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Master's thesis

**Choices and beliefs of teachers in
primary and lower secondary school
about literature in the classroom**

Tanker og valg fra lærer på mellomtrinnet og
ungdomsskolen rundt bruk av litteratur i
klasserommet.

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Abstract

This master's thesis is a study of four Norwegian English as a Foreign Language (EFL) teachers' choices and beliefs about the use of literature in their classroom in primary and lower secondary schools. What this entails more specifically are what kind of texts they choose to work with, how they work with them, and what their beliefs are on the importance and the impact the texts have on their pupils. Data was gathered through semi-structured interviews and analyzed thematically.

The findings indicate that teachers rely heavily on the coursebook when planning their lessons, largely due to the limitation of time. Other text-aids the teachers use are revealed, such as songs, lyrics, text excerpts, and digital resources, as well as the methods used to work with the texts, including reading and then doing following tasks, projects and presentations, and analysis. Important concepts are presented as well, such as intercultural competence, empathy, and self-reflection, which are developed in students by working with the texts. While the concepts culture and diversity are discussed through their representation in the texts.

Sammendrag

Denne masteroppgaven er en studie av fire norske Engelsk som fremmedspråk (EFL) lærere sine valg og tanker rundt bruken av litteratur i klasserommet på mellomtrinnet og ungdomsskolen. Det dette innebærer helt spesifikt er hvilke tekster de velger å jobbe med, hvordan de jobber med dem og hva tankene deres er om viktigheten og effekten tekstene har på elevene deres. Data ble samlet inn gjennom semistrukturerte intervjuer og er analysert tematisk.

Funnene indikerer at lærere stoler mye på læreboka når de planlegger timene, hovedsakelig på grunn av tidsbegrensning. Det blir avdekket andre teksthjelpemidler som lærerne benytter seg av, som sanger, sangtekster, tekstutdrag og digitale ressurser, samt metodene som brukes for å arbeide med tekstene, dette inkluderer å lese og arbeide med tilhørende oppgaver, prosjekter og presentasjoner, og analyse. Det blir også presentert viktige begreper som interkulturell kompetanse, empati og selvrefleksjon, som utvikles hos elevene ved å jobbe med tekstene. Mens begrepene kultur og mangfold diskuteres gjennom deres representasjon i tekstene.

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1. Introduction

In this MA thesis, I explore the choices and beliefs of English teachers' use of literature in the primary and lower secondary school classroom. Two reasons guide my choice for this topic. Firstly, I had a very successful project in my third year of practice associated with my English language teacher education, where I taught English in the 7th grade. This project was about using the literary works Harry Potter in multiple ways. The aim was for the pupils to dive into a literary text and work with language in creative ways. Through this project the pupils had the opportunity to participate physically, orally and in writing, in creating a fun learning experience. For me, this pedagogical experience illustrated how enjoyable and engaging teaching a subject like English could be, but it also made me wonder why many English subject teachers, in my experience, tend to strictly follow the coursebooks when they teach the subject. The English subject curriculum does not require their teachers to work with any particular texts, books, authors or genres with their pupils (Norwegian Ministry of Education and Research, 2019a). As a result, teachers have some freedom to decide what they would like to teach based on what they believe is relevant. As a pupil myself in the lower secondary school almost ten years ago, I thought we *had* to read *Shakespeare* and that *Romeo and Juliet* was also mandatory. Now, I know it is not. However, teachers often use it because it is a seminal work in English literature, as it features a different time and culture, while also addressing the theme of segregation. Which leads me in to the second reason for choosing this as a topic.

We live in a world today where we learn about the ghosts of our past, like segregation, slavery, and other forms of inequality. Our generation wants to right those wrongs in order to promote equality for all. Information today is accessible through our phones, laptops, television, newspapers and at a speed like never before. And with knowledge comes power. I believe that learning about different cultures today can be done so much differently than before. In the past, and still to some extent today, textbooks tend to apply a western-centric lens on cultural diversity, thus positioning Western culture as superior (Morgan & Walker, 2008). However, cultural diversity must be approached more critically, through different media and in more depth. The English subject in Norway covers much of this learning. Through literature, pupils can develop not only a broader, but also more critical understanding of how people in different parts of the world live and think. Indeed, when we read literature, we imagine ourselves in similar situations and may feel empathic toward the characters in a story. Which is why books like *Romeo and Juliet* can still be relevant.

1.1 Main Concepts

There are some concepts that appear throughout this thesis where I investigate teachers' beliefs around literature in the classroom. Therefore, I have provided a definition of the main concepts and why they relate to my thesis.

Literature

In this thesis, literature is defined as the additional texts that the English teachers bring into the classroom besides the textbook. Because textbooks can be stereotyped or not provide an adequate representation of cultures, children's literature, and picture-books in particular, may represent diversity more positively and detailed (Tavares & Orlando, 2023). These can be, for example, graphic novels, young adult literature, poems, or songs. Reported effects of reading literature is that it can foster students' empathy, critical reflection, and self-reflection as well as grammar and writing skills (Dodman et al., 2022). Fiction as a genre is particularly known for "its potential to elicit feelings of pleasure and enjoyment in the reader" and "foster self-reflection and critical thinking in the individual in response to reading about different realities" (Tavares & Orlando, 2023, p. 42).

Culture

There are at least two ways to understand the term culture. It can be understood as something we have or do, in the terms of an object or in some cases an activity with a cultural value. Within this category of culture, there is such a thing as high and low culture. High culture can be art or works that by people of high cultural status by academic or societal institutions have decided is worthy. The opposite, low culture, is the art created for mass consumption, such as popular music (Barker & Jane, 2016, pp. 45-46). What is considered low culture is often idolized by the popularity and disregarded by the critics.

The other way culture is understood is through social structures and daily human activity. This is understood as the social structures that we inherit from one generation and carry over to the next. Some changes often happen with the passing of generations and changes in time (Schiefloe, 2011). This is the most common definition of culture, which is mostly used in education and what we associate with when hearing the term culture. There are several subcategories in this form of culture: language, knowledge, beliefs and values, norms, and sanctions. Language being the dominant factor. All societies and cultures have a language system that is required for socialization and is therefore essential to acquire language and communication skills to be able to establish any social relations. A shared language is important

for any culture, specifically baring social norms in mind, as they cannot be adequately conveyed without sufficient language knowledge (Schiefloe, 2011).

Self-reflection

For Koopman and Hakemulder (2015), self-reflection is defined as “thoughts and insights on oneself, often in relation to others and/or society” (p. 82). This concept is seen in relation to literature in this thesis, and how reading can contribute to self-reflection. In Koopman and Hakemulder’s (2015) study, there is no evidence that literary texts contribute to more reflection than non-literary texts, but that it is an indication of a connection between literary texts and self-reflection.

Self-reflection can be visible through reading as it can lead to thinking critically about other people’s experiences, decisions, and actions, and transfer it to oneself in relatable situations (Koopman & Hakemulder, 2015).

Empathy

Two concepts that are often used in correlation or interchangeably are *empathy* and *sympathy*. This is because of the similarity between the two, and the fact that empathy is a relatively new term that has only existed since the early twentieth century (Koopman & Hakemulder, 2015). Although similar, there is a difference. Empathy is experiencing feelings or emotions that are similar to what other people, or characters in a book feel. Further, this can be explained as “feeling with” someone. While sympathy is feeling concern for others, without feeling what they feel. Also explained as “feeling for” (Koopman & Hakemulder, 2015, p. 83).

The reason this is of any interest is because I wish to discover finds on the connection between reading literature and developing empathy in this thesis. Are there any effects from reading literature? According to previous discoveries (Johnson, 2012; Kidd & Castano, 2013; Koopman & Hakemulder, 2015; Mar et al., 2006) the development, or at least measured activity in empathy and sympathy, have been reported to exist.

Intercultural competence

According to Byram (1997, p. 39), intercultural communicative competence (ICC) is the ability to communicate with someone from another culture, typically in a foreign language. Byram’s ICC model consists of three factors that are essential to influence intercultural communication, attitudes, knowledge, and skills. Attitudes are how well a message is being conveyed and received according to each person’s existing beliefs and behavior. Depending on whether the ICC is successful or unsuccessful, the attitudes can either be positive or negative. In the most extreme cases, a person can change their own belief-system based on the experiences from their

new perceptions of reality and social norms, which is referred to as alternation in Byram (1997). Knowledge is the previous information a person brings into an intercultural conversation or exchange. Mostly, this is knowledge about culture, country and social groups, the more tangible topics. Skills, relates to the ability that each individual possess to interpret and draw upon pre-existing knowledge to make sense of what they learn. It is also about discovering new information and gaining knowledge through interaction.

The reason I have for bringing up ICC in this thesis is the connection between reading literature and acquiring intercultural competence. There is a possibility that these two are connected, and I would like to explore that possibility through the interviews I have conducted. There is a preexisting study conducted by the George-august-university Göttingen in Germany that discovered results of increased intercultural competence through reading literature (Hecke, 2013, p. 119). This study was conducted on pupils from grades 8-13, by teacher-students who taught the graphic novels *Persepolis* (2007) and *La Perdida* (2006). The classes had pre-reading exercises with instructions on how graphic novels are read and lectures and task that were related to the cultures they would encounter in the texts. This resulted in the pupils having some prior knowledge about the cultures they would read about later, and then connect the new information from the texts to that previous information. The pupils were also given post-reading activities to further their learning (Hecke, 2013, pp. 119-123). It is important to remember that reading literature itself does not automatically ensure that you achieve intercultural competence. The pre- and post-reading exercises and the readers understanding of the target text. However, it also depends on the text choice itself, whether the text is authentic or not. Chances are, that non-authentic texts about a certain culture can be stereotypical because the factual information tends to be decontextualized. This results in a false sense of intercultural competence. In fact, texts like these are often found in coursebooks, there, homogenous cultures are often presented (Byram, 1997).

1.2 Research questions

The overall concern of this thesis lies in the beliefs and choices by *teachers in primary and lower secondary schools about literature in the classroom*. Hence, it was crucial to develop research questions that could examine the perspective Norwegian English as a foreign language (EFL) teachers had towards teaching literature in their classroom. Through qualitative research interviews with a total of four teachers from primary and lower secondary schools, the following research questions are examined:

- How do teachers decide which texts are suitable for classroom use?
- How do teachers work with the chosen literature in their class?
- What are teachers' beliefs and perspectives on working with literature?

By interviewing four teachers, I wish to explore the connection between the teachers' beliefs and actions in contrast to previous research in the field and the values in the national Norwegian curriculum.

1.3 Thesis structure

This thesis is structured into seven chapters. This first chapter introduces the context for the thesis and the reasons behind wanting to conduct such a research study. The second chapter, "Background," provides an overview of the educational system in Norway, the core curriculum and the English subject curriculum, before finishing with information on literature within the English subject. The "Theoretical Framework" chapter examines teacher cognition, text-selection methods, extensive and intensive reading, and previous research. Chapter four, "Methodological Design", presents the methodological design used in this thesis, which is based on interviews, along with information on the interview guide, sampling, data collection and analysis. Ethical considerations, validity and reliability are also discussed in this chapter. The findings are presented in chapter five ("Findings") and the discussion in chapter six ("Discussion"). This is where theory, previous research, and the education system is examined against the results of the interviews. The seventh and final chapter formulates a conclusion to the research questions.

2. Background

This chapter provides a detailed description of the Norwegian education system and other factors or institutions that influence the schools' operation. Then there is a section on the Knowledge Promotion of 2020, and the English subject curriculum, how important themes are divided into chapters and what the different focus areas for the school and its education are. Section 2.2 discusses literature in the English subject. This entails what is required to teach, what the overarching aim of the subject is and a closer look into the competence aims regarding reading for years 5 to 10.

2.1 Education in Norway

According to the Education Act §2-1, children and young people have the right to and are obliged to complete primary and lower secondary education (Education Act, 2023, §2-1). The ten years from 1st to 10th grade in Norway make up the primary and lower secondary education. After these years are completed, they have the right to complete three additional years at upper secondary education. Though these three years are voluntary, everyone has the right to continue. Having completed all thirteen years of school the pupils may apply for higher education. This includes the bachelor, master, and Ph.D. levels, and are voluntary for all pupils who are qualified after upper secondary education.

The ones responsible for deciding what to teach in the schools in Norway are the Ministry of Education and Research. Their goal is to educate pupils of all ages to become active participants in our democracy. The ministry are the ones who renew the knowledge promotions so that the schools always stay in tune with what is essential to teach in today's society. The provisions of the Education Act and the regulations are the basis for the work in the schools. All general rules regarding the school's operation are decided by the government.

Furthermore, each commune in Norway has a responsibility for overseeing their schools. In more detail, The Ministry of Education and Research (2023) states that "The main rule is that it is the communes that must fulfill the right to primary school education, whether this is ordinary education or special education" (pp. 2-3). Amongst other things, the Ministry decides on what written language the schools should use in their commune, Bokmål, or Nynorsk. This is because dialects in Norway are closer to one or the other and it would be more natural to write in the approximately equal language. The communes also have the power to decide if the

schools in their region should have a more detailed curriculum to work with. It is, in fact, their responsibility that the schools teach what the Ministry has decided are of importance. The commune also has a responsibility to ensure that the school-buildings are according to the regulations, with enough space for each pupil, ventilation, and outdoor area. They decide if pupils have a safe route to school or if changes on the roads are needed, and that rides are provided for pupils with difficulties getting to school. Available health services are also their responsibility. They also decide how many schools there should be in their district and where they are placed. The Norwegian Ministry of Local Government and Modernisation (2014) takes this as a basis “The distribution of responsibilities between the different levels of government in Norway is currently based on what is termed the generalist authority system [...] Decentralisation of responsibilities and authority is a crucial step towards genuine local democracy” (p. 11).

2.1.1 The Knowledge Promotion 2020

In 2017, the new core curriculum was written and from the autumn of 2020 it was implemented in primary, lower secondary, and upper secondary education in Norway, better known as the knowledge promotion of 2020 (LK20). A gradual change over the period of three years were allowed, but from 2023 all the subject curricula will have to be renewed (Norwegian Ministry of Education and Research, 2017). According to this new core curriculum and §1-1 of the Education Act, the purpose of the education is to “open doors to the world and give the pupils and apprentices historical and cultural insight and anchorage” (Norwegian Ministry of Education and Research, 2017, p. 3; Education Act, 2023, §1-1). It is also written that the education shall:

provide insight into cultural diversity and show respect for the individual’s convictions. They are to promote democracy, equality, and scientific thinking”, “give them challenges that promote formation and the desire to learn” and “develop knowledge, skills and attitudes so that they can master their lives and can take part in working life and society. They shall have the opportunity to be creative, committed and inquisitive. (Norwegian Ministry of Education and Research, 2017, p. 3).

This means that the pupils should learn about and gain knowledge on different cultures, religions, and values. In other words, as well as educating the pupils the curricula also focus on personal development. Beside this, the curriculum is divided into three main sections: *1. Core values of the education and training, 2. Principles for education and all-round development*

and 3. *Principles for the school's practice*. In the second section *Principles for education and all-round development* we find the five basic skills that all pupils are to acquire throughout their learning: reading, writing, numeracy, oral skills, and digital skills. These are important to participate in education, but also for societal life and work (Norwegian Ministry of Education and Research, 2017).

In chapter 2.5 of the Core curriculum, the interdisciplinary topics are introduced. These are three topics that are based on societal challenges and important values: *health and life skills*, *democracy and citizenship* and *sustainable development*. By working with these topics interdisciplinary the pupils should be able to “find solutions through knowledge and collaboration, and they must learn about the relationship between actions and consequences” (Norwegian Ministry of Education and Research, 2017, p. 15).

In order to achieve the goals set in the curriculum, each of the subject curricula has specific competence aims, which are smaller and more approachable goals to work towards in order to eventually reach the overall goals set in the core curriculum. The definition of the word *competence* as written in the core curriculum is “the ability to acquire and apply knowledge and skills to master challenges and solve tasks in familiar and unfamiliar contexts and situations. Competence includes understanding and the ability to reflect and think critically” (Norwegian Ministry of Education and Research, 2017, p. 12). The number of competence aims has been reduced in LK20, in order to achieve in-depth learning. This way, there will be more time to focus on each of the goals, allowing the pupils to reflect more and gain a deeper understanding of the topic (Norwegian Ministry of Education and Research, 2019a).

2.1.2 The English subject curriculum

The relevant subject curriculum for this paper is the English subject curriculum. It is clearly stated in the first chapter, that this subject is important “when it comes to cultural understanding, communication, all-round education and identity development” (Norwegian Ministry of Education and Research, 2019a, p. 2). An all-round education, also known as *Bildung* has received more focus and space compared to what it had in the previous core curriculum. It is defined as “developing individual identity as members of a community, based on knowledge, skills and attitudes” (Fenner, 2020, cited in Fenner & Skulstad, 2020, p. 36). Furthermore, the pupils shall gain competence in reading, writing and speaking the English language, and become confident users of it.

