hvis du i utgangspunktet er sterk i engelsk og du mestrer de andre fagene bra, så er dette her en kjempemulighet, tenker jeg.”*

On a side note, it is interesting that informant 2 chooses to categorize English as a foreign language in this context, which might suggest that Norwegian teachers still consider English as a foreign language rather than a second language, at least in the case of upper secondary school pupils.

#### **4.2.6 Conclusion on the interviews**

The research method of semi-structured interviews was applied to this paper to answer the research question; *How do teachers report their experience with cross-curricular use of English texts in social studies?*

Based on the findings from these two interviews, one could argue that teachers seem to mostly have a positive experience when using English texts cross-curricular in social studies. By utilizing English sources and resources, a teacher increases their possibilities and choices for creating varied, instructive, and engaging lessons, as both informant 1 and informant 2 seem to agree since both have used English texts informally in subjects other than English. For this paper, the initial and biggest concern regarding the cross-curricular use of English texts in Social Studies was the language barrier, where the content of the text was lost because the text was in English. However, informants 1 and 2 imply that Norwegian pupils' English skills are proficient enough that the reward for using English text cross-circularly outweighs the risk of losing the content. However, both underline the importance that teachers continuously use their professional reasoning and judgment when deciding which resources and sources to use in lesson planning concerning content and language.

Informant 1 does not consider the cross-curricular use of English text as cross-curricular work mainly because informant 1 has not considered it as such. It seems that, for informant 1, English texts are simply another resources that can be applied to lesson planning. This is quite a substantial find as it heavily supports the main statements claimed in this paper. Informant 2,

however, does seem to consider the cross-curricular use of English texts as cross-curricular work, but not necessarily in the way LK20 intends, which is also an extremely relevant discovery as it brings to light the fact that LK20 is interpreted and, therefore the pedagogical practice can differ from school to school.

Both informant 1 and informant 2 give the impression that the LK20 formulation of cross-curricular work is, in fact, too vague, which is supported by the fact that informant 1 does not seem to consider the cross-curricular use of English text as cross-curricular work while informant 2 does. In the worst-case scenario, every teacher that uses English text in other subjects that English is not practicing their profession in accordance with the LK20 since the only location where such a practice would be theoretically anchored is in the *interdisciplinary topics* section of the LK20. However, as we have established, this section is vaguely formulated and leaves much room for interpretation.

Even though both informants seem to report positive experiences with the use of English texts cross-curricularly in Social Studies, informant 2 report some negative experience and concerns regarding cross-curricular work in general, mostly regarding finding the time for planning cross-curricular work amidst the stress of external assessment factors and the bureaucratization of the teaching profession. But this, however, is a subject for future studies.

On the topic of CLIL, none of the informants have heard about CLIL specifically but are familiar with the concept. Only informant 2 seems to have some previous knowledge about a similar teaching method to CLIL through the International Baccalaureate (IB) program. However, both informants seem to be unfamiliar with the CLIL teaching method. Although this is the case, after hearing what CLIL is and how the teaching method is practiced, they expressed finding it an enticing idea with some challenges that need to be considered.

Informant 1 is undecided whether this teaching method is better aimed at Norwegian gifted pupils or pupils with Norwegian as their second language, meaning immigrants or refugees. According to informant 1 CLIL, on the one hand, utilizing CLIL for pupils who's English skills are above what is expected is a great way to challenge and adapt the teaching according to the pupil's skill level. On the other hand, for pupils who are more familiar with English rather than Norwegian, CLIL is a great way to adapt the teaching according to the pupil's skill level.

### 4.3 HOW DO NORWEGIAN UPPER SECONDARY SCHOOL STUDENTS VIEW THE USE OF ENGLISH TEXTS AS CROSS-CURRICULAR IN SOCIAL STUDIES?

As explained in section 1.1 and further elaborated upon in section 3.2, this question was given to 26 Norwegian secondary school pupils and was meant to answer the research question; *How do Norwegian upper secondary school students view the use of English texts as cross-curricular in social studies?*

The final survey yielded valuable data, interesting answers, and insights from the pupils on the cross-curricular use of English texts in Social Studies. Many of which will be analyzed and discussed below.

#### 4.3.1 “What is your favorite kind/kinds of English texts?”

The amount of adolescents who report being regular readers has slowly and steadily declined over the past years, with perhaps the moving picture taking the novel's place (Vedvik, 2019). This unpopularization of reading might have something to do with the pupils' lower grammatical skills, as informant 2 mentioned in the interview and as we can see suggested in the results from the survey in Figure 5.

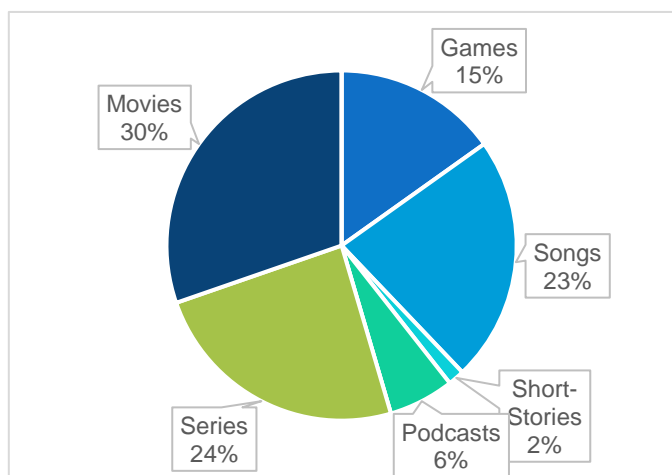


Figure 5

Unsurprisingly most of the 26 participants in the survey answered that their favorite kind of English texts were movies by 30%, followed by series at 24%, with songs at 23% close behind. Additionally, 15% answered games which correspond with recent studies on gaming both in and out of school. It is. However, it is a slight cause for concern that none of the pupils answered novels, although 2% answered short stories.

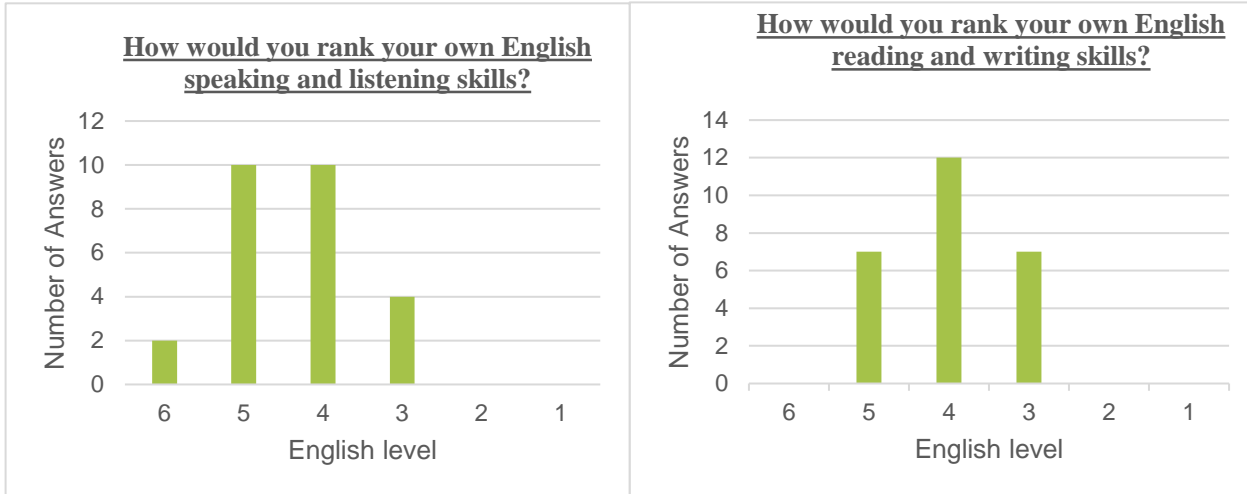


Figure 7

Figure 6

In Figures 6 and 7, where the pupils are asked to rank their basic skills, the pupils rate their speaking and listening skills relatively high, while the rankings for reading and writing are somewhat lower. The fact that adolescents in Norway read less might be one of many explanations as to why Norwegian upper secondary school students are weak at writing and reading English, but the data from the figures suggest that the use of English texts, which rely on speaking and listening skills might be more potent given that a high percentage of the pupils are more proficient in those basic skills.

It is also interesting to note that none of the participants ranked themselves below a three. One possible reason is that the participants are as proficient in English as they say they are. Another reason might be that some participants ranked themselves higher than their actual ranking either to save face or because they were unaware of their actual ranking in basic skills. However, this is a double-edged sword as it might as well be possible that the participants ranked themselves lower than their actual ranking, as humans tend to downplay our achievements (Hardin, 2000). These are some aspects of the data in Figures 6 and 7 which weaken the data's reliability, but I will still argue that even though some of the participants might be higher or lower ranked than they have reported, judging by the data available, the pupils' proficiency in the English language is still quite high.

### 4.3.2 “ How many times would you say you interact or are in contact with the English language outside of School?”

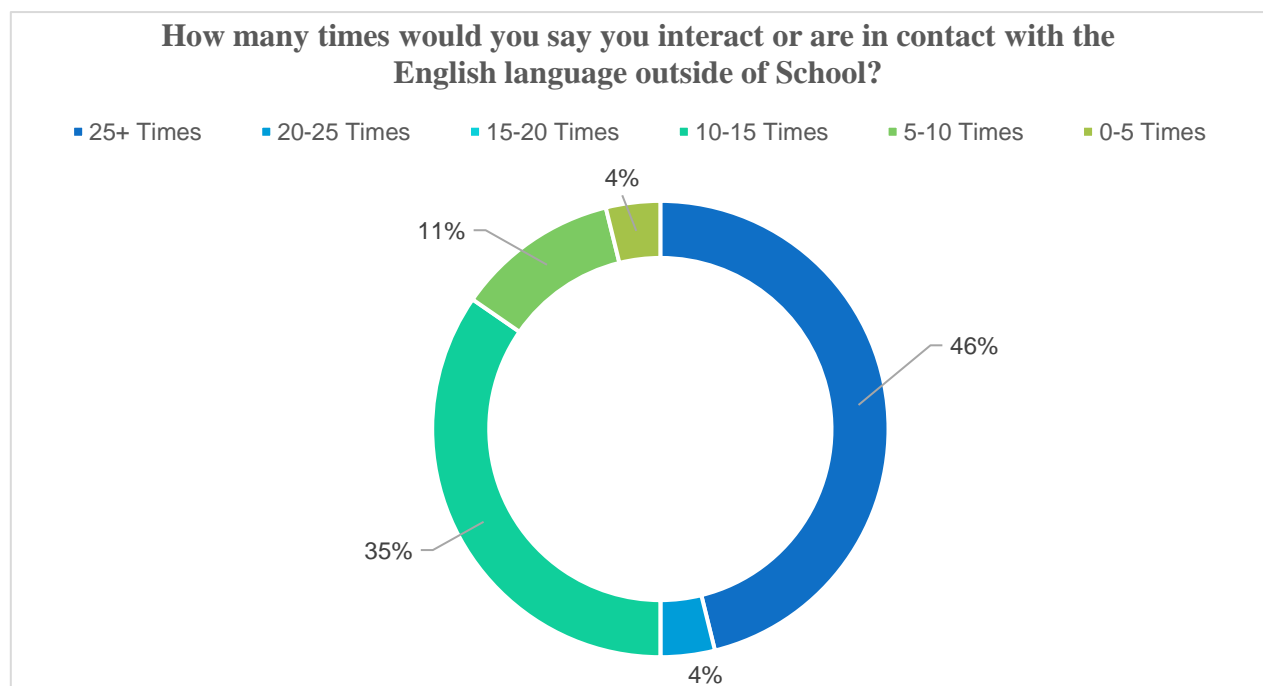


Figure 8

An experienced researcher might, at first glance, detect a technical problem with this question. The problem is that there is no time frame specified in the question. It was orally conveyed to the pupils that the time frame for the question was over a week, thereby weakening the survey’s validity to a minimum.

The fact that 4% answered that they are in contact with the English language outside of school 0-5 times over a week, but no one answered 15-20 times is a surprising aspect of this data. This could suggest that the question itself was confusing, which is possible, or that there still exists a divergence between those pupils who interact with English regularly and those who do not. This is consistent with Stuvland’s (2019) research in elementary schools where there is a considerable gap between the pupil’s English skills, meaning that the elementary pupils are usually at either a high or low proficiency level in English. This also does not correlate entirely with the data from figure 6 and 7, where none of the participants ranked themselves below 3, but on this question, 4% answered that they are in contact with the English language between 0-5 times over a week,



meaning that they might not be completely honest of their English skill level which might be argued to weaken the survey's reliability.

A positive takeaway from this data, at least in the context of this paper's thesis, is that most students seem to be in contact with the English language several times during the week. This strengthens the argument for questioning the state of the English Language in contemporary Norway and, by extension, further strengthens the pedagogical and didactic practice of using English text cross-curricularly, given the pupil's regular contact with English.

#### **4.3.3 “What is your opinion on cross-curricular (tverrfaglig) use of English texts?”**

Most of the answers received on this question ( see appendix) show that among the participants, there exists a generally positive attitude towards the cross-curricular use of English text. Some of the answers reveal that some pupils are also aware of some of the potential benefits of using English text cross-curricular, such as this answer:

- **Jeg synes det er fint å bruke engelsk på flere områder. Jeg får et større ordforråd ved å bruke det i flere fag enn bare i engelsk.**

The participant seems to show an understanding of developing language accuracy by acquiring a wider vocabulary through exposure. As previously discussed, a potential language learning benefit of using English texts cross-curricularly is more of a bonus than an intended effect, but this pupil experiences a development in language proficiency through this cross-curricular practice. However, it is important to note that this contribution to language learning might be more aimed toward speaking and listening skills. As informant 2 mentions in section 4.2, even though contemporary Norwegian upper secondary school pupils are more exposed to English and have a wider vocabulary, they still struggle with grammar and academic writing. The current practice of cross-curricular use of English texts further expands on this argument, as we will see by the answers later in the survey.

One of the main points of cross-curricular work, according to the LK20, is for the pupils to develop in-depth learning by connecting the subjects. The answers below suggest that some pupils might be aware of this.

- **Jeg tenker det er bra å flette inn andre fag i hverandre så vi får vite hvordan man kan bruke de. Så jeg mener det er smart**

By working cross-curricularly, you provide the pupils the opportunity to learn how different subjects are connected and, more importantly, how to apply knowledge from one subject to achieve a goal or solve a problem in another. However, this might not be easy, as exemplified by the MOVE project (see section 2). Nevertheless, providing the pupils an opportunity to connect the dots between two or more subjects through cross-curricular work is a practice worth considering.

Although a majority of the answers expressing the participant's opinion on cross-curricular work were positive, some answers made important points about some of the negative risks with this practice.

- **Jeg er ikke den største fanen av tverrfaglig bruk gjennom engelsk, siden jeg føler jeg ikke får ut all informasjonen jeg ønsker.**

As previously discussed, both in this paper and in the interviews with the informants, to what degree the Norwegian upper secondary class would benefit from the cross-curricular use of English texts is highly reliant on the collective English skill level of the class.

As both interview informants point out, when deciding whether to use an English or Norwegian text in social studies ( see section 4.2), they would never run the risk of deprioritizing the learning goal of a social studies lesson in favor of English language learning, but the general impression seems to be that Norwegian upper secondary school pupils would indeed benefit from English texts because their English skills are proficient enough. This is mostly because Norwegians' exposure to English, especially to subtitled pop culture, as informant 2 points out, is very high, and by extension, the longstanding definition of English as a foreign language is changing. Additionally, as both informants also point out, you need to work with the text both pre- and post-reading or watching to ensure the text's content is not lost on the pupils.

