



Western Norway
University of
Applied Sciences

BACHELOR'S THESIS

Teacher cognition about teaching
material used in the English classroom:
a South African – Norwegian comparison.

Malin Hopøy

Kandidatnummer: 141

GUPEL412 – Bacheloroppgave, vitenskapsteori og
forskningsmetode
Institutt for språk, litteratur, matematikk og tolkning

Supervisor: Christine Erna Elisabeth Möller-Omrani

Submission date: 03.06.2019

Words: 8745

I confirm that the work is self-prepared and that references/source references to all sources used in the work are provided,
cf. Regulation relating to academic studies and examinations at the Western Norway University of Applied Sciences (HVL), § 10.

Sammendrag

Denne bacheloroppgaven handler om fire læreres bruk av og syn på undervisningsmateriale i engelskundervisningen. Problemstillingen er: *Hvordan varierer læreres kognisjon om lærematerialet i engelskfaget i en norsk kontekst med metodefrihet, og i en sørafrikansk kontekst med regjerings-bestemte lærebøker?*

I denne komparative oppgaven har to lærere fra Sør-Afrika og to lærere fra Norge blitt intervjuet. Sør-Afrika har en veldig spesifikk læreplan som bestemmer hvordan det skal undervises, med hvilket materiale og hvor lang tid de skal bruke på hver del. Denne læreplanen står i kontrast til den norske læreplanen, som baserer seg på langt friere rammer. Begge lærerne fra Sør-Afrika bruker læreboken som de har blitt gitt av regjeringen til å undervise elevene sine. Lite av undervisningen foregår utenfor denne læreboken. De to lærerne har delte meninger om hvor bra denne ordningene er, men de er begge enige i at de kunne ønske at de hadde friere rammer. De to norske lærerne bruker mer variert materiale med alt fra digitale resurser til litterære bøker. De er begge veldig fornøyd med å velge materialet på egenhånd og utnytter seg av denne muligheten. Oppgaven i sin helhet bidrar til en dypere forståelse av læreres valg og bruk av læremateriale.

Contents

1	INTRODUCTION	1
2	THEORETICAL BACKGROUND.....	2
2.1	TEACHER COGNITION	2
2.2	TEXTBOOK AND TEACHING MATERIAL	3
2.3	NORWEGIAN CURRICULUM AND “METODEFRIHET”	6
2.4	SOUTH AFRICAN CURRICULUM: A NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)	7
2.6	SUMMARY AND RESEARCH QUESTIONS	9
3	METHOD	9
3.1	DATA COLLECTION	9
3.2	METHOD OF ANALYSIS.....	10
3.3	LIMITATIONS	11
3.4	ETHICS	12
3.5	PARTICIPANTS.....	12
4	FINDINGS	14
4.1	INTERVIEW 1, SOUTH AFRICA	14
4.2	INTERVIEW 2, SOUTH AFRICA	14
4.3	INTERVIEW 3, NORWAY.....	15
4.4	INTERVIEW 4, NORWAY.....	15
5	DISCUSSION	16
5.1	THE TEACHERS’ COGNITION CONCERNING THEIR USE OF TEACHING MATERIAL	16
5.1.1	<i>The textbook</i>	17
5.1.2	<i>Other material</i>	18
5.2	TEACHERS’ COGNITION REGARDING FREEDOM TO CHOOSE MATERIAL	19
5.3	THE TEACHERS’ COGNITION CONCERNING THE PUPILS’ GRADES	22
6	CONCLUSION.....	23
7	REFERENCES	25
APPENDICES.....		27
APPENDIX A:	SURVEY CONDUCTED BY AUTHOR	27
APPENDIX B:	INTERVIEW GUIDE	32
APPENDIX C:	NSD-APPROVAL (REDACTED VERSION).....	34
APPENDIX D:	CONSENT FORM	36
APPENDIX E:	INTERVIEW TRANSCRIPTION 1	37
APPENDIX F:	INTERVIEW TRANSCRIPTION 2	41
APPENDIX G:	INTERVIEW TRANSCRIPTION 3	47
APPENDIX H:	INTERVIEW TRANSCRIPTION 4	52
APPENDIX I:	MAIN FINDINGS (TABLE)	58

List of tables

TABLE 1: MOST USED TEACHING MATERIAL (SKJELBRED ET AL., 2005, P. 20, TRANSLATED BY THE AUTHOR).....	4
TABLE 2:TEACHING MATERIAL USED IN THE PREVIOUS ENGLISH LESSON (GILJE ET AL., 2016, P. 52, TRANSLATED BY AUTHOR).....	4
TABLE 3: SURVEY, MATERIAL IN CLASS (SURVEY CONDUCTED BY AUTHOR, TRANSLATED BY AUTHOR, APPENDIX A).....	5
TABLE 4: SURVEY, TEXTBOOKS IN CLASS (SURVEY CONDUCTED BY AUTHOR, TRANSLATED BY AUTHOR, APPENDIX A).....	5
TABLE 5: SURVEY, MUSIC IN CLASS (SURVEY CONDUCTED BY AUTHOR, TRANSLATED BY AUTHOR, APPENDIX A) ..	5
TABLE 6: SURVEY, WHAT DO YOU BELIEVE YOU LEARNT THE MOST ENGLISH FROM? (SURVEY CONDUCTED BY AUTHOR, TRANSLATED BY AUTHOR, APPENDIX A).....	6
TABLE 7: TABLE 7: COMPETANCE AIMS, NORWEGIAN CURRICULUM (KUNNSKAPSDEPARTEMENTET, 2013).....	7
TABLE 8: PRONOUNS IN CAPS (DEPARTMENT OF BASIC EDUCATION, (2011, P. 19).....	8
TABLE 9: GRADE 5, TERM 1, WEEK 1-2, CAPS (DEPARTMENT OF BASIC EDUCATION, (2011, P. 53)	8
TABLE 10: INFORMATION ABOUT THE PARTICIPANTS	13
TABLE 11: TEACHERS' USE OF MATERIAL (APPENDIX G)	17
TABLE 12: TEACHERS' COGNITION ON FREEDOM TO CHOOSE MATERIAL	20
TABLE 13: PRONOUNS FOR 5TH GRADE IN M74 (<i>NORGE KIRKE- & UNDERVISNINGSDEPARTEMENTET, 1974</i>)	21
TABLE 14: GOOD GRADES VS. PASS.....	22
TABLE 15: MAIN FINDINGS	58

1 Introduction

The teaching material that is being used when learning a new language is important. From my own experience, the material and how it was being used was crucial when it came to my interest in English. My English journey has gone from disliking English to it being my favorite subject. In the beginning the lessons were very textbook based, and through the years it got more varied. I started pursuing English outside of school by watching English tv-shows and reading English books, and with this my interest peaked. By the time I got to 12th grade I went on an exchange to the US. My English was far from perfect, it was not even good upon arrival in the US, but by the time I left, my English was as good as it will ever be.

Many of my fellow students have similar experiences. In a survey conducted by the author where 25 students participated, 45% said that they learnt most of their English in school, the other 55% said that they learnt it by other activities outside of school, like gaming, TV-watching and social media (Appendix A). 84 % said that the textbook was the most used material in class. Only 4% said that they played games actively in their English classes, while 20% said that movies were used sometimes and 80% said seldom. These statistics show that gaming, movies and social media, which the students said they learnt most of their English from, is what they said their teacher spent the least time doing in class.

Based on my own and my fellow students' experiences, it seemed that the material the teachers use in their English classes was a relevant topic worth investigating. In conducting the research, it was interesting to look at contrasts. That way it would be possible to look at material from different perspectives and learn about different approaches. Therefore, the research was conducted both in Norway, and in South Africa. These two countries have very different types of curriculums and teaching guidelines, which makes it interesting to see if their choice of teaching material is different as well, and especially to see if their cognition surrounding teaching material differ. The thesis will therefore be a comparative study to look at teachers from South Africa and Norway, and their attitudes towards the teaching material that they are using. The research question will be based on teachers from the two countries and their curriculum.

Norway has something called "metodefrihet", which will be defined later, but is generally thought of as the freedom the teachers have to choose their own methods while teaching. In South Africa the teachers are given government prescribed textbooks with a very strict plan to follow for each lesson. This raises the main research question:

- *How do teachers' cognitions about teaching material in the English classroom differ between a context with "metodefrihet" (Norway), and a context with government prescribed teaching material (South Africa)?*

The research question will be answered through the different parts of the thesis. Firstly, some theoretical background will be covered to get a better understanding of some terms and some previous research done on the topic. That chapter will also include the different curriculums from Norway and South Africa and some sub-questions that will be used to help answer the main research question. The following chapter covers the methodology; that chapter will present the reasoning for the different methodological decisions that have been made, the limitations of the thesis, ethical considerations and an introduction of the participants. Once the theory and method have been covered the findings will be presented and then the findings will be discussed and compared to each other and to the theory. Finally, the thesis will come together in a conclusion and some thoughts on further research will be presented.