All subjects are required to be expressed through core elements. They are, according to the Norwegian Ministry of Education and Research (2019a), central concepts, methods, ways of thinking, areas of knowledge and forms of expressions in the subject. The core elements in the English subject are *communication*, *language learning* and *working with texts in English*. The element of communication refers to being able to create meaning through oral or written use of the language in both formal and informal settings. The language learning element refers to “developing language awareness and knowledge of English as a system, and the ability to use language learning strategies” (Norwegian Ministry of Education and Research, 2019a, p. 2). This is all about the structure of the language, learning things like vocabulary, word structure and pronunciation among others, and seeing connections to other languages they know. Lastly, the element of working with texts in English is about using different medias combined with text to present a message. For example, writing, pictures, movies, audio, and drawings. And the word text itself is quite broad. It “can be spoken and written, printed and digital, graphic and artistic, formal and informal, fictional and factual, contemporary and historical.” (Norwegian Ministry of Education and Research, 2019a, p. 3)

As mentioned above in the previous chapter 2.1.1, the *Core Curriculum* consists of three interdisciplinary topics. These are all supposed to be integrated into all subjects, however, only two of these are included in English. Only health and life skills and democracy and citizenship are included. The topic *Sustainable Development* is removed. The basic skills are also the same as those in the core curriculum, except that numeracy is removed. This is probably because these are less relevant in the English subject.

In LK06, the English curriculum did not contain any specific teaching strategies or learning content. This has not changed with the new curriculum, which means that English teachers are mostly in charge of both content and teaching methods. And with competence aims that are no longer directly related to each skill, teachers have the freedom to use a wide interpretation (Fenner & Skulstad, 2020). This is something that came up during the interviews for this thesis and will therefore be discussed later in the thesis as well.

2.2 Literature in the English subject in Norway

Literature has an important role in the subject and is today focused on alongside language learning and communication (Lyngstad, 2019). The purpose of having literature in the English subject is to help pupils learn the language by teaching them about other people’s cultures and personal development (Norwegian Ministry of Education and Research, 2019a). By looking at

the subject curriculum and core curriculum, I will discuss how literature is included in primary and lower secondary schools. The curriculum is the guideline and official document for teaching the subjects, which is why it is only natural to start with that. Teachers have traditionally remained loyal to textbooks in Norway, and textbooks are still to this day influencing the classroom practice to different degrees (Gilje et al., 2016). Although, the curriculum is the only official document, teachers are not limited to using only textbooks or specific literature (Fenner & Skulstad, 2020).

Let us take a look at the competence aims for years 5 to 10 in the English subject, which is what is relevant for this thesis, and see what is written about literature. There is little to no mention of what kinds of literary texts the pupils are expected to read. A few genres that the pupils should be working with are listed, like factual texts, fiction, young people's literature and authentic texts. In addition, the pupils are expected to know something about Indigenous peoples and various cultures, which suggests that they should read texts about those topics. However, teachers have a lot of freedom in the literature selection and on how they would like to teach as the aims opens for interpretation. In the chapter *Working with texts in English*, the pupils' expected learning outcome is presented: "Working with texts in English helps to develop the pupils' knowledge and experience of linguistic and cultural diversity, as well as their insight into ways of living, ways of thinking and traditions of indigenous peoples [...]. Thus the pupils will develop intercultural competence [...]" (Norwegian Ministry of Education and Research, 2019a, p. 3). It is possible to see a link between the importance of literature and learning the English language in order to understand and participate in social interaction within a growingly diverse society. They are connected through the goal of developing intercultural competence.

2.2.1 Competence aims

The following competence aims are the ones that should be achieved after year 7 and year 10, and that are related to literature teaching. These aims reference, texts, or genres that are relevant.

After year 7:

The pupil is expected to be able to

- "Listen to and understand words and expressions in adapted and authentic texts" (Norwegian Ministry of Education and Research, 2019a, p. 7).

- “Read and listen to English-language factual texts and literature for children and young people and write and talk about the content” (Norwegian Ministry of Education and Research, 2019a, p. 7).
- “Read and present content from various types of texts, including self-chosen texts” (Norwegian Ministry of Education and Research, 2019a, p. 7).
- “Investigate ways of living and traditions in different societies in the English-speaking world and in Norway and reflect on identity and cultural belonging” (Norwegian Ministry of Education and Research, 2019a, p. 8).

These competence aims are very general regarding which texts the pupils are to approach. The only aim where a specific type of text is being mentioned, is the second one, where it is clear that the pupils should read factual texts and literature for children and young people. Yet, it does not say anything about which genre or what their learning outcome is. It would be interesting to know why the curriculum states that pupils should read literature for children and young people. In some way this is elaborated in the core elements chapter and in the last aim. Presumably the learning outcome of these aims are to learn about different identities, cultures and values, as well as to develop reading skills and language learning. Which is also initially why the last competence aim was included on this list.

After year 10:

The pupil is expected to be able to

- “Read, discuss and present content from various types of texts, including self-chosen texts” (Norwegian Ministry of Education and Research, 2019a, p. 9).
- “Read, interpret and reflect on English-language fiction, including young people’s literature” (Norwegian Ministry of Education and Research, 2019a, p. 9).
- “Read factual texts and assess the reliability of the sources” (Norwegian Ministry of Education and Research, 2019a, p. 9).
- “Explore and reflect on the situation of indigenous peoples in the English-speaking world and in Norway” (Norwegian Ministry of Education and Research, 2019a, p. 9).
- “Explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world” (Norwegian Ministry of Education and Research, 2019a, p. 9).

These competence aims are slightly more specific, but do not specify which texts in particular the pupils are to read. However, they do add more content as to why these kinds of texts should be read. The pupils are to present content, interpret and reflect, and assess reliability of the texts they read. The last two aims do not specifically tell the pupils that they have to read texts to reach the aim, although, the use of the word *explore* can be interpreted as researching *through* reading.

With such freedom in text selection, it is only natural that there are variations in teaching practices. This can come down to how much literature is taught, what kind of literature is chosen, and the pedagogical activities related to learning and working with that literature. It is also worth mentioning that the number of competence aims has been reduced with the new curriculum. There used to be 27 competence aims in LK06 after year 7, now with LK20 it is only 16. The reason for this reduction is to promote in-depth learning, which essentially is the ability to “gradually develop knowledge and a lasting understanding of concepts, methods and connections between subject areas” (Norwegian Ministry of Education and Research, 2019b, my translation).

3. Theory and previous research

3.1 The inspirational source

From both my school and my academic years I have had different experiences with how young adult literature is used and I would like to learn more about *how teachers select literature, why they work with the texts they choose in the way that they do, and what they think about these texts*. The main focus of this study lies in finding answers to these three questions through a small sample of participants. This master thesis is inspired by that of Marit Elise Lyngstad's (2019) doctoral dissertation; however, Lyngstad's study was on English teachers in the upper secondary school.

What Lyngstad discovered through her study was that teachers in upper secondary school varied in their opinions regarding the freedom the curriculum provides. Some wanted clearer guidelines while others enjoyed the freedom. The advantages Lyngstad listed were that teachers can adapt their literature selection according to what they find suitable for their pupils based on their preferences. The disadvantages were the lack of common literary reference points across classes. Another interesting finding was that Anglo American writers were mentioned a lot more by the interviewed teachers than authors from other parts of the world. As a result, the English-speaking literatures of the world are not represented well enough.

Another finding in Lyngstad's study is that the interviewed teachers all showed interest in using genres like classics, young adult literature, illustrated and graphic novels. To clarify this term, illustrated novels are novels with pictures that illustrates or extend the text, while in graphic novels the illustrations are the text. However, they lacked experience using these genres it and reported that the little selection of available material they had prevented them from trying them out in the classroom. As a result, even though teachers had freedom to choose literary texts, they were restricted by the school and library selections. Still, a central finding of the study is that teachers relied heavily on the textbook. Newer textbooks have better selection of texts, like several of those the teachers she interviewed mentioned. Lyngstad wrote that "this could mean that textbooks interpret the curriculum – and in turn, steer the teachers towards – a more multi-cultural, global English approach to literature selection" (2019, p. 273). The latter point in mind, the teachers in the study still used their own professional judgement regarding text selection and did not blindly follow the textbooks.

Lyngstad's study considers older kids (year 11-13), and my research is based on the very same topic, although I focus on younger kids (year 5-10). Do the teachers on the lower levels have similar or different opinions, and how do they go about text selection?

3.2 Reading literature as a gateway for Intercultural Competence

Reading literature can be first and foremost a source of entertainment, but it is also a way for the readers to experience other people's life experiences, identities, and cultures through how the characters are portrayed in the text (Carlsen, 2019). Some books manage to give an insight into poorly represented cultures. Especially those written by authors from those respective cultures which give the readers an insider's view of that culture (Vesterås, 2022). Reading this kind of literature makes the readers view the texts differently. This has a term called decentering, which is the ability to see the world and other cultures from a different view than our own. (Carlsen, 2019).

In the core curriculum one of the interdisciplinary topics is democracy and citizenship. The purpose of this section is for the pupils to develop intercultural competence through gaining knowledge about different parts of the world and different ways of communicating (The Norwegian Ministry of Education and Research, 2017).

3.3 Choosing texts

When choosing texts to use in the classroom, there are several considerations a teacher must be mindful of. Amongst those, Carter and Long (1991) mention "establishing criteria of difficulty and deciding on how to evaluate students' performance" (p. 141) as central issues. The reading material the teacher chooses is potentially essential for the pupils' further interest in reading literature. Experiences with reading gained in school can determine how likely it is for one pupil to find pleasure in reading in the future. Choosing the right reading material is for that singular reason of great importance. At the same time, it is difficult as there are various factors determining what texts to choose. Pupils are interested in different themes and genres of literature, like graphic novels, comics, short stories, books, magazines, and there are plenty more. Their own interests are one thing to consider, however, other aspects are also important to take into consideration when deciding which texts are suitable for classroom use. For instance, availability of a printed text; whether the text is modern or not; level of difficulty for the reader; length of the text; familiarity to the reader or whether it highlights unfamiliar themes;

will the text be taught for its own sake or in connection to other texts; and is it selected for its theme, genre or period (Carter & Long, 1991, pp. 145-146).

3.3.1 Coursebooks in the classroom

All of the teachers participating in this study uses the coursebook to some degree. It is therefore relevant to look at what role the coursebook has. In the English language classroom, coursebooks have been used as a tool for teachers to help cover the syllabus during a course. English as a foreign language (EFL), learners are less likely to be exposed to authentic texts through the use of coursebooks (Vahid Nimehchisalem et al., 2018). Coursebooks are not made for each individual student but is meant to be applicable to many students (Allwright, 1981). According to Skjelbred et al. (2017), coursebooks are meant to be used in an educational context, and although it is adapted to a target age group, it does not necessarily have anything in common with the readers other than their expected skill-level. The texts are adapted to the level of skill pupils at the targeted age are expected to have, and texts consists of what are assumed is previously learned language or language intended to be learned while working with the coursebook (Skjelbred et al., 2017). Richards (2001) argues that coursebooks are written with the only intention of being used in a classroom situation, lacking authentic texts, and giving a poor representation of the real language. He also means that the coursebooks does not satisfy the needs and interests of pupils because it is too much targeted towards the specific content required by the curriculum. Secondly, Richards (2001) worries that the coursebooks restrict teachers' creativity and could cause laziness, as there is a tendency that teachers follow the coursebooks strictly.

There is no regulation regarding what reading material teachers must choose to work with, and therefore they are free to use coursebooks or other types of literature to reach the competence aims set in the English subject curriculum (Carter & Long, 1991). Yet, teachers are relying on the coursebook according to a study done in 2003 by Ibsen and Hellekjær. This finding was based on a European study conducted in eight countries titled "Assessment of Pupil's Attainments in English in 8 European Countries" where teachers of 1314 Norwegian 10th graders in 65 classes answered a survey. The teachers were asked to fill out questionnaires as part of the survey, which Ibsen and Hellekjær presents in their article. Their study was quite extensive, researching these topics among others; the teachers experiences, collegial climate, textbook use, teaching resources, use of the English language spoken in class. Their findings were that most teachers drive a "relatively traditional English classroom, where learning to

learn, new technology and project work seem to play a minor role, while textbook provides the safety and structure a teacher needs or wants” (p. 86). As a conclusion and comparison, the two authors divide their survey-participants into two different profiles: “The typical English teacher: Mina” and “Max: a not-so-typical English teacher,” which are based on the figures from the survey and questionnaire answers. The main difference between these two profiles are their answers regarding use of textbook and how heavily they rely on it. Mina relies on the textbook extensively, while Max answered that he did not use the textbook at all. Now, Mina is a construction of the average scores of the teacher questionnaires, Max on the other hand, is based on one single person’s answer. The one out of 65 respondents that was singled out for answering “no” on the question “Do you use the textbook to teach English to this group?” (Ibsen & Hellekjær, 2003, p. 84). These results, which reveal that 98,5% of the teachers are textbook-dependent, corresponds with Bjørg Eikerem’s doctoral thesis where she pictures the textbook as a Bible in teachers’ conception of TEFL (Teaching English as a Foreign Language) as a traditional ritual (Ibsen & Hellekjær, 2003, p. 74).

Ibsen and Hellekjær’s study reflects large quantitative research with answers from a total of 65 teachers, however it is an old study conducted in 2002. This gives reason to believe that the results may have changed along with the development of internet access and a new core curriculum. A new study, done between the years 2015-17, was conducted as part of the LISE (Linking Instruction and Student Experiences) research project that follows students over time through a large-scale video study (Brevik, 2019). Video-recordings of the school subjects Norwegian and English in 9th and 10th grade, and social science in 10th grade, at seven lower secondary schools were collected. A total of sixty English lessons and 19 teachers were observed through a two-camera system that recorded the lesson simultaneously, one filming the teacher and the other the faced the classroom. Through the video-recordings, it was possible to identify reading practices, what was read, how much time they spent reading, and reading strategies (Brevik, 2019).

The result showed that the English textbook was only used in 15 of the 60 English lessons recorded, which equals 25% of the time. When the pupils use the textbook, it is for reading purposes only, both academic texts and fiction, although three-quarters of the fiction comes from other sources. A tendency showed in all three subjects, is that working with texts is a crucial part of the courses. Another common factor is that the texts are primarily from other sources than the classroom textbook. In both English and social studies it is found that the textbook is fundamental when working with text driven tasks. In English, three teachers follow

the thematic structure of the textbook, but always while supplying with additional sources. The fiction in the textbook is also combined with film adaptations, and the academic texts presentation of history and culture are shown in a combination of song lyrics and digital sources.

This research study showed that teachers across the three subjects primarily got their texts from other sources than the textbook. This proves that the previous study which assumed that the textbook works as a safety net for teachers (Ibsen & Hellekjær, 2003), is perhaps outdated due to the growing digitalization of our society. In fact, the Monitor-survey (Fjørtoft et al., 2019 in Aashamar et al., 2021, p. 308) proved that the use of technology in the classroom has grown from 26% in 2013 to 62% in 2019. Findings in this study shows that teachers supplement with different texts, on paper and digitalized, and combine these in their lessons. The conclusion is that hybrid practices occur in all the classrooms observed in this study, and that the teachers does not let themselves be undermined by the textbook.

Aashamar et. al (2021) express that:

This is an important finding since the Norwegian school's competent-regard-based curricula are based on a strong trust in teachers as competent and independent professionals. That teachers leave the lesson planning and interpretation to the textbooks [...] does not seem to apply to the teachers in our study. (p. 308, my translation)

3.3.2 Authentic texts

Another source of reading material is authentic texts. These can be additional texts which teachers decide to bring into the classroom as a supplement to the coursebook. Nunan (1989, p. 54 in Blue, 2020) defines authentic texts as being “produced for the purpose of language learning (...) to fulfil some social purposes in the language community in which it was produced.” This is unlike texts we encounter in coursebooks which are normally tailored for learners of English. Blue (2020) explains that the texts in coursebooks are written with the purpose of drawing learners' attention to specific language traits. This could be a focus on teaching grammar, sentence structure or lexical terms. Through the coursebook, this is an intensive way of working with the language. Authentic texts provide a picture of how the language traits works together in harmony, and thus seems more natural (Blue, 2020). She goes on saying that learners are exposed to unregulated native speaker language through both authentic reading and listening, which better helps them prepare for real-world communication rather than language found in coursebooks.