However, there is always the risk, no matter how many precautions one takes, that a pupil with a high learning potential in English might not learn the intended content of the English text because they are intimidated by the fact that the text is in English or simply does not understand anything at all. We have already discussed that the cross-curricular use of English texts might give such pupils more opportunities to develop their English skills. However, because intended language learning should be preserved for English subject lessons, teachers should consider whether the cross-curricular use of English texts benefits their class.

This relates to the trend among teachers of adapting low when faced with dilemmas concerning adaptive teaching previously discussed in section 2. Since the LK20 specifies that all pupils are entitled to the teaching being adapted to fit their needs, in a class of 30+ pupils, it is easier for a teacher to adapt the teaching in the direction of people with high learning potential, the idea being that the pupils with high learning potential are exposed to a desirable challenge level, and the more gifted pupils do not suffer as a consequence of this (Hornstra, Bakx, Mathijssen, & Denissen, 2020). Even though gifted students might not be negatively affected by such a practice, they are not given the desirable challenges to reach their full potential.

Nevertheless, it is still the teacher's responsibility to make sure that the didactic and pedagogical methods utilized during their lesson are adapted to the existing skill level of the class and not to a desired skill level.

One important aspect of the topic of cross-curricular work, and one that has not been discussed much in this paper, is assessment. In the interview with informant 1, we are informed that they will carry out an extensive cross-curricular project, where the end product produced by the pupils will be assessed and graded. This answer by one of the questionnaire participants suggests that this assessment method is a great way for the pupils to show competence in more than one subject.

- **I think it is a good way to evaluate a assesment because firstly, it's two or more subjects in one. And secondly, you can show your competence in several subjects**

Teachers can also assess to what degree in-depth learning has been achieved by demonstrating their competence in several subjects. As previously discussed in the interviews with both informant 1 and informant 2, this method of assessment might make it difficult for subject teachers to assess whether or not the competence aims in each specific subject have been reached, but sometimes teachers might have to deprioritize their subject in favor of the “greater good” referring to the statement by informant 1.

#### 4.3.4 How often do you experience that English texts are being used cross-curricularly (tverrfaglig) in social studies (samfunnsfag) class?

This paper began with the hypothesis that using English text cross-curricularly in Social Studies has become widespread in Norwegian upper secondary schools. The data from Figure 9 supports this hypothesis, as not one participant answered never. However, it is important to note that all the participants in the questionnaire belong to the same class, and the natural question of why the participants answer differently to this question should be given attention.

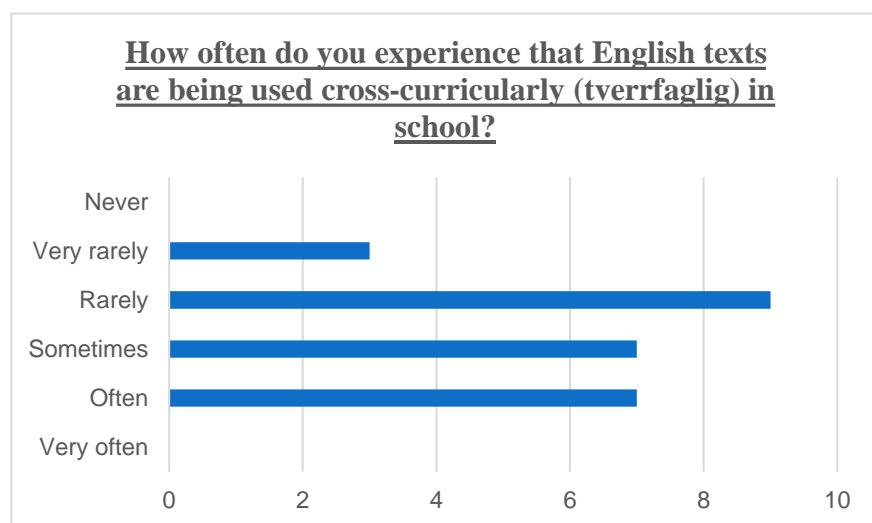


Figure 9

One reason for this might be that there exists confusion among Norwegian upper secondary school students about what constitutes an English text. The denotative and connotative meaning of the word 'text' is a book or any written medium. It is, therefore, not surprising if the pupils immediately

thought of written English texts when asked how often they experience English texts being used cross-curricularly. This notion is reinforced by some of the participant's answers to the next question; **Could you give an example of an English text which was presented to you in social studies (samfunnsfag)?** For example, one pupil answered;

- **Jeg vet ikke om noen Engelsk tekster vi har brukt, men vi bruker Engelsk film/Youtube i undervisning.**

As we can see by this answer, when asked about English texts, some pupils might immediately assume that the question is about written English texts, which would be correct in any other circumstance except when talking about how the LK20 defines English texts. Even so, it seems like most of the pupils still understood what the questions asked for ( see appendix 7.6) since

many answered that they had watched a movie about the UN and usually watched short clips from Youtube.

#### **4.3.5 “Did you enjoy this use of English texts in social studies (samfunnsfag)? Why/why not?”**

After establishing that the participants do indeed have experienced that English texts have been used cross-curricularly, the next thing on the agenda is to get to know their attitudes towards this practice.

One participant answered;

- **The English videos are often more of quality than the Norwegian ones. They are also more up to date than the Norwegian videos.**

This relates to informants 1- and 2’s reasoning for using English texts instead of Norwegian ones. There are plenty more sources and resources to pick from when a teacher can operate in multiple languages. Naturally, English texts are being produced faster than Norwegian ones, given that English is the lingua franca. The text being in English means that the text will reach a wider audience and therefore be more popular among the intended audience or more profitable for the producers, which in turn leads to the content of the text being more up-to-date. Both of these points are mentioned in the pupil’s answer above.

The next answer is relevant for both interview informants, emphasizing the importance of using variety when planning lessons;

- **Jeg liker når vi ser på Youtube klipp i timen, fordi det er annerledes enn å sitte å lese i boka**

This answer expresses that using a variety of mediums in lessons and lesson planning led to, at least for this pupil, a more engaging and enjoyable lesson. This is also in accordance with Meyer’s multimedia theory (Bateman, Wildfeuer, & Hiippala, 2017) and, as mentioned by informants 1 and 2’s reasoning for using short films and clips from Youtube.

Furthermore, I would like to direct your attention to informant 1’s statement in the interviews about using English videos with either English or Norwegian subtitles. According to Meyer,

combining subtitles and moving pictures could greatly increase the chances of the content being remembered by the pupil. However, it is important to note that it might just be that the pupil enjoys watching a YouTube clip more than reading, regardless of the language, and the reason for the clip to be in English is simply a matter of convenience for the teacher.

Nevertheless, the answer above by one participant creates an incentive for using English texts cross-curricularly, as it might be the case that practices that bring variety to the lessons create a better learning environment. Some pupils might even enjoy the text being in English, as expressed by the participants below.

- **I like it because it is fun to switch and not only have norwegian. The problem is that if the text contains mutiple difficult words, then I am not able to understand the whole context.**

This answer suggests that some pupils find it fun to switch between languages or maybe even practice translanguaging. This is a fact that it seems like most teachers are aware of as both informants clearly stated that some pupils are very proficient in English and would perhaps benefit from programs such as CLIL or IB, although viewing a short YouTube clip can not compare to the more comprehensive teaching methods of CLIL and IB. Both informants also say that the teaching methods of CLIL and IB should be reserved for schools that have this as a choice for pupils to apply for, as attempting to enforce such a practice in an average Norwegian upper secondary class might lead to some problems, as exemplified in the participants answer above.

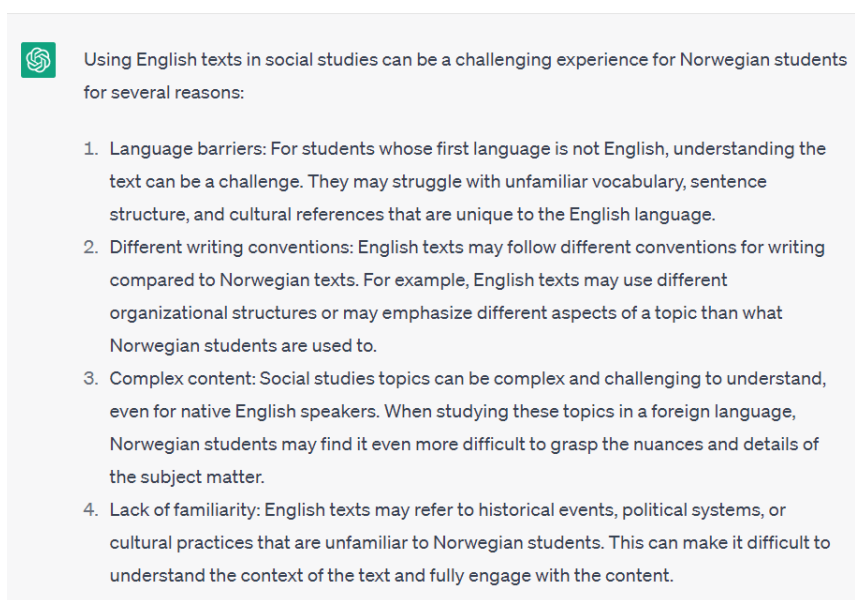
The problem described by the participant's answer is what Meyer refers to as the split attention effect and is indeed a pitfall when choosing to use English texts corss-curricularly. Suppose the texts consist of too many difficult words, difficult being relative. In that case, the pupil will either spend too much time and energy attempting to decipher the content or be discouraged from attempting to decipher at all because the attention is no longer on the content of the video but rather on the language it is being conveyed in.

Another pupil agrees with this statement and mentioned two other challenges or problems with using English text cross-curricularly, cultural differences and the exclusion and neglect of Norwegian literature.

- **The use of English texts in social studies can be a challenging experience for Norwegian students. Here are some reasons why: Language Barrier, Cultural Differences, Exclusion and Neglect of Norwegian Literature**

First and foremost, it might be the case that this answer from one participant is from ChatGPT, an AI (Artificial intelligence) software. I consider this highly likely as the language and structure of this answer are unlike any of the other participant's answers, and the fact that I was provided a similar response when asked the same question to Chatgpt.

How can using English texts in Social studies be a challenging experience for Norwegian students?



*Figure 10: Screenshot of the answer provided by Chatgpt*

Chatgpt and AI are still very new phenomena and their possible impact on future teaching has still not been studied or researched, but the fact that a pupil is using AI to provide answers on a questionnaire that is asking for the pupil's own thoughts is a questionable use of judgment by the participant. In the interviews, it is mentioned that some Norwegian teachers enjoy using English in their teaching in order to create varied and engaging lessons. Chatgpt and AI might be worth exploring more as such a tool, but as possibly proven by this example, more research is needed on its effect on teaching and the pupils' cognitive ability. Nevertheless, the answer provided by the participant does bring up several good points. Skipping the point about the language barrier, as this has been extensively discussed throughout this paper, the first problem mentioned by the participant is cultural differences. According to the LK20, the pupils are supposed to be exposed

to different cultures, so one should think that cultural differences would not be mentioned in the category of challenges with using English texts cross-curricularly, but be that as it may, we can speculate on why the pupils chose to list it as a challenge.

If a Norwegian driving teacher were to show a class of future Norwegian chauffeurs an instructional video from England on how to drive without informing the Norwegian future chauffeurs that the direction of the driving lanes is different in England, then the chauffeurs would be in traffic accidents all the time. This hypothetical provided an example of how cultural differences in an English text might be challenging when using English texts cross-curricularly.

The second problem in the participant's answer is the exclusion and neglect of Norwegian literature. The term literature is specifically aimed at resources used in the Norwegian subject and limits the discourse to only written Norwegian texts. Therefore for the sake of argument, we assume that the pupil meant Norwegian texts as in all mediums, sources, and resources in Norwegian.

This is a significant point and has two important aspects to it. The first one is the role that the English language has come to play in contemporary Norway. Regarding share quantity Norwegian, produced entertainment cannot even match English-produced entertainment. Additionally, since English-produced media often has more resources available to them, the quality of the English media is also quite high. And since the arena where Norwegians are in contact with the English language the most is through entertainment, as demonstrated by (source) and suggested in the figure, one can assume that Norwegians often pick English entertainment instead of Norwegian because of quality, quantity, convenience, and enjoyment.

The second aspect of the neglect and exclusion of Norwegian texts is capitalistic and Darwinian. Given that English texts are more viable for adapting to an ever-changing world because English texts are produced more rapidly, in larger quantity, and often in better quality than Norwegian ones. Teachers might be more inclined to choose English texts over Norwegian ones, leading to a “survival of the fittest” scenario between Norwegian and English texts. This, in turn, leads to the capitalistic part of the problem in terms of supply and demand. To exaggerate the point, if there ceases to be a demand for Norwegian texts, then Norwegian texts will stop being supplied. This will never be the case, but the idea is still transferable to less extreme scenarios, such as



answering why someone should spend time and money on producing a Norwegian text if there already exists a better one in English.

The answer might be that some pupils are not proficient enough in English to extract content from an English text through the language barrier. Therefore, there needs to be Norwegian texts that allow the teachers more options when planning a lesson and provide the pupil an opportunity to understand the content without language being an obstacle.

#### 4.3.6 “In your own opinion, how much of the content (innholdet) in the English text would you say you understood?”

In many of the answers by the participants discussed above it, existed a common concern that a text being in English might be difficult because of the language barrier, as one participant

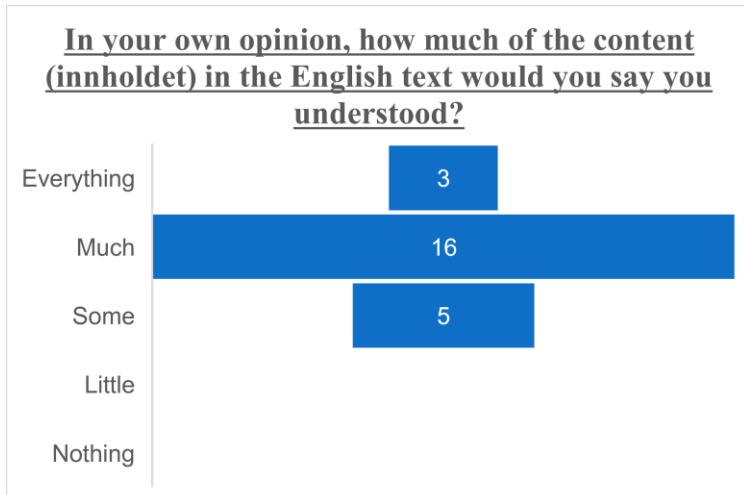


Figure 11

formulated it. Despite that, it would seem, at least for this group of participants, that the language barrier does not seem to be such a big obstacle since at least everyone reported understanding “some” of the content of the English text.

One could argue that five pupils just understanding “some” of the English text should be cause for seriously reconsidering using English texts cross-curricularly. However, I would argue that these five pupils are in a win-win situation when learning through more than one subject. As they understood some of the English text, they can extract the entire meaning through working with the text post-viewing or reading, as informants 1 and 2 highlighted as an important part of the process ( see section 4.2). This understanding of some of the language and content by the pupils during viewing or reading can lead to a more comprehensive understanding during post-viewing or post-reading work. Meaning that the pupils might achieve a deeper understanding of two subjects simultaneously, as previously theorized and discussed in section 2. This, in turn, can,

according to Bloom's taxonomy for learning (Krathwohl, 2002), apply this new understanding not just to English text but to the subject where the cross-curricular use of English text took place.

However, a possible counterargument is that this hypothesis does not consider exactly what “some” entails, meaning that the question itself is unclear. Does “some” mean some words, some phrases or some imagery, or something else? This might weaken the validity of the data as there is no way of knowing the answer to what the pupils understood without testing them.