2 Theoretical background

This chapter defines teacher cognition and why that is important for this thesis. It also provides earlier research conducted on the use of teaching material in English classes; the teachers cognitions about material, classroom observations and students' perception about material that is being used. The chapter then define and explain the different curriculums in Norway and South Africa before giving a summary of the chapter and an overview of the sub-research questions.

2.1 Teacher cognition

Teachers are now recognized as “active, thinking decision-makers who play a central role in shaping classroom events” (Borg, 2015, p. 1). Based on this assumption, understanding a teacher's cognition is essential to understand the teaching process. Therefore, it is relevant to clarify some concepts concerning teacher cognition. Teacher cognition is a concept that has been associated with a range of terms. Ellis (2006) identified various terms while reviewing research on cognition, some of them were;

- “Teacher knowledge” (Freeman, 2002)
- “Teachers' mental lives” (Walberg, 1977)
- “Teacher beliefs” (Burns, 1992; Richards, 1998)

- “Beliefs, attitudes and knowledge” (Woods, 1996)

Borg (2003, p. 81) says that teacher cognition is the study of what teachers think, know, believe and do in the language teaching classroom. The teachers who are interviewed for this thesis may use similar or different teaching material in their classes, and the teachers’ beliefs and reasoning behind that choice will vary from teacher to teacher. It is therefore important to understand teachers’ cognition to be able to answer the research question and to understand why the teachers choose the material that they do.

2.2 Textbook and teaching material

This subchapter will present previous research done on teachers’ cognition and classroom observations regarding teaching material. The theory and previous research that has been chosen for this chapter is chosen on the grounds of its relevance for this thesis. There is a lack of previous research from South Africa in this thesis since it has been difficult to find relevant research. The research that has been chosen is therefore mostly from the Norwegian classrooms.

Firstly, it is important to clarify the term “Teaching material”. This term will be used to describe material which is used to help language learners to learn. It can be textbooks, workbooks, digital resources, movies, newspapers etc. (Tomlinson, 2011, pp. xiii-xiv). There will not be made a distinction between teaching material and teaching aids.

Then we will look at some previous research on the teachers’ cognition in regard to teaching material. Richards and Pennington (cited in Borg, 2015, p. 90) conducted a study of five first-year teachers in Hong Kong. They found that the teachers followed their textbook or lesson material very closely, some of the reasons for that was the pressure they felt from the exam and a set syllabus. It limited their experimentation and innovation and made them choose the “safe” options by sticking to the prescribed material (*ibid*).

According to Burns & Knox (2005, p. 254) there are many factors that affect the classroom practice; institutional, pedagogical, personal and physical factors. Under the institutional factors they mention exam and time pressure and required materials as some of the factors that can affect the teachers’ choices when it comes to what and how to teach. These are the same factors as the ones Richard and Pennington discovered in their research.

This research shows that exam pressure and required material affects the teachers’ cognition when it comes to teaching material. In a research done as an assignment by the Norwegian directorate of education, they looked at a more quantitative aspect of teaching

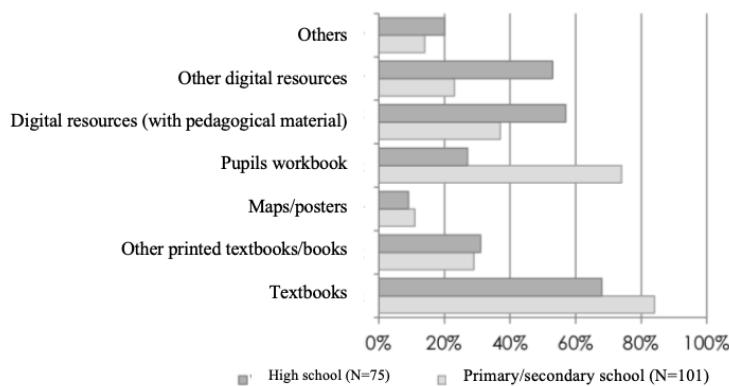
material. They wanted to find out which material was the most commonly used in Norwegian classrooms, without looking at the teachers' cognition. The results show that using the textbook scores higher than any other material, and it scores higher by quite a lot, as seen in table 1 (Skjelbred, Solstad, & Aamotsbakken, 2005, pp. 19-20).

Table 1: Most used teaching material (Skjelbred et al., 2005, p. 20, translated by the author)

Used teaching material	Most used	Second most used
One or more textbooks	42	8
Workbook	2	9
Photocopies	10	7
Other printed media	2	
Digital resources and the internet		
Other material that is being used:	Blackboard: 2 Concretes: 1 Overhead projector: 1 Own texts: 1 Other: 2	
Not answered	1	
N	64	

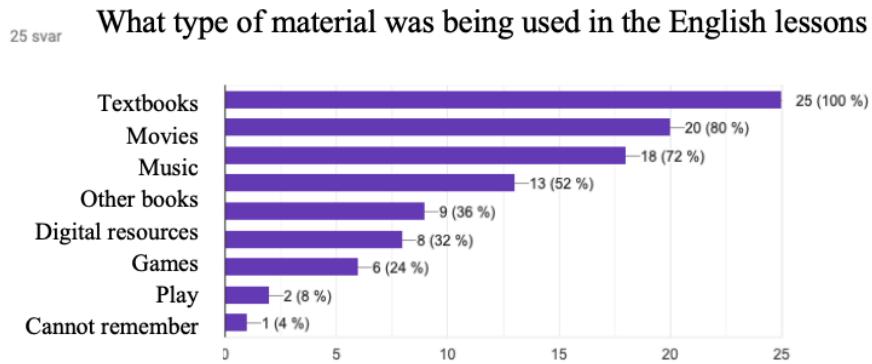
Another research done on the use of material in the Norwegian schools agrees with these findings, as seen in table 2 , more than 80% of the teachers used the textbook during the last lesson they taught in English (Gilje et al., 2016, pp. 51-52).

Table 2: Teaching material used in the previous English lesson (Gilje et al., 2016, p. 52, translated by author)



According to these two qualitative researches the textbooks are the most used material in the Norwegian classroom. As mentioned in the introduction, a survey was conducted prior to this thesis to study the relevance of the topic for students. As shown in table 3, 100% remember textbooks being used, but a majority also remember other material being used.

Table 3: Survey, material in class (Survey conducted by author, translated by author, appendix A)



At the same time there is quite a significant difference as to how often the two were being used, for example textbooks vs. music, see table 4 and 5.

Table 4: Survey, textbooks in class (Survey conducted by author, translated by author, appendix A)

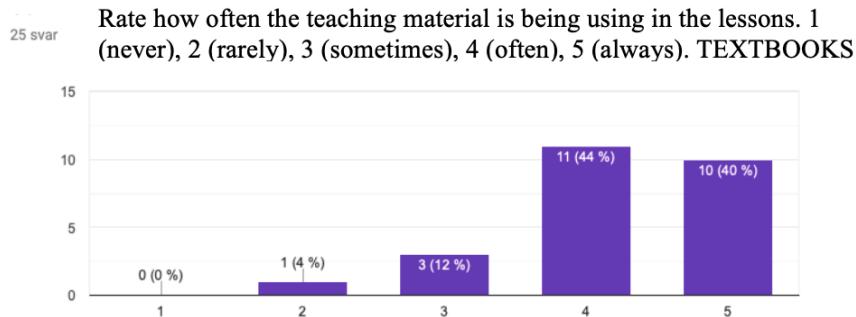
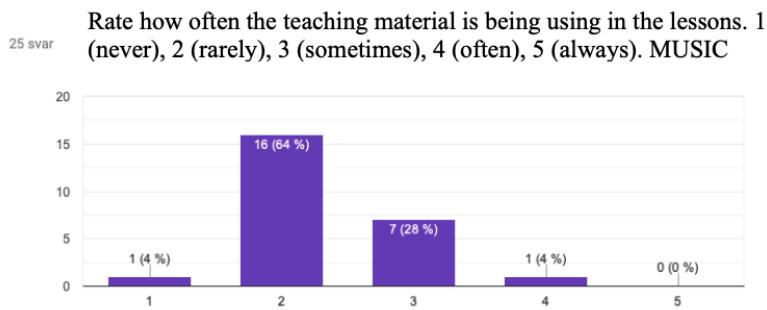


Table 5: Survey, Music in class (Survey conducted by author, translated by author, appendix A)



The other material that was asked about in the survey had about the same percentage as music, around 4% remember them being used “often” or “always” (appendix A). This shows that a majority remember there being some different components to their English lessons, but this survey agrees with the findings from the other two researches, that the majority of teachers in Norway use the textbook as their main material in English classes.