Blue has experience herself with using authentic texts like John Green's *The Fault in our Stars*, Haddon's *The Curious Incident of the Dog in the Night-Time*, and George Orwell's *1984*, with mixed nationality students at an B2 Upper Intermediate class and C1 Advanced group. The result was that the groups found the subject and stories engaging, and the group were motivated because of the range in language. She is positive regarding advanced level learners but admits that this range in language at a native speaker level might be challenging for lower levels. Yet, it is not to say that students at lower levels will not need it. They will encounter situations where they might need to understand a menu in English, or read descriptions, which a coursebook can provide. The focus lies in their interests and passions, which will differ enormously (Blue, 2020). Authentic texts can be used for learners in primary and lower secondary schools as well; however, she recommends "avoid[ing] the risk of overwhelming the students" and so "such texts need to be short" (Blue, 2020, para. 5).

A study was conducted by Birkteit et al. (2018) about 83 Norwegian eleven- to twelve-year-old pupils in primary school and their perception of an extensive reading and writing project, and their responses to the offered reading material. The pupils participating in this study could choose texts from a wide selection, consisting of texts from picture books to illustrated books (Birkteit et al., 2018). The pupils were asked to fill out questionnaires when the reading project was over. In total an average of 9.5 books were read per pupil. There were 17% of the books started that were not finished, and the most common reason for it was that the texts were "too boring." Boys were reading a little bit more than the girls, with 9.6 to 9.4 finished books. The most common reason for the boys to not finish a book was that the texts were "too boring," while the girls mostly answered that the texts were "too difficult" (Birkteit et al., 2018). The study also showed that gender neutral books seemed to appeal to both genders, while with books where the gender is revealed in the title fewer of the opposite gender choose to read that book. The last questions in the questionnaire sought to find out what they thought about the material. 97% of the pupils answered that they enjoyed being able to choose books themselves.

One of the texts the pupils could choose from was *George and the Dragon*, an authentic picture book with richer and more challenging use of adjectives which the pupils were less likely to know already. Words like, *miserable, mighty, fiery, monstrous, fierce, cosy, terrified* are found, and the pictures in the book help the pupils to understand the content even though they might not know the words (Birkteit & Rimmereide, 2017). The coursebooks tend to use high-frequency adjectives in their texts, offering a limited variety in vocabulary. These might be words like, *hot, cold, little, no good, better* (Birkteit & Rimmereide, 2017). The study indicates

that the pupils improved their writing skills and extended their vocabulary after the project. In difference to coursebooks, reading authentic texts challenge the pupils to a higher extent because of richer choice in vocabulary and phrases. It was also found that the pupils found pleasure and were more satisfied by reading whole stories instead of extracts of stories, which are generally offered in the coursebooks (Birktveit & Rimmereide, 2017). The findings of this study are relevant because they offer insight into the effects which different types of reading material have on the pupils. Teachers who are aware of this can use the results when selecting texts and assigning tasks. What pupils think of their reading material can be a contributing factor in the text selection process as will be discussed in the subsections below.

3.4 The three approaches to teaching

Teachers can approach text selection from different perspectives, which tends to be dependent on the level of influence from other people, like their colleagues, authors, or their pupils. Three different models will be presented in the subsections below: a canon model, a student-centered model, and a teacher-centered model. These approaches to text selection are included on the basis of the interview guide and the ensuing questions regarding teachers' choices and approaches to the texts they bring into the classroom. What is interesting to find out in this study is what kind of approaches teachers have to selecting their texts because of the free choices we have in Norway. If there are no limitations, then how do teachers decide what is important?

3.4.1 The canon model

In Norway, there is no restriction regarding what texts can be used in the English classroom. Carter and Long (1991) mention that teachers must consider whether they have any restrictions on what they are allowed to teach. The English subject curriculum does not mention any specific texts or reading material that teachers must choose from when creating their syllabus. This can be called a literary canon. Fleming (2007, p. 37) defines a literary canon as “an authoritative list of approved books.” There are ongoing discussions on whether a list of set texts should exist. Those in favor of lists of set texts in school argue that pupils will be approached in a more democratic and dynamic way, protecting the pupils from an arbitrary text selection, and that a syllabus will lead to more balance in reading between different types of texts. Advocates against implementing a set syllabus argue that the professional judgement of teachers is undervalued, and that the importance of context is ignored (Fleming, 2007).

Even though there is no official syllabus in the current English curriculum, there may be favored texts among teachers. Lyngstad (2021) mentions in her doctoral dissertation that there may be a *de facto* syllabus in use. She found that several textbooks use the same set of literary texts and “that the texts in textbooks have been especially central in terms of representing the “real” curriculum that teachers follow” (p. 39). Even though the curriculum provides teachers with the freedom to choose any texts, their choices can be heavily influenced by the resources at hand (Lyngstad, 2021). Lyngstad (2021) also maintains that if the goal is to inspire teacher and/or student autonomy, then a freedom of choice regarding in the curriculum is ideal. Also, including a list of set texts can be ideal if the goal is a common curriculum that all students share, across context, study programs and academic levels, although Lyngstad (2021) mentions potential challenges as “creating and employing a syllabus might also be problematic; deciding which texts are important enough to be included also means deciding which texts are *not* important enough” (p. 40, italics original source). There is a certain amount of fairness when choosing only a few English texts, when English is such a widely spread language as it is, with different variations of the language, cultures and geographics. Choosing some texts decides which of those features are to be represented and read (Lyngstad, 2021).

3.4.2 The student-centered model

The student-centered model is another possible way to decide which texts should be chosen for classroom use. The teacher observations of the pupils’ motivation for reading, and their preferences are more important than the teachers favored approach (Lyngstad, 2019). There are a couple of different ways to let the pupils participate in deciding which texts to use in the classroom. They can decide between texts that their teacher has pre-approved, or they can give examples directly to their teacher. Carter and Long (1991) explains that it is motivating for the pupils to be involved, because reading is a personal experience and relates to the individual. The probability of them reading and feeling motivated to read, is a lot higher if they get to participate in choosing the reading material. Lyngstad’s (2019) study included a questionnaire where the teachers provided answers on their adaptations of text selection to their students’ interests and skills. From a total of 109 participants, 86 answered that they often or always adapted the selection to their students’ skills.

Nuan (2012) wrote about his views on subject-centered and learning-centered language learning. Learning centered can be compared to this student-centered model, it views the acquisition of language as a process of acquiring a skill. In other words, it is the process towards

obtaining communicative and linguistic skills needed in the real world that is important, not acquiring the totality of the language (Nuan, 2012). The similarity to the student-centered model is the teacher's belief that the road towards learning is more important. Students can pick their own texts to read and will perhaps obtain more learning through a text they find interesting, than a text the teacher has chosen because of its grammatical structure.

3.4.3 The teacher-centered model

According to Carter and Long (1991) the most common process are teachers choosing and deciding the texts to be read in the classroom. This model heavily relies on the teachers' own preferences for literature, and their knowledge of specific texts. Lyngstad's (2019) experiences on this model is that the teacher views their own literary preferences as the most important. The teacher might take pupils thought about a text under consideration but will overrule it if they don't share the same thoughts. There are several reasons why a teacher would prefer certain texts above others. One reason could be that the teacher has previous experiences with a certain type of texts. If the texts seemed to work well in the past, those texts are preferred to work with based on experiences. However, their literary preferences may change based on how the texts are received by the pupils, they can either be strengthened or weakened. Ultimately, this means that a teacher who relies on their own preferences when they choose their literature are still prone to change based on their pupils' reactions and how well the texts are received (Carter & Long, 1991; Lyngstad, 2019). A model like this does not mean that pupils cannot participate in the literary selection, they may contribute with suggestions or express how they think of the texts. It is, however, up to the teacher to decide whether they agree or do not share their pupils' opinions. And thus, the teacher has the final say in the matter.

This way of choosing texts can be both positive and negative. Positive because it encourages pupils to encounter and read literature they otherwise would not read, which might challenge and develop their thoughts and opinions. What possibly can be negative is that with this kind of model teachers may choose texts based on what they themselves find interesting and that support their opinions on different matters. This can be political opinions, religious, sexual orientations, or other sensitive issues. It does not necessarily have to be a conscious action, but it can be. Through these literary works, teachers can shape the pupils and their personalities in the way they consider to be best.

3.5 Reading practices

When it comes to reading literature, there are various ways to do so. The two reading practices, extensive and intensive reading, are presented and explained in this chapter. Extensive reading is often compared with pleasure reading and associated with pupils getting to read what they choose without having to do tasks in relation to the reading. While intensive reading is the opposite, where the teacher decides on a learning goal for their pupils, and they often read shorter texts accompanied with tasks specific for reaching that said goal.

3.5.1 Extensive reading

Munden (2021 p. 366) defines reading extensively as pupils reading for pleasure without having to “answer questions, do exercises or deliberately learn new language.” Extensive reading is a way of reading where the pupils put their attention towards what they are reading, and the context of the text and its meaning rather than reading to learn the language features of the text. This kind of reading can occur in class time or outside class time (Elley & Mangubhai, 1981). According to Day and Bamford (1998), characteristic for extensive reading is that it involves a large quantity of varied literature that is self-selected and enjoyable for the reader so they can read at a reasonably fluent speed. With time, this kind of reading “practice” has proven to result in a variety of substantial proficiency gains.

According to the Statistics Norway (2019, p. 58) one in three tweens reads for pleasure, although only for 13 minutes on an average day. 13% of these equals pupils at lower secondary school, the lasting 20% belong to those in upper secondary school. To quote Munden (2021, p. 365, bold original source): “There is a saying that **the love of reading** can only be caught from somebody who has it already.” The teachers who like reading should embrace it and act like role models for their pupils. Especially when it comes to books written in English, which seems to be more demanding. Interestingly enough, the first English books pupils read often tend to be the long novels *Harry Potter* or *The Twilight Saga* (Munden & Sandhaug, 2017). The American children’s author Dan Gutman argues that everybody likes to read, because everybody loves a good story, therefore we should make sure that reading in English is not associated with being boring. And because kids and teenagers are so different from one another, they should have access to a wide range of texts and formats. And the author of *The Diary of a Wimpy Kid*, Jeff Kinley supports this in his statement that “Whatever captures their attention,

in whatever format” is the only thing needed to engage pupils in reading (Munden & Sandhaug, 2017 p. 311).

Krashen (1997) explained extensive reading as pupils choosing their own reading material, with the only following tasks simply being to write brief comments or summaries on what they had read. This kind of reading is for pleasure and do not require the pupils to reach any specific learning aim or look for details while reading. In fact, according to Krashen (1997), pupils participating in extensive reading programs have proven to score better on tests that are measuring reading comprehension, writing and reading speed. Due to this, they can be expected to have a better understanding of literature.

Similarly, Larssen and Høie (2012) did a project with sixth graders, where over a period of five weeks they were encouraged to choose from seventy English book titles and read as many as possible. The results were marked improvement in the pupils’ motivation and writing skills. They even went as far as saying that the schools should invest in authentic English books rather than course books if their budget forced them to choose between the two, because the gains of reading extensively were so substantial (2012, p. 48).

Similar experiments have been conducted, where pupils with English as their foreign or second language also have improved reading ability after participating in an extensive reading program. A positive outcome reported by Krashen (and others) is that pupils seem to develop positive attitudes toward books as they raise their literacy levels in English.

Even with reported positive results connected to extensive reading projects, and the fact that it promotes language learning, extensive reading is still not given much time in the EFL classrooms, it is simply not prioritized by the teachers (Grabe, 2009). A couple of reasons for this, according to Grabe (2009), are that it is a very time-consuming activity, and teachers often seem to prioritize other activities that promotes language learning. Besides, extensive reading requires various resources, and teachers do not feel confident with this kind of activity because it demands that they have knowledge on a large degree of different texts.

3.5.2 Intensive reading

Intensive reading is the more common reading strategy used in the classroom. This is because most of the reading material used in class are chosen to teach a specific language feature. The texts chosen are mainly about one feature at the time, and the pupils are often working with associated tasks that suit that one language feature. Nation (2009) explains that “if intensive

reading is to be done well, the major principle determining the focus of the teaching should be that the focus is on items that will occur in a wide range of texts” (p. 26). Different focuses that occur in intensive reading are (Nation, 2009):

- *Comprehension*
- *Regular and irregular sound-spelling relations*
- *Vocabulary*
- *Grammar*
- *Cohesion*
- *Information structure*
- *Genre features*
- *Strategies*

In difference to extensive reading, intensive reading is reading done for a specific purpose. There is an aim or overarching goal the pupils are working towards, and the reading is a tool towards reaching it. This approach towards reading texts can help increasing their knowledge of language features and also their relation towards using and being aware of different reading strategies (Nation, 2009). Intensive reading, however, can be seen as a means for pupils to be able to read extensively. There are a couple of features pupils need to have knowledge about for extensive reading to happen, and according to Macalister (2011), these are: being able to recognize conjunction relationships, being able to understand the meaning of an unfamiliar word from the context and predicting likely content.

3.6 Teacher cognitions

Because of the mention of teachers’ choices and beliefs about using literature in this thesis’ research question, it is only necessary to clarify the term *teacher cognitions*. Teacher cognition is defined as “what teachers know, believe, and think” (Borg, 2003, p. 81), and it may also include the emotions of teachers and how they feel about their thoughts and beliefs. Borg (2003) explains why it is important to understand teacher cognition. When planning lessons and activities, their cognitions are an essential part of making decisions. In fact, teacher cognition concerns their attitudes, perspectives, assumptions, and their experiences on every single part of their pupils’ education (Borg, 2003). Barnard and Burnes (2012) explain that the choices that the teachers do in the classroom are based on their own beliefs and knowledge. Further, their experiences, thoughts and beliefs form a fundament for what they need to consider in

determining teaching materials, content, plans and activities that best help their pupils to reach the learning aims set in the curriculum. Altogether, these components affect how the teachers facilitate their teaching.

3.7 Literary effects

Koopman and Hakemulder (2015) presented a study they did on the effects literature have on empathy and self-reflection. The study was based on a theoretical-empirical framework, comparing the results from other peoples' research on their respective fields. Their research is encouraged by claims about literature having a potential to evoke empathy and self-reflection. They reported that several studies could show positive effects on various empathic measures.

One of the studies they researched by Kidd and Castano (2013, as cited in Koopman & Hakemulder, 2015) found evidence on a relation between reading fiction and empathic ability. Another finding of theirs came from the research of Mar et al. (2006, as cited in Koopman & Hakemulder, 2015) it showed that reading fiction is related to empathic ability while reading non-fiction is not. Those readers who were more familiar with fiction scored better at a test called "Reading the Mind in the Eyes Test." This test requires the respondents to look at pictures of actors' eyes and deciding their emotional states. How fiction contributes to better recognize facial expressions are unclear, but they imagine it could be because people who are better at imagining themselves in other people's position may be more attracted to fiction (Koopman & Hakemulder, 2015).

Important information from those who created the Eye Test, Baron-Cohen, Wheelwright, Hill, Raste and Plumb (2001, p. 241, in Koopman & Hakemulder, 2015) is that the test only measures very basic mentalizing skills. They stress that this is simply the first stage of theory of mind and does not actually measure felt compassion with someone else. This kind of measurement is seldom measured in empirical studies.

Oatley (1999, p.101, cited in Koopman & Hakemulder, 2015) suggests that fiction provides a safe environment for their readers to engage with characters because the reader knows what happens is not real, they are able to feel for them without having to aid them (p. 88). There is evidence from neuropsychology that there is difference in the perception of the same texts being presented as fictional and factual. For the factual, or non-fictional representation of the text, the readers were simply reading to update their world-knowledge, while the readers who received the text in a fictional format seemed to believe that the events could potentially happen or

imagine the possibility of how something might have happened, somewhat constructing an image of hypothetical scenarios (Koopman & Hakemulder, 2015).

“Thus, while non-fiction appears unchangeable, readers of fiction seem to be involved in a process of constructive content simulation, inclined to mind-wandering, considering what might have happened, or could happen. The authors suggest that these simulation processes must involve perspective-taking and the generating of relational inference, leading to co-activation in brain areas related to theory of mind and empathy” (Koopman & Hakemulder, 2015, p. 88).

Perhaps the most interesting study was conducted by Johnson (2012, in Koopman & Hakemulder, 2015). His study reported results on his participants “transportation” and “sympathy”. His assumption was that the degree of being transported into a narrative would give an indication to what extent one would simulate the social experiences depicted. He believes this is the most important way reading leads to empathic responses (Koopman & Hakemulder, 2015). The participants in the first study with a high report of transportation also reported higher sympathy with the character. These participants likeliness of engaging in pro-social behavior were also higher. Changes in beliefs and attitudes towards outgroups can be found in relation to transportation into a story (Johnson, 2013, in Koopman & Hakemulder, 2015). A specific result of Johnsons study was that prejudice against Muslims was reduced and generation of sympathy.