The last two questions of the questionnaire; **In your opinion, are there any negative effects with using English texts in social studies (samfunnsfag)?** And; **In your opinion, are there any positive effects with using English texts in social studies (samfunnsfag)?** Did not provide the paper with any new data and will not be presented or discussed here but are available in section 7.6.

#### **4.3.7 Conclusion on questionnaire**

As presented above, many of the answers to this questionnaire are the same as has been discussed extensively throughout this paper.

Mainly, some pupils with high learning potential in English might be discouraged from working with a text if they do not feel confident in their proficiency. Additionally, they might not even dare to let the teacher know that they do not understand the content of the English texts out of fear of being mocked or looked down upon. Additionally, the overuse of the English language in Norway might lead to the Norwegian language's downfall. A nightmare that keeps many Norwegian subject teachers awake at night, no doubt.

Moreover, the answers by the participants on the positive effects of cross-curricular use of English text perfectly sum up many of the arguments presented in this paper.

Applying English texts to social studies can potentially maximize the learning benefit for both subjects and doing this also increases the chance of in-depth learning taking place as it makes it easier for the pupils to see the connections between subjects. Also, by using English texts cross-curricularly, you expose the pupils to more English which can, as a bonus, also contribute to language learning. This, however, is a slippery slope as a teacher needs to assess whether or not the language barrier is too large for the whole class to benefit from it. Furthermore, given that English is the lingua franca and that Norwegian upper secondary school pupils seem to be in

contact with English a considerable amount both in and outside of school, not harvesting the enormous potential of English texts seems like a waste.

## 5 CONCLUSION

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### 5.1 LIMITATIONS

Before diving into some of the possible answers to the thesis and the hypothesis that the research might have yielded, it is important to talk about the limitations of this paper to aid future studies on the topic.

The first and biggest weakness of the study, or at least the part with the most improvement potential, is the survey questionnaire outlined in section 4.3. The biggest weakness is an insufficient sample size for meaningful statistical measurements. The data collected from one class or 26 participants is not enough scientific evidence to arrive at a meaningful answer to research question iii. As mentioned many times in this paper, the English skill level and pupils' attitudes towards English might vary from class to class and school to school. Therefore, answers from 26 participants are not enough data to arrive at a resolute answer. Moreover, some of the questions asked in the questionnaire should have been reformulated as some of them should have better outlined the conditions and true meaning of the question.

The second limitation is that of the semi-structured interviews outlined in section 4.2. Although the questions were satisfactory and suitable to answer the research question for which they were created, the real interview did have much more potential than what was being utilized. One could argue that this is more of a missed opportunity rather than a limitation, of which I could be inclined to agree. However, I have still decided to include it as a limitation as it did limit the paper from uncovering more knowledge, either for applying to this paper or for future studies.

A third limitation is that this paper chose to conduct a document analysis of the English-translated version of the LK20 rather than the Norwegian one, thereby straying from the commonly used version of the LK20. Even though I mention this as a limitation, it should not be a problem as the English-translated version of the LK20 is supposed to be the same governing document, only translated. The fact that using the English version might lead to a different outcome when conducting research within the same country is concerning as they are both

governments approved. As said previously, this might mean that Norway has two different curriculums operating simultaneously.

## 5.2 CONCLUSION

This paper sought to argue the thesis; *The cross-curricular use of English texts, though not clearly described in the LK20, is a naturally occurring phenomenon in Norwegian upper secondary schools which teachers can use to maximize the potential learning benefit for both English and social studies.* This thesis was formulated and resting upon three hypotheses; *Cross-curricular work is not adequately defined or formulated in the LK20, exemplified through the use of English text in social studies in upper secondary school; The practice of using English texts in social studies is not theoretically anchored in the LK20 but is still a pedagogical tool used by Norwegian upper secondary school teachers. And; Cross-curricular use of English texts in social studies can maximize the potential learning benefit for both subjects in upper secondary school.*

There was formulated three research questions which, through three different research methods, were meant to form a triangulation to help answer the three hypotheses, which in turn, could potentially provide an answer for the thesis.

Firstly, the intention behind the document analysis of the LK20 was to answer research question i, which yielded results confirming the first hypothesis. The section on previous studies confirmed that I am not alone in hypothesizing that the LK20's guidelines and formulations are too vaguely defined.

Combining this with the results from this paper's document analysis of the LK20, it has been well established that the LK20's guidelines and information on the topic of cross-curricular teaching and, by extension, the cross-curricular use of English texts in Social Studies are, in fact, vague and unclearly defined. This is problematic in the case of research on the topic of cross-curricularity and for the national practice of cross-curricular teaching in Norwegian upper secondary schools.

Moreover, the cross-curricular use of English texts can not be said to be anchored anywhere else in the LK20, but the cross-curricular section, which, as proven above, is too unspecific and vague for it to be confidently assessed that cross-curricular use of English text is cross-curricular work

at all. Therefore cross-curricular use of English texts is not theoretically anchored in the LK20. Nevertheless, this pedagogical choice seems to have developed naturally in schools due to the ever-expanding access to new technology, the convenience of availability, and the generally high level of English proficiency among Norwegian upper secondary school pupils.

Secondly, the semi-structured personal interviews aimed to answer research question ii and gave the paper interesting and nuanced depth. Surprisingly one of the informants in the interviews is not an English teacher but still admits to using English texts in their teaching occasionally. This is an important contribution to this paper, as it further supports the idea that Norwegian upper secondary school pupils' English skills are generally considered proficient enough to benefit from cross-curricular use of English texts. It makes quite a strong case when a teacher without teaching competence in English utilizes English texts as a pedagogical tool in Social Studies because of the general quality of the texts and accessibility of such texts.

The analyzed data from the interviews answer the research question; *How do teachers report their experience with cross-curricular use of English texts in social studies?* Teachers reported a positive experience with the cross-curricular use of English text, especially in Social Studies. However, this is not quite true as the informants do not consider the informal use of English texts in other subjects as cross-curricular work, meaning that they report a positive experience with using English texts, circling back to the initial concern of straying too far from teachers' common understanding of what constitutes cross-curricular teaching. Therefore, conducting research on cross-curricularity in Norway becomes a problem due to the formulation of said teaching in the LK20.

Since English texts are easily accessible and generally of higher quality than Norwegian ones, it becomes a pedagogical tool for teachers to use in their lesson planning to vary their lessons and provide a more engaging and enjoyable lesson. As proven in the interviews, this seems to be the case for English subject teachers and social studies teachers. It is also uncovered in the interviews that it is easier for a teacher of both subjects, English and Social Studies, to practice cross-curricular use of English text as such a teacher knows to what degree the pupils would benefit from cross-curricular use of English texts based on their proficiency in English.

There are positive and negative aspects to all pedagogical and didactical approaches. However, The pedagogical practice of using English texts cross-curricularly should, as with all pedagogical

and didactic approaches, be critically and professionally evaluated by each teacher for each class as to the intention for using such a practice. As one can interpret from the interviews, teachers should utilize the professional municipality at their school as well as the professional reasoning for which pedagogical and didactic approach to use.

Moreover, based on the answer to the first research question, teachers seem to have different ideas about what exactly constitutes cross-curricular work. Some would say that using English texts cross-curricularly in Social Studies is not cross-curricular work as the intention is not to maximize the benefits in both subjects but rather enhance the learning potential in one, which in the case of this paper is Social Studies. Some would argue that the cross-curricular use of English texts can be defined as cross-curricular work but not in the way LK20 intended. This is understandable, given that the LK20's framework of what constitutes cross-curricular work is virtually non-existent. The results of this is that cross-curricular work is often organized through big projects or, in the worst case, not at all.

Thirdly the survey questionnaire, whose intent was to answer research question iii widened the scope of the paper by providing a pupil perspective on the topic of the paper, as the cross-curricular use of English text is meant to benefit the pupils. Based on the data from the questionnaire, it can be said that the answer to; *What are Norwegian upper secondary school pupils' attitudes to the use of English texts cross-curricularly in Social Studies?* The attitudes are optimistic while remaining aware of some negative aspects of such a practice.

Cross-curricular use of English texts in Social Studies appears to create a varied lesson that also makes the lessons more enjoyable, which coincides with the attitudes of the teachers in the interviews and the pupils' answers from the questionnaire. Additionally, to use English texts cross-curricularly on a topic or a lesson in social studies seems to nuance the topic and contextualize it in the global arena, given that English is the lingua franca or the “world language”. Furthermore, as a bonus, it gives the impression that the pupils are also aware of the potential language learning benefit of such a practice as it can expand their vocabulary by introducing them to subject-specific terminology in another language.

However, they also accurately point out that the cross-curricular use of English texts in social studies would challenge pupils with high learning potential in English and Social Studies. For some pupils, reading or watching a Norwegian text in Social Studies might be hard enough.

Adding the barrier of language might lead to some pupils being demotivated and discouraged from doing their best as their insecurity and proficiency in the English language restrict them.

Based on the data collected, it is suggested that because of the vague and unclear formulations in the LK20, cross-curricular use of English texts in Social Studies is not theoretically anchored in the LK20 as it is not explicitly mentioned in the interdisciplinary topics section. Utilizing such a method means interpreting the LK20 by what it does not say; it does not say that we cannot use English text cross-curricular in Social Studies, which in and of itself should be a red flag for any teacher, as there are many more concerning pedagogical and didactical practices which are not explicitly mentioned in the LK20.

However, as discussed in this paper, both subjects ( Social Science and English) have much in common regarding competence aims and interdisciplinary topics in the LK20. In combination with a possible new in-transitional status for the English language in Norway and the fact that the use of English texts cross-curricularly has become a more and more common pedagogical and didactical practice by teachers in Norwegian upper secondary schools, I conclude that despite that the cross-curricular use of English texts on a multi-and interdisciplinary level in Social Studies is not theoretically anchored in the LK20, it is a sound practice that should be treated and evaluated on the same level as any other pedagogical and didactical method by each separate teacher for each separate classroom in terms of adapting the teaching and learning scenarios. Hopefully, this paper has shed some light on the missing links between the theoretical and practical understanding of cross-curricular use of English texts in Norway and alerts Norwegian teachers to mind the gap.

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## 7 APPENDICES

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### 7.1 INFORMATION PAPER (BOTH ENGLISH AND NORWEGIAN) AND CONSENT FORM

# Are you interested in taking part in the research project

**“(Cross-curricular use of English texts in social studies)”?**

#### *PURPOSE OF THE PROJECT*

*You are invited to participate in a research project where the main purpose is to answer the Master thesis: How are English texts used cross-curricularly in Social Studies in Norwegian upper secondary school?*

#### **Which institution is responsible for the research project?**

*Inland Norway University of Applied Sciences* is responsible for the project (data controller).

#### **Why are you being asked to participate?**

You have been asked to participate because you work in upper secondary school and teach Social Studies and/or English, cross-curricularity is a current topic in today's schools, and because cross-curricularity is emphasized in the LK20 and recognized as one of the principles that will characterize the future school's pedagogical practice.

#### **What does participation involve for you?**

If you choose to take part in the project, this will involve that you partake in an interview. It will take approx. 1-2 hours. The interview includes questions about; *How do teachers report their experience with cross-curricular use of English texts in social studies?* Your answers will be recorded electronically by the application “Nettskjema-Diktafon” and uploaded to an online server approved by the Inland Norway University of Applied Sciences.

You can choose if you want to conduct the interview in English or Norwegian.

### **Participation is voluntary**

Participation in the project is voluntary. If you choose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you choose not to participate or later decide to withdraw from the project.

### **Your personal privacy – how we will store and use your personal data**

We will only use your personal data for the purpose(s) specified here and we will process your personal data in accordance with data protection legislation (the GDPR). The recordings from the interviews will be stored at an encrypted password-protected online research server ( \*Nettskjema). Your real name will be replaced with a codename.

You will not be recognizable should the research project be published.

### **What will happen to your personal data at the end of the research project?**

The planned end date of the project is 23.06.2023. After which all your personal data and any raw data collected, including, but not limited to audio tapes, will be deleted.

### **Your rights**

So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Norwegian Data Protection Authority regarding the processing of your personal data

### **What gives us the right to process your personal data?**

We will process your personal data based on your consent.

Based on an agreement with NSD (\*Norsk senter for forskningsdata AS) Data Protection Services has assessed that the processing of personal data in this project meets requirements in data protection legislation.

### Where can I find out more?

If you have questions about the project or want to exercise your rights, contact:

- *Inland Norway University of Applied Sciences* via

(Redacted)

Or

(Redacted)

If you have questions about how data protection has been assessed in this project, contact:

- Data Protection Services, by email: ([personvertjenester@sikt.no](mailto:personvertjenester@sikt.no)) or by telephone: +47 53 21 15 00.

Yours sincerely,

Project Leader  
(Supervisor)

Student

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## Consent form

I have received and understood information about the project “Cross-curricular use of English texts in social studies” and have been given the opportunity to ask questions. I give consent:

- to participate in an interview.

I give consent for my personal data to be processed until the end of the project.

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(Signed by participant, date)



# Vil du delta i forskningsprosjektet

## ” Tverrfaglig bruk av engelske tekster i samfunnsfag”?

*Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut hvordan engelske tekster, slik de er definert i lærerplanen, blir brukt i samfunnsfag. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.*

### **Formål**

Du inviteres til å delta i et forskningsprosjekt hvor hovedformålet er å besvare masteroppgaven: Hvordan brukes engelske tekster tverrfaglig i samfunnsfag i norsk videregående skole?

Dette er en master oppgave med formål å forske på hvordan videregående lærere bruker engelske tekster tverrfaglig i samfunnsfag. Gjennom forskningsmetodene dokumentanalyse, intervjuer og elektronisk spørreskjema vil oppgaven søke svar på noen forskningsspørsmål for å kunne svare på master oppgavens problemstilling. Hvordan beskriver LK20 den tverrfaglige bruken av engelske tekster? Hvordan rapporterer lærere om sin erfaring med tverrfaglig bruk av engelske tekster i samfunnsfag? og hva er norske videregående elevers holdninger til bruk av engelske tekster på tvers i samfunnsfag? er noen spørsmål som denne studien forsøker å svare på.

### **Hvem er ansvarlig for forskningsprosjektet?**

*Høgskolen i Innlandet er ansvarlig for prosjektet.*

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

*Du har blitt spurt om å delta fordi du jobber i videregående skole og underviser i samfunnsfag og/eller engelsk. Fordi tverrfaglighet er et aktuelt tema i dagens skoler, og fordi tverrfaglighet vektlegges i LK20 og er anerkjent som en av de prinsipper som skal prege fremtidens skoles pedagogiske praksis.*

### **Hva innebærer det for deg å delta?**

Dersom du velger å delta i prosjektet, vil dette innebære at du deltar i et intervju. Det vil ta ca. 1-2 timer. Intervjuet inneholder spørsmål om; Hvordan rapporterer lærere sin erfaring med tverrfaglig bruk av engelske tekster i samfunnsfag? Svarene dine vil bli registrert elektronisk av applikasjonen «Nettskjema-Diktafon» og lastet opp til en nettserver godkjent av Høgskolen i Innlandet.

Du kan selv velge om intervjuet skal bli utført på Norsk eller på Engelsk.

### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

### **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Opptakene fra intervjuene vil bli lagret på en kryptert passord beskyttet nettbasert forskningsserver (Nettskjema). Ditt virkelige navn vil bli erstattet med et kodenavn.

Det vil ikke være mulig å identifisere deg skulle studien bli publisert.

### **Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?**

Prosjektet vil etter planen avsluttes 23.06.2023. Etter prosjektslutt vil datamaterialet med dine personopplysninger og opptaket av intervjuet slettes.