When looking at what the students think they learnt the most English from it does not correlate with what they remember was spent the most time doing in class, see table 6.

Table 6: Survey, what do you believe you learnt the most English from? (Survey conducted by author, translated by author, appendix A)

What do you believe you learnt the most English from?

24 svar



In Freeman's (1993) research a first-year Spanish teacher explained the tension she experienced between the Spanish taught in school, and the Spanish that was being used in the society. She said that when she was learning Spanish, everything she liked and learned about the language, she learnt from outside of the classroom. She wants to bring that excitement into the classroom, but she believes that it is difficult (Freeman, 1993, p. 488). The teacher here shares the same experiences as the students who participated in the survey. The exam pressure, set material and statistics from the Norwegian classroom correlates with what the students and Spanish teacher remember being taught in class. To get an understanding of other elements that can affect the teachers in Norway and South Africa it is relevant to look at the curriculum from the two countries.

2.3 Norwegian curriculum and “Metodefrihet”

Teachers have to follow the curriculum that is set by the government, and therefore it is relevant to look at what is actually expected from the teachers through the curriculum. Through the curriculum it might be easier to understand why the teachers think and teach as they do.

The Norwegian curriculum that is being used today for English is divided into basic skills and competence aims. The basic skills are oral, writing, reading, numeracy and digital. The competence aims are divided into language learning, oral communication, written communication and culture, society and literature. Each section has bullet points on what needs to be taught within those sections, see example table 7 (Kunnskapsdepartementet, 2013).

Table 7: Competence aims, Norwegian curriculum (Kunnskapsdepartementet, 2013)

Competence aims after Year 7

Language learning

The aims of the training are to enable the apprentice to

- identify and use different situations and learning strategies to expand one's English-language skills
- describe his/her own work in learning English
- identify some linguistic similarities and differences between English and one's native language
- use digital resources and other aids in one's own language learning

The curriculum is open for interpretation and it implies that both pupils and teachers have a wide variety of methods that they can use to reach the aims set by the government (Kunnskapsdepartementet, 2008). It is not specified what material to use, and therefore the teacher, along with the school, parents, pupils or by themselves can choose exactly what material to use for each class and subject. This is what is called "metodefrihet" or translated to English "freedom of method". It is generally referred to as the freedom to choose the methods the teachers want to use in their lessons, but that also includes what material they want to use. In Norway it is important for the teachers to have "metodefrihet" so that they are able to adjust the lessons for the pupils and make the teaching differentiated (Utdanningsdirektoratet, 2015, p. 2). In 2020 there will be a new curriculum, that curriculum focuses on deep level-process, the goal is to make the pupils learn more and better. Teachers have complained that the current curriculum is too wide and that it makes it difficult to go in depth on the different topics. The new curriculum will change from having the five competence aims, to just consist of three core-elements, for English the core-elements are; communication, language learning and English texts. The new curriculum gives far fewer guidelines, and even more freedom to choose how and what to teach (Kunnskapsdepartementet, 2018).

2.4 South African curriculum: A national curriculum and assessment policy statement (CAPS)

The South African curriculum is divided into skills (Department of Basic Education, 2011). The skills for English are, listening and speaking, reading and viewing, writing and presenting and language structure and conventions. Each skill comes with an additional section on

content and strategies and sub-skills. The curriculum is called CAPS and it gives a very detailed and specific guidance for teacher when it comes to what they should teach, for how long, what they should achieve within that time and what material to use for each class. The CAPS for English as a first additional language 4-6th grade tells the teacher, for example, what pronouns they need to teach the pupils, as shown in table 8.

Table 8: Pronouns in CAPS (Department of Basic Education, (2011, p. 19)

PRONOUNS
Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them
Revises use of demonstrative pronouns e.g. this, that, those, these
Uses possessive pronouns e.g. mine, yours, his, hers, ours, theirs
Uses reflexive pronouns such as myself, yourself

CAPS also give a very detailed plan of what the teacher should teach the pupils for each week, see table 9.

Table 9: Grade 5, term 1, week 1-2, CAPS (Department of Basic Education, (2011, p. 53)

GRADE 5 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Listens to a short story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <p>Text from the textbook or Teacher's Resource File (TRF) [instruction will be repeated every fortnight]</p> <ul style="list-style-type: none"> Answers literal questions Expresses simple opinion on the story Predicts what will happen next <p>Retells a story</p> <ul style="list-style-type: none"> Retells events in correct sequence, using simple past Names the characters correctly <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows simple instructions/directions Tells own news 	<p>Reads a short story</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF) [instruction will be repeated every fortnight]</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures Uses reading strategies, e.g. making predictions, uses phonic and contextual clues Discusses new vocabulary from the read text Discusses the title, plot and where the story takes place (setting) Expresses simple opinion on the story Uses a dictionary <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency, and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Retells story or main ideas in 3 to 5 sentences Gives opinion on story 	<p>Writes a personal recount of events</p> <ul style="list-style-type: none"> Selects from experience Chooses appropriate content for the topic Stays on the topic Frame used by struggling learners Uses appropriate grammar, spelling and punctuation. Uses vocabulary related to topic <p>Writes an opinion on a story</p> <ul style="list-style-type: none"> Pre-writing: discusses what they like/dislike Writes 2 sentences to express what they like/dislike <p>Creates a personal dictionary</p> <ul style="list-style-type: none"> Labels pages with letters of alphabet Enters 5 words and meanings (drawing/sentence using the word/explanation of word) Or continues to enter words into dictionary created in Grade 4 	<p>Spelling and punctuation</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look.</p> <p>Builds on knowledge of sight words and high frequency words</p> <p>Revises full stop, question mark and exclamation mark</p> <p>Working with words and sentences</p> <p>Understands and uses countable nouns (e.g. book – books)</p> <p>Builds on use of proper nouns, e.g. with capital letter</p> <p>Revises 'a' and 'the' with nouns.</p> <p>Builds on use of personal pronouns (e.g. I, you, it, us, them)</p> <p>Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Builds on understanding and use of simple past</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

The two-week plan includes the four skills and how each of the skills will be taught during those two weeks (Department of Basic Education, 2011, p. 53).

The general aim for CAPS is to develop, maintain and support the South African school system. It is also supposed to help reduce the differences between pupils in the rural area schools, and inner-city schools. The aim is to remove the barriers and get every pupil into the mainstream classroom (Louw & Wium, 2015, pp. 1-2).

2.6 Summary and research questions

The different theory presented in this chapter has made a foundation for this thesis. The theoretical background presented in this chapter, gives an insight into the previous research conducted on teachers use of material and the cognitive process that underlie their decision. It also gives insight into the different curriculums the two countries have to follow. On the grounds of this theory, and mine and my fellow students' experiences, the main research question will be answered through several sub-questions:

- What are the teachers' opinions on what material to use?
- In South Africa they do not really have a choice, are they pleased with how it is, or do they wish that they could be more autonomous?
- In Norway they have a choice, do they take advantage of that, or do they wish that the government would give them clearer guidelines and material that is quality proved?
- Do teachers choose the material because they believe it is the best, because the government or school told them to, because they are scared that they will not have enough time to do anything else, because of the exams or are there other reasons?

This theoretical foundation and the sub-questions will help make sense of the methodological decisions that have been selected for this thesis, which will be presented in the following chapter.

3 Method

This chapter presents the methodology, starting with some information about qualitative, semi-structured interview, then the reasoning for choosing that method, how the interviews were conducted and the use of audio-recording. The method of analysis, reliability, validity and the participants will then be presented and finally the ethical considerations.

3.1 Data collection

The method that was chosen to collect data was qualitative, semi-structured interviews.

Qualitative interviews is the most common method used when collecting data, it is a flexible method that can be used in many different settings (Christoffersen & Johannessen, 2012, p. 77). It is assumed to give a thorough insight into peoples' cognition e.g. beliefs, attitudes and opinions. Since it is semi-structured it also gives the opportunity of changing the questions or the order of the questions while conducting the interview, or in between the interviews (Lambert, 2012, pp. 104-105). This was beneficial when looking for peoples' cognition, so

that it was possible to change the questions according to what they said. Therefore, the qualitative, semi-structured interview was chosen as the method for this thesis, because it gave the possibility to understand the participants cognition and lead the interview in a way that was beneficial for the thesis.