A summary of the findings of the article is that reading narrative texts are more likely to lead to empathic responses, and that it is necessary to have a character to familiarize oneself with and being able to take other people’s perspectives. It is difficult to prove that the ability to feel for characters in a text has any transferable value to our actions towards actual people, though pro-social effects are registered. The readers ability to take the perspective of others can be trained, and being presented with multiple or more complex perspectives can be a way to do so. We are to keep in mind though, that this might de-courage some readers as it takes away too much of the enjoyment of the text. This is, however, a theory in need of more study (Koopman & Hakemulder, 2015).

4. Methodological Design

The methodological design of this thesis is based on semi-structured interviews. In this chapter, I present the method I have chosen to collect data in order to answer my guiding question for this thesis. I have categorized this chapter in three sections. The first section is a presentation of the design and focuses on the strengths and weaknesses of interview as a single method. Section 4.2 discusses interviews as a research method, explains the interview guide, sampling and the conduction of the interviews. Validity, reliability, and ethical considerations are addressed in the final two section. . Although this is a small-scale research study, I am interested in reflecting on the possible relationships between the participants' years of teaching or kind of education, and how differently they might answer the questions. The four participants in this study are not enough to identify a pattern, though this is also not a concern or aim of my study.

4.1 Interviews

Brinkman and Kvale (2015) explain that interviews are an inter-change of views, a conversation about a theme of interest between two people or more. Borg (2006) talks about interviews as being able to orally explain and reflect about their practices in detail the way that they perceive them. The interview process is described by Brinkman and Kvale (2015) as teamwork between the interviewer and the research participants to construct knowledge. The research participants contribute with information on their experiences, while the interviewer's task is to be engaging in the interviewing process, actively eliciting responses. Further they support their participants while encouraging more detailed answers, seek clarification and driving the interview forward.

This thesis aims towards finding the reasons behind teachers' choices and beliefs about teaching and using literature. Hoffman and Seidel (2015) claim that there are at least ten possible ways to measure teacher beliefs. They mention interviews, questionnaires, and observation as ways of saying what they believe through self-reporting which is a method of measuring beliefs (Hoffman & Seidel, 2015). This reflects off what Borg (2006) said: "Interviews reflect the view that beliefs can be articulated orally and that teachers are able to provide a verbal account of the cognitions underpinning their work" (p. 279).

As I am researching teachers' choices and beliefs, I have chosen a qualitative semi-structured interview. To uncover the interviewees thoughts and perspectives, it seems only natural to use the approach that ensures teachers allowing to explain themselves an provide informative answers. Brinkman and Kvale (2015) rely on one form of conducting interviews called

“semistructured life world interview”(p. 6). They describe this as attempts to understand the subjects’ perspectives of themes they encounter and live in the everyday world. The way I choose to understand this in relation to my thesis is that the interviews are conducted in order to allow the interviewees to explain how they think and act upon their beliefs on text-selection and use in the classroom. Through a semi-structured interview, there is room for conversations and questions so that both researcher and participant can elaborate or explain their answers further. The structure allows for a more in-depth approach than what a questionnaire would.

4.1.1 The interview guide

The interview guide is designed based on a “semi-structured interview” (Brinkmann & Kvale (2015). My interview guide is structured so that the questions are sectioned into different topics to be covered. However, I found it important to allow flexibility by not following the list rigidly when doing the interviews as answers to some topics may appear earlier than expected and in response to a categorically different question. This choice was also made to ensure flexibility and flow within the interview, allowing for changes in the guide has its merits. Howitt (2016) reckons it would be strange and unorganized to retread a topic the interviewee had already included just to follow the guide as if it was a checklist. An interviewer should bear in mind that their role is not to be an instructor or speaker, more that of an active listener and facilitator (Howitt, 2016, p. 69). The flexibility also extends to language and formulations. If there are certain formulations the participant finds unclear, a reformulation of the question is preferred rather than explaining as that in a qualitative study, interferes with the role of an interviewer.

The interview is based on pre-defined questions. These questions were selected because I was interested in the participants personal relationship towards literature, and their awareness and choices behind choosing texts for classroom use. However, depending on the conversation, additional questions might be relevant in one interview and not in the others.

The first set of questions for the interview was not recorded. I decided to only take notes of their answers in these opening questions as the purpose of those questions was to get insight into the participants as individual teachers. They were asked about their own experiences with literature, whether they like to read themselves and in the former case what they like to read. The other questions in this section focused on the participants background as a teacher. Their experiences, what grade they teach in and their background in studying English as a subject. These questions are asked so as to gather general information when comparing the interviewees and their answers to the other questions in the interview.

The second set of questions is where I started recording. The first question being what kind of attitudes they have towards the place of literature in the English subject. This includes whether they believe it is important to work with literature or not. What kind of perspectives on and attitudes towards literature teachers have, I assume says something about their willingness to add it into their teaching, which is why these questions are added in the interview guide. The following questions are about the participants relationship towards literature and what effects they can think of, positive or negative, regarding coursebooks and additional literature. What do they think about the affects possible to achieve with both kinds of books? The next question asks whether they believe reading literature can develop something in their pupils, and in the cases where the answer is yes, what do they believe it develops?

Text selection, pupil participation, collegial collaboration, lesson planning and teachers' opinions on the English subject curriculum where also topics the participants had to answer questions about. Some different questions were added in some of the interviews, as the conversation was naturally driven towards a topic I was curious about but did not originally have in my interview guide.

My role as an interviewer varied in the different interviews. Some of the participants needed more follow-up questions or were more reserved when answering, while others spoke freely and elaborated and spoke about their views and ideas without being hesitant. In the case of the last scenario, my role changed as some levels of sensitivity were necessary to make them feel comfortable with telling me about their own reflections. It is important to let them share the stories and experiences they have, not simply the ones that I would want to hear. This did change the direction of some of the interviews because they had more to answer on different places in the interview than I had foreseen.

I decided to conduct the interviews in Norwegian because it felt most natural to lead an interview in the language that is most familiar to both me and my participants. One of the risks of conducting an interview in another language and having to translate the transcription is the possibility of important details being lost in translation. However, I believe that by conducting the interview in English, which is not the participants or my L1, the participants might feel uncomfortable or insecure. A possibility is that they even hold back information because they feel unsure about how to express their opinions and experiences correctly, potentially leading to even greater misinterpretations.

4.1.2 The interview sampling.

The sampling for the interview consists of 4 EFL teachers who studied English at either a høgskolen or university in the years before becoming an educated teacher. The purpose of this study is to examine these teachers' experiences and thoughts about using YA literature in the pupil's English education in the Norwegian primary and lower secondary schools. To find participants I considered sending e-mails to principals at different schools, but decided to first contact teachers to with whom I had a personal acquaintance. The second acquaintance of mine asked to share my information letter at her workplace. Two teachers volunteered to participate in my study. As I found it difficult to find more participants, I decided to interview the three teachers from the same school even though the results would be less representative. This is further known as a convenience sampling. Rahi (2017, p. 3) defines this as "a process of data collection from population that is close at hand and easily accessible to researcher". All the participants were given the information letter as well as a consent form. They were informed of the requirements to participate in the study, their rights as a participant, and information about what their participation entails. One of the requirements to participate is that they are qualified to teach English, which in Norway means that they have at least 15 study points (stp) in English for primary school, and 30 stp in English for lower secondary school.

Four teachers aged between 28 and 60 years old were recruited into this study. The age gap was interesting as I was also interested on whether age and time of education played any part in their use of literature in their teaching. All the participants are female, and it should be mentioned that all of them teach at public schools in different municipalities in Norway. All interviews were conducted in person, but the participants had the choice of participating in the interviews digitally if they preferred to.

In the table 4.1 below I provide information about the participants. I made a choice to give the teachers a pseudonym, because it is important to mask their original names to protect their privacy. Besides, it is easier to differentiate between them and remembering who gave which answers when I compare them in the findings and discussion chapters below.

Table 1*Teacher profiles*

<i>Participants</i>	<i>Age</i>	<i>Educational background</i>	<i>Teaching experience</i>
Ellen	42	Adjunct with continuing education, 30 stp in English	18 years, only 6 years with English
Audrey	57	Bachelor, English, Social Science	9 years
Mary-Louise	60	Lektor with continuing education, French, Juss, English, PPU	10 years
Jenna	28	4-year-long bachelor, English, Norwegian and Social science	5-6 years

Note.

- *Continuing education* is a term used for teachers who have finished their education and decided to expand with an additional subject or more.
- *Juss* is a subject about law, legal method, and regulations in Norway.
- *PPU* is most commonly a one-year teacher education of 60 stp that consist of pedagogy, course didactics and practice.

4.1.3 Data collection

The expected timeframe for the interviews were 30 to 40 minutes. Some of the questions were altered or cut out depending on the initial answers provided by the participants. I also had to add questions depending on the answers I got from my participants, resulting in four different

interviews. The interview guide was used when asking the questions, although some questions were skipped if I sensed that the interviewee had already given sufficient information on that topic. The duration of my interviews differed between 17 minutes in the shortest interview and 33 minutes in the longest one. In the information letter the participants were informed that it would take 30-40 minutes to participate and answer my questions. The last three interviews were conducted on the same day, while the first interview was conducted a week earlier and already transcribed. The experience of the first interview made me more critical and more prepared for the lasting three. The first interview was held at the school the interviewee worked at. The last three were also interviewed at their workplace.

Seventeen minutes for an interview is very short, and it was difficult to stretch the interview as the participant seemed like she had given sufficient answers to the questions and gave short answers when I attempted to make her elaborate. However, she did provide answers that differed from the other participants. This is one of the reasons why I believe the interview was insightful enough, since her answers were short because her teaching lacked variation in reading material, and thus had not much to say about it. This finding is interesting and gave insight into a teacher's beliefs about their pupils learning outcomes when they had not been exposed to a variation in reading material.

The first interview was the first one that I had ever conducted, and as such informally worked as a pilot interview. Taking place a week earlier than the others I had time to use the experience from this interview to better prepare myself for the lasting three. I did not change any of the questions, as the interview proved that the questions were understandable and clear. The expected timeframe of the interviews seemed to be correct, although it is difficult to determine this after only one interview as the time depends on how much the participant has to say on each question. However, I felt like she answered my questions in detail. Even though it was not an actual pilot interview, it was helpful to get the practice. For each interview I later conducted, I felt more confident as an interviewer.

To record the interviews, I used the application called "Diktafon" on my phone. This application is approved by the Norwegian Center of Research Data (NSD). The application is connected to "Nettskjema" a system which encrypts the data and stores it in an external server. When the project is completed, the sound files are deleted in accordance with the guidelines for how this data is stored according to NSD.

4.2 Transcription

Transcribing interviews is a way of transforming audio to text and structuring the interviews before analyzing the results. The form of the transcription depends on the purpose of the interviews and how to best recreate the important phases of the interview. There are different ways in which this can be done. According to Brinkmann and Kvale (2015) it is important to state in the thesis how the transcriptions were made. A lot of information is transferred between the interviewer and the interviewee, and it is important to find the transcription method that shows the most adequate interpretation. Any information given through body language, breathing or intonation of words will be lost in a recording. The aim with the transcriptions is to make a cohesive dialogue that makes sense to the reader. In an interview it is very normal with pauses, filler words or words that were not articulated clearly enough. Different dialects could also pose an issue with different words for the same concept, or the fact that dialects could also endanger the anonymity of the participants.

A common method used for transcribing qualitative interviews is the Jefferson method. A complex method where additional symbols are used in addition to the written text in order to provide more information on the interviewee's delivery of the words (Howitt & Cramer, 2011). Some symbols are necessary in transcribing, but it is important to not be overwhelming as the transcription can be difficult to read. Using the Jefferson method was not a choice for an unexperienced researcher like me, as I believe it would have been an untidy transcription causing analyzing difficulties. Another form of transcription presented by Howitt and Cramer (2011) is the secretary's transcription system. This type of transcription "gives the impression of a smooth, unproblematic conversational flow" (Howitt and Cramer, 2011, p. 325). Few exceptions to a word-by-word citation are made. The validity of secretarial method transcribers can be questioned, as there is no standardized way of transcribing which might lead to analysis difficulties. However, in this study there is no such problem as it is the same person who conduct, transcribe, and analyze the interviews.

As I mentioned earlier in section 4.1.1, the interviews were conducted in Norwegian. I ended up transcribing the interviews following the rules of Norwegian Bokmål spelling. Then, I have used extracts from the interviews in my thesis, which then had to go through another round of interpretation when translating it into English. Potentially, this could alter the meanings that the teachers originally had hoped to convey in the interviews. Therefore, I listened to the audio recording again after I translated the transcription to make sure I did not change the meaning or

exclude important utterances. None of the teachers spoke with a distinct dialect, so none of the words they spoke in the interview had to be altered in the first part of the transcription, when writing everything down in Norwegian.

The transcription method used in this thesis is a secretarial transcript with additions from the Jefferson method. It focuses on the content of what the participants said, and not for example their pronunciation. Unnecessary markings are left out of the transcription, and only in places where they are of importance or significant meaning are they included. Prolongations of a sound, coughs/sighs or gaps between lines are some things I chose not to include. Instead, I chose to include markings of non-verbal sounds like [laughs] or [sighs] or utterances like [mhm] being the sound of consent which is often combined with a head bump that is not visible in the transcription and [eeh] the sound of thinking or insecurity. Whenever there were long silent pauses they were marked with “(...)”, while pauses in speech are marked with “(.)”. In some instances, I spoke simultaneously with the interviewee, although those occurrences will not be found in the transcriptions to prioritize only what the participant said. In situations where the interviewee repeated herself by starting and restarting her sentences, I excluded the repeated word. Both these decisions were made to ensure fluency of the text. It was important that the transcription appeared clear and easy to read for the analyzing job that followed. The process of the analyzing will be explained in subsection 4.5.

4.3 Validity and reliability

In order to evaluate the quality of a study, researchers tend to use the concepts validity and reliability. Validity is according to Howitt and Cramer (2011), how well the analysis fits the data. In other words, it is about the accuracy and truthfulness of the findings. The way this is ensured in this thesis is by having the findings of this study compared to findings from similar studies. The results may be either similar or different, and what is interesting is to figure out what the causes these results.

In a qualitative research study like this one, it is necessary to look at the credibility and transferability to say something about the validity. These are key concepts presented by in Cohen et al. (2018) to ensure validity. These key points are results of findings from other researchers that are presented in Cohen et al. (2018) in their discussion about reliability and validity in qualitative research. Is the sample of participants credible? In this study, the teachers who were interviewed were required to have a background of English education to participate. Their educational backgrounds are presented in table 4.1. The transferability of the study

regards whether the results can be applicable for other studies. Are the results representative of a larger group of teachers? In this study the findings from the representation of teachers can tell us something about how certain teachers choose to work with texts, and especially how the teachers in lower secondary school at one specific school does it, as they are all working at the same school. It does not however, due to the size and selection, tell us anything about how teachers in general choose to work with texts. This is one of the limitations to my research, since I only gathered information from four participants. To make representative research on teacher cognitions and literature teaching, the number of participants need to be a lot higher. Which means that the results of this study cannot be used to make any general claims on this field.

One concern regarding validity in interview, is bias (Cohen et al., 2018). Bias may be understood as inclination or prejudice for or against one person or group. In Cohen et al. (2018), bias is described as the characteristics of the interviewer and the respondent, and the content as well as the phrasing of the questions. If the questions seek answers to support their preconceived theory for example, that is considered bias. In this research study, the questions are intended to be open-ended. As for the attitudes toward the participants, I attempted to create a safe environment for the teachers and being flexible towards their wishes as explained in subsection 4.1.1 “The interview guide.”

For the validity of this research study, affirmation and/or further questioning was important to ensure meaningful and reliable answers. If the participants would ask whether they answered the researchers question correctly, or withheld information because they are unsure of its relevance, it is important that the researcher can confirm or keep questioning to further explore his or her concerns and better access the answers. Valuable information might be lost if the insecurities of the participants are dismissed.

Reliability in qualitative research is regarded as the “fit between what researchers record as data and what actually occurs in the natural setting that is being researched” (Cohen et al., 2018, p. 119). Regarding interview as a method, the research er must try to keep the consistency of the interviews to maintain the reliability. Although an interview guide is followed, the interviewer can change their questions or structure in a semi-structured interview depending on the different directions each interview might take.