### **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra NSD (Norsk senter for forskningsdata AS ) har Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

### **Dine rettigheter**

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

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:

- *Høgskolen i Innlandet* ved

**(Tilbaketrukket)**

Eller

**Tilbaketrukket )**

Hvis du har spørsmål knyttet til Personverntjenester sin vurdering av prosjektet, kan du ta kontakt med:

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

Med vennlig hilsen

(veileder)

(Student)

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## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Tverrfaglig bruk av engelske tekster i samfunnsfag*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

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(Signert av prosjektdeltaker, dato)

## 7.2 INTERVIEW GUIDE

1. *How long have you worked as a teacher? Follow-up questions: What level are you teaching at? What subjects do you teach?*
2. *There was a joke in a book I once read, from Munden, about four different kinds of teachers when planning lessons. There are the teacher's room planners, those who plan the lesson over a quick cafe break. The corridor planners plan the classes in the corridor on the way to classes. Spontaneous planners are those who don't plan their lessons until they are in them. There are also the "hallelujah" planners who don't believe in planning but trust in divine intervention for what the lesson should be about. What do you think of this theory?*
3. *When you plan the lessons, is it a challenge to see whether the lesson fulfills or allows the pupils the opportunity to achieve one or any of the competence aims?*
4. *What do you emphasize most (give the highest priority) when you choose which pedagogical and didactic aids you will use in social studies lessons? E.g*
  - *Multimedia principle*
  - *In-depth learning*
  - *Cross-curricular learning.*
5. *By your opinion, how is interdisciplinary work outlined by the LK20?*
6. *What is your impression of interdisciplinary work as outlined in the teaching plan LK20?*
7. *Is this ( how the LK20 formulates interdisciplinary work) something that can lead to a greater/lesser challenge (dependence on answers) in interdisciplinary work when it comes to planning lessons intending to achieve the competence aims?*
8. *Have you worked with any of the subjects you teach interdisciplinary (projects, subject days, and such?)*
9. *What was the goal of this project? How was your experience with this?*
10. *Are there any subjects, even in which you do not teach, that you see as particularly suitable for interdisciplinary work? Any subjects that intertwine without much effort?*

11. *In your opinion, do English, and Social studies mix easily with LK20's description of interdisciplinary work and the competence targets in both English and social studies? (Communicative English, Listening skills, The History of the world and the English language, intercultural competence)*
12. *Have you ever used English texts in social studies informally? What I mean by that is, have you ever used English texts without the focus being on the content of the text, but the texts just happen to be in English?*
13. *Do you see the informal use of English texts in social studies as interdisciplinary work? Why/why not?*
14. *Why do you choose to use English texts rather than Norwegian texts?*
15. *In your opinion, are there any potential language learning benefits to using English texts informally cross-curricular?*
16. *Have you had any experience or heard about the teaching method CLIL? ( if not I explain what CLIL is). Is this something you have any opinion on? Do you think this can be useful for Norwegian students or teachers?*

*Thank you for your time!*

### 7.3 INTERVIEW 1

**Interviewer** : Ja da kan vi begynne. Hvor lenge har du da jobbet som lærer?

**Informant 1**: Cirka 19 år.

**Interviewer** : Cirka 19 år. Og da hvilket nivå er det du er lærer på og hvilke fag er det du underviser i?

**Informant 1** : Nå er jeg lærer på videregående og underviser i år i samfunnskunnskap på VG1, men jeg har tidligere erfaring fra ungdomstrinn. Jeg jobbet i ungdomstrinn i 13 år og underviste i samfunnskunnskap også der også har jeg også undervist i andre typer samfunnsfag på videregående.

**Interviewer** : Altså sosiologi og sånne ting?

**Informant 1** : Ja sosiologi, sosial kunnskap, og geografi har jeg også hatt, også har jeg.. Ja Nei, det er de fagene jeg har hatt mhm norsk også, men det er jo ikke så relevant for dette, kanskje?

**Interviewer** : Nei, men du har vært lærer en stund og du har jobbet med det meste også er det jo sånn at når man er lærer så må man jo planlegge timene sine. Så var det en vits jeg leste i en bok av Munden tror jeg det var? Som da snakker om at det finnes fire forskjellige (time planleggere), og da er det de som da planlegger på lærerværelset over en kopp kaffe. Også er det de som planlegger i korridoren bort til klasserommet og det er de som planlegger timen i det de krysser døra, og så er det de som håper på halleluja, gudelig inn gripen for hva elevene skal lære om i dag, så jeg tenker, hvor er det du synes du faller inn i disse?

**Informant 1**: Egentlig ingen av de da. Jeg planlegger ikke undervisningen på noen av de stedene, det kan jo hende jeg plukker opp en og annen idé fra lærerværelse, men jeg planlegger baklengs med hvor vi skal ende ut og starter derfra. Jeg har alt i årsplanen klar, og periodeplaner ved med

planlagt vurderingen er på en måte klar, eller jeg vet hvor vi skal hen da, så jeg planlegger undervisningen ganske nøye ja.

**Interviewer:** Mhm baklengs planlegging fra da slutten. Altså planlegger fra der dere skal også bakover?

**Informant 1:** Ja, jeg har en tanke om hvor jeg vil at elevene skal komme eller hva vi skal ha jobbet med, hvilke mål vi skal ha jobbet med, hva slags type vurdering, hva slags type grunnleggende ferdigheter de skal se på. Også har det klart først, også planlegger det andre ut fra tema selvfølgelig. Både hvordan vi skal jobbe med det og hva vi skal jobbe med. Så vil jo noe av det foregå i samarbeid med elevene. Men jeg har alltid planlagt rammene, og så tar jeg med elevene inn i deler av den planleggingen underveis, for eksempel knyttet til vurderinger. At de kan være med på å påvirke, gjerne i starten av et tema, hva slags type vurderings form vi skal ha.

**Interviewer :** Og under denne planleggingen, synes du det er vanskelig å se om timen oppfyller bare ett kompetansekrav, eller om du treffer på mange samtidig?

**Informant 1 :** Det vil jo ofte å treffe på mange samtidig. Det vil jo i hvert fall, hvis du tenker på grunnleggende ferdigheter, for eksempel da som en del av det og kjerneelementene i faget og kompetansemål. Så det er jo ikke sånn at man får fylles gjort et kompetansemål i løpet av en økt selvfølgelig. Ofte i samfunnskunnskap så vil jo en del av de kompetansemålene gå inn i flere emner i løpet av året, for eksempel. jeg tenker at det er viktig å se det året som en helhet da. Men jeg tenker jo at også for en økt, så er det ganske viktig for lærerne å være bevisst på hva det er eleven skal ha ut av timen, også når det gjelder hvilke bit av kompetansemålet vi jobber med og hva slags grunnleggende ferdigheter de øver seg på i løpet av timen, om det så er muntlige ferdigheter eller skriftlig eller digitale eller hva det er da. Så jeg tenker at det er selv om det er et lite delmål for en økt så er det viktig at læreren har klart for seg hva som faktisk er målet og hva elevene skal ha ut av den økte da.

**Interviewer** : Fordi du treffer på mange kompetansemål samtidig er det noe da du velger å prioritere mer som da et pedagogisk og didaktisk verktøy for da å treffe på alle de kompetansemålene som du har lyst til å treffe på? Er det et planverktøy du liker å prioritere for å oppnå de målene?

**Informant 1**: Det kommer helt an på hva vi jobber med, men et lite sånn stikkord, kanskje for meg er variasjon da. Hvert fall bare variasjonen i løpet av en periode fordi at elevene lærer ulikt. I samfunnskunnskap så er jo kompetansemålet ganske åpne, så vi som lærere er nødt til å skrelle det litt ned og definere litt; Hva ligger i dette? Hva betyr dette? Hva skal vi jobbe med? Hva skal være våre eksempler? Hva skal være vår inngang til dette kompetansemålet? Og ut fra det så vil jo også kanskje arbeidsmåter gi seg litt, for eksempel om hvordan man jobber med det. Og hvis man har da i tillegg legger til variasjon, så vil det være ulike arbeidsmåter for å ha ulike innfallsvinkler til det kompetansemålet.

**Interviewer** : ja, hvordan kan du variere en time, eller hvordan pleier du å gjøre det når du skal variere en time for å for å treffe flere av de kompetansemålene?

**Informant 1**: Jeg legger opp til ulike læringsaktiviteter. Jeg er veldig glad i å ha litt sånn elev involvert, elevsentrert opplæring, også vil det komme litt an på hvor i perioden vi er. Er de opptatt av et tema, så er det naturlig at jeg er litt mer på banen som lærer, ikke sant? For å gi noen knagger innledningsvis hva handler dette om? Hvor er vi hen? Hvilke mål snakker vi om? hvilket tema? hva er inngangen? Så vil det variere. jeg liker ofte når jeg som lærer formidler, så stopper jeg ofte opp og ber de ta en litt sånn 3 minutters prat med naboen om tema for eksempel. Og da er erfaringen at det kommer mye mer innspill fra elevene knyttet til tema. Litt kan være for aktivere for forståelse, for eksempel da. Så det å stoppe opp litt, elevene tenker seg litt, får snakket litt sammen, så kommer det mer innspill også går vi videre. og så kan det være skriveaktiviteter, oppgaver, det kan være utforskende oppgaver hvor elevene får en problemstilling eller et tema, også skal de utforske litt videre på det da. Er mye forskjellig.

**Interviewer**: Ja, det er masse å velge mellom.



**Informant 1:** Det er det altså er det jo mye digitale muligheter, selvfølgelig, som også kan aktivisere elevene og noen ganger så får de også ro til å konsentrere deg når vi er i den fasen av et arbeid. La oss si de skal jobbe med et skriftlig stykke arbeid, for eksempel, så må de jo få ro til å til å skrive hvor jeg har mer en veiledenderolle.

**Interviewer :** Du snakket litt om sånne digitale muligheter for å aktivere elevene. Har du noen eksempler på hva du bruker da?

**Informant 1:** Ja en ting er at ganske mange av læreverkene nå som har kommet i forbindelse med fagfornyelsen, de har blitt ganske gode på å lage gode læringstier, for eksempel. Så det er jo lett for meg som lærer å ty til det innimellom og i hvert fall hvis de er gode. Da er det en mulighet hvor eleven så ha litt sånn selvdrevet arbeid, bruke læringstier. Jeg bruker "padlet" en del, hvert fall når vi skal ha sånn innspill om ting eller de skal jobbe med noen gruppeoppgaver som vi skal brukes som utgangspunkt for diskusjon. Jeg bruker "quizlet", "quizlet live" som en sånn slags oppsummering og brette opp litt en periode for eksempel. Ja filmer også er det jo selvfølgelig de vanlige verktøyene vi bruker da. De legger alt arbeid sitt inn i OneNote, så jeg kan gå inn som lærer og se hva de driver med, og det er kjekt når det er store klasser. For da kan jeg gi de direkte tilbakemeldinger underveis i en økt da eksempelvis i en skrivesituasjon. Elevene sitter og jobber med en skriveoppgave. Jeg kan gå inn i OneNote og se hva de gjør og gi direkte tilbakemeldinger der og da, og de kan stille spørsmål til meg som jeg kan svare på. Det kan være ganske effektivt i en sånn situasjon for å nå over flere.

**Interviewer :** Du nevnte filmer. Pleier du da å vise kortfilmer og noen sånne korte Youtube videoer hvis det er noe du skal eksemplifisere og sånt?

**Informant 1:** Det er mer det (korte filmer) for lange filmer tar lang tid. Apropos, vi har faktisk fått tilbud om en skolekino nå som er kjemperelevant, som det kan godt hende at vi gjør, så det er et eksempel at vi kan gjøre det også. Men det blir litt kortere filmer jeg for å eksemplifisere og Podkaster. Både at elevene lager selv, men også lytte til er jeg glad i å bruke, og hvis det er noen ting som treffer da. Som er relevant.

**Interviewer** : Så skal jeg kaste ut et helt annet spørsmål i en litt annen retning. Men etter din mening, hvordan er tverrfagligarbeid formulert i LK20? Altså hvordan er det rammet inn og hvordan det skal brukes etter din mening?

**Informant 1**: Det er et godt spørsmål. De er jo ikke rammet inn så veldig etter min mening da. Det er jo disse tre tverrfaglige temaene og samfunnskunnskap går jo inn i alle tre og på VG1 så har vi jo gode muligheter til å lage tverrfaglige opplegg. Det tverrfaglige kan jo være stort eller kan være lite. Hvis du som lærer underviser i to fag og opererer med de to fagene sammen, for eksempel engelsk og samfunnskunnskap, så er det jo en liten altså tverrfaglighet i en litt mindre målestokk som du som lærer kan styre. På VG1, så har vi et stort tverrfaglig prosjekt hvor fire fag inngår som handler om bærekraftig utvikling, og der jobber vi veldig tett altså. Det er et sånn veldig reelt tverrfaglig prosjekt da hvor vi som lærer også må gi og ta litt i prosjektet for "the greater good". Så det (tverrfaglig arbeid) er hele spekteret. Som lærer så må man jo også se litt på disse temaene. Det er jo ikke definert i læreplanene at vi skal jobbe med det som prosjekter, så det handler jo også om det er at du klarer å se; Okey dette her handler om folkehelse og livsmestring i mitt fag. Hvordan kan jeg koble på andre fag? Altså jobber man... hvordan skal jeg si det? Er det sånn at alle fagene jobber med disse tverrfaglige prosjektene i løpet av et år, men ikke nødvendigvis koblet sammen det? Det forekommer nok mye, tenker jeg. For det å sette sammen sånn store tverrfaglige prosjekter. Det krever noe mer, og det ikke sikkert at man skal bare drive med det heller tror jeg.

**Interviewer**: Ja det er jo mye som skal "times" og tilrettelegges for å sitere Egon Olsen. Men er det noe som er en større utfordring, eller kanskje noe som er ikke så vanskelig når det da kommer til å planlegge timer for å treffe, altså når man da har tverrfaglig arbeid, så prøver man jo å treffe kompetansemålene. Er det noe som da er en større utfordring for å treffe kompetansemålene da i begge fagene? Det er jo kanskje noen fag som er lettere å kombinere og sånne ting.

**Informant 1**: Ja absolutt. Jeg tenker jo sånn i utgangspunktet med samfunnskunnskap da så er det jo disse tre tverrfaglige temaene. De treffer jo midt i det samfunnsfaget handler om, så i det faget så er det veldig lett å koble og se at de tverrfaglige temaene er veldig relevante i dette faget. For eksempel demokrati og medborgerskap det er jo samfunnskunnskap Hvis vi tar eksempel i

det bærekraft prosjektet vårt. Så er det jo sånn at kompetansemålene er skreddersydd til det prosjektet eller man har plukket ut de kompetansemålene som er relevante i de fagene som er med. Det er i dette tilfellet naturfag, geografi, samfunnskunnskap og norsk. Norsk er med muntlige ferdigheter, fordi at det produktet som skal komme ut i den andre enden da skal elevene lage en film. Så norsklærerne bruker den filmen som en vurdering av muntlige ferdigheter mens de andre har de mer fagspesifikke kompetansemålene. Og da må man jo gi og ta litt, fordi at det kan være at siden elevene er litt frie i oppgaven til å vektlegge noe mer enn noe annet. Men de får jo beskjed om vi har plukket det (kompetansemålene) ned til læringsmål for å gjøre det enklere for elevene. Fordi, at vi er nødt til å konkretisere. Det har vi lært nå gjennom å ha kjørt dette prosjektet i fire år. Vi er nødt til å være veldig konkrete med hva innenfor geografi for eksempel, hvilke læringsmål skal vi utlede av disse kompetansemålene? Og da har det blitt lettere fordi at det er lettere for elevene også, for da ser de mer konkret; I dette prosjektet, så må vi faktisk ha med dette. Vi har også laget en sånn slags sjekklister for eleven så de kan gå inn og se; ja, har vi med de tre dimensjonene av bærekraft, for eksempel i prosjektene? nei! Det har vi ikke. Faderullan da må vi se på, ikke sant? Men, men den jobben har vi vært nødt til å gjøre fordi det gjør det også lettere for oss lærere å vurdere sammen. Fordi det vi har gjort i vurderingene er at vi faktisk har sittet sammen alle lærerne som skal vurdere og sett filmen sammen. Og så har vi hatt vurderingskriterier og ark, foran oss, og vårt fag og helhet i bakhodet også har vi diskutert. Så det har vært en kjempefin øvelse for oss læreren i det å vurdere tverrfaglig for det er jo en annen side av det med tverrfaglighet. Hvordan skal du gjøre (vurdere) det? Og da har vi erfart at som lærer så har jeg sett at; ja, vet du hva okey, akkurat det læringsmålet i samfunnskunnskap ble kanskje ikke behandlet på en sånn måte som jeg skulle ønske, men helheten er så bra her at jeg må faktisk se litt bort fra det. Skjønner du?