When conducting a semi-structured interview an interview guide needs to be drawn up beforehand. The interview guide works as a guidance and neither the questions nor the order of them were set (see appendix B). Depending on the participants and their answers it was possible to change the way the questions were being asked or change the questions completely. The interview guide was therefore set up fairly loosely with open questions. The reason for that was to learn more about how the participants felt, thought or acted while in the classroom. There were no right or wrong answers, and they could answer with shorter or longer answers, whatever they felt comfortable with. If the answers were rather short there would be asked follow-up questions, that way it was possible to get the information that was necessary from the participants (Christoffersen & Johannessen, 2012, p. 83).

The interviews were audio recorded to make sure that content did not get lost during the interview and to make it easier to write up a summary of the interviews afterwards. Audio recording the interviews also made it easier to keep eye-contact during the interview and to be a better listener, which is important when conducting semi-structured interviews so that it is possible to follow up on what is being said (Bell, 2010, pp. 167-169).

3.2 Method of analysis

The data collected was analyzed according to the inductive category development which is a process under qualitative content analysis (Mayring, 2000). In this process the categories that were used in the analysis comes from the material itself (*ibid*). Therefore, the interviews were transcribed and each interview by itself was analyzed for what was relevant for the research questions. This was done in a process called “coding”, which is a process where the interview is divided into pieces that are categorized according to key themes (Lambert, 2012, pp. 170-172). These themes came from the material and the research question. After a short summary was made for each interview, the four summaries were looked at together. The data was then grouped together according to themes that were identified during the “coding” stage. Three themes emerged from the coding process; 1) The teachers’ use of teaching material; 2) teachers’ cognition of freedom to choose material; 3) The teachers’ cognition about the pupils’ grades

3.3 Limitations

A bachelor thesis has certain time and size constraints, therefore, there had to be made decisions when it came to for example how wide the research question could be and how many participants could be interviewed. Since a bachelor thesis is fairly limited it is important that the data collected is as valid and reliable as possible.

“...it is doubtful that research can ever be fully objective or free from bias” (Lambert, 2012, p. 134). It was important to identify and limit the threats to objectivity. When doing an interview there are multiple things that can threaten the objectivity, it is easy to be drawn into agreement with the participant and therefore loose the objectivity, your body language can suggest agreement or disagreement, the questions can be loaded and unintentionally look for a certain answer (*ibid*, , pp. 105, 133). In trying to limit the threats to objectivity the questions from the interview guide were carefully selected to not express any bias. During the interviews the interviewer attempted to keep as objective as possible, even though a personal interest for the topic might have caused some agreements that could threaten the objectivity. It was important to limit this since it could lead to the participants answering accordingly to what they assume is the best answer as opposed to what they actually believe. Since the goal is to look for the teacher’s cognition it was difficult to determine if they were being honest when answering or not.

When it comes to reliability of the data collected steps were taken to ensure that the data would be reliable. Reliability is about the accuracy of the data and in what way it is collected, what data that is being used and how it is analyzed (Christoffersen & Johannessen, 2012, p. 23). Reliability also refers if the data is replicable, so if someone else would interview the same people, while using the same method, would they get the same results (Thagaard, 2013, p. 202). This ties in with the objectivity that is mentioned above. Since this thesis is based around the teachers’ cognitions it is difficult to say exactly how reliable the data is, but in this case the interviewer is aware of the threats of objectivity and has strived to remain as objective as possible to ensure that the data is as reliable as possible. The data has also been audio-recorded which makes it likely to be reliable, the transcription has been ensured to be correct according to the audio-recording several times.

Validity is the extent that an instrument is measuring what it is supposed to measure (Lambert, 2012, p. 135) and if the data is relevant to represent the phenomena (Christoffersen & Johannessen, 2012, p. 24). For this thesis, the participants who were chosen were teachers, because they are the most valid source to answer on behalf of teachers. Semi-structured

qualitative interview was chosen as the most valid use of method to measure the teacher's cognitions. This method makes it possible to ask further questions if the validity of the answer is unclear.

3.4 Ethics

When conducting a research it is important to follow the ethical guidelines. Several steps were taken so that everything was done accordingly. The ethical guidelines in regard to this thesis were approved by the Norwegian center for research data (NSD, appendix C) before any data collecting started. It was especially important since the interviews were audio-recorded. The participants had to sign a consent form before participating in the interview (appendix D), and the names of the participants were kept anonymous by storing the audio-recordings separate from their consent form and by giving them pseudonyms. The participants knew that they could withdraw their participation at any point, in that way they had more control over the material and could decide themselves if they wanted everything they said to be used. The data material was also kept safe to ensure that the ethical guidelines were followed and it was only viewed by the people necessary (Lambert, 2012, pp. 138-139).

In the following sub-chapter, the participants will be introduced. Pseudonyms have been used to ensure their anonymity.

3.5 Participants

The four teachers that were interviewed were selected because of the school that they worked at. Since the goal was to get a greater understanding of teachers' choice of material, the teachers were chosen from very different types of schools, with a hope that they would give very different answers and views. Two of the teachers were from South Africa, and two from Norway. Because of the time and space restraints it was beneficial to interview four teachers.

The first teacher, "Tanya", is a teacher at a primary school in the rural area in South Africa. "Tanya" has worked as a teacher for 21 years and is currently teaching English in 5th and 6th grade. The school she works at has one class for each grade, and about 40 pupils in each class. The school does not have a lot of resources, and no digital resources. The pupils are taught in isiZulu up until 4th grade, and once the pupils get to 4th grade all of the subjects are taught in English.

The second teacher, "Paul", is a teacher at a R-12th grade city-school in South Africa for children with special needs, grade R means reception, which is the last year before they

start in first grade. He has been working as a teacher for 35 years, but only been a teacher at this school for one year. “Paul” teaches English in grade 9 and 10, in the academic stream. The school is divided up into academic and non-academic streams. The pupils in the academic stream follow CAPS like the rest of South Africa, while the pupils in the non-academic stream do not follow CAPS, they are taught basic skills to be able to get a job and be independent. There are only about 10-15 pupils in each class. The school does not have a lot of resources, but they do have computer labs that they can book if they want to use digital resources. All of the subjects in this school are taught in English from grade R.

The third teacher, “Linda”, is a teacher at a secondary school in Norway. She has been a teacher for one and a half years and is now an English teacher for 8th grade. The school she works at is known for being innovative and creative. The school is big and has several classes for each grade. It is located in one of the biggest cities in Norway and has plenty of resources. Each pupil has their own computer and there are smartboards in each classroom. In the school they only speak English during the English classes.

The fourth teacher, “Kari”, works as a teacher at a primary school in Norway. She has been a teacher for 20 years and at the moment she teaches 5th grade English. The school “Kari” works at is a primary school about 20 minutes outside of Oslo and it has about three classes each grade, with around 25 pupils in each class. The school is well resourced, every pupil has their own iPad and each classroom has a smartboard. In the school they only speak English during the English classes. Table 10 is made by the author as an overview to easier remember the different teachers.

Table 10: information about the participants

Name	Country		Grade		Location		Resources		English used in schools		
	South Africa	Norway	Primary school	Secondary school	City	Rural	Little resources	Plenty of resources	English from grade R	English from 4 th grade	English during the English lessons
Tanya	✓		✓			✓	✓			✓	
Paul	✓			✓	✓		✓		✓		
Linda		✓		✓	✓			✓			✓
Kari		✓	✓		✓			✓			✓

4 Findings

In this chapter summaries of each individual teacher's response to the interview will be presented and everything in this chapter is gathered from the interviews and it will be the teachers' opinions. Then in the following chapter the teachers' opinions and views will be divided into three key themes to be compared and discussed.

4.1 Interview 1, South Africa

The first interview was with "Tanya", the 5th and 6th grade teacher from the rural area. She considers her teaching to be experimental. She says that she always gives the pupils more room to explore, and tasks that will challenge their thinking. "Tanya" usually uses the government prescribed textbooks. She considers herself to be a creative person and tries to come up with her own material as often as possible. She gave the example of songs; she loves to use music while teaching English. And when she is using music in the classroom she likes to come up with her own songs or use songs that she was taught in school when she was a child.

"Tanya" is not very happy with the prescribed material or CAPS, she says that the material limits the pupils. Therefore, she tries to bring her own material into the class as much as she can. Even though she is not happy with CAPS, so feels like she has no option but to teach accordingly to it. She says that if she does not do everything that is tells her to do within those weeks, she has to hand in a detailed letter explaining why she did not have time to do everything. When she finished college, it was not nearly as strict, at that time they were encouraged to do their own research, she liked that a lot better. "Tanya" believes that CAPS is made to maintain a national standard in schools, and to lessen the gap between in-city schools, and rural area schools. She does not think that is possible considering the infrastructure in South Africa, and the huge differences society wise. If the government gave her guidelines, like "this grade must achieve this goal by the end of the schoolyear", then that would be the ideal situation for her.