4.4 Ethical considerations

Before the data collection could take place there were various ethical considerations to take. The first step was to report the study to NSD. Secondly, the teachers asked to participate in the study were given an information letter about the aim of the study, their rights as a participant and how their anonymity would be safeguarded, and the recordings deleted at the end of the project. All of which was also briefly talked about before each of the interviews were conducted. All four participants signed the consent form attached to the information letter and were also informed that they had the rights to withdraw their consent at any moment. Additionally, they were informed that I would be the only one seeing their signature and know about their workplace or any other information that could be endangering their anonymity. One of the precautions to ensure their anonymity were to give the participants pseudonyms. The pseudonyms had two purposes, one being to ensure the anonymity, the other to make sure there are fluency when reading and make it is easier to separate between the participants and their answers. Rather than “*Teacher 1 and Teacher 2* agreed that...” it is easier to read and remember “*Ellen and Audrey* agreed that...”.

Another ethical consideration to consider is the interview situation so as to make sure the power balance is not too lopsided. As the researcher I have set the frames for the study, it is important to also let the participants influence parts of the interview. In fact, the relationship between the interviewer and the participants is one of the most significant ethical issues in qualitative research using interviews according to Brinkman and Kvale (2015). The answers can be affected by the relation between the interviewer and the participant. It is the interviewer’s responsibility to ensure a safe environment for the participants to give honest and free answers (Kvale & Brinkman, 2015). For this reason, a semi-structured interview seemed convenient in this study, to allow a well-balanced, safe, and honest dialogue. Before each of the interviews there were some chatting to loosen the tension and get to know each other a bit. Half of the participants were acquaintances and the other half strangers. Therefore, it was essential to create some relation to those with new faces before pressing record. It felt more natural to ask about their thoughts, beliefs, and actions when we had established a little connection before beginning, and I assume they would give more honest answers if they knew me better before the interview as well. Another necessity to make sure the power balance was not too lopsided was to inform them that the aim of the interviews was to *study* the teachers’ use of literature in the classroom, not to evaluate their methods or pedagogical decisions. The participants were

given the liberty to decide on time and place for the interviews. By letting them decide this, the interviews could take place when and where they would feel most relaxed and comfortable.

4.5 Analysing the data

This section explains how I went about analyzing the data from the interviews. After the interviews were transcribed, I analyzed the text through thematic analysis, which consists of “analyzing and interpreting patterns of meaning within qualitative data” (Clarke & Braun, 2017, p. 297). I used the interview questions to guide me in developing the initial coding scheme. This meant that I drew on the research questions to identify key words and phrases that could represent the concepts and concerns I was interested in exploring in this study. I began by reading the transcribed text in detail in order to first better familiarize myself with the content as a whole. I then used the key words and phrases to code the text, highlighting words, phrases, and full sentences in the transcribed text with different colors. The next step was to identify common themes based on the coded text. To do this, I organized the coded text by relevance, meaning that I placed coded pieces of text together based on how they related to one another. These placements helped me to identify themes within the participants’ experiences. I then used the three main research questions guiding this study as broader categories. The themes I identified were then expanded with brief descriptions, which helped me place the segments of coded text under one of the three broader categories. Finally, to better organize the content, I created subcategories whenever necessary so that I could establish differences between the themes.

The first research question and category was “How do teachers decide which texts are suitable for classroom use?” This question is important to gain insight into what the teachers think are important when selecting text. This question has been given two sub-categories: “Lesson Planning” and “Choice Criteria.” Lesson planning reveals how the teachers work or not work together and whether it influences their decisions regarding text selection. The other code includes the criteria the teachers’ selection of texts is based on. The second research question and category was “How do teachers work with the chosen literature in their class?” What I intended to figure out was what kind of teaching methods and activities they went about choosing when working with texts. The third research question and category was “What are teachers’ beliefs and perspectives on working with literature?” A great part of this thesis is focused on the teachers’ choices and beliefs regarding literature in the classroom, which is why I in this chapter present the reasons behind the teachers’ choices, what they find

rewarding, and their perspectives on advantages or disadvantages with texts. “Additional findings” is a category I have chosen to include for anything that fell outside the three main categories. Some answers or information might not fit into any of the pre-existing code, and so I decided to make a code entitled to the additional findings of the study. Only relevant information to the choice or use of texts or teachers’ choices and beliefs are added in this code even though there might be other findings.

The following chapter, “Findings,” is not organized thematically, but present the findings by considering the interview questions. The teachers’ views and opinions are set side by side to easily compare the similarities or differences on each of the teachers’ answers.

5. Findings

5.1 Introduction to findings

This chapter is a presentation of the findings based on interviews with the four teachers. This first section offers a short description of the participating teachers before heading into the findings. As the interviews were conducted and transcribed in Norwegian, all quotes presented below are translated by me. The participants' answers are distinguished by their pseudonyms, and an overview and representation of each teacher profile is presented first in this chapter. Secondly the findings are presented in the order of the questions in the interview guide.

5.1.1 Teacher profiles

Ellen

Ellen is the only participant who teaches in the primary school, currently teaching the fifth grade. She has long experience in the teaching profession being an “adjunkt” with additional education, and recently, specifically in the year 2016/2017, added English as a subject as well. When asked if she enjoyed reading or not, her answer was “Yes, I do enjoy reading, but I feel like I have not read enough (...) I wish I had time to do more reading”. The amount of reading she does now is mostly non-fiction or children’s books, although her preference in genre is fantasy but she enjoys most genres and is not picky as long as the book is enjoyable. She is not, however, a big fan of science fiction.

Regarding teaching English, Ellen enjoys creative processes and project works. Her own interest in literature has led to several projects related to children’s books and novels. She especially mentioned the books from Roald Dahl, the Harry Potter series and *Charlie and the Chocolate Factory*. Those are books which can be considered to have rich characterizations and broad universes. Ellen further explains that the English course first and foremost is a course where pupils learn a new language, and there is a lot of freedom regarding the choice of tools and methods when teaching this language.

Audrey

Audrey is a teacher in her late fifties, with a bachelor’s degree and nine years of teaching experience in the lower secondary school. She is the teacher in this study with second to last least teaching experience even though she is one of the oldest participants. She teaches English,

Social Science and Religion. This is a woman who has reflected on and experienced what works well and not in her profession.

She reported that she finds pleasure in reading, and preferably in English. The books she would prefer are historical, British crime, especially Anne Cleves, or books with a political approach. Audrey is concerned about only two hours a week being assigned to English and feels like that does not leave much time for additional literature apart from the coursebooks, although that is something she would want to spend more time on.

Mary Louise

Mary Louise is the oldest participant at the age of sixty. She has ten years of teaching experience and decided to become a teacher late in life. Her education is being a Lektor with additional education, including French, and juss. Mary Louise teaches English in the eighth grade.

Her own views about the place of literature in the English subject curriculum is that it is important, but that it is difficult to find both time and space to incorporate it into her lessons. Using the coursebook too much is one of her worries. However, the process of straying away from it with all that entails is overwhelming. She considers herself an active reader who often prefers to read in English. Her choice of genres varies between crime, life-stories, and novels.

Jenna

Jenna is the youngest teacher in my study, at the age of twenty-eight. She is the teacher with the least amount of teaching experience, with six years. She has taken a four-year long bachelor's degree with the subjects English, Norwegian and Social Science.

Jenna is both a book and music enthusiast, who uses music and lyrics in her lessons. Her favorite book-genre is fantasy, and she loves to read in English, in fact barely reads in Norwegian at all. She is under the impression that literature has too low of a priority as it is not specifically mentioned in the curriculum. Although she would want to spend time on reading and working with texts properly, she too struggles with not having enough time.

5.2 Findings from the Interview

This chapter addresses the results from the interviews regarding the teacher's selection process and thoughts on the value of different texts. This includes whether it was the teacher or the pupils who chose the texts. In total there are eleven questions in the interview guide, which will be presented with the corresponding answers of each of the participants.

5.2.1 What is your relationship towards the place of literature in the English subject?

This question aims toward finding out how the four teachers view literature and measure its importance in their classroom. What Ellen has experienced is that her pupils react positively towards reading authentic texts versus coursebook texts that are especially written for Norwegian pupils to learn English. She also finds it motivating and has multiple experience using literary works like Harry Potter or Gruffalo. What she also mentions is that recommending books for her pupils based on their interests and telling them that you believe this book will be interesting for them, also motivates them to read. The motivation can be that they will please you as a teacher if they read that book, or that they feel encouraged to read because the book is handpicked for them. Her views on the place of literature in the English subject seems very clear, as she specifically thinks that authentic texts are contributing to her pupils reading skills. Besides, this is something she continuously do, supplementing with additional literature.

Where Ellen lists the positive effects, she has experienced, Audrey and Mary-Louise are more concerned with what time they have to incorporate additional literature. Audrey has no doubt that reading literature is beneficial and that literature itself has a place in the English subject, but she is worried that there is not enough time. With a total of two hours a week, and a lack in resources and much content to be covered, her views is that literature is given relatively little space. She finds the coursebooks useful in introducing novels and short stories, and abstracts from books and movies. Therefore, she does believe that literature is important and would like to use more of it if given the time. Mary-Louise struggles with finding time and space but does not mention lack in resources. In fact, she ordered a whole box from the library a few years back, something she found both fun and time consuming. Although rewarding, she explained it like she “lost a month doing so. And the work following, finding out what competence aims have I met with this lesson of mine, it was demanding because you must fill in reports on what you have done, right, so it was a lot of work”. She felt like there was more work, and the process being more tiresome than a regular lesson following the coursebooks. However, all the pupils found something they liked, because the books were handpicked by the librarian from where she ordered the box, with a variety in books, from easier books like the Diary of a Wimpy Kid, to longer more complex books like Harry Potter and The Fault in Our Stars.

Jenna agrees with her colleagues about literature having too little space, and builds on this statement by adding that the curriculum does not say much about what they need to cover

besides for example knowing something about English speaking countries. Her opinion is that the texts used in the coursebooks are very short, excerpts only, and that will not be enough to get a literary experience from. Time is once again a dominating factor. They only have two hours a week for English, and the pupils are on different stages, some read a lot and fast, while others struggle to get through a book. With this diversity in the classroom, Jenna thinks that planning lessons where everyone must read a book would be difficult. If the whole class had to read the same book some would find it boring and only do the assigned task because it is schoolwork, not stimulating any pleasure of reading.

The participants all agree that literature is important and should be included in their lessons, but the three participants teaching in lower secondary school all struggle to find time in their tight schedule. They all seem to have experience with using literature at some point, although the outcome varies slightly.

5.2.2 How do you plan your English lessons? Alone, or together with other English teachers?

Through this question the choices of the teachers interviewed regarding their way of preparing and planning for lessons are explored. Ellen explained that she is used to plan her lessons on her own. They previously had something called “fag-team”, which is a team where all the teachers who taught the same subjects worked and planned together. They no longer have those teams which result in her doing all the planning on her own now. She does not conference with any other teachers either, mainly because she is the only English teacher on that level. In other subjects where there are several teachers, they do discuss with each other. Due to time and being busy, she mostly speaks with the teachers that teach the same classes as her. Although, what she has done is that during projects like her Harry Potter week, she got other teachers to participate, speaking English and being a part of her project. They did have thoughts and ideas, but she made the project and additional aids and decided on the activities.

For the lower secondary school teacher Audrey, the process of planning lessons is slightly different. She is one of two English teachers in the ninth grade and is used to plan themes and writing sessions together with the other English teacher. The reason they work together is because they want the whole ninth grade work with approximately the same themes and task. However, the lesson itself is individual to each teacher. Audrey is satisfied with this solution and think that they should continue doing it this way, because each class is different with individual needs. The way they go about planning the lessons is by following the coursebooks and the themes that is presented in the books. They sometimes supply with the coursebook's

internet sources to get some digital experiences as well. Unfortunately, only the teachers had access to some of the internet sources because it was expensive. Audrey explained that economy is also a factor for what resources they have available.

Even though Mary-Louise and Audrey work at the same school, the process of lesson planning varies for the two teachers. Mary-Louise often does the lesson planning on her own on Sundays, picking content from the teacher's guide. Previously they had teams, but for some reason those did not last. She is very familiar with the coursebook after working with it for so long and does not feel the need to confer with other teachers regarding her lesson planning. She can try out new things and if it does not work as well as she planned, she could drop it. However, it depends on the class as some things can work well with one class and not at all with another.

For the most part, Jenna plans her lessons together with a colleague in the eighth grade. They make sure to work on the same theme and chapter in the book to make it as similar as possible for the two classes. On their own they plan the lesson itself and how they choose to go through with it. This is similar to how Audrey and her colleague plan their lessons. There are certain things they choose to do together, like watching movies or working on projects. However, their cooperation is restricted by their work. Jenna explained that if you have the position of a contact teacher there are a lot of extra work which limits your time to cooperate with others, while a subject teacher has more time on their hands. Jenna enjoyed being a subject teacher more because she would have better time to plan her lessons thoroughly.

5.2.3 Which text aids do you use?

This question is specifically asked to figure out to what extent there are variety in texts the teachers choose to work with. Ellen explained that it changes from time to time, but she really enjoys using young adult literature like Harry Potter. One of the reasons for that is the huge universe that is described in the books. She mentioned that “ If you have knowledge of that universe yourself, it is a lot easier to engage the pupils and drag them into it, and in a way create some new fans. Which might lead them to seek it out on their own.” The coursebooks that they use is Explore, which has some good texts in it, and she is happy to use them as well if they seem alright. But mostly she selects texts based on what she thinks the pupils will enjoy. If she uses the occasional coursebook texts, she often supplements with digital sources like videos and other relatable materials.

In Audrey's classroom they use the coursebook *Enter* and rarely have time to supplement with other literary works. However, the pupils get to use different learning tools. The books are one tool, but they also watch movies related to the topic they work with. When working that way, they usually read an excerpt from a text, watch the movie, then do a movie analysis. Audrey also mentioned the pupils using the internet as well to find information on a topic. They also watch YouTube-clips. The books are built up through chapters, and in the teacher guidelines there are suggestions for supplementary sources to each chapter which they can use. These sources include examples of movies, books, and music, although Audrey thinks some of them might be a bit outdated. She also mentioned that they work with some poems. The common factor regarding what they work with in class is time. She wishes that they had more time so they could have more varied lessons and even longer reading projects. A concern Audrey has is the diversity in the pupils, some struggle more than others and Audrey sometimes feels a bit restricted, like she cannot use all the tools she would like to use.

Mary-Louise mostly works with the coursebook and even though being a little hesitant, she also mentioned that she supplements with songs and lyrics, but not enough in her own opinion. She express concern about time, so it seems like she would like to do more and use more resources than she is being able to because of restricted time.

Jenna use lyrics quite a lot in her lessons, something she finds easy and fun because she listens to a lot of music herself. Even though there are short texts or verses it is possible to create good learning activities. Jenna also mentions BBC Learning English as a tool she uses in the classroom. It is a series of short videos with associated tasks. She explained that some of them can be a little challenging for eight graders, but very valuable for tenth graders. Jenna also teaches English specialization, and the BBC Learning English is a great learning tool for the pupils in that class.

Through these answers it is visible that the coursebooks plays a central role in the classroom for all the teachers in lower secondary school. For Ellen in primary school, it is also an aid in her teaching, but she does not use it because she has any time restrictions or lack of resources.

5.2.4 Do you allow your pupils to participate in the text selection process?

It is interesting for this study to find out how the texts used in the classroom are selected. Which of the previously mentioned models do the teachers rely on, or do they have another way of

approaching this? Ellen thinks it is more challenging to let the pupils contribute with the selection of texts to use with the whole class as apart to individual texts. Although, when she got the responsibility to buy new English books for the school's older pupils (grade 5-7), she let the pupils help her decide which books to by. Then they had the chance to contribute and get books that they wanted to read, something that was motivating because the pupils got their wishes fulfilled. But those books were something they read individually and not something they worked with in class.

The way Audrey lets the pupils contribute is by letting them sit and look through the pages in the chapter they are going to work with, and perhaps explain some things about each text. Further she creates a poll where the pupils get to choose what they would like to work with. Further, she decides on some of the texts and pick others from the poll, and often they end up with a variety of texts, but perhaps not so many poems or so much Shakespeare. This is something that does not worry her a lot. She usually explains to her class that Shakespeare is old English literature, something that is mandatory for British pupils to read and have knowledge about, but perhaps is not that interesting for Norwegian adolescents.

For Mary-Louise, student participation is a topic she finds difficult to make time for. She claims that letting pupils participate in the text selection process is something she is not very good at. However, she allows her pupils to decide on a couple of other things, like which movie out of two or three they would like to watch based on the theme they are working with. Jenna usually starts the school year by asking the pupils to send her suggestions on songs, poems or other texts they like and would want the class to work with. Then she has the opportunity to choose from their suggestions and include it into her lesson planning. She believes that it is a good idea to let the pupils contribute and suggest things of importance or interest to them.