**Interviewer:** Jeg skjønner.

**Informant 1:** Så det er jo noe av det spennende med tverrfaglighet også. Utfordringa er at du er nødt til å løfte det litt over bare ditt fag. Det er inngår i en helhet og det er denne helheten om eleven har elevene klart å koble ting sammen? Har de sett sammenhenger? Har de har de gjort dette på en måte som formidler det, og som viser at de sitter igjen med mye. Og det er

utfordrende og spennende og vært utrolig fint å jobbe med sammen og det utvikler deg selv og vurderingskompetanse på skolen tror jeg faktisk.

**Interviewer:** Ja, du har pratet litt om det der store bærekraft prosjektet. Det er jo veldig spennende, men er det noen fag som du til og med kanskje ikke underviser i, men som du ser kan være spesielt brukbart for tverrfaglig arbeid? Noen fag som blander veldig lett?

**Informant 1:** Ja, engelsk og samfunnskunnskap. Der har jeg også hatt, jeg har ikke det samarbeidet i år, men har hatt det før innenfor en bit av faget. Så engelske og samfunnskunnskap er absolutt fag som det går an å jobbe tverrfaglig sammen med. Norsk også. Vi har også etablert et tverrfaglig samarbeid norsk-samfunnskunnskap i år. Det har vi også kjørt i flere år. Der handler det om at elevene skal skrive en sakstekst om et samfunnsfaglig emne hvor litt av ideen er både å bygge opp kunnskapen om hvordan man skriver en sakstekst som norsken jo selvfølgelig har en hovedtyngde i å lære de opp i. I samfunnskunnskap så er det jo en grunnleggende ferdighet at de skal kunne skrive saktekster innenfor samfunnsfaglige emner, så det er jo tett kobla sammen. Så det har vært et kjempegodt samarbeid som vi har. Dette er fjerde året vi skal kjøre det. Naturfag og samfunnskunnskap, før så kjørte vi også et tverrfaglig prosjekt matematikk og samfunnskunnskap knyttet til personlig økonomi. Men nå er dessverre det kompetansemålet i matematikk flyttet til VG2 2P så da går det ikke lenger. Så det er ikke så lett faktisk lenger det å kjøre et tverrfaglig prosjekt i matematikk og samfunnskunnskap, fordi at de har flyttet en del kompetansemål. Så jeg vil jo kanskje si at alle fagene på VG1 har gode muligheter for tverrfaglig samarbeid i seg. Også kroppsøving gjennom folkehjelp og livsmestring. Så på VG1 nesten alle språkfagene er også mulig, men det er noen praktiske hensyn som gjør at det var vanskelig å oppta. Så språkfag er kanskje, altså fremmedspråks fagene, er kanskje de eneste fagene som vi ikke har hatt noe samarbeid med.

**Interviewer:** ja, vi kommer ofte tilbake til de tre “interdisiplinary topics” da eller tverrfaglige temaene, men tror du det finnes eller etter din mening finnes det forskjellige nivåer av tverrfaglig arbeid eller må det alltid knyttes til et prosjekt?

**Informant 1:** Nei absolutt det finnes flere nivåer. På det laveste nivået, så er det kanskje at en lærer samarbeider med seg selv i to fag? Ikke sant? En lærer av samfunnsfag og engelsk laveste nivå. Også er det jo diskusjoner om begrepsbruk her, ikke sant? Hvordan man skal definere tverrfaglighet? Er det sånn at når to fag samarbeider, for eksempel sånn som vi gjør i norsk og samfunnskunnskap om en saktekst, er det tverrfaglig samarbeid, eller er det to faglig eller er det flerfaglig, eller hva er det? jeg vil definere det som et tverrfaglig samarbeid mellom to fag fordi at det oppgaven er helt reelt sydd sammen på en sånn måte at elevene jobber med begge fag samtidig. Og vi som lærere har definert litt hvem som har ansvaret for å formidle hva til elevene, men vi har like stort eierskap til resultatet og til prosessen, og det er utviklet i samarbeid, så jeg vil si at det også er tverrfaglig samarbeid da. Fordi det er fra A til Å inkludert selve vurderingssituasjonen. Men der vet jeg at det er ulike diskusjoner og noen vil kanskje ikke kalle det for tverrfaglighet. Men så har det jo det andre det at man jobber med ulike temaer gjennom året, men at ikke det skjer samtidig da det kan jo også være, og da er det jo ikke noe tverrfaglig samarbeid, men elevene møter det samme temaet igjen med litt ulike innfallsvinkler gjennom året, for eksempel. Så kan du jo også ha typer samarbeid hvor man jobber med det samme temaet i den samme perioden. Man si enn 2- 3 ukers periode, men hvor fagene ikke nødvendigvis har laget et felles opplegg, men hvor det er det som er hovedoverskriften; Okey, tema i denne perioden her det er folkehelse og livsmestring, og så jobber fagene med det med sin egen inngang uten at man nødvendigvis har laget noe mer samarbeid ut av det enn det. Det har ikke vi noe av her. Så det som jeg kjenner til fra jobbingen her det er enten at en lærer samarbeider med seg selv, to lærer eller to fag samarbeider lager et opplegg som er sydd sammen, eller disse store prosjektene

**Interviewer :** Vi pratet jo om at når du planlegger en samfunnsfagtime, så bruker du masse forskjellige verktøy for å enten varme opp hjernen eller aktivere elevene og slike ting. Og en av de tingene var jo Youtube videoer eller kort videoer eller sånne ting. Er av og til noen av de på engelsk eller pleier det å være noe du aktivt velger bort?

**Informant 1:** Nei, det kan være på engelsk hvis det er relevant. Hvis hovedpoenget med å vise en film er at elevene skal få noe ut av det så er det er min erfaring, for jeg har prøvd begge deler, at det bør være teksten enten på engelsk eller norsk, for at de skal kunne få med seg innholdet. Fordi

at hvis det bare er en film uten teksting, på engelsk så kan det være at det blir for krevende for elevene å få med seg. Men jeg bruker gjerne engelske Youtube snutter. Hvis disse er teksten på engelsk for eksempel, og så kan vi snakke om det etterpå, om innholdet for å sørge for at elevene har fått med seg det viktigste. Man kan også jobbe litt med det i forkant og gjøre oppmerksom på noen begreper for eksempel eller gi noen knagger som da dette her er lurt å se etter, dette her handler filmen, om så er de allerede litt mer på når de skal se den. Så velger ikke aktivt bort engelsk.

**Interviewer:** Nei, men blir dette også etter din mening tverrfaglig arbeid eller hvordan ville du beskrevet det?

**Informant 1:** Jeg har ikke tenkt på det sånn. I utgangspunktet har jeg tenkt; Okey, finnes det en film som, på en interessant og god måte, belyser dette temaet for elevene. Og hvis den filmen er på engelsk, Fint. Er den på norsk, fint.

**Interviewer:** Hva er det som gjør at du velger en engelsk film da fremfor en norsk en, når du da velger å bruke den i samfunnsfag?

**Informant 1:** Det går på det innholdsmessige. Det er overstyrer det for meg i det faget der. jeg må innrømme det at jeg tenker ikke at; åh nå er det er viktig at jeg får vist elevene noe engelsk her i denne samfunnsfagtimen. det er det innholdsmessige og at det treffer målgruppen som overstyrer.

**Interviewer:** Har du har hørt om læremetoden CLIL?

**Informant 1:** Nei.

**Interviewer:** Det står for Content and Language Integrated Learning og det det går ut på er at undervisningen foregår da på fremmedspråket også er det innholdet som da er viktig. 40% av undervisningen skal da foregå på fremmedspråket, og så lærer de da om samfunnsfag og historie og slike ting bare på det språket ...at alt foregår på det språket. Så er det noe du har en mening

om? Tror du, at det kunne være en god metode eller er det? Eller blir det kanskje litt vanskelig med din erfaring da fra norske elevers engelsk ferdigheter?

**Informant 1:** I utgangspunktet så synes jeg ideen er kjempespennende, og jeg har jo hørt om det før, og jeg har kjenner også til lærere som har gjort på tidligere jobber jeg har hatt da på andre skoler. Så i utgangspunktet kjempespennende. Jeg visste ikke at det het CLIL da. Men det jeg ser som kan være krevende med det på VG1 nivå. Det er at det er en del av innholdet som kan være krevende nok for elever å forstå på norsk eller få tak på fordi at det krever, for eksempel, mye refleksjon. Det er mye fagbegreper. Så jeg ser også noen utfordringer med det, og jeg tror at hvis man skal gjøre det, så tror jeg at man må samarbeide veldig tett med samfunnsfaglærer og engelsklærer og lage et skikkelig opplegg rundt det. Sånn at man tar høyde for også det med de fagbegrepene og bruker nok tid på å jobbe med det. Og kan hende at det passer bedre at det kunne vært en valgmulighet? La oss si man hadde tilbudt det som en mulighet for de elevene som var interessert i det. At hvis man hadde ressurser på skolen til å si at dette her er tilbudet vi har lyst til å sette i gang med, er det interesse for noen av dere? Kan jo hende at det er en tilstrekkelig stor gruppe elever som er interessert i det da. Det fins jo egne skoler som disse internasjonale skolene. Som på (redacted to protect the informants) for eksempel, så har de jo, hva heter det for noe igjen? Ja, IB skolene, IB linjene hvor det foregår på engelsk. Så det er jo elever som aktivt søker seg til det av også norskspråklige elever, så noen elever har definitivt kapasitet til å til å lære på den måten. Også tror jeg at for noen elever, i hvert fall hvis man starter med det På VG1, så kan det være krevende for noen. Det kan det kan være at de rett og slett ikke får med seg det de skal i samfunnskunnskap ved at undervisningen foregår på engelsk. Så det ville jeg hatt langt framme. Det her handler jo om tilvenning og opplæring også, det kommer an på hva de har med seg fra ungdomsskolen og hvor vant de er til å høre språket og der er det et kjempe sprik. For noen elever kommer med den ballasten inn at læreren i engelsktimen har snakket mest engelsk, og de er ganske godt rustet. Men hvis du kommer inn på VG1 og læreren din kanskje ikke har følt seg så stø i engelsk selv på ungdomsskolen og dermed snakket mye norsk, så kan det være for krevende kanskje å gå på noe sånt. Så i utgangspunktet, kjempespennende ide, og jeg tror at for mange elever kan det gi stort utbytte, og du får dobbelt utbytte, hvis lærerne har samarbeidet tett på forhånd og lage et godt opplegg. Om det er gjennomtenkt.

**Interviewer:** Ja fordi jeg jeg leste i utdanningsbladet for forrige uke, og de sier at, jeg tror det var på barneskolen da i så fall, men det vist at engelskferdighetene blant elevene spriker veldig. Det er noen som er veldig gode i engelsk, og så er det noen som er veldig dårlige. Hva tenker du om det med tanke på CLIL og sånne ting?

**Informant 1:** Jeg tenker at i dag ville jeg vært litt bekymret for læringsutbyttet til elevene, men på en annen side, det kan jo hende at et sånt opplegg ville gjort at de ble bedre i engelsk. Det kommer veldig an på hvordan det blir lagt opp, tror jeg og hvilket nivå man legger det på. Det kan jo hende at det er en vinn-vinn situasjon for elevene, men jeg tror ofte, det finnes unntak, men ofte så er de elevene som er veldig svak i engelsk når de kommer inn på VG1 de strever også i andre fag. Så da kan det hende at også samfunnskunnskap i utgangspunktet er litt krevende, for eksempel å skrive en fagtekst i samfunnskunnskap på norsk kan være krevende for mange i seg selv. Så hvis det skulle foregått på engelsk da hvis det hadde vært en del av opplegget, så er jeg litt skeptisk. Også trenger de å øve seg på den norske biten av det, så det er et dilemma. Det er dilemma her som man må ta ett valg også må man vite når man må ha tunga rett i munnen og vite hva man gjør da. Og jeg er litt usikker på om det er for alle elever. Om de ville få nok utbytte av det i samfunnskunnskap tenker jeg. Fordi du må jo bygge Stein på Stein, da må vi ta utgangspunktet der eleven er, så det krever en faktisk stor grad av tilpasning hvis det skal være vellykket for alle elever i en gruppe tror jeg.

**Interviewer:** Absolutt, det er jo det som er det yrket her. Det er fullt av dilemmaer.

**Informant 1:** Åh det er så fullt av dilemmaer og så tenker jeg på elever som kommer inn som minoritetsspråklige på skolen. De er jo nødt til å gjøre dette her, også. De må jo lære seg alle fag på et språk som ikke er deres eget morsmål, men også der så ser vi jo at det er så utrolig forskjellig hva slags ballaster elevene har med seg fra før. Altså hvis du skal bruke det som et utgangspunkt og omsette littegrann til norske elever da som skal lære seg fag på engelsk. Så hvis du kommer inn med ballast til Norge og du har en fullverdig skolebakgrunn bak deg fra det landet du kommer fra, så er det mye lettere å tilegne seg også andre fag på norsk, ikke sant? Selv om ikke det morsmålet ditt, da går det forttere. Men hvis du har en litt mer broket skolebakgrunn og du ikke kan hverken engelsk eller norsk idet du begynner, så er lerretet ofte lenger å bleke. Og



det samme er det litt for norske elever og, at hvis du i utgangspunktet er sterk i engelsk og du mestrer de andre fagene bra, så er dette her en kjempemulighet, tenker jeg. Men hvis du i utgangspunktet strever med mange ting, så kan det være en ting som gjør at det blir mer krevende hvis ikke det er veldig godt tilpasset.

**Interviewer:** Ja, ikke sant. Man må nok velger fram og tilbake på det. Det er det sikkert viktig å ha det profesjonelle fellesskapet og lærere å snakke med. Men jeg vil ta deg litt mer tilbake til det når vi snakket om Engelsk på veldig lavt nivå da inne i samfunnsfag. Sånn som vise Youtube videoer og slike ting. Også sa vi at vi tenker egentlig ikke på det som tverrfaglige, fordi det er så gode... altså at innholdet er ofte så bra, og når man da... du får rette på meg, hvis du har noen andre tanker her, men det finnes jo så mange ressurser når man kan bruke engelske tekster som det er beskrevet i LK20. Men hvorfor tror du at det har blitt lettere å bruke engelske tekster uten egentlig å tenke så mye på det, eller misforstå meg rett men at det har blitt lettere å bruke det og fortsatt ha tillit til at det er et pedagogisk verktøy da? At elevene lærer av det?