4.2 Interview 2, South Africa

The second interview was with "Paul", the city-school 9th and 10th grade teacher. He finds his teaching as a mix between experimental and traditional. He believes that the most important factor when it comes to teaching material is that it is relevant for the pupils and considers the prescribed textbooks to be great at that. "Paul's" school uses the same English books as "Tanya's" school in the rural area. Even though "Paul" likes the prescribed books he also

likes to sometimes bring his own material. He gives the example of poems, he thinks that the poetry in the textbook is often either too easy or too challenging, he then likes to bring his own poems that he believes are a better fit for his pupils. When it comes to using digital resources like movies, he used them a lot at his old school, but not at this one. In his class half of the pupils are blind or visually impaired, and that makes it really difficult to watch movies. “Paul” says that for the school he is working at now, CAPS works great, because they are not looking for distinctions, but for pupils to pass. If he was at another school, he would have liked to have more freedom and choose the material himself.

4.3 Interview 3, Norway

The third interview was with “Linda”, she is the 8th grade teacher at the city school. She considers herself to be a mix between traditional and experimental but hopes that she leans more towards being experimental. She uses fiction books, movies, tasks that she has made herself or that she finds online, and she often uses the internet for collecting information. A lot of her lesson material comes from other coworkers, whom she gives most of the credit. “Linda” has a very negative view on textbooks and has never used them while teaching English. She says that it is not at all motivating nor inspiring. Using her own material never worries her for the exam, she knows that she covers all of the competence aims. If she were to use the textbook on the other hand, then she would be worried. Linda does not think it is possible to get any further than just passing the exam if they were only taught with the textbook. She is open for the idea that a hybrid between a textbook and digital resources could work out in the future, but not how they are today.

“Linda” appreciates the freedom to choose her own teaching material and could not imagine losing that freedom, she likes to have autonomy. Even though “Linda” feels this way she believes that many of her coworkers would not mind having to stick to the textbook.

4.4 Interview 4, Norway

“Kari” is the fourth and final participant. She is the 5th grade teacher and she considers her teaching to be a mix between traditional and experimental. “Kari” uses the textbooks, workbooks, iPads, digital resources and conversation cards in her English lessons. She thinks that the textbook is okay and that it would be really time consuming if she had to find every text herself, she is therefore glad that she has a textbook. Even though “Kari” appreciates the textbooks she prefers to make up her own tasks instead of using the ones in the workbook.

“Kari” loves the iPad and uses that for tasks for the pupils as often as possible. She says that the iPad helps a lot with the oral competence aims. The pupils often make videos and podcasts as their assignment where they have to record their voices. An example was when the pupils were supposed to learn about the article “a” and “an”. They then made a video of three things you could put each article in front of, so the pupil could videotape an apple and say, “this is an apple”. In doing tasks like these “Kari” get the chance to hear every pupil talk English at least once a week, even if they were too scared to speak in front of the class. She believes that it is extremely time efficient and allows the pupils to do it at their own pace and at their level.

“Kari” is very happy with the fact that she has the freedom to choose her own material, she believes that if everyone had to use the same material, she would most likely not be able to use the iPad as freely as she does now. Even though “Kari” uses the iPad in almost every lesson she says that there are still a lot of her coworkers who chooses to use the textbooks instead.

5 Discussion

The aim of this chapter is to discuss how the findings address the research question and the sub-questions through the key themes. The chapter also address the research question in light of the theoretical background. This chapter will be divided into the three key themes; 1) The teachers’ use and cognition in regard to teaching material; 2) teachers’ cognition of freedom to choose material; 3) The teachers’ cognition about the pupils’ grades. The discussion will revolve around table 15 (appendix G). The table was made to summarize the data that was collected according to the key themes. The table will be used throughout the discussion to make it easier to remember the different teachers. Each sub-chapter will start by presenting a part of the table that is relevant for that key theme.

5.1 The teachers’ cognition concerning their use of teaching material

The first key theme that will be discussed is the teachers’ cognition concerning their use of teaching material. Both regarding what they use now, but also thoughts on other material that they might not use. Table 11 below illustrates what material the teachers use on a regular basis in their English lessons and their beliefs concerning textbooks. This sub-chapter is divided into “the textbook” and “other material”, this division is made to make it clearer what the different teachers use and think about the two “types” of material.

Table 11: Teachers' use of material (appendix G)

Participants	Material										Teachers beliefs about textbooks	
	Main material used in lessons			Complementary material							Positive	Negative
	Textbook	Workbook	Self-made/ self-chosen material	Textbook	Copies	Workbook	Literary books	Games/songs	Digital resources	Movies		
Teacher 1 (Tanya)	✓	✓			✓			✓				✓
Teacher 2 (Paul)	✓	✓				✓					✓	
Teacher 3 (Linda)			✓		✓	✓	✓	✓	✓	✓	✓	
Teacher 4 (Kari)			✓	✓	✓			✓				✓

5.1.1 The textbook

As seen in table 11, the two South African teachers both use the textbook as their main material. "Tanya" would prefer to teach without the textbooks, whilst "Paul" is pleased with the textbook. There are plenty of differences between the two schools, which most likely attributes to their attitudes towards the prescribed textbook. "Paul" believes that the books are very relevant for his pupils, while "Tanya" believes the opposite.

The different attitudes towards the textbooks might come from their pupils' prior knowledge of English. "Tanya's" argument concerning why the book is not good derive from her teaching second language pupils. Her pupils have only had English for one year, while "Paul's" pupils have had it for 9 years. So even if the content would have been relatable for "Tanya's" pupils, it still might not make a significant difference, because they are struggling with the language in general. How relatable the content might be can also be very different from the two schools. Even though it might be relatable for "Paul's" pupils, it might not be for "Tanya's" pupils. "Tanya" works in a very different environment, even if some of her pupils might understand the content of the textbook, it still might not feel relatable or important to them. It might also be a difference in the pupil's desire to learn English. There are many more reasons for why it may be such a difference in attitudes towards the textbooks. Because of the differences of the schools it is difficult to determine what the main factor is.

The previous research done on the use of material in the Norwegian schools showed that a majority of the Norwegian teachers used the textbook as their main material in class. In contrast to that research, the two teachers whom participated in this study both said that they did not use the textbook as their main material. "Kari" said that she used it every week, but

the pupils did most, if not all, of their work on the iPad. “Linda” never use the textbook, she believes that the textbook is outdated and not at all motivating. There can be several reasons for why they do not belong to the majority that is presented in the earlier research. Either the two teachers can actually be representing the minority and they are some of very few teachers who actually do not use the textbook as their main material. They both said that their colleges use the textbook a lot more than them. There is also a possibility that a lot has changed in the Norwegian classrooms during the past years. The research saying that 80% use the textbook as their main material is from 2016 (Gilje et al., 2016), and technology is reaching more classrooms each year. The survey conducted by the author is from the experience of students, who were in 5th till 10th grade from 2008-2013 at the latest. The research therefore might be outdated. It is also possible that the teachers that have been interviewed actually use the textbook more than they think, and that if they were observed for a week then they would also belong to the group that used the textbook during the last lesson observed.

The research that is previously done on the topic is limited. The research that this thesis is presenting is limited. “Linda” was chosen as a participant because she came from a school that was known to be experimental with their teaching. Therefore, it is not possible to draw conclusions about what the majority of Norwegian teacher use as their main material in class. And neither what the South African teachers use as their main material from only looking at the two participants, although considering the South African curriculum it seems possible to say that the majority of South African teachers actually do use the textbook as their main material. Even though the use of the textbook might not reflect their opinions of the textbooks. The next sub-chapter will look at other material that is being used in their English lessons.

5.1.2 Other material

When it comes to other material that is being used there are certain differences between the two countries. The two Norwegian teachers are both using digital resources and other ways of teaching the pupils as their main material. In Norway they have resources that they do not have in the two schools in South Africa. “Tanya’s” school does not have any digital resources, except for a computer and a projector that the principle uses. She does not have the same options for self-made material as they do in Norway. The material she made consist of games and songs and other activities they can do outside. And even though “Paul’s” school

has a computer lab and the possibility to show a movie, he was not able to make use of those resources because of the disabilities of the pupils.