5.2.5 What criteria do you use to judge the suitability of the texts?

How do you know that certain texts are good? Your own preferences, or also your colleagues or pupils' reactions? Do you adjust to the pupils' skills and interests? These are different questions, but I present the findings from all of them together as they are all part of the same category. The criteria Ellen selects texts based on are mostly her own views on the usefulness of the text. For the books that the pupils read alone she tries to pick something she believes they can manage to read and that are about their field of interest. She is open for suggestions from others based on their experiences, but she believes that you should know the texts you are working with well yourself. Ellen does makes alterations to her pupils' skills and interests. As

the English subject in her opinion is about written and oral communication, and encouraging the pupils to use the language, she thinks it is a great advantage to be able to use some of their interests as a starting point. She compared the English subject with that of calculus and said that calculus is more about building stone on stone, being more concrete. While in English, you are much freer to choose how the pupils learn. The most important part in her opinion is to use the language and to be engaging, which she finds a lot easier if you adjust a little bit to the pupils.

Even though Audrey lets her pupils help decide on the texts they read in class, she has some criteria on her own. Her main source is the coursebook and she has been working with it for many years now and knows it really well. One of the criteria she has is that the texts are not too old. She also thinks that texts that have movies made after them can be more interesting for the pupils to work with because there is a chance to watch a movie related to the topic. Audrey struggles with getting oral activity in her classroom, and if she comes over a text that she thinks might be interesting for them to work with she chooses it in hopes of motivating them to speak English. Especially texts or short stories she chooses based on the level of excitement and age of literature. Works written in or before the 80's or 90's she believes the pupils might find boring and unrecognizable. She adapts the reading material to the pupil's skills and interests as well. There are times when the pupils get to choose between two sets of texts, for example football or cheerleading. In addition, they also have a book called Learners Book, which is a simpler edition where many of the texts they read are in a simplified version, an adjustment they do for the pupils who have special education because they struggle a bit more with English. Those books have simpler texts and tasks. There are texts with different length and content in Enter as well, and Audrey always play the audio to the class when they start up, either that or she reads loud for them while they have the text in front of them. They also have access to ordnett pluss, a program they can use to listen to words if they do not know how it is pronounced.

When Mary-Louise is picking texts to use in her lessons she bases them on her previous experience using them or if her colleagues suggest something for her that has worked well for them. She also adjusts the texts for her pupils depending on their skills, for example she can give them the same texts but different things to look for. She admits that she rarely chooses texts based on her pupils' interests. Having two classes and almost fifty individuals to please, she mostly sticks to the coursebook feeling like there would be too much work to consider all fifty's interests.

Jenna chooses texts based on what is reaching the learning aims in the English subject curriculum, but initially she chooses based on how well the pupils communicate. Do they manage to communicate what they mean, are there sentences with Norwegian words in it? She believes that if the pupils manage to explain what they mean and make themselves understood, then the grammar and other lacks in their language can be taught later. For the most part she chooses the texts she uses on her own, but there are times where she asks her colleagues to take a look and give their opinion. They follow the coursebook which sets the standard for the themes they are going work with. Then she chooses texts from either the book, from songs or additional literature. In fact, she believes they work more outside of the book than in it. It all depends on her perceptions of the texts they encounter in the coursebook. She skips texts where she does not see the pupil's learning outcome, however, if she finds it valuable, she will include it in her lesson plan. Her way of adjusting the lessons for each individual pupil is by giving them individual tasks. Either changing some questions, shortening the number of words.

5.2.6 Do you have certain texts that you use, or do you change them often?

When Ellen experiences that some books or texts work well and the pupils find it motivating, she does not hesitate to reuse them with other classes. If some activities do not work as well as she had hoped, she might change the activity, she does not stray away from the book however if she believes the book is good, but rather change the activities. Audrey has certain texts that she uses, although she attempts to listen to her pupils when starting a new chapter to find out what they prefer. And as mentioned in subchapter 5.2.5 above, she also adjusts to her pupils' skills and interests, which automatically means that the texts will vary according to the pupils' individuality. In contrast, Mary-Louise heavily relies on the coursebook and does not change texts often. She trusts her experience and reuse texts that she has once found useful. She might use material suggested from colleagues that they have positive experience with. Jenna on the other hand mentioned that she tends to use different texts rather than sticking to the same one's time after time. For example, her own interest in music inspires her to work with different lyrics because they could for example be rich on idioms or phrases that she finds useful.

5.2.7 Which advantages and disadvantages do you see regarding the use of coursebooks in the classroom?

Ellen believes that the coursebooks could be beneficial for a substitute teacher stepping in, because then they would have something concrete to work with. Another benefit could be that the book provides you with ideas and an insight into what is expected of the pupils at different

ages, what texts are a sixth grader expected to be able to read and understand. The books are also often providing the same texts with different degrees of difficulty. Not necessarily the same texts, but different texts with different degrees of difficulty that all are suitable to the theme of the chapter. She explained that the disadvantages could be a lack of variation, and that it is easy to simply read page 12, then do the task at page 13 and not really give much attention to the learning process or outcome.

That the coursebooks are arranged according to competence aims and grade is something Audrey appreciates about the book. And that in the Teachers Book it is very clearly laid out which texts meet which competence aims. However, she makes the selection based on what the pupils want and what she thinks can be beneficial to use. Her experience is that with such short time as only two hours a week, it is a security to have well written coursebooks to lean on knowing that the lessons you teach actually provides what is needed. Being a teacher is time consuming profession, and Audrey has limited time to create her own plans as well as English not being the only subject she teaches.

Mary-Louise could not really think of any disadvantages with the coursebook, and she likes the it because it is familiar, and you get a sense of which texts work with certain types of pupils. However, the themes she covers must have some degree of interest for her personally if she is going to be able to present it and sell it in a way that the pupils will also find it interesting. She mentioned that she is not very educated in gaming for example.

In Jenna's opinion, the pupils will find it extremely boring to work with the coursebook. She mentioned several upsides to learning a new language, like there being few limitations as to what you can do. Her examples are: watching videos, read, and listen to music. Her opinion is that only using the coursebook will restrict the pupils' and teachers' creativity. No matter how the book is designed, your creativity is limited is Jenna's view.

5.2.8 Which advantages and disadvantages do you see regarding the use of literature in the classroom?

Ellen believes there are few disadvantages as long as you are through with planning and preparing. What she mentioned as possibly problematic is the pupils' individual preferences and the possibility of boredom if they read a book someone thought were super exciting and others super boring. Although she admits, the same problem is also there with coursebooks. It is difficult to please everyone at the same time. Ellen also mentioned that schools often do not

have class sets of a book, and that it would not be possible for all the pupils to read the same book in class because there are not enough books.

Audrey has actually driven the pupils that need more challenging work from school and to the local library to find English literature they can read. Audrey explained that these are pupils she teaches in English specialization, a class where the pupils vary between almost not knowing any English to someone who gets the highest mark. Finding something for everyone in those classes is a challenging task, therefore the pupils who need more challenging work than the rest of the class gets to loan English literature from the library or from Audrey herself, so that the classes will not be boring for them.

A challenge Mary-Louise faces can be to find something simple enough, because her class has many pupils that need close attention and follow-up. On the other hand, she thinks that some of her pupils would really benefit from reading and getting English sentence structure under their skin. She has seen a case where one of her previous pupils with dyslexia clearly made great progress after pushing herself through reading three or four books about football, something that interested the girl a lot. Through that last year at school, she went from a three to a five in English because of that extensive reading that she did which made a huge difference in her language and sentence structure. Mary-Louise is very proud of that pupil but realizes that hers might be a rare case. Some pupils, she explained, are easier to help enjoy reading than others and the challenge is to make sure everyone is hanging on.

Jenna hopes reading literature can stimulate reading pleasure. The challenge in her opinion is to find books that everyone is interested in. Her explanation is that young adult literature often has a lot of girl drama that does not interest boys, or stories about gaming that does not interest girls.

5.2.9 Do you believe that the use of literature in the classroom helps develop anything in the pupils?

There is development in pupils' reading skills and positive effects of reading authentic texts according to Ellen. Sympathy, empathy, and understanding the interaction between characters, through having to get into their thoughts and feelings are things she has experienced in her pupils. She believes their learning outcome also depends on what you want them to learn and what literature you choose to fulfill that goal. In fifth grade, which she teaches now, the goal is to catch their interest in order to make them use the language. While in lower secondary school

the texts might be chosen because they want to achieve something more, so the literature the teacher chooses all depends on what the teacher wants the pupils to achieve.

One of the aims with this thesis is to research whether reading literature might develop something in pupils, and the first thing Audrey mentioned in her interview was reading pleasure. One of her strategies to trigger this is by reading excerpts or watching movies. She explains that there is so much more content in the book that is left out in the movies for example, or that “this will make more sense if you have read the book.” Her hope is that pupils will be more eager to read. There have been cases where some of her pupils have come back after summer break and proudly told her that they have read three English books that summer, which she explained is “an English teachers dream to hear.”

Mary-Louise mostly use the coursebooks, and what she thought the pupils developed from reading the texts in that book is what will be presented here. First and foremost, the coursebook has many great texts that they also supplement with movies. And while working with multiculturalism they watched *Bend it Like Beckham*, a story about an Indian girl who plays football, where cultural differences and challenges were portrayed. Mary-Louise is positive towards the coursebook which has many good texts that bring up important themes like sexuality, tolerance, and cultural diversity. Through these, the pupils get an insight into how other people feel and experiencing everyday life. Texts related to interests, school, hijab and religious symbols, being gay, not being gay, everything is covered in those three books over these three years. She is generally satisfied with these coursebooks, the only theme she would want more coverage of is social media, because these books were written when social media was only starting to grow into what it is today.

The pupils develop a cultural understanding and also curiosity when reading about different cultures are Jenna’s views. She agrees with Ellen that reading contributes to the perception of other people’s feelings and forcing the reader to see the perspectives of different characters. Her belief is that this might help pupils getting better at expressing their own feelings. Where Jenna is teaching, this is something they have discovered, pupils, especially boys, having trouble expressing their feelings by putting it into words. By recognizing themselves in a book, movie, or song lyric they might be able to put words on their own feelings.

5.2.10 How do you work with the texts?

Ellen's class are used to projects or individual reading. The projects she introduces to her class can be based on themes or books. Examples of her projects are *Charlie and the Chocolate Factory*, where they could design their own candy or *The Bears Magic Pencil* where they were writing the remainder of the story. She also finds it easy to work with personal descriptions as books often have rich characterizations. When working with themes like mysteries, Ellen introduces different videos to her class as well.

Audrey explained that they sometimes have projects, however, the coursebook is the fundament for the project. She mentioned a project based on a chapter from the book about Australia and New Zealand, where they go through social studies history, culture, food and language amongst other things, before each pupil presents an individual task for a small group. They will have the chance to tell each other about different things they have chosen to focus on, for example indigenous people and the treatment of them. Enlightened pupils manage to see a connection and compare to Norway and Samer. This project is based on the book, although the pupils do not use the book as much but rather use the internet, and the projects usually turns out to be very good.

The way Mary-Louise introduces the texts to her classes is by reading and listening, reading together, translating, and working with reading to understand questions. She appreciate those questions because the pupils must look back on what they have read to see if they really understood it. Unfortunately (this was her choice of words), they mostly work with the tasks in the book, some grammar, and some text related tasks. She believes the tasks in the book are more than good enough but used the word "unfortunately" because two hours a week is too little to start up greater projects or go in depth and do something fun with a reading project.

While the other teachers all use the coursebook or other literature when creating tasks for their pupils, Jenna prefers to choose and make tasks and texts on her own. She could report that her pupils seemed to enjoy it when they got freer writing tasks and received feedback saying her lesson had been interesting because of it. The task in mention had the pupils write a story based on a picture, some music, and a short excerpt from a text. Jenna thinks that the same opportunity does not present itself with the coursebooks. Usually, pupils are told to read a couple of pages and then do the following tasks, which usually has either right or wrong answers. As a teacher you only get to comment on which details are missing and it does not encourage any discussions or conversations. This does not lead to any excitement or interest and the pupils are left with little motivation. She clarified that sometimes those kinds of simple solutions are necessary for a couple of reasons. The first being teachers time to plan and organize lessons. The second

reason was that there are times where pupils are extremely tired after days of alternative school days. She came up with an example of an outdoor day where the pupils were tired and cold after an entire day outside and could not possibly have the energy to work on projects. Instead, she had them do a couple of tasks in the book.

5.2.11 How can literature be useful for pupils in Norway today in a society with ever increasing diversity?

The coursebook *Explore* is used by Ellen in her fifth grade. According to her this is a work which is rich on covering different cultures and English-speaking countries all over the world. She believes that it is important that pupils get to learn about these different cultures and understand how school children in other countries live. One example she provided for why it is important to learn about these other English-speaking countries is that there are two pupils in her class that solely speaks English at home, something you would not immediately assume knowing the countries they come from. I choose not to include the name of the countries to ensure their and Ellen's anonymity. One of the benefits with at least these coursebooks is the coverage of cultures and societies.

Audrey enjoys the coursebook because it specifies that English speaking countries is no longer just the United States, Australia and Great Britain. The book talks about Asian countries and African countries where English is spoken. There are chapters on food and foodculture, multiculturalism, and stories from India, China, Vietnam and other countries. This book is a lot more multicultural than the previous book they had, which was printed in 1996. Audrey thinks that reading, not just in English, but reading in general and watching movies let the pupils understand and experience how things are done. Understand that doing or saying that certain things are right or wrong, not simply being told so by grownups. She thinks they are able to understand what is right and wrong themselves through their encounters in the book.

Mary-Louise is satisfied with how the coursebook cover different themes, and mentioned spare time interests, school, hijab or other religious symbols and sexualism as examples on how the book include relevant themes in today's society. She finds the coursebook quite useful for this purpose, at least the newer editions as the older ones are not updated. Although, there is one theme she report is missing from even the newer editions, and that is social media and chatting.

Regarding how literature can be useful for pupils today, living in a multicultural society, Jenna is positive towards that many new releases concerns multiculturalism. However, the coursebooks are not the best. She does not get the feeling that multiculturalism is intertwined in a natural way

but seems forced. What she would want the books to include is manners and cultural behavior, more than food, beverage, and placement on the map. In Norway we prefer to sit alone on the bus, but how do they behave in Britain for example? These are details that are small, but highly relevant to understanding other communities and their behavior. Jenna emphasizes that the newer the coursebooks, the better the content. Only, she worries that the society develops faster than the curriculum and books manage to keep updated. As Jenna and Mary-Louise use the same coursebooks it is interesting how their answers differ regarding how well the book covers different themes. Mary-Louise is quite satisfied with how the book covers diversity, while Jenna believes the book lacks depth and understanding.

5.2.12 The English subject curriculum does not have any pre-decided texts, what is your opinion on this?

It is interesting to find out what the teachers think of their freedom to choose learning material and the faith entrusted upon them and their ability to choose what is right for their pupils to reach the competence aims. All four of them are generally positive towards having this freedom, although to various extents. Ellen is happy with the way things are now. She enjoys the freedom of choosing the texts she wants to use and adjusting to her group of pupils. Ellen even said that she is a better teacher when she can work with something that interests her, that way she can be more engaging because she teaches something she likes and has a lot of knowledge about. In fact, she thinks it would be sad if everyone had to read pre decided texts. Her view of the English subject is that it provides a variety of methods and approaches to learning the language, without any strict frames because the subject is about learning and using the language and being exposed to it enough to understand from context. You do not need to understand all the words, but you get it from the context. This is something Ellen thinks is very important to learn, which would be more challenging if the subject had a strict curriculum to follow. She realizes that some people might appreciate having pre decided texts but thinks those people will find the coursebooks useful as they have many relevant and well written texts, therefore there would still not be necessary to have those pre decided texts.

Mary-Louise is grateful that they have this kind of freedom to decide what to choose. That way she can choose to skip texts, and chapters in the coursebook if they want to have a reading project. As long as she makes sure to still include the necessary grammar.

Audrey thinks it is an advantage that you can choose what you would like to teach. She is very positive towards the coursebooks because of how the book is build up and with its rich

suggestions to literature, movies, and music in every chapter. She applauds the authors of the coursebooks who always have to make new books according to the curriculums.

Jenna was the only one to mention that she would appreciate if certain texts were pre-decided. This is specifically important texts with significant importance in the history. She mentions Shakespeare and Roald Dahl as examples and even said “It would be wrong, as there are some texts that have been very central through our history, and they should be included.” But other than that, she would like the freedom to choose texts. If everyone had to read the same pre-decided texts all the time it would become very boring and monotonous, and adjustments needs to be made depending on your class and pupil’s needs and interests, which are two of her reasons.