**Informant 1** Hvorfor det er sånn at det er lettere å bruke det?

**Interviewer :** Ja det er jo fordi engelsk har jo pleid å være veldig formelt. det har jo pleid å være at man snakker i “The Queens English”, at man skal skrive riktig og skrive ordentlig, å snakke med den riktige aksenten og slike ting. Men nå som vi har så mange forskjellige. måter å komme i kontakt med engelsk, hvorfor har det blitt lettere for oss da å bruke engelske medier?

**Informant 1:** Jeg tror det handler om tilgjengelighet jeg. Fordi hvis jeg søker etter noe, som lærer da, søker etter noe som en film på Youtube for eksempel. Så kan det like gjerne være at jeg søker med engelske søkeord, fordi at jeg vet at det det finnes mye bra der ute det. Jeg tror det handler om tilgjengelighet, og så handler det om for disse ungdommene våre også så ser jo de også mye engelske Youtube videoer og filmer, og det er en tilgjengelighet for dem og da. Men så kommer det litt an på hva det er de ser ikke sant? Fordi at det er forskjell på å se en, ikke det at man ikke kan plukke opp veldig mye fra spille engelske spill og chatte på engelsk selvfølgelig, og du kan du se serier på engelsk. Så de har det jo på en måte et passivt ordforråd da. Men med en gang du

kommer inn i mer fagspesifikke ting, for de velger jo ofte ikke å se det på fritiden sin, de ser jo mer type serier, eller fiksjons, ikke sant?

**Interviewer:** Ja, scrolle tik-tok og sånn.

**Informant 1:** Scrolle tik-tok og sånn ikke sant? Det er på ingen måte verdiløs. Det er kjempeflott, og jeg tror ligger mye språklæring i det. Men når du kommer inn til mer litt sånn tyngre ting da som handler om litt lengre resonnementer for eksempel. Det er ikke det at jeg bare viser det heller. Jeg kunne like gjerne vist en tiktok video eller en kort snutt som ikke var så tung som en inngang på timen. Men jeg tror det kommer an på innholdet der og hva elevene søker opp, men at jeg som lærer bruker også engelske filmer for eksempel handler om tilgjengelighet. Det er like lett å finne det som å finne norske. Ja om ikke enklere av og til.

**Interviewer:** Da vil jeg egentlig bare si tusen hjertelig takk for en flott samtale og tusen takk for tiden din.

## 7.4 INTERVIEW 2

**Interviewer:**

OK then lets begin. How long have you worked as a teacher?

**Informant 2:**

If my memory serves me correctly, I've been working roughly for four and a half years now. This will be my fifth year.

**Interviewer**

What level are you teaching at?

**Informant 2**

VG1, VG2 and VG3, but in social studies only VG1 because I only have 60 study points or what would you call it in English? So I can only teach VG1 social studies or VG2 of course in vocational studies.

**Interviewer**

What subjects do you teach then?

**Informant 2**

My "main subject" is English. I have a Master's degree (in English) through the Lektor program and social studies.

**Interviewer**

Great, perfect fit then. So, there was a joke in a book I once read from Munden? I don't know if you're familiar, but it says that there are basically four kinds of lesson planners. There are the teacher room planners who plan their lessons over a cup of coffee, and then there are the corridor planners who plan their lesson on their way to the classroom, and then there's like "through the door" planners who like straight off the gate plan a lesson and then there is the "Hallelujah" planners who hope for godly intervention for what the pupils are going to learn today. So, I was

just wondering, what category do you see yourself in these, or do you not consider yourself within any of these categories?

**Informant 2**

I think I'm in all of the categories. One way or another I think we all have have punched within one of those classes. The optimal would obviously be the teaching room planner or the organized planner and that is primarily what I do. Because in order to give the students everything that they have the right to have and what is in line with relevant pedagogical theory and didactic theory. It takes a lot of planning outside the classroom. So, you need to have a good idea or a grasp of what you're going to do with students for the next week to come, but I like to think in broad terms before I fill in the details as the time comes. It is easier with English because English has now become a bit more language focused again or it used to be a bit more social studies language.

So you have sort of set or fixed goals like five paragraph essays and grammar. Those don't change, you know, they remain the same. The only difference could be how to teach them or resources and how to teach it and then of course, a little bit on language, oral language etc. But with social studies the biggest difficulty there is that the news can change literally overnight. Like Queen Elizabeth passing, invasion of Ukraine, elections, not that they (elections) happens over night, but you know what I mean. Like the election in Sweden now for instance, if you were to make an example of political elections and the political application in other countries. I feel like there's some more room for the spontaneous aspect in Social Studies. Whereas English now is even more fixed. If that makes sense?

**Interviewer**

That makes sense. But when you go plan a lesson, like over coffee or in the teacher room, is it a challenge to see whether the lesson fulfills or gives the pupil opportunity to reach one or many of the competent aims?

**Informant 2**

Yes and no. No, because the competence aims are both vague so that you could fit pretty much anything into it if you really have the imagination for it. But of course you have to see it in

accordance with the core values and the core curriculum. It's easy for me as a teacher to have a clear goal and clear aim and be able to say; “This is relevant for a couple of things” so for instance “ explore how interests and ideological points of view affect our arguments, choice of sources, and reflect on how this is manifested through different opinions”. Yes, I'm reading this I did not memorize that. I feel fairly confident that I could find something that is relevant and say that; “This is within that competence aims”. The challenge is having a lesson where the students actually reach that or actually work towards it. Obviously you can't reach all the competence aims in one lesson. They're too big. But how can we get the students to get there? That is the challenge of teaching, not to tell them what to do but actually help them do it. So the lesson plan is more; How can I help them get there than it is to necessarily find what I have to use and which aim to reach because so many of these aims overlap as well.

**Interviewer:**

So to reach these competence aims as you said, obviously we can't reach them all in one lesson, but...

**Informant 2**

Sometimes you can't even reach one in just one lesson.

**Interviewer**

Right right, but is there some pedagogical or didactical tools you like to emphasize or prioritize to use in order to reach maybe on competence aim?

**Informant 2**

In social studies, I'm a big fan of the Socratic sort of didactic approach. I always ask them (the pupils) questions and I always ask them follow up questions. If they give me an answer, I always come up with follow up questions. It forces them to have to think and reflect about things, even if it is basic concepts. Because the students and even the “good” students come too “videregående” with an idea of what democracy is and we have sort of chanted “democracy!, democracy!”, for so many years and the first thing you do when you come to “videregående” is to say; “Well, actually this is a representative democracy, and what is democracy and democracy today doesn't resemble

at all how they envisioned it in Greece. I mean Plato wasn't exactly found of the people's rule, for instance so. This is my problem having made into your Interview object because I go on tangents.

Simply put, social constructivist and sociocultural I would assume would be my main two pedagogical approaches, but also behaviorism because, well, people tend to forget when we just learn that behaviorism is bad for teaching and then it will have like this negative connotation to it. But even if you do consider Bloom's taxonomy, which if I remember correctly is the sort of "Inspiration" behind the competence aims and the assessment in Norway. You need to understand before you can reflect. So behaviorism, despite its pedagogical flaws, is best for when you want to introduce students to something that they have to repeat or if they just need to learn something new. But you don't have to do that from being a lecturer but they have to understand what they're going to discuss. You can't reflect the something you don't know what is.

### **Interviewer**

So are there any tools that you use to make them reflect or is there something in the classroom you use to make them reflect?

### **Informant**

It's difficult because reflections, just like anything else is scaling because it's (reflections) the highest tier skill alongside creativity in Bloom's taxonomy. It just proves how difficult it is and a lot of the work that we do is just making the students comfortable enough to understand that this is practice not judgment. We're not there to say you should have been here now. I mean some people do, but we have to work with what we have and what I'd like to do then is to work with Koritzinskys... I don't remember the Norwegian term. Start with the individual and you just pan out. And you always have to make it relevant to the students somehow and that's why I think it's better for them to start with each other and myself. When it comes to reflection you can ask; "OK, what do you think about the subject? What do you think this means? What kind of experience do you have in this field or with this field? What do you know about crime? What do we know about law? What is a criminal? Would you consider someone a criminal because of their criminal acts?" Etc cetera before you even start looking at the definitions because as the students will discover, definitions may vary from source to source, and of course the

understanding that legislations it's not "a key". That's why we have lawyers to interpret the law and then argue it in court.

**Interviewer**

Mhm. It's interesting that you're mentioning Koritzinky, because one priority in the LK20 is In-depth learning and students are supposed to see subjects cross-curricularly, and they're supposed to see a connection between the subjects. So I was just wondering, by your opinion, how is interdisciplinary work outlined by the LK20?

**Informant 2**

that's a difficult question because I think the values and the aims are there. I think we have enough tools at UDIR with the videos and the explanations to get a grasp of what they mean, but empirically speaking I think a lot of teachers and a few of my colleagues miss a more hands on practical approaches and didactic approaches to it. Or didactic approaches and didactical tools. But I think the overarching goal is nice, I think it makes sense what they want to do. I think the challenge is the practical use of it. Because the curriculum is Intended to be interpreted locally by the teachers and the schools. Which obviously can create some challenges considering that schools are organized differently because we have a lot of autonomy in how our schools are organized more than people are aware of I think at times. But there are external factors that impact how different schools are organized, which again may impact their work with cross-curricular work or in-depth learning.

**Interviewer**

So your impression is that the LK20 is that the outline is pretty vague. So I was just wondering, is that something that could lead to a greater or maybe even lesser challenge when you plan for interdisciplinary work or interdisciplinary teaching?

**Informant 2**

Honestly, in my experience, the biggest difficulty with interdisciplinary topics is getting a teacher to work with or finding a teacher to work with and finding time to actually work with said teacher about these topics. And again, this comes up to each individual school I think, when it comes to;

OK, how are the meetings scheduled? what kind of meetings are there? Which ones are mandatory? Which ones are not? Are the other teachers interested, or even myself at times interested in co-operating about interdisciplinary topics? I get the impression that some teachers are afraid that it will negatively impact their own subjects competence goals, which is kept in the curriculum and when they say that, they usually mean getting through the book or just getting through every single competence aim and then just put their hands up and say: I'm done. See? I did what I was going to do. There's a race against the clock by the end of the year to get through all the competence aims otherwise you've been a bad teacher, rather than taking the time to stop and think the bigger picture. Like the whole development of the student.

### **Interviewer**

you actually touched upon the next question. is it hard to plan these (interdisciplinary topics) into lessons or project together with other subjects to reach each competence aim?

### **Informant 2**

I would have to distinguish between planning and then doing. There's no problem planning it, in my opinion, because again for better and worse, the competence aims are very broad. If you want to use a more Positively loaded word than vague which can have a negative connotation, I guess. But when I say vague, I just mean that they're general, they're broad. It means that you can fit a lot into them. You can make them relevant if you use your education and your subject knowledge. So planning it usually Isn't a problem. The problem is the logistical part of it, the practical part of it. Getting someone to work with. Study meetings and that we actually get to see it through. Because I think time is considered a resource that is very finite and thus a lot of teachers consider it extremely valuable and might not be willing to free up some of their time to work with another teacher and something they feel might not be as relevant for their subject. Even though it of course is because I think any teacher in this building would if you ask them one to one; Is your subject an isolated island and of course not, everything is interconnected and interwoven somehow, but when it comes to actually working with the subjects, a lot of teachers are still very protective of THEIR subject. And sometimes **I feel...** again I have to stress... **I feel** that it comes down to insecurity, but it could also just be, the pressure that is put on other teachers because teachers are assessed on the grades of their students and the exams. Well, or at least the



teachers feel that way and then that will be their priority. Not actually reaching the goals of the curriculum but the external assessments that's more crucial because it feels more impactful. And it's more hands on than the more abstract idea of holistic development.

### **Interviewer**

Have you ever worked with an interdisciplinary project?

### **Informant 2**

I worked with vocational studies. We went to a construction site and the students would have to explain in English what they were doing and how they were constructing. I can't remember the name of the technique that they used at the time, the particular wall but something like; OK, how did they build this wall? What were the steps? What would the names of these certain things in English? And they were given time to prepare and this was all coordinated with the vocational teacher. It worked out really well, and in my own experience I think when teachers think interdisciplinary topics, they think more academic interdisciplinary work and not in terms of vocational studies. But I mean, in one way, what actually makes it easier in vocational studies because the vocational studies curriculum in English specify that it shouldn't be related to vocation. I'm not a Carpenter, so I need help from the carpenter teacher and in English one ( vg1) I'm pretty sure the curriculum states that they need to work with a text from another subject in English. Which again forces me as a teacher to at least approach the students and ask about texts they use in other subjects. You can probably get away with it without talking to another teacher, but of course obviously the benefit would be talking to that teacher of that specific subject. I think that would be better than just saying; The idea of interdisciplinary topics, we encourage it and these are the aims. But they don't really encourage it, they rather say this is what we're going to do. Because they want the curriculum to be followed by the entire school, not the Individual teacher but it's nice I think to have a specific practice because then it forces the teacher to do it.If That makes sense?

### **Interviewer**

Yeah, that makes sense, absolutely.

**Informant 2**

Ironically, a curriculum that is very vague is also more elegant than one that is just saying; “you're going to use another subjects text and you have to write that in English”. That's the ticket a lot of teachers, but I don't sneak away from working with another teacher. So again pros and cons with “vague” competence aims.

**Interviewer**

Very interesting project mixing English and vocational studies. Not necessarily something someone immediately thinks about doing. So I was wondering if there are any subjects, even that you don't teach now, or maybe have been teaching previously. Are there some subjects you see mixing easily?

**Informant 2**

English and Social studies. Because in Social studies, for instance, we're going to learn about elections, about democracy, about politics and they're gonna have to learn about NATO, they're going to have to learn about the UN, we have to learn about EU. Makes a ton of sense to use English texts. Audio, video, written, whatever, because which language do they use in the EU and NATO and UN? They use English. They use English in the EU even though England is no longer part of the EU specifically because it is a world language. Which goes to show the importance of English and that is a golden ticket for you in English, to talk about when you're discussing world English and then the impact of English as a language in the world today and then look at the history and ask why is that the case. It's a nice way to gain even more resources for your students in social studies because a lot of resources would be written in English. Not that there is a lack of resources in Norwegian but having English sources or resources increases 100 folds in terms of what students can find for projects and stuff. Problem is that a lot of the students sometimes might be a bit sceptic saying; “well, this isn't English studies this is social studies”. Yeah, but this is how it is connected. They (pupils) are making excuses so they don't have to read in English because they don't really want to read in English or they're insecure about English or they don't want the extra work of having to translate or understand. But English and social studies makes a ton of sense, English and Norwegian, Maths and chemistry. All of those subjects, I was going to say, that I don't have. Religion and social studies. Religion and English. If we're

going to be blunt all the subjects can connect at some level. Some can be a bit tougher, but again, if you were going to do English and chemistry people or English and maths, people are going to be like; Aha! In maths you do equations where as in English you do languages. Like, Yes, but you can still learn, there's still some way to connect them here. Not just by saying “ $1 + 1 = 2$  Now do it in English. It's a mathematical field, not just do equations and solve problems.

**Interviewer**

It's interesting you talked about using video, especially with mixing English and social studies because it increases your access to sources?

**Informant 2**

Well, pretty much.

**Interviewer**

So I was wondering, have you ever used English text in social studies Informally?