The Norwegian parliament published a report saying that the positive effect of technology is creating new opportunities for people with special needs (Kommunal- & moderniseringsdepartementet, 2016, p. 174). They give examples of how children with hearing-impairment gets new opportunities with the speech, text and picture communication that is possible with today's technology (*ibid*). Even though there is a high level of investment towards digital resources in the classrooms around the world, a review of research based studies found that there was a surprisingly low level of research as to how efficient digital resources actually are for children with special needs (Maor, Currie, & Drewry, 2011, p. 283). However, they found that a majority of the studies that were conducted showed consistently improved outcomes (*ibid*). In contrast to what these two researches are showing, "Paul" did not find the digital resources helpful for his pupils with special needs. There might be several reasons for that, one of them might be that he simply does not have the right digital resources. The computers were not adaptable for visually impaired pupils, they do not have a text-to-speech option for example, so it is not possible for them to make use of them. Another variable, that the Norwegian teachers seem to think is affecting their fellow coworkers, is the lack of competence and/or will. Considering that "Paul" seemed more than happy to use different digital resources at the school he previously worked at, it is doubtful that it is the lack of will that is limiting him. Neither one of the schools that were interviewed in South Africa were wealthy schools. If the schools had access to the same material as they do in Norway, it might have been completely different. The reason for why the Norwegian teachers are using other material as their main material might not only be because the curriculum allows them to, but it might also be because of the resources they have available.

When looking at the material the teachers are using, there is a significant difference that becomes evident. Both in what material they use and their attitudes towards that material. This difference seems generally based on the freedom to choose their own material, even though resources might also play a significant role. The next sub-chapter will look at the teachers' attitudes concerning their freedom to choose their own material.

5.2 Teachers' cognition regarding freedom to choose material

Table 12 illustrates whether the teachers have the freedom to choose their own material or not and the attitudes they have in regard to the material that they are using.

Table 12: Teachers' cognition on freedom to choose material

Participants	Freedom for using material		Teachers attitudes about the material they are using					
			Positive attitudes				Negative attitudes	
	Freedom	Lack of freedom	It covers all of the competence aims	Inspiring and motivating	Will make the pupils get good grades	Relevant for pupils	Only possible to pass	Limits the learner
Teacher 1 (Tanya)	✓						✓	✓
Teacher 2 (Paul)	✓					✓	✓	
Teacher 3 (Linda)	✓		✓	✓	✓	✓		
Teacher 4 (Kari)	✓		✓	✓	✓	✓		

As shown in table 12, the two teachers from South Africa lack the freedom to choose their own material, because of CAPS. They seem to mostly show negative attitudes towards the material that they are using, even though "Paul" does believe that what they are learning is relevant. The attitudes about the material has been divided in positive- and negative attitudes on the grounds of the interpretations of the teachers' views in the interviews. When the teachers talked about the material while using phrases like "only possible to pass" and "limits the learner", it has been categorized at negative attitudes. While when they used words like "inspiring", "good grades", it has been categorized as positive. All of the teachers have said that they would like to choose the material themselves. Even though "Paul" says that he is pleased with the textbook, he says that if he was working at any other school, he would like to have more freedom to choose. There seems to be a correlation between the freedom to choose material and the attitudes towards their own teaching material. The South African teacher who are not able to choose the material themselves seems to be leaning towards the negative attitudes regarding the material that they are using.

The Norwegian teachers seem to be taking advantage of their possibility to choose their own material, and they seem pleased about that. "Linda" explained that the freedom she has to choose her own material makes it possible for her to differentiate the teaching and individualize it. "Kari" expresses the same thought, as she differentiated the teaching through the iPads. The Norwegian curriculum has made it possible to differentiate the teaching with using different methods while teaching and adapt to each pupils needs. This seems like something CAPS is still lacking. In a meeting report on the evaluation of CAPS, it was expressed that it is a problem in the provinces that the slow learners were left behind because

of the time constraints from CAPS (Basic & education, 2017). From hearing “Tanya” explain how strict the schedule was it is not difficult to imagine that the pupils who need more time to understand something will be left behind.

Even though it seems like Norway is very independent when it comes to material, it was not long ago that they also had a stricter curriculum and material suggested by the government. In the curriculum from 1997 there were suggestions on what material to use for each grade. For example for 5th grade English it was suggested to use “Robinson Crusoe”, “Huckleberry Finn” and the poem “the owl and the pussycat” (Kirke, utdannings-, & forskningsdepartementet, 1996, p. 228). In the curriculum from 1974 it is specified what pronouns they need to learn in 5th grade (see table 13), much like how it is in South Africa (Norge Kirke- & undervisningsdepartementet, 1974). Even though it does not seem to have been as specific and strict as CAPS, it still used to be lesser freedom of choice in Norway than what it is today.

Table 13: Pronouns for 5th grade in M74 (Norge Kirke- & undervisningsdepartementet, 1974)

Pronouns:
<i>Personal pronouns.</i>
I, you, he, etc. (simple patterns).
<i>Possessive pronouns.</i>
my, your, his, etc. mine, yours, his, etc. (in patterns where English and Norwegian structures are similar). Whose pen is this? It's mine. (The normal answer.) Mine, etc. can even be introduced before my, etc.
<i>Demonstrative pronouns.</i>
this – that these – those

From the perspective of the four participants it seems like the freedom to choose their own material is connected to how pleased they are with this material. At the same time, it seems like the freedom to choose has made it easier for the Norwegian teacher to differentiate the teaching. Although that may not always be the case, the Norwegian curriculum is made as free as it is, so the teachers are be able to make their teaching differentiated.

The discussion has talked about what material the teachers already use and their cognition regarding this material and their freedom to choose, but not yet the exam pressure that was described as the one of the factors that affect the classroom practice (Burns & Knox, 2005, p. 254). The following sub-chapter will focus on the pupils' grades and how much that influence the teachers' cognitions.

5.3 The teachers' cognition concerning the pupils' grades

Table 14 has some of the same parts as table 12, but here the focus is on the two columns that are shaded. They show the different teachers' thoughts about whether they believed the material they were using would result in good grades for the pupils, or if they were expecting it to only be enough for them to pass their tests/exams.

Table 14: good grades vs. pass

Participants	Teachers attitudes about the material they are using					
	Positive attitudes				Negative attitudes	
	It covers all of the competence aims	Inspiring and motivating	Will make the pupils get good grades	Relevant for pupils	Only possible to pass	Limits the learner
Teacher 1 (Tanya)					✓	✓
Teacher 2 (Paul)				✓	✓	
Teacher 3 (Linda)	✓	✓	✓	✓		
Teacher 4 (Kari)	✓	✓	✓	✓		

Success can be measured in many ways, when the teachers talked about their pupils succeeding or not, they often referred to the pupils' grades and their chances of passing the class. "Paul" said "here you're trying to get children to pass English, you're not looking for a distinction" (Appendix D), when asked the question if he would like to choose his own material. This statement can be interpreted as, he does not believe the material chosen by the government is enough for pupils to get much further than a pass grade. He said that at the school he used to work at, the pupils got material that complemented the textbook and they needed to use the complementary material to get good grades on the exam. When "Linda" is asked if she believes the textbook is enough for the exam she stops to think for a second, and then says "I mean you would have passed with the book [...] but that's not really where I set the bar for my pupils, I have higher expectations on behalf of them" (Appendix E, translated by author). "Linda" believes that the pupils have much better chances at getting good grades on their exam if they use other materials than the textbook. Statistics show that the school "Linda" works at did better on their English exams than the Norwegian average in 2017. Norway got an average of 3.8 out of 6.0 on their written English exam while "Linda's" school got 4.3. On the English oral exam, Norway got an average of 4.5 while "Linda's" school got

5.0 (Utdanningsdirektoratet, n.d.). Exam grades change from year to year, the Norwegian average is pretty stable, but the grades from “Linda’s” school are not as stable. 2017 might have been a year with good grades for their school for several reasons, but it shows that it is possible to get good grades on the exam and prepare for the exam without using the textbook. Something both I and the five teachers from Hong Kong (Richards and Pennington cited in Borg, 2015, p. 90) seemed doubtful to.

Both “Kari” and “Linda” mentions that the textbook does not cover the entire curriculum. “Kari” especially points out the competence aim “oral communication” and says that the textbook does not cover that at all. They seem to have the same beliefs as “Paul”, that the textbook is enough to pass, but not enough if you want to excel. Exam and grades are not everything, but as pointed out by Burns and Knox (2005, p.254) exam pressure is one of the many factors that affect the classroom practice, and all of the participants, except for “Tanya”, she did not give a clear answer, admitted that tests and exams were a big factor when it came to their teaching.