5.2.13 Difference in boys and girls

Both Audrey, Mary-Louise and Jenna where further questioned in their interviews about the difference in reading enthusiasm of boys and girls. This was a natural approach after the answers they provided on a couple of other questions. Audrey did not see any distinct difference. She has been informed that girls apparently read more than boys, but her own experience is that her pupils are equally enjoying reading regardless of their gender. Mary-Louise however had no doubt that girls are more interested in reading than boys. She further explained that boys are more into gaming and that they are more impatient when reading, so if the action does not happen almost immediately, they will lose interest. Jenna does not see any difference in the interest and amount of reading that boys and girls do and explains this as boys often read in a different way, through gaming. There are story-based games where there are a lot of reading, much like in a book. If we count this type of reading, Jenna don’t think there is that much of a difference in the total number of words they read a day. Her thoughts are that there are many ways to achieve language learning, and one does not particularly have to read a book to learn the English language. She mentioned that she has pupils who does not know anything about romance or other English-speaking countries, things that are required in the English curriculum. However, they speak English fluently, the everyday conversation is no problem, and they speak English with each other in their spare time. This is very positive for the sake of communication, however, she thinks learning grammar, sentence structure, and those basic skills will become very boring for them when they already speak fluently. These results may be based on their current classes and their differences and does not provide any

general results. It is merely interesting because they teach at the same school and have different opinions on the matter.

5.2.14 English specialization

Jenna also teaches ES (English specialization) in addition to regular English lessons, she explained that ES allow you to go deeper into different categories, and there is a lot more time in general. They can for example watch movies and read a book. There are fewer learning aims and restrictions as to what you can or must do. You are freer to work with English as a subject and a language, which she thinks is fantastic. However, she finds it rewarding to work with the regular English lessons as well and spends a lot of time trying to add things in her lesson planning that the pupils find interesting. In her opinion, what is most important is that the pupils learn to communicate in English.

6. Discussion

In this chapter the findings from the interviews presented in the chapter “Findings” above will be discussed through theory and previous research. The chapter is sorted in subsections according to the research questions and other interesting and incidental finds.

The four teachers all agree that literature should have an important role in the tutoring of English as a second language. The challenge they face is time. This factor seems to be a finding not explored or given attention in previous research when researching teachers use of literature in their classroom. They all seem to agree that literature is given too little focus in the English curriculum, and that they would need more time than they have available to prepare lessons and content that are sufficient. If teaching outside the coursebook, the teachers need to make sure that learning aims and goals are being met with the tasks they hand out. Especially Mary-Louise felt that this process was difficult and required a lot of her. Ellen was the teacher who found it easiest to create lessons where literature is included. In fact, she rarely uses the coursebook at all in her classroom. Noticeable here is that Ellen is the only one out of the four who is teaching in primary school., where there might be more room for other activities as there are fewer tests and requirements. In general, all of them use a variety of learning tools throughout the year, although the coursebooks are their main source for tasks and activities for the lower secondary teachers in this study.

6.1 How do teachers decide which texts are suitable for classroom use?

I wanted to find out what kind of resources teachers use and what the reasons behind their choices are. One of my assumptions was that teachers use the coursebook extensively in their teaching and I was curious to find out to what extent they supplied with other resources and literature. The study showed that the coursebooks acted as a base for lesson planning for all the teachers who participated in this study. Still, how much each teacher felt obliged to follow the book or supply with additional content varied. Ellen, the primary school teacher would use the coursebook for inspiration and guide more than a frequently used reading resource. It is a helpful tool regarding knowing what is expected of the pupils at their determined age, as well as providing ideas and inspiration for themes and text selection. Ellen’s beliefs reflect what Skjelbred et al. (2017) discussed about coursebooks as a source for educational use, and good for knowing the expected skill level of the pupils as it is mainly consisting of texts that are intended for a specific level. And as mentioned above, Ellen does use the coursebook for a

frame of reference and inspiration. The lower secondary school teachers lean more on the coursebooks focusing on having enough time to cover the content of the books in time, rather than selecting other resources that might also ensure that they reach the same learning aims. These three teachers apply under the tendency that Richards (2001) refer to of teachers following the coursebooks strictly. They do not seem to feel like they can separate themselves from the book to a greater amount of time. This is interesting as the curriculum is built on the trust in teachers' competence to choose suitable texts for their pupils, and teachers can choose coursebooks or other forms of literature (Carter & Long, 1991). According to the research done in 2003 by Ibsen and Hellekjær, this is the expected outcome as 64 out of 65 reported that they were textbook dependent. However, newer studies have been conducted, and the tendencies from 2015-17 show that the textbooks are being more faced out, possibly as a result of easier access to digital resources (Brevik, 2019).

All four of the teachers were asked whether they used other versions of texts than the one's in the coursebooks. Even though this thesis emphasizes the use of literature, other resources used are also highly relevant. One of the reasons behind the interest in literature is finding out what interests and motivate the pupils, as well as defining the learning outcome of this type of reading in the classroom. Similar results can be achieved by using other text resources. What were made clear is that it differs between all four of the teachers. Mary-Louise and Jenna both tend to use music and lyrics as a tool in their lessons. Jenna explained her reason being that she spends a lot of time listening to music. Ellen does not use a lot of additional content but is the one out of the four who uses literature actively. She mentioned briefly supplying with online resources which included videos and digital texts. Audrey mentioned movies or clips on YouTube but stressed the fact that there had to be sufficient time to use it properly for her to make any use of it.

The fact that teachers in Norway have the opportunity to choose texts and literature freely (Fenner & Skulstad, 2020) they also had different views on. There are no pre-decided texts in the English subject curriculum, which provides a lot of freedom and space for the teachers to decide what to spend time on when educating their pupils. This also gives them a lot of responsibility. Even though it is voluntary to read for example Shakespear, it would perhaps be beneficial for the pupils to have some knowledge about it as it plays such an important role in the literary history of Great Britain. Three of the teachers agreed that this freedom was a good thing, while Jenna exclaimed that she thought it was sad that Shakespear isn't mandatory in the English curriculum because it is very central through the English history. However, she

explained that she did not want all texts to be pre-decided, just a selection of important ones. Teaching would be boring in her opinion if everything was decided for you in advance, having in mind that not all pupils enjoy the same texts either. It might not even be feasible with all classes or when you think of the great diversity in classes. In relation to this, Audrey and Ellen were very positive towards the authors of their coursebooks. They applauded them for bringing good content into the books, including suggestions to additional source material relevant for the topic they work with in each chapter.

6.1.1 Planning lessons

The reason for including questions about lesson planning in my research is because it is relevant to have information about how the teachers work together and whether that influence their choices in text selection. Lesson planning is dealt with differently in different schools and by different teachers. Everyone follows the same curriculum, but how each teacher chooses to make sure that their pupils achieve their goals, is up to each teacher individually. Some schools practice planning in groups of teachers who teaches the same subject, others are left entirely to themselves. Planning lessons involves selecting and developing engaging activities and resources that correspond to the aims and learning outcomes, as well as anticipating problems or different situations that may occur. This process could benefit from cooperation.

The participants in this study answered that they had previously worked with, or currently worked with other English teachers when planning their lessons. Ellen could ask a colleague for advice in special cases, but the classroom activity and year-plan she would decide on herself. Ellen said that she had previously been part of an English teacher team group where they could collaborate, share material and ideas, and create lesson plans together. However, this is no longer practice at her school as they have minimal time for planning with others than their closest colleagues. Audrey is one out of two English teachers in the ninth grade, and they would plan together so that their pupils went through mostly the same, only considering their individual needs. Jenna is in the same situation in eight-grade. She also explained that she would prefer being a subject teacher over a contact teacher, as she would have more time to plan her lessons thoroughly. Mary-Louise on the other hand plans her lessons alone. She was once part of a team, which for reasons unknown broke apart.

6.1.2 Choice Criteria

When the teachers in this study were asked about their use of literature in the classroom, they were also asked about how they went about choosing the literature. Did they have any specific criteria they judged the books by, or would they let their pupils help decide based on their interests? If the goal is for pupils to be more engaged in reading, how are you as a teacher going to motivate them? Various answers were presented in the interviews, but they all agreed that pleasure from reading is not something you can force upon your pupils.

Carter and Long (1991) express that teachers have a strong influence on their pupils' further interest in reading. This makes the teachers' choices regarding reading material essential, although it is difficult to determine what material to choose. They can decide based on the teacher-centered model that Carter and Long (1991) and Lyngstad (2019) describe as heavily relying on the teachers' own preferences, experiences, and knowledges of texts. Teachers following this model mainly rely on their own preferences but allow their pupils to come with suggestions and wishes that they then decide to either include or not (Carter & Long, 1991; Lyngstad, 2019). The teachers in this study use a variation of models, but the lower secondary school teachers mainly stick to the teacher-centered model. There is a fine line between the two models, teacher-centered and student-centered, as both allow the pupils to contribute to the text selection process. The student-centered model can be present in the teacher-centered model, which makes it difficult to stick to one of the models without a pinch of the other. The main difference between the two is that the teacher has not only the final saying in the teacher-centered model, but they choose and decide without pupil involvement, even though they might let their pupils participate. Another difference is the process of which the learning happens, like Nuan (2012) explained about a learning-centered model.

The teacher-centered model is most visible among my participants. All four of them tend to choose their texts based on their own preferences and perhaps most importantly, their experiences. There might be a *de facto* syllabus (Lyngstad 2019) in use among them. Favored texts among teachers, and as her study showed, several textbooks use the same set of texts which means that the textbooks themselves are influenced by what the authors regard as *de facto*. My study shows that the textbook is heavily relied on by the teachers in the lower secondary school, but not as much by the teacher in primary school who has experienced the effects of authentic text and how the pupils find it satisfying to read "real" and whole stories instead of extracts, like the result reported by Birkteit and Rimmereide (2017) in their study.

The teacher's involvement of pupils regarding the text selection differs. Fifth grade teacher, Ellen and eight-grade teacher Jenna are probably the two teachers out of the four who has most experience both supplementing with additional literature in their teaching, and considering their pupils wishes to build their motivation. It proves difficult to allow the pupils to participate in decisions that will in fact affect their learning considerably. Based on the answers in the interviews given by all the teachers they let their pupils participate with small recommendations or participate in choices that the teachers have already narrowed down and approved beforehand. This gives the pupils a false believe that they are actually participating in deciding anything at all, when in fact their choices have already been made for them. None the less, the pupils might still feel like they have influenced their own learning outcome. Mary Louise finds it very difficult to let her pupils decide at all and admits to only letting them for example choose which movie to watch if there are several alternatives.

Ellen chooses texts based on her own and her pupils' preferences. Although she is taking her pupils wishes into account, her teaching style is along the lines of a teacher-centered model. She even admits that she is not good at letting her pupils participate with the text selection for classroom use. Which proves that it is easy for the teachers to trust their own preferences above their pupils' even though classroom activities might be just as good with pupil suggestions. This is because the teacher first and foremost trusts their own intuitions and experiences (Carter & Long, 1991; Lyngstad, 2019). Ellen engages her pupils by recommending books to them based on their interests, encouraging them to read out of interest and a wish to please her. These books are read independent of their English lessons' activities, but as part of a reading activity that can take place either in the beginning of certain lessons or as an activity when finishing the assigned work. As this activity is going on without having assigned tasks or exercises, this is considered extensive reading (Munden, 2021). Mary Louise also described that she preferred to teach something she herself found interesting. Being an engaging teacher is in her opinion easier if you have a personal interest in the topic, or in this case the literature. Choosing to involve pupils' ideas and wishes demands more of the teacher regarding planning and implementation. The teacher often chooses what is easy (Carter & Long, 1991) and safe.

Ellen did however let her class choose what kind of literature the school would buy when she had responsibility for the purchasing of new class-sets of books. Though this was books they would read individually and not work with in class. She engages in projects with literature like Harry Potter, which is something she has great experience with from previous classes. This topic is popular amongst many young children, and Ellen who is interested in it herself then

chose to create a project because of her pupils' interest. Even if she says she is not very good at letting her pupils participate, this kind of classroom activity with a project based off of literature is in my opinion a way of letting pupils participate. She knows they have an interest in Harry Potter, and creates a project based on their interests.

Audrey too, seems to be following a teacher-centered model for the most part, meanwhile being influenced by the resources available. She has admitted to following the coursebook and explained that she does not feel like there is enough time to supply with additional literature if they are going to have enough time to cover the whole book before end of year. As coursebooks are not mandatory it is up to the teacher to decide if the competence aims are being met through their teaching. Lyngstad (2019) mentioned that even though the curriculum provides teachers with the freedom to choose any texts, their choices can be heavily influenced by the resources at hand, something Audrey proves through her methods. She feels obliged to follow the coursebook. There might, however, be an idea at her workplace that all pupils need to follow the same set of texts, creating a similar as possible teaching environment regardless of who is being the teacher. Again, Lyngstad (2019), mentioned in her doctoral thesis that creating a syllabus in which there are hand-picked texts, you decide which texts are important and which are not important enough. Possibly leaving a variety of texts with cultural, geographical, and rich language out. A set syllabus decides which of those features are represented and read (Lyngstad, 2019). Even though Audrey to some degree follows this *de facto* syllabus, she has a way to ensure some pupil involvement. At the beginning of every chapter, she allows her pupils to look through the chapter and give her suggestions as to what they would like to work with, like which texts they would prefer to read. Then Audrey gathers their suggestions and makes a decision based on the results from their choices. A student-centered model would allow the pupils to be more like researchers in their own learning process, where the teacher would act as more of a guide who aids in the learning process. It is more common however, that the teacher plans, explains, and instructs the pupils. Leaving less room for the pupils to contribute with their ideas. One of Audrey's tips to keep the excitement and motivation up for her pupils is by working with texts that are not too old and that the pupils will recognize themselves in. Either by feelings or interests. Letting pupils read something familiar which they can relate to stirs their feelings. The element of recognizing themselves are also one of Koopman & Hakemulder's (2015) results after studying the relationship between readers of literature and empathy.

Mary Louise is a teacher who sticks closely to the teacher-centered model with few exceptions to the approach. She expresses a wish to be able to give more time and space for student-centered learning but is limited by time as she is also dependent on the coursebook and having to complete it before end of term. In a way, her approach is similar to Audrey's, although she seems to be even more dependent on the coursebook. She expressed that it is more difficult to find sufficient proof that her teaching still covers the competence aims by teaching something other than the coursebook. Mary-Louise explained that she is having a hard time pleasing all her pupils by basing texts on their individual preferences and interests as she teaches around fifty pupils. She feels like there is not enough time to consider all of their interests and therefore sticks to the coursebooks. Further she mentioned that what she teaches must be of some interest to her personally if she is going to be able to engage her pupils. This is rather interesting. She feels more encouraged working with themes that are interesting to her, and that might be a good thing as teachers interests and involvement often is infectious. However, she is saying that she is more eager when working with something that motivates her, so perhaps it could be clever to let her pupils work in the same way, letting them participate and suggest themes and activities. I believe this is very fascinating.

Jenna is the only one out the four who somewhat wish there had been a canon-model. A list of set texts that the teacher must choose to work with (Fleming, 2007). Specifically, Jenna would like there to be mandatory to read Shakespear and Roald Dahl for all pupils learning English, because they are important historical texts. Her own teaching practice is like the others, according to the teacher-centered model. In difference to the other lower-secondary school teachers, she claims that the coursebook is not that central in her teaching practice. The coursebook is the main source, and they follow the themes set in the book, however, Jenna decides whether she choose to work with texts from the chapter or from songs or additional literature. Her belief is that they work more outside of the coursebook than in it, but it is her perceptions of the texts that decides. There are not necessarily the same texts that are being brought up year after year in Jenna's classroom as she explains that she tends to use different texts rather than sticking to the same ones. In other words, the reading material is based off what Jenna thinks is suitable for her pupils. She does not open up for her pupils to decide. The level of pupil participation she brings out is the fact that she let her pupils send her ideas at the beginning of the school year, whether it be songs, poems, or specific literature. Then she attempts to include it into her lessons. This is something she has found rewarding and a nice way to ensure pupil contribution.

6.2 How do teachers work with the chosen literature in their class?

The teachers presented three different approaches to working with literature. Reading and doing tasks and activities in the coursebook, the teacher choosing and creating their own texts and tasks and working with projects or individual reading. In chapter 3.5 “Reading practices” I presented two ways to work with reading literature: extensive reading and intensive reading. All four teachers use the most common reading strategy intensive reading in their teaching practices. The pupils are assigned texts and tasks chosen to reach a specific aim or learn about a specific theme or language feature. Primary school teacher Ellen is the only teacher who admitted to letting her pupils read independently a book of their own preference in class. This is extensive reading. They read for pleasure, choose their own reading material, and do little to no associated tasks, as Krashen (1997) explained it.