**Informant 2**

When we're looking at the US Political system I've used English sources. I've used English sources when looking at the British political system. I've used English sources when we're learning about the EU and NATO because if I'm proficient in that language myself, and it's not like, German. let's say that the students have a lot more English than they have German, so you could expect more from students when it comes to understanding English versus understanding German, that's just my point. Apologies to all German teachers out there. If I have access to the original document or a copy of the original document, for instance, the Declaration of Independence or the mission statement, I was going say, for NATO and the UN, etc. I prefer the original language, because then we can see the original language it was written in and the students can read it themselves and they can translate it and then we can talk about it; What does that word really mean? What does that imply? What doesn't it include? What does it include etc? Where as the translation, even though there are really good translations out there, they will always be an interpretation of an original text. So I just like the source material and use that whenever I can, such as the Declaration of Independence. But that completely depends on your class and how proficient they are in English or Social Studies.

**Interviewer**

Yeah, because we talked about that might increase your opportunities in the classroom infinitely, but are you afraid...

**Informant 2**

In terms of access to English sources or more or different kinds of sources with these YouTube videos. Like the Crash Course series, which is in English so you if you don't have that, we still have NDLA which is great don't get me wrong. But again, you have in English you would then have *khan-academy* and which is essentially NDLA+. So that's what I mean. I'm not saying that the Norwegian resources are not good enough necessarily, but it just means that you have more ways and more sources and resources that could help the students understand the material, animated or not. You know, orally or not, written or not. If you're going to read academic papers in Norway, I mean, it has almost been a problem that too many of the papers are in English. But I'm sorry, what was your original question?

**Interviewer**

What do you consider when you're choosing to use an English text instead of a Norwegian one?

**Informant 2**

If it fits with my class and if the material is too advanced for my class. You should always strive to give the students a challenge. If you if you raise the bar the students will reach after accordingly, but sometimes the bar is just too high and you will have to readjust the bar so it, it really depends on the level of student in the class. Sometimes I might give a couple of students an English source

like, say, the Declaration of Independence if we're discussing the importance of "phrasing" and how a text is written or the legislation is written for its interpretation. Then I might give that to the more proficient students and say; OK, but when they said. "all men are born and created equal. What did that mean and What happened really? 'cause even if you interpret "all men" to mean all humankind. Still didn't happen. So was it really all men. Well, it didn't say colored men, it didn't say white men, they just said all men and we would believe that the implication was all humankind, but then you sort of end up with discussing that maybe they just said that because it's

difficult to disagree with that. And thus it would gather more support from the people, because we're all humans so all of us should have equal rights. Yeah exactly and then ops. So I have to consider whether the Students are strong enough to actually be able to participate in those kind of debates, if they can actually read into a text and have those kind of reflections and of course understand the language. That will be the most important thing because in social studies you don't give them an English test and then say;OK, so you're at this level in English I will adapt accordingly. Sometimes just have to throw something out there and see if it sticks. You get a semblance of where people are at after having spent some time with them, but it is another Subject and we will have students who could be really good at one subject, but not as strong in another subject.

**Interviewer**

So in your opinion, do you think that the bar has been lowered for when it is acceptable to use English text cross-curricularly or let me rephrase...

**Informant 2**

Is it easier to use English text now than what it was?

**Interviewer**

Yeah, that would probably be a better phrasing of the question.

**Informant 2**

That depends when you say then it used, like what's the time frame? Because the LK20 is just a reform of “kunnskapsløfte” from 06. And I think even though “kunnskapsløfte” opened up the knowledge promotion in English, I think even the knowledge promotion in 06 was good enough that you could work cross-curricularly and in-depth. I think a lot of what happened with the subject renewals was as much a reaction to people understanding that “kunnskapsløfte” wasn't communicated well enough as we could see with some of the committees that were put in place to see and said; OK, but how is this actually perceived? How is this actually done in the classroom and the results were that: No, people are still focusing too much on subject specific competence aims and not on the bigger picture. And you would have reactions from teachers

when (inaudible) oh, but we've been doing this for like, since 06 wasn't that point? And then others were, like; all this stuff we did like in the 80s or the 70s or something and now they want it back but now it is just new words, you know. So in in the sense that there's been a renewed emphasis on it then it has lowered the bar. But I think the bar was already low in my opinion. When I sat down and read the curriculum or the curricula during my studies I realized that I have a lot of freedom here and I have a lot of autonomy here. But it (the bar) has it has been lowered a bit and I think the core values, or the core aims and core values in the curriculum certainly has helped as well.

**Interviewer**

Do you think that the pupils are more susceptible to English in the modern era or in today's digital world?

**Informant 2**

Susceptible, as in that they're learning from it or that they're just more exposed to it?

**Interviewer**

More exposed maybe?

**Informant 2**

Definitely more exposed, but I remember a quote from one of my own practice teachers when I was in my own internship, because I had that hypothesis that students today would be better in English than my generation by a lot. Since there's even more pupils with smartphones and with social media and Netflix. And because of Norway's unique position, not unique, but that we're in the position that we don't dub our shows or our films. Whereas in other countries such as Germany and France, they dub. So they lose a lot of English exposure there, but my practice teacher said that, and I am paraphrasing obviously, but her sentiment was that; Their vocabulary might be better, but their grammar is still "bad". It's not that there hasn't been sort of like an increase in grammar and vocabulary is just that they know more words and they know what they mean. But it doesn't mean that they're better at actually using it for the purposes of the English subject in the Norwegian school. I have somewhat come to agree with that sentiment in my own practice after 4 and 1/2 years. They understand English. They can speak English generally quite well, but they still struggle with grammar. A student can tell if a sentence is wrong, but they can't tell you how or why it's wrong. If that makes sense? Concorde mistakes are quite frequent. Right?

Problems with distinguishing between have and has, using apostrophe, private nouns. Etc that kind of stuff. They're more exposed, but I don't think necessarily it means that their English skills have increased in the understanding of what we're looking for in the English subject. You don't get better at reading academic paper just because you see anime on Netflix. It's a skill just like anything else. If you want to be better as you have to practice it, you know. And there's where behaviorisms comes in again. You want a teacher to be there to tell you and show you examples of how to do it and then the students would have to repeat, not by saying it directly back to the teacher, but actually working with it. Yeah, and that that is the realization that I had and which has definitely changed over my four years of teaching. I give them way more room to actually work with study techniques and actually work with reading. Understanding that it is a skill and that they don't have to read every single word of an article. They can actually skim and scan. A lot of them are just sitting there like reading every single word and it takes ages and they get exhausted and I tell them if you think I read every single word of every research paper that I ever had to read for research for my masters I still wouldn't be done with my Masters probably. So to summarize in short. Susceptible as in exposed? Yes. susceptible for picking up words? yes. Does that mean that they actually know what the word means in terms of when to use it and how to use it? No. They can identify mistakes, generally speaking. but their knowledge of grammar in the sense of grammar as its own field has not necessarily increased. Based, again, solely on my own experience and observations.

### **Interviewer**

So we mentioned earlier that you sometimes use English text informally in social studies, if the right criteria's are met, but do you consider this as interdisciplinary work or cross-curricular work?

### **Informant 2**

Yes, but not necessarily as it's intended. I interpret interdisciplinary work as something that's meant to be more interconnected with the subject that there's actually at least one bigger project, other cooperations between teachers where they work specifically with the same topic, but they highlight it from different subjects identities. What separates English from social studies, and so what can English as a subject contribute with and the same thing for social studies? What can

social studies contribute with here? For instance as I have mentioned for English VG1 I would talk to their sociology teacher and ask them what they've been doing, and “oh we've been working with identity or like socialization” and I say “ ah that's perfect 'cause we are dealing with identity in English 1 right now”. So rather than just translating the text that they've written in social studies, which is the problem I discovered because when they were allowed to do that they literally just translated it, Word by word. So the sources were still like. It was FN, it wasn't UN. Because they haven't learned translation they don't know like the intricacies of translation and as I told them; “ I mean if you want to do that, that's fine but translation is far harder than rewriting it in English with your own words.” And they're like; “No, it's not” because they just think it's not hard because all they have to do is just run it through Google translator to translate everything. But what I mean is that it's harder to get a good text because the work will often be worse as a result of it. So that is a challenge. But I think if all the standards for interdisciplinary work is going to be that high, then I think some subjects will struggle more than others. So I think that as long as that ideal is there and you strive for that ideal. I think that's more important than reaching a set goal, because, let's face it, we basically have no national standard for interdisciplinary work. Like what I did with the vocational studies, can you say that that was the standard, like, the gold standard to reach for? If so, why? If not, why not? like do they want It to be even more? So it's a difficult question to answer because for a lot of teachers it becomes a question about whether this is practical, or not? It is achievable, but I think a lot of teachers will settle for what's more practical for them. Again, a general statement from my own experience I can't speak for all teachers obviously. I've heard of other schools than ours who do far more interdisciplinary work and projects and have meetings regularly on how to work interdisciplinary and they coordinate together, not just like the subject teachers. They actually have meetings. It's more like one school where we work as a team for the 8th year, so the natural sciences teachers would work with the humanities teachers in a team for that class rather than cooperating with other English teachers or other Norwegian teachers. See what I mean?

I think that's kind of what we should start doing more of as well but then we come down to external factors; how is the school designed? and how do the offices look like? I mean, they can't see it in the report, but just look out in this office now. You see English teachers is sitting by themselves. Social studies teachers are sitting by themselves. Norwegian teachers are sitting by



themselves, which means and people be like; “Well, it's only a short walk”. Sure, well yeah, but there is that sort of grouping that happens and in the hectic everyday work of a teacher, it can sometimes be difficult to find time to walk down the hallway, knock on the door, and be like; “hey, wanna do interdisciplinary work?”. I think that shouldn't be up to the individual teachers. I think that should be something that the administration is aware of and that they consider that when they put up the year plan and the meetings plan. Which is why I literally sent an e-mail to my own administration; “ Hey, can we have like an interdisciplinary meeting like once a month, At least with a representative from all the subjects at the minimum voluntarily?” And they said; “ good idea!”. And then we still don't have it. But in their defense, we have a new principles and I think their still waking a little bit after COVID and now of course with the teachers strike going on as well. A lot of things are happening, But that's some of the challenges as well, which I know that UDIR and others are aware of. That's the weakness of having a lot of autonomy. I think it means that a lot of teachers miss sort of like a guide, or like a clear definition; “what does that actually mean for me in practice? What is the aim for us? , like when can you say that we're happy? because even if we did exactly what UDIR wants us to do the exams are coming, and it might not be what people expect, and then what is going to get the blame? The new thing is going to get the blamed and then we're just stuck in that repeating cycle. And based solely on my own experiences. So I think people will have a completely different experience.

### **Interviewer**

In your opinion, do you see any potential language learning benefits in using English texts cross-curricularly or informally in social studies or in any other subjects?

### **Informant 2**

I mean any anytime you use a text in another languages there is a language learning potential obviously. The trick is making the students aware of it. What should take priority? Because if I'm a social studies teacher, I would obviously want the social studies to take priority because I want to reach my competence goals. It's a natural instinct. Now is Social studies class so social studies should take priority. But that's why teaching more than just one subject is a strength because you can see the connections and you can use your experience and your knowledge as a subject teacher of two different subjects and show other things and you don't feel like you're wasting time.

The students might not see it as being like; “I thought we were having social studies class, not English”. It's like yes, but they are connected and like I'm not going to stand here and speak English to you guys, but understanding English can be paramount for a lot of these studies that you guys want to do. I mean some of you guys say you want to be psychologists, I mean, do you think you're going to get all of your papers in Norwegian? Cause in that case I have news for you. If you want to do anything health related you have to read a lot of English texts. But yeah, sorry to get back to the actual question. Yeah, there's a lot of potential there, but it requires awareness and then the question is how much are you going to emphasize it? And How much “value” does it have for what your aim is with that particular work. Is it valuable enough that you can take 15-20 minutes of that class to try and focus on something language, specific. If the topic is; How is the EU organized? who does what? Is it just a distraction or does it actually have value? And that is up to the teacher and their qualities to decide.

**Interviewer**

So lastly, I would just like to ask you if you have had any experience or if you have heard about the teaching method CLIL?

**Informant 2**

Sorry?

**Interviewer**

CLIL. C-L-I-L. I think you have something similar here? IB?

**Informant 2**

Right? OK, yeah. Yeah, I haven't heard anything specifically about CLIL no. But it's it's a good thing you brought up IB because I almost forgot about it to be honest with you. I think IB is a great example of of interdisciplinary works in certain aspects. But also again, the challenge if you're not like proficient in other languages.

**Interviewer**

But could you just explain for the person who will be reading this what IB is?

**Informant 2**

IB is what people usually call “internasjonal linje” in Norway. It's essentially a different course than the Norwegian one. They have a different curriculum and they have different subjects. Some subject are specific to IB, such as T.O.K or theory of knowledge, which is what it sounds like. How can we know that something is true? How do we know if the subject about what we're

reading is true? Where is this coming from? But it's not this sort of like post modernistic like, nothing is true or you know everything is subjective, but it's about how can we be certain, that something is actually an objective fact. I don't teach in that subject, but that's the impression that I get from it. The TOK teacher might read this and be like; “Noooo that’s not what it is at all”, but anyway.

And then you have CAPS. It’s subject where the students are asked to go out and contribute to “society”, to put it that way, so for instance. The teacher and the students can volunteer to be a drum teacher at the local culture school, they can be going up to a retirement home and keep the elderly with company and just help them, they can have activities here in the school where they help other students with their homework. And all the Education or all the lessons are in English.

### **Interviewer**

That's a good segue into what CLIL is, because CLIL stands for content and language integrated learning, right? So they basically teach the content of the subject like social studies with 40% of the teaching is supposed to be in a foreign Language. Is that something that you can see as useful for Norwegian students and teachers?

### **Informant 2**

I would need more experience or information on what it actually entails before I can say that is sounds like a good idea. because, like with anything it might just sound like a good idea on paper. Right? And then you find out like whoa. This is actually what we're already doing here or like this isn't practical or does this really serve the purpose that it does. Think I think it's crucial that we as teachers are critical. Not negative, but critical too new concepts to new tools. For instance I try to use digital resources, but it doesn't mean that I think that we should always use digital resources. It's just like the toolbox, when is it more efficient to use this or that? And I think the same thing goes with language learning. I think. If we are going to have a lot of the teaching in a foreign language you're going to alienate a lot of students because a lot of students struggle with learning language. Not just because they don't know the language, but a lot of them have legitimate learning disabilities or learning difficulties. And I think it is far more important that they actually get to learn the subject than try to focus on it in two different languages. Because the thing with IB is that it's something that the students have chosen and you have to have a high average to be an IB student than Like an average course. So when it is a choice fine, by all means, 'cause I'm all for that the Students get to choose more for themselves. I think that's one of

the challenges actually, in Norwegian schools and especially in “videregående”. That they don't get more of a say in their own courses. I have students who wanted to do English for VG2-VG3 but it didn't fit with their time schedule so they were told no, sorry you can't take that. I think that's a bigger problem than specifically. Do we speak enough foreign languages when we're teaching? But I'm all for, Just like IB, trying to have that bigger picture and trying to breakdown some of those subject boundaries and if you look at the “ludvigsenutvalget”, If I remember correctly, they actually suggested removing the traditional subject descriptions. Let's not have English anymore. Let's not have Norwegian anymore. But I think it was it was considered to be too radical and it would prompt a lot of practical questions like; Are we going to Hire English teachers then to work with English? like OK of like how much training does an English teacher need to have? Like I don't know if that was the reasoning, but I'm pretty sure there's a white paper out there where you get the “ludvigsen” results and then why the government or why the department said; OK, we're going to look away from this idea because it's not going to fit and then again it comes back to the whole challenge with interdisciplinary teaching as well because it can be an incredibly good idea, and it is an incredibly good idea, because as we know society is complicated and interactive. But how can we teach it? And how can we teach it in a way that is “believable”. Because if it's too fabricated or simulated it might be alien to the students, and they might not have the engagement that they need in order to properly understand it. So to me, even as an English teacher, interdisciplinary is more than just speaking English in another subject. It's about looking at what's unique in the English subject and why stuff from social studies is important. Because to understand English culture, you need to understand their history. Language equals culture and vice versa. So I think that should be more of a goal, but if you have a specific thing where you say oh all subjects should be taught in foreign language to increase foreign language understanding, even though I do believe that foreign language teaching should be like increased in importance when we see how connected the world has become. But it shouldn't be forced upon the students.

### **Interviewer**

Thank you for taking the time and letting me interview you.

## 7.5 MOCK SURVEY

This is a completely anonymous survey. You do not need to write your name or any other personal information. Thank you for your time!

What is your favorite kind/kinds of English texts?

What is your favorite kind/kinds of English texts?

Svar	Antall	Prosent	↕
Movies	19	73.1%	
Series	12	46.2%	
Novels	2	7.7%	
Podcasts	2	7.7%	
Short-stories	2	7.7%	
Songs	10	38.5%	



How would you rank your own speaking and listening English skills

Antall svar 26 Snitt 3.85 Median 4

Valg	Antall	%	Bar
1	1	3%	3%
2	1	3%	3%
3	6	23%	23%
4	11	42%	42%
5	7	26%	26%

How would you rank your own reading and writing English skills?

Antall svar 25 Snitt 3.56 Median 4

Valg	Antall	%	Bar
1	1	4%	4%
2	1	4%	4%
3	10	40%	40%
4	9	36%	36%
5	4	16%	16%

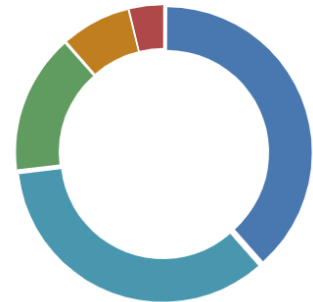
How often are you in contact with English texts outside of school?

Svar	Antall	Prosent
Very rarely	0	0%
Rarely	0	0%
Sometimes	7	26.9%
Often	11	42.3%
Very often	8	30.8%



How often do you experience that English texts are being used cross-curricularly ( tverrfaglig) in school?

Svar	Antall	Prosent
Very rarely	2	7.7%
Rarely	9	34.6%
Sometimes	10	38.5%
Often	4	15.4%
Very often	1	3.8%



What is your opinion on Cross-curricular use of English texts?

- good, as long as it is movies. Something we can watch, not something we must read.
- its fine
- I think its pretty usefull.
- I think it is a great thing
- I like the idea.
- good if it understanabel
- I think it is a really good learning
- We don't have it so i don't have a opinion in it
- i dont have any opinion.
- I think cross-curricular use of English texts is okey.

- I mean, we havent had much of it, but when it happens I think its good.
- det er greit, men liker det ikke veldig godt
- I think its a fine way of learning
- its good and bad
- In my opinion Cross-curricular use of English texts is good since I am implementing more into one subject. Perhaps we get another perspective on something aswell.
- **I beliv that Cross-curricular use of English is a great way too get ekstra and more up to date informarion.**
- My opinion of it is that it is okay to use sometimes, but not a lot.
- I think it's a good way of learning. Because you can learn about to themes in one assignment.
- I think it is great
- I think it's okay

How often do you experience that English texts are being used cross-curricularly ( tverrfaglig) in Social Science class?

Svar	Antall	Prosent	↕
Very rarely	5	19.2%	
Rarely	12	46.2%	
Sometimes	9	34.6%	
Often	0	0%	
Very often	0	0%	



In your opinion, are there any negative effects with using English texts in Social Studies?

- 
- boring,maby

---

  - no

---

  - No

---

  - I dont have an opinion on that

---

  - I dont think there are no negative effects

---

  - if it is hard to understand its bad

---

  - yes, there are many hard and complicaded word in science, and if we was going to know them in english as well, there would be even harder.

---

  - hard

---

  - i dont have any opinion

---

  - No, i do not think so.

---

  - It can be harder to understand, with difficult words and such.

---

  - nei

---

  - No I think it's good to read english text's because its often more information there.

---

  - no i dont think so

---

  - I would say there can be some misunderstandings whith English use in Social Studies

---

  - I do not beliv that their is any negative effects of using English in Social Studies.

---

  - No

---

  - no i dont think so

---



In your opinion, are there any positive effects with using English texts in Social Studies?

- we can cinnact with the real world. most of it is in english. and we learn more things on english.

---

- yes

---

- Yes

---

- I dont have an opinion on that

---

- yeah, it should be used more often

---

- yes it is good for being better at english also many things is much better on english

---

- its a good learning method, and it is funny to learn in different ways

---

- no, i dont think so

---

- no there isnt

---

- Yes, it can for instance help us getting more information.

---

- We get better at both English and Social Studies. The texts can be more interesting and fun.

---

- ja

---

- there is some positive effects.

---

- **yes i think so**

---

- The positives effects usining English in Social Studies is that you get better at using complicated phrases connected to Social Studies

---

- I beliv that using English is a great way to enhanced the access to information.

---

- Yes







---

- yes many

## 7.6 FINAL SURVEY





### What is your favorite kind/kinds of English texts? ^

Antall svar: 26

Svar	Antall	% av svar	
Others	0	0%	0%
Games	10	38.5%	 38.5%
Songs	15	57.7%	 57.7%
Short-stories	1	3.8%	 3.8%
Podcasts	4	15.4%	 15.4%
Novels	0	0%	0%
Series	16	61.5%	 61.5%
Movies	20	76.9%	 76.9%




### How would you rank your own English speaking and listening skills? ^

Antall svar: 26 Snitt: 4.38 Median: 4

Svar	Antall	% av svar	
6	2	7.7%	 7.7%
5	10	38.5%	 38.5%
4	10	38.5%	 38.5%
3	4	15.4%	 15.4%
2	0	0%	0%
1	0	0%	0%






### How would you rank your own English reading and writing skills? ^

Antall svar: 26 Snitt: 4.00 Median: 4

Svar	Antall	% av svar	
6	0	0%	0%
5	7	26.9%	 26.9%
4	12	46.2%	 46.2%
3	7	26.9%	 26.9%
2	0	0%	0%
1	0	0%	0%





### How many times would you say you interact or are in contact with the English language outside of School? ^

Antall svar: 26

Svar	Antall	% av svar	
25 and pluss times	12	46.2%	 46.2%
20 - 25 times	1	3.8%	 3.8%
15 - 20 times	0	0%	0%
10-15 times	9	34.6%	 34.6%
5 - 10 times	3	11.5%	 11.5%
0 - 5 times	1	3.8%	 3.8%

### How often do you experience that English texts are being used cross-curricularly (tverrfaglig) in school? ^

Antall svar: 26

Svar	Antall	% av svar	
Very often	0	0%	0%
Often	7	26.9%	 26.9%
Sometimes	7	26.9%	 26.9%
Rarely	9	34.6%	 34.6%
Very rarely	3	11.5%	 11.5%
Never	0	0%	0%

### What is your opinion on cross-curricular (tverrfaglig) use of English texts?

- In certain subjects an English text should not be harmful in any way. For instance science or social studies.
- I think it is a good way to evaluate a assesment because firstly, it's two or more subjects in one. And secondly, you can show your competence in several subjects
- Good because sometimes the English texts contain more information.
- i have no problems on using english in other subjects, i think i learn more if it is.
- Jeg synes det er fint fordi det finnes mye mer og bra ting på engelsk, men fordi mitt engelske ordforråd er dårligere enn det norske forstår jeg mindre enn om det hadde vært på norsk.

- 
- I personally like using English and sometimes think it easier to use English than Norwegian
- 
- I think it would be nice, I really would like more English in others subjects other than just English.
- 
- Good and we Get to show competance in english on othe subjects
- 
- Jeg er ikke den største fanen av tverrfaglig bruk gjennom engelsk, siden jeg føler jeg ikke får ut all informasjonen jeg ønsker.
- 
- I like it since it gives you a oppurtunity to actually use what you learn.
- 
- I mange tilfeller vil vi få flere treff på søkene vi gjør, samt at innholdet i videoene vi ser er mer faglige dersom de på engelsk. Jeg synes ikke det er et problem at lærere bruker engelsk i fagene.
- 
- jeg føler meg komfortabel når jeg snakker og skriver engelsk, så jeg har ikke noe imot det.
- 
- it can be confusing sometimes when the subject has nothing to do with English. but it can also be usefull to learn what words are that i already know in norwegian
- 
- det kommer litt ann på. det er litt vanskelig hvis det ikke er noen undertekst på en naturfagsfilm hvor vi lærer om atomer osv. men eller så er det greit.
- 
- Jeg tenker det er bra å flette inn andre fag i hverandre så vi får vite hvordan man kan bruke de. Så jeg mener det er smart
- 
- jeg liker best å ha tverrfaglig prosjekter på norsk.
- 
- Jeg synes det er fint å bruke engelsk på flere områder. Jeg får et større ordforråd ved å bruke det i flere fag enn bare i engelsk.
- 
- **Det hadde vært morsomt og gjøre oftere**
- 
- jeg liker best å bruke norske tekster
- 
- I got mixed feelings i mens like if its another subject we sjofle focuw on that
- 
- Its good
- 
- i don t know
-

- Ok
- I think it is ok.

**How often do you experience that English texts are being used cross-curricularly (tverrfaglig) in social studies (samfunnsfag) class?**

Antall svar: 26

Svar	Antall	% av svar	
Very often	0	0%	0%
Often	4	15.4%	15.4%
Sometimes	9	34.6%	34.6%
Rarely	7	26.9%	26.9%
Very rarely	4	15.4%	15.4%
Never	2	7.7%	7.7%

**Could you give an example of an English text which was presented to you in social studies (samfunnsfag)?**

- Two weeks ago we watched a video about the UN's sustainability goals
- We saw some videos about climate status and the problem with it.
- the social dilemma
- we saw some videos about climate change
- the Sosial dilemma
- can't think of anthing right now
- The social dilemma
- I do not know any exacly, but I use sources sometimes that are in english.
- Jeg kan ikke huske en engelsk tekst vi har lest, men noen filmer vi har sett
- Jeg vet ikke om noen Engelsk tekster vi har brukt, men vi bruker Engelsk film/Youtube i undervisning.
- i do not remember any

- ikke som jeg kommer på. det er mest videoer.
- 

- husker ikke
- 

- **Kan ikke huske noen.**
- 

- Movie
- 

- no
- 

- I dont remember
- 

- no

**Did you enjoy this use of English texts in social studies (samfunnsfag)? Why/why not?**

---

- The English videos are often more of quality than the Norwegian ones. They are also more up to date than the Norwegian videos.
- 

- Well, yeah because I learn both English and the stuff that we are doing in social studies.
- 

- Yes, because it was exiting to learn about how the algorithms worked.
- 

- I enjoyed it because i feel like it is more relevant on a global stage
- 

- yes, jeg lærte mye av den og det samme fantes kanskje ikke like bra på norsk.
- 

- i enjoy reading English, I feel it smoother then Norwegian. I wish we could use them more
- 

- Yes its more information on internett with use of english
- 

- The use of English texts in social studies can be a challenging experience for Norwegian students. Here are some reasons why: Language Barrier, Cultural Differences, Exclusion and Neglect of Norwegian Literature
- 

- I like it because it is fun to switch and not only have norwegian. The problem is that if the text contains mutliple difficult words, then I am not able to understand the whole context.
- 

- Jeg liker når vi ser på Youtube klipp i timen, fordi det er annerledes enn å sitte å lese i boka
-

- i really dont know since we dont use alot of english texts in social studies

- ja, det var greit å få det på en annen måte.

- **Kan ikke huske å ha noe engelsk i samfunnsfag.**

- Jeg liker det siden jeg syntes det er gøy og snakke engelsk

- det er greit, men liker bedre norsk

- Yes, it does exist more videos on the internet in english that may be more appropriate

- Yes

- no

- Yes. BEcause then i learn more

- I think it was ok. I dont really have a reason.

In your own opinion, how much of the content (innholdet) in the English text would you say you understood? ^

Antall svar: 24

Svar	Antall	% av svar	
Everything	3	12.5%	<div style="width: 12.5%; height: 10px; background-color: #c00000;"></div> 12.5%
Much	16	66.7%	<div style="width: 66.7%; height: 10px; background-color: #c08000;"></div> 66.7%
Some	5	20.8%	<div style="width: 20.8%; height: 10px; background-color: #008000;"></div> 20.8%
Little	0	0%	0%
Nothing	0	0%	0%

**In your opinion, are there any negative effects with using English texts in social studies (samfunnsfag)?**

- If there is a lot of scientific words it can be harder to understand the English text than a Norwegian text

- One could be that it is easier to understand Norwegian

- Sometimes yes, because the words are more difficult to understand than in norwegian.

- some might not dare to ask when they do not understand

---

- Det at man forstår mindre.

---

- for me I don't see anything neagative effects, but I can see that some people can have problems understanding English

---

- Yes, there may be negative effects since some people aren't as comfortable in English and that may get them not to understand the content for social studies to the extent that they may want.

---

- Only for people dont understanding english

---

- The negative effect are that you could maybe not understand the whole context.

---

- Jeg synes ikke det er det

---

- Det kan være vanskelig for de som ikke er så trygge på engelsken, fordi de ikke forstår hva det handler om.

---

- it can be very difficult to understand everything and makes the lessions alot harder

---

- det kan bli litt mye for de som syntes engelsk er tøft nok som det er og måtte lære seg tung fagstoff på engelsk

---

- Det er jo litt dumt, for da lærer vi kanskje noen fag ord på engelsk og ikke norsk. Så blir de vasket ut av sprøket

---

- for de som synes det er vanskelig med engelsk kan det bli vanskelig. da mister de kanskje gleden med sammfunsfag.

---

- Nei, jeg synes det er bra å bruke engelsk på flere måter.

---

- Kan hende ikke alle forstår

---

- hvis man ikke skjønner teksten blir det vanskelig å gjøre påfølgende oppgaver

---

- It may be Harder to understand a new theme

---

- No

---

- **Hvis du ikke klarer og formidle det du skal si**

---

- no



- 
- No, i dont think so
- 
- no

**In your opinion, are there any positive effects with using English texts in social studies (samfunnsfag)?**

- 
- The positive effects are updated information and more information
- 
- Yes, could be. If it's not a very difficult theme in the subject, because then it is easier to understand it in Norwegian
- 
- Yes, it is easier to find information on english.
- 
- yes, english is the language of the world, it is more relevant when you speak english
- 
- Du blir bedre i engelsk av å se og høre engelsk. Finnes enda mer bra informasjon på engelsk.
- 
- English is used much more world wide. So it important to learn it properly. later when i study after highschool there is a possibility all the classes will be in English
- 
- You get a sense of how to write a type of texts, so it may help in text building. Also it will help with a bigger vocabulary.
- 
- Yes easier to find facts and information online
- 
- It makes it more fun, because it is boring to only read english. You can also use what you learn to something productive.
- 
- Ja, det er det. Engelsk er et verdensspråk, og alle muligheter for å lære dette er bra
- 
- Da kan jeg lære Engelsk og samfunnsfag samtidig

- 
- yes. i can learn edvanced words that can be later on usefull when i actually have english
- 
- det er litt mer intersante ting som er på engelsk så jeg føler jeg får ting som ikke er fra et veldig norsk perspektiv.
- 
- Man får lært mere engelsk i hverdagsbruk
- 
- ja, man utvider vokabuleret sitt. i tillegg får man en bedre engelsk forståelse
- 
- Ja, det mener jeg. Vi får er større ordforråd.
- 
- Man lærer engelsk
- 
- man blir mer vant til å se og lese engelsk og det er bra
- 
- More information
- 
- Yes, learing more
- 
- You learn more English
- 
- no
- 
- yes