6 Conclusion

The main research question of this thesis was: *How do teachers' cognitions about teaching material in the English classroom differ between a context with “metodefrihet” (Norway), and a context with government prescribed teaching material (South Africa)?*

Overall it seems like the cognition of the teachers in Norway and South Africa are quite similar. When it comes to the differences between the two countries in regard to the material that is being used, the differences are not based on their attitudes towards teaching material, but rather the curriculum and the rules set by the government. All of the teachers agree that if it were up to them, they would like to decide what material to use themselves. The Norwegian teachers explain how they are using other material while some of their coworkers are still using the textbook, and this is what “metodefrihet” is about, the fact that they can be teaching different things in different ways. In South Africa, two completely different teachers, from two very different schools are using exactly the same material at the exact same time. That is how CAPS is set up, to get equal learning outcomes no matter where you live in the country. If either of these two curriculums represent the best possible option is not possible to conclude with. If the thesis was bigger, and it was possible to interview more teachers the results would probably not be as unanimous as they are in this thesis.

This thesis has opened a number of options regarding further research on the subject. It would be interesting to do the research on a larger scale to be able to draw more general

conclusions. It would also be very interesting to hear the perspective of the pupils and investigate what they have to say about the material that is being used in class. It could then also be beneficial to see the different learning outcomes the pupils have from the different material that is being used. Plenty of schools spend significant amounts of money on different material every year without there being much research done as to verify the learning outcome of the material.

Even though this bachelor thesis is limited it has achieved its intended aims and it has contributed to the understanding of English teachers' cognition concerning the use of teaching material in Norway and South Africa, as this thesis portrayed the attitudes, beliefs and thoughts of four individual teachers.

7 References

- Basic education. (2017). CAPS evaluation; African Languages introduction: DBE briefing.
- Bell, J. (2010). *Doing your research project : a guide for first-time researchers in education, health and social science* (5th. ed.). Maidenhead: Open University Press.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language teaching*, 36(2), 81-109.
ISSN: 0261-4448
doi:10.1017/S0261444803001903
- Borg, S. (2015). *Teacher cognition and language education: research and practice*. London, England: Bloomsbury Academic.
- Burns, A., & Knox, J. (2005). Realisation(s): Systemic-Functional Linguistics and the Language Classroom. In *Educational Linguistics* (Vol. 4). Boston, MA: Springer, Boston, MA.
- Christoffersen, L., & Johannessen, A. (2012). *Forskningsmetode for lærerutdanningene*. Oslo: Abstrakt forl.
- Department of Basic Education. (2011). *Curriculum and assessment policy statement grades 4-6, English first additional language*. Cape town Retrieved from <https://www.education.gov.za/Portals/0/CD/National%20Curriculum%20Statements%20and%20Vocational/CAPS%20IP%20%20FAL%20%20ENGLISH%20GR%204-6%20WEB.pdf?ver=2015-01-27-161045-913>
- Ellis, E. M. (2006). Language Learning Experience as a Contributor to ESOL Teacher Cognition. *TESL-EJ*, 10(1).
- Freeman, D. (1993). Renaming experience/reconstructing practice: developing new understandings of teaching. *Teaching and teacher education*, 9(5-6), 485-497.
- Gilje, Ø., Ingulfsen, L., Dolonen, A., Jan, Furberg, A., Rasmussen, I., Kluge, A., . . . Skarpaas, G., Kaja. (2016). Med App og Ark: bruk av læreremidler og ressurser for læring på tvers av arbeidsformer.
- Kirke, utdannings-, & forskningsdepartementet. (1996). *Læreplanverket for den 10-årige grunnskolen*.
- Kommunal-, & moderniseringsdepartementet. (2016). *Digital agenda for Norge - IKT for en enklere hverdag og økt produktivitet*. (Meld. St. 27 (2015–2016)). Retrieved from <https://www.regjeringen.no/no/dokumenter/meld.-st.-27-20152016/id2483795/sec4>
- Kunnskapsdepartementet. (2008). *Kvalitet i skolen*. (St.meld. nr. 31 (2007-2008)). Retrieved from <https://www.regjeringen.no/contentassets/806ed8f81bef4e03bccd67d16af76979/no/pdfs/stm200720080031000dddpdfs.pdf>
- Kunnskapsdepartementet. (2013). *English subject curriculum*. (ENG1-03). Retrieved from <https://www.udir.no/kl06/ENG1-03?lplang=http://data.udir.no/kl06/eng>
- Kunnskapsdepartementet. (2018). Fornyer innholdet i skolen [Press release]. Retrieved from <https://www.regjeringen.no/no/aktuelt/fornyer-innholdet-i-skolen/id2606028/?expand=factbox2606063>
- Lambert, M. (2012). *A beginner's guide to doing your education research project*. London: Sage publications.
- Louw, B., & Wium, A.-M. (2015). The South African national school curriculum: Implications for collaboration between teachers and speech-language therapists working in schools. *South African Journal of Childhood Education*, 5(1), 01-28.
- Maor, D., Currie, J., & Drewry, R. (2011). The Effectiveness of Assistive Technologies for Children with Special Needs: A Review of Research-Based Studies. *European*

Journal of Special Needs Education, 26(3), 283-298.

doi:10.1080/08856257.2011.593821

Mayring, P. (2000). Qualitative Content Analysis. *Forum: Qualitative Social Research*, 1(2).

doi:<http://dx.doi.org/10.17169/fqs-1.2.1089>

Norge Kirke-, & undervisningsdepartementet. (1974). *Mønsterplan for grunnskolen*.

Skjelbred, D., Solstad, T., & Aamotsbakken, B. (2005). *Kartlegging av læreremidler og
læreremiddelpraksis*. Retrieved from Tønsberg: http://www-bib.hive.no/tekster/hveskrift/rapport/2005-01/rapp1_2005.pdf

Thagaard, T. (2013). *Systematikk og innlevelse : en innføring i kvalitativ metode* (4. utg. ed.).
Bergen: Fagbokforl.

Tomlinson, B. (Ed.) (2011). *Materials Development in Language Teaching* (2nd ed.): United Kingdom: Cambridge University Press.

Utdanningsdirektoratet. (2015). Tilpasset opplæring, arbeid med læreplaner og vurdering.

Utdanningsdirektoratet. (n.d.). Grunnskolekarakterer: Eksamenskarakterer og
standpunktsskarakterer for 10. trinn., from Utdanningsdirektoratet
<https://www.udir.no/tall-og-forskning/statistikk/statistikk-grunnskole/grunnskolekarakterer/>

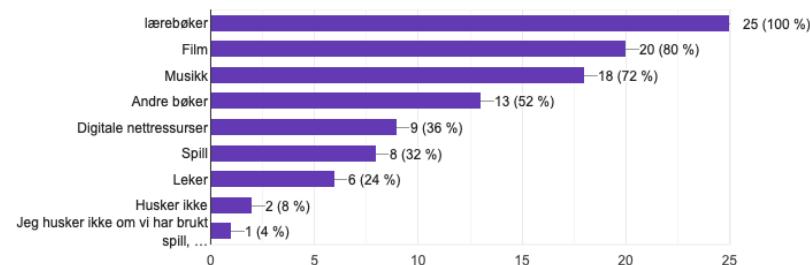
Appendices

Appendix A: Survey conducted by author

This survey was conducted to investigate how some of the other students at Western University of applied sciences felt about the material that was being used in their English classes when they were pupils in primary/secondary school, and what the English students thoughts regarding the university's approach to teaching material. The survey was conducted through google forms and 25 students participated.

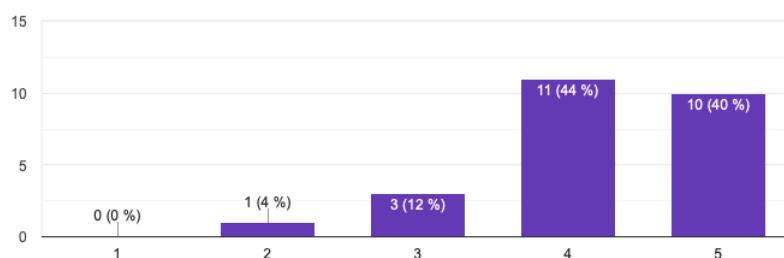
Hva slags materiale ble brukt i engelskundervisningen?

25 svar



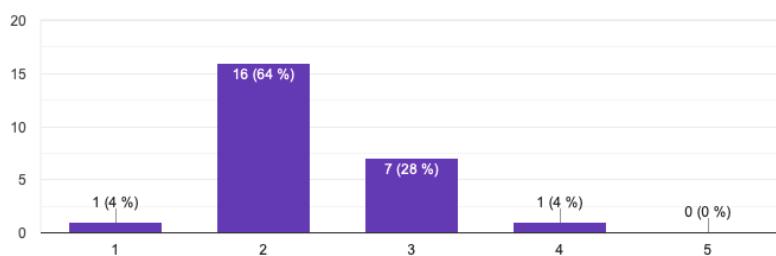
Ranger hvor ofte lærermiddelet ble brukt i undervisningen. 1(aldr), 2 (sjeldent), 3 (av og til), 4 (ofte), 5 (alltid). LÆREBØKER

25 svar



Ranger hvor ofte lærermiddelet ble brukt i undervisningen. 1(aldr), 2 (sjeldent), 3 (av og til), 4 (ofte), 5 (alltid). MUSIKK

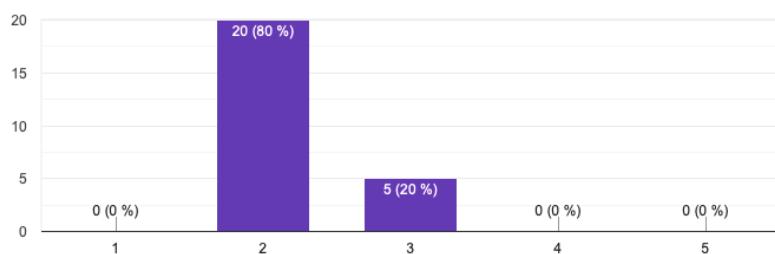
25 svar



Ranger hvor ofte lærermiddelet ble brukt i undervisningen. 1(altri), 2 (sjeldent), 3 (av og til), 4 (ofte), 5 (alltid). FILM

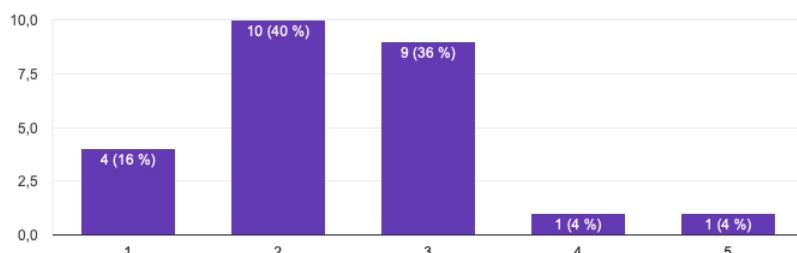


25 svar



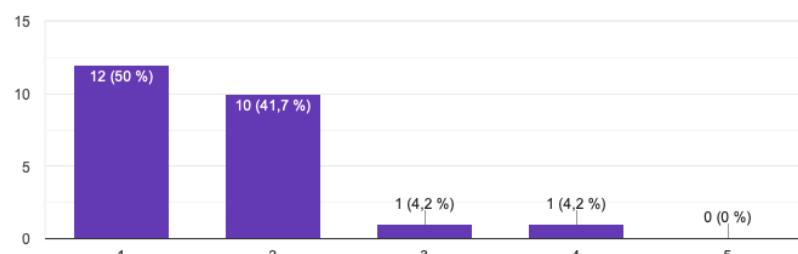
Ranger hvor ofte lærermiddelet ble brukt i undervisningen. 1(altri), 2 (sjeldent), 3 (av og til), 4 (ofte), 5 (alltid). ANDRE BØKER

25 svar



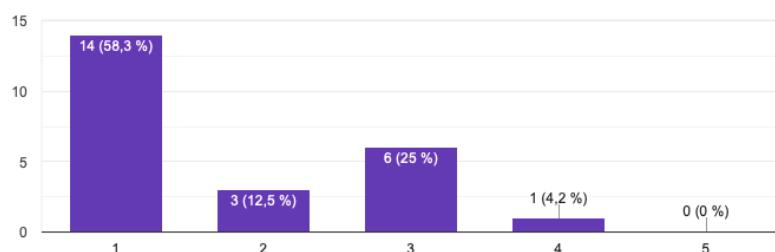
Ranger hvor ofte lærermiddelet ble brukt i undervisningen. 1(altri), 2 (sjeldent), 3 (av og til), 4 (ofte), 5 (alltid). SPILL

24 svar



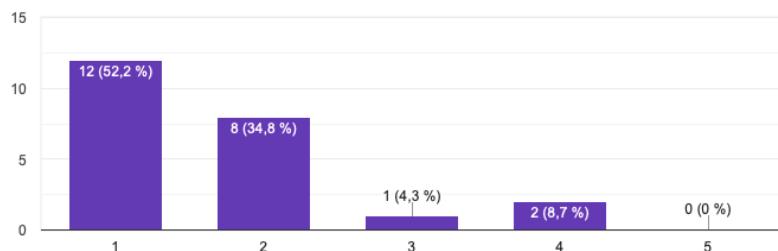
Ranger hvor ofte lærermiddelet ble brukt i undervisningen. 1(altri), 2 (sjeldent), 3 (av og til), 4 (ofte), 5 (alltid). DIGITALE NETTRESSURSER

24 svar



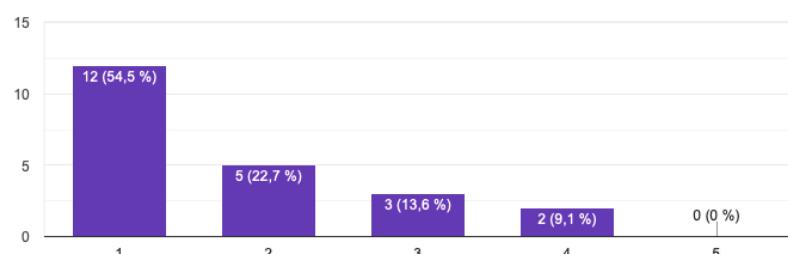
Ranger hvor ofte lærermeddelet ble brukt i undervisningen. 1(altri), 2 (sjeldent), 3 (av og til), 4 (ofte), 5 (alltid). LEKER

23 svar



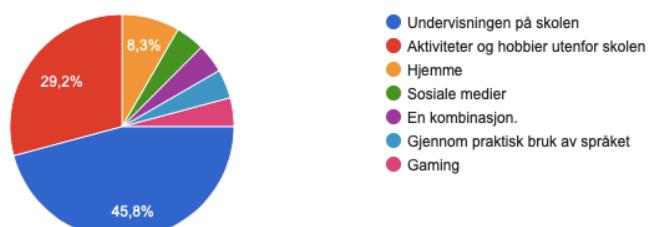
Ranger hvor ofte lærermeddelet ble brukt i undervisningen. 1(altri), 2 (sjeldent), 3 (av og til), 4 (ofte), 5 (alltid). ANNET

22 svar



Hva tror du at du lærte mest engelsk av?

24 svar



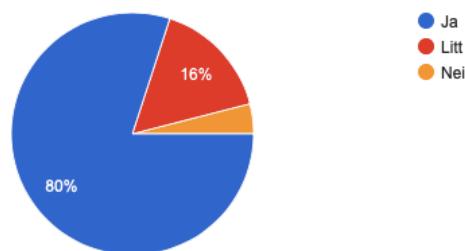
Kan du utdype det forrige spørsmålet? "hva tror du at du lærte mest engelsk av?"

17 svar

- Undervisning på skolen, og tv/film hjemme
- lærte en god del på skolen, flink lærer på ungdomsskolen
- Reising
- Føler at skolen ga meg et slags engelsk grunnlag, men at jeg over tid utviklet evnene til et høyere "nivå" ved å lese engelske bøker på egen fritid.
- Av å reise, se film, når jeg begynte å studere selv
- Vi snakket mye engels, mange muntlige oppgaver, og oppgaver som passet sammen med samfunnsfag. Det var svært dagsrelevant, spesielt for en politisk engasjert klasse.
- Jeg så mye på serier og filmer på engelsk, ofte uten tekst.
- Brukte mye tid på Twitter.
- Spill og engelske filmer
- Eg trur eg lærte mest engelsk på skulen då eg gjekk 1-10, men i ettertid trur eg at eg har lært mest av å høre på musikk, sjå på tv, reise osv.
- I este mye engelske bøker og prøvde å snakke engelsk med mine foreldre

Føler du deg trygg på å snakke engelsk i dag?

25 svar



Andre kommentarer?

5 svar

-
Det kjem litt an på samanhengen. Eg likar ikkje å snakke engelsk forran mange folk (framføring f.eks), men kvardagstale har eg ikkje noko i mot.

Har vært på utveksling som gjorde meg trygg på språket.

Jeg begynte å føle meg trygg på å snakke engelsk etter å ha hatt