A result of my research study is that extensive reading is not prioritized due to conflicts of time. This is also reported by Grabe (2009). He found out that extensive reading is not given much time in the EFL classroom because of it being a time-consuming activity, and teachers often prioritize activities that promote language learning. Even though several projects and experiments have been conducted on the use and effects of extensive reading in EFL classrooms with positive outcomes, teachers are still not persuaded to use it according to my and Grabe’s (2009) studies.

6.2.1 Adjustments

This sub-chapter is relevant because how teachers adjust their texts are also a part of how they choose to work with texts. Teachers have to make adjustments for their pupils because they learn in different speed, yet they are all placed together in a classroom having to work with texts and tasks that are made for the “average” pupil. At the same time, we know that the pupils’ needs are all different and adjustments must be made to make sure that everyone reaches the competence aims set for each year. Why is this relevant for the thesis? The questions asked in the interview aimed towards finding out how the teachers used additional literature in their teaching, or whether they did so at all. Young adult literature is not written for the average pupil, which means that there are books suited for readers at different stages. Teachers does not always have to make the pupils read the same texts, they can be given similar task with different source materials. Doing this, pupils who need closer cooperation with teachers have the

opportunity to work with texts more compatible with their level of understanding. The results from this study showed how these four teachers made different adjustments for their pupils.

My participants reported that they adjust to their pupils' skills and interests. Ellen mentioned that she would make adjustments to encourage her pupils, and that the coursebook offered level-divided texts. The coursebook the lower-secondary school teachers use also has level-divided texts, and also an additional book with simpler and shorter texts. In addition, Audrey likes to play an audio recording of the texts they work with to introduce them. The speed the pupils work in differ and the pupils are made differently which result in Jenna not giving all her pupils the same tasks. While Mary-Louise might give her class the same texts but tell her pupils to look for different things.

6.3 What are teachers' beliefs and perspectives about working with literature?

Why do teachers at all choose to include literature in their teaching? What benefits or effects can they report after working with it, and are they the same as they would believe them to be? In the introduction I explained certain concepts that are important in this thesis: intercultural competence, culture, empathy and self-reflection. These are of importance because they are themes brought up by the teachers I interviewed. They all agreed there were advantages and even though none of them could report results or say with certainty that there is actually any development, they do believe that their pupils develop certain skills and understanding. According to Carlsen (2019), the reason we read literature is for pleasure and entertainment, although through this we also get access to other people's life experiences, cultures, and feelings, which ultimately makes the reader view the text they read differently or make the text more recognizable. Carlsen (2019) also mentions the term decentering, which is the ability to step out of our own cultural background.

According to the teachers, literature is important because of the effects it has on the pupils' empathy and self-reflection. It is of course difficult to measure the effects based on the teachers' beliefs and experiences, but they can report a difference in their pupils' behavior and ability to express themselves after working with texts that are rich on describing thoughts and feelings, and that challenge their perspectives. Ellen and Jenna thinks that their pupils learn how to understand other people's feelings, the relationship between characters, and develop sympathy when reading. Jenna has also experienced that boys struggle to put their feelings into words and hope that reading can help them explain what they feel. The two teachers believe that it is effective to read about other people's lives, their perspectives on different

situations and maybe even recognize the feelings characters feel or the choices they make. What Ellen and Jenna believe is in accordance with what Koopman and Hakemulder (2015) has written about self-reflection being visible through reading, and that it might lead to critical thinking and the ability to transfer the relatable experiences to oneself.

All four of them brought up culture and intercultural competence as themes they found their pupils might encounter and learn about through reading the literature they present to them in class. Ellen praises the authors of *Explore*, the coursebook they use, for their rich cover of different cultures and English-speaking countries in the world. Giving the pupils a broader knowledge on the subjects, which according to the English subject curriculum is an important part of our pupils' education gaining intercultural competence through knowledge about different parts of the world and different ways of communicating (The Norwegian Ministry of Education and Research, 2019a). Jenna has the impression that the coursebooks present cultures, but in a stereotypical way. She said about the coursebook that "it tries, but you get the impression that they have put this text in here to teach us about other cultures, not as a natural part of it." Her views on the inclusion of culture in the coursebook corresponds with what Byram (1997) wrote about non-authentic texts being stereotypical because the factual information tends to be decontextualized. Which he explained were texts often found in coursebooks. The work these teachers do ensure that their pupils learn about different cultures, but I don't think it is necessarily ICC, as they do not report any extra activities when working with cultures, like pre- or post-reading exercises. To ensure ICC, it is understood from Hecke (2013) and Byram (1997) that reading about a culture is not enough, there should be related activities.

From Mary Louise, a couple of new topics were addressed. She is pleased with the book's cover of different and important topics and mentioned sexuality, tolerance, and cultural diversity. These are topics I did not consider before she talked about them and was a positive finding in this research study. She thinks it is very positive that the pupils are allowed to get an insight into other people's feelings and experiences in these fields. Not only are these topics important, but there is also a level of interest and pupils recognizing themselves in religious symbols, school, being gay or straight, all which is covered in those books throughout the course of three years at lower secondary school. The only topic Mary Louise wish there would be more of is social media. She would like her pupils to work closer on that topic in hopes of raising more awareness on something which is growing and developing fast in the society today.

What Audrey and Ellen experienced in addition, was that their pupils developed reading pleasure and reading skills. Ellen said that the pupils learning outcome depends on what the desire is for them to achieve, and which texts are chosen for the goal. In fifth grade the goal is to ignite an interest in reading which is probably different than the goals in lower secondary school. Audrey has her own way of attempting to encourage her class to read by watching movies with her class and adding comments like “this will make more sense if you have read the book”, or “There is so much more content from the book that is left out.” She has experienced pupils coming up to her after summer break telling her that they have read an English book or several during vacation, which according to herself is “an English teachers dream to hear.”

6.4 Additional findings

One of the things I aimed to figure out through this research was if there were any similarities between the age of the participant, their teaching experience (how many years they have taught), and their relationship towards using literature in the classroom. The ages of my participants were respectively, 28, 42, 57 and 60. My two oldest participants, Audrey and Mary Louise were the ones who proved to use the coursebooks significantly most. In fact, both shared the reason of feeling like there is not enough time to go outside the book or set off time for a reading project. Similarly, they are both exceptionally glad that the curriculum does not have a set of pre-decided texts they must relate to as they believe it would be boring for some pupils, or simply too advanced for a select number of pupils. The teacher with the most teaching experience is 42-year-old Ellen, with the amount of 18 years. A possible factor can be that they preferred the way they were taught at school and subconsciously adapt that way of teaching into their own practice. Although these are only assumptions and there is no possible way to draw any conclusions from the information I have gathered for this thesis. Besides, the selection of participants is not representative for a general assumption, both because they both teach at the same school, but also because the number of participants is not plausible for more than this research.

Therefore, taking into consideration what I mentioned above, it is fascinating how the two youngest participants were the ones who’s experience with using additional text resources were of any considerable amount. Ellen with teaching experience of 18 years, though only the last six years are with English as a subject. And Jenna with 5-6 years of experience. The only conclusion I can draw from this, is that they might be more used to alternative forms of

receiving information because of their younger age. Ellen was also one who agreed that there is positive with freedom towards choosing literature and not having to follow any restrictions in the curriculum, while Jenna at least wanted important historical texts to be mandatory.

7. Concluding remarks

Through qualitative research orientation and using interviews to collect data, I have examined the thoughts and beliefs of four EFL teachers on their use of literature in the classroom. My goal was to gain insight into this topic in the context of teachers' use of literature in the primary and lower secondary school in Norway. Since research has been conducted on pupils in the upper secondary school, and I wanted to make a contribution to the research on those who teach younger pupils.

7.1 Summary of findings

What I found through the analysis of the findings from the interviews is that the teachers do rely on the coursebook when planning and carrying out their teaching. They reported that the coursebook functions as a source of inspiration and a guide for them. Even though they are dependent on the coursebook, their opinion is that pupils should learn literature through creative and dynamic teaching that does not rely on textbooks, since these tend to be more structured and follow a linear learning program. However, the teachers face the challenge of time. Especially the lower secondary school teachers felt the need to cover the content of the coursebooks before the end of the school year.

Another interest of mine was the development of intercultural competence, empathy, and self-reflection in pupils through reading. Although this development is not actually possible to measure without testing the pupils or talk to them, the teachers' beliefs and experiences were clear. They believe that reading literature has a positive effect on their pupils' development of these skills and dispositions, which inspires them to continue teaching literature.

Regarding teachers' freedom to choose the texts and syllabus they want, the teachers in my research study mostly agreed that this freedom is appreciated. Only one of them wanted some degree of pre-decided texts to be present in the curriculum, but only those of literary historical importance, like the works of *Shakespeare*.

7.2 Limitations and further research

There are limitations to this research study regarding the sample size being too small to make any general claims. The way teachers act or think in other schools may be different from the teachers participating in my study. That means that the findings from this research study only reflect the experiences of the teachers at these two schools. To those looking to further research

this area of interest, I suggest a bigger sampling of participants, even pupils and perhaps a mixed methods approach to possibility strengthen the findings. It would be interesting to know what the pupils' perspectives on literature are, and to test their development of empathy and self-reflection as a product of reading literature.

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Appendixes

Interview guide

Intervjuguide:

- 1) Introduksjonsspørsmål
- 2) Bakgrunn for utvelgelse
- 3) Bruk av litteratur i klasserommet

Introduksjonsspørsmål

- 1) Generelt om læreren:
 - a. Hvilket trinn underviser du på?
 - b. Hvor lang erfaring har du som lærer?
 - c. Hva er din utdanningsbakgrunn i engelsk?
- 2) Lærerens forhold til litteratur:
 - a. Liker du selv å lese?
 - b. Hva liker du å lese?
 - c. Hvilket forhold har du til litteraturens plass i engelskfaget?
- 3) Lærerens forhold til litteratur:
 - a. Liker du selv å lese?
 - b. Hva liker du å lese?

Bakgrunn for utvelgelse

- 1) Hvilket forhold har du til litteraturens plass i engelskfaget?
- 2) Hvilke tekst-hjelpemidler benytter du deg av?
- 3) Hvordan planlegger du engelsk-øktene? Alene eller sammen med andre engelsklærere?
- 4) Lar du elevene bidra med utvelgelsen av litteratur?
- 5) Hvilke kriterier bedømmer du tekstenes egnethet etter? (Hvordan vet du at denne teksten er god, fordi...)
 - i. Kun din egen lesning, eller også kollegers/elevens reaksjoner?
 - ii. Tilpasser du til elevenes ferdigheter og interesser?
- 6) Har du noen faste tekster som du benytter deg av, eller skifter du ofte?

Bruk av litteratur i klasserommet

- 7) Hvilke fordeler og ulemper ser du ved bruk av pensumbøker i klasserommet?
- 8) Hvilke fordeler og ulemper ser du ved bruk av ungdomslitteratur i klasserommet?
- 9) Tenker du at bruk av litteratur i klasserommet er med på å utvikle noe hos elevene dine? I så fall hva?
- 10) Hvordan arbeider du med tekstene du har valgt ut til timen?
- 11) Hvordan kan litteratur være nyttig for elever i Norge i dag, der mangfoldet fortsetter å vokse?
- 12) Det står ingenting i læreplanen om at man skal ha med bestemte tekster. Hva er dine tanker om dette ansvaret med å velge tekster?

Infoskriv

Ønsker du å delta i et intervju i forbindelse med forskningsprosjektet «Teachers in primary and lower secondary schools' choices and beliefs about literature in the classroom»?

Dette spørsmålet stilles til deg som er engelsklærer på mellomtrinnet eller ungdomsskolen. I dette skrevet får du informasjon om prosjektets formål og hva en deltakelse innebærer for deg.

Formålet med dette masterprosjektet er å utforske hvordan engelsklærere på mellomtrinnet og ungdomsskolen gjør seg opp tanker rundt utvelgelsen av litteratur i klasserommet, hvordan de samarbeider på teamet om utvelgelsen, og hva de ønsker å oppnå med litteraturen som blir brukt. For å besvare disse spørsmålene blir metoden intervju av engelsklærere benyttet, og dataene som blir innhentet vil bli analysert og satt opp mot tidligere forskning på området.

Hvem er ansvarlig for prosjektet?

Denne masteroppgaven vil bli skrevet av student Ida Kristine Rødningen Hjernstad, ved Høgskolen i Innlandet avd. Hamar. Veileder for prosjektet er Vander Tavares.

Hva innebærer det å delta?

Dersom du takker ja til å bli intervjuet vil studenten ta kontakt og avtale tidsrom for å gjennomføre intervjuet. Det vil være et semi-strukturert intervju med 20-30 spørsmål. Estimert tid er 30-40 minutter. Spørsmålene vil være relatert til ditt arbeid med å velge ut litteratur og hvilke tanker du gjør deg rundt utvelgelsen og hva du ønsker elevene skal oppnå. Intervjuet vil bli tatt opp og lagret elektronisk til prosjektet er ferdig, deretter slettet. Det er kun studenten, altså undertegnede student, som har tilgang til disse opptakene.

Deltakelse er frivillig.

Det er frivillig å delta i prosjektet og du kan derfor også velge å trekke deg på hvilket som helst tidspunkt uten noen spesifikk grunn og uten noen negative konsekvenser. All informasjon som samles inn om deg vil bli anonymisert og du har rett til å gå over studentens transkripsjon av intervjuet før oppgaven blir levert.

Personvern

Innsamlet informasjon om deg vil kun bli brukt som beskrevet her. All informasjon vil bli brukt konfidensielt og i henhold til personvernregelverket. Alle lagrede data vil bli slettet ved slutten av prosjektet, i juni 2023. Det vil ikke være mulig å spore informasjonen tilbake til deg i denne oppgaven.

Dine rettigheter:

Du har rett til:

- Innsyn i hvilke personopplysninger som er registrert om deg, og få utlevert en kopi av opplysningene.
- Be om at data om deg blir rettet eller fjernet, og å
- sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle dine personlige data?

Vi vil behandle opplysninger om deg basert på ditt samtykke.

NSD – Norsk senter for forskningsdata AS har vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

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

- Høgskolen i Innlandet ved
 - Vander Tavares

E-post: vander.tavares@inn.no
Telefon: 62 51 78 49
 - Eller student og prosjektleder Ida Kristine Rødningen Hjermsstad:

E-post: roed4@online.no

Telefon: 41413160

Kontaktinformasjon til høgskolen i Innlandet (behandlingsansvarlig) personvernombud.

- Andrew Michael Davidson

E-post: andrew.davidson@inn.no
Telefon: +47 62 59 79 30

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

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

Med vennlig hilsen

Ida Kristine Rødningen Hjermsstad

Samtykke til deltakelse i studien

- Jeg har mottatt og forstått informasjon om prosjektet, og samtykker til å delta som informant i intervju.

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

(Signert av prosjektdeltager, dato)



Vurdering av behandling av personopplysninger

Referansenummer
309246

Vurderingstype
Standard

Dato
30.12.2022

Tittel

Teachers in primary and lower secondary schools' choices and beliefs about literature in the classroom

Behandlingsansvarlig institusjon

Høgskolen i Innlandet / Fakultet for lærerutdanning og pedagogikk / Institutt for humanistiske fag

Prosjektansvarlig

Catherine Veronica Perez Meissner

Student

Ida Kristine Rødningen Hjemstad

Prosjektperiode

30.11.2022 - 15.05.2023

Kategorier personopplysninger

Alminnelige

Lovlig grunnlag

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

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 15.07.2023.

Meldeskjema [↗](#)

Kommentar

OM VURDERINGEN

Personverntjenester har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personverregelverket.

Personverntjenester har nå vurdert den planlagte behandlingen av personopplysninger. Vår vurdering er at behandlingen er lovlig, hvis den gjennomføres slik den er beskrevet i meldeskjemaet med dialog og vedlegg.

VIKTIG INFORMASJON TIL DEG

Du må lagre, sende og sikre dataene i tråd med retningslinjene til din institusjon. Dette betyr at du må bruke leverandører for spørreskjema, skylagring, videosamtale o.l. som institusjonen din har avtale med. Vi gir generelle råd rundt dette, men det er institusjonens egne retningslinjer for informasjonssikkerhet som gjelder.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til den datoen som er oppgitt i meldeskjemaet.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

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

lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen

formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål

dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med

prosjektet

lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

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

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

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

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

Ved bruk av databehandler (spørreskjemaløyper, skylagring eller videosamtale) må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29. Bruk leverandører som din institusjon har avtale med.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: <https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema>

Du må vente på svar fra oss før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

Personverntjenester vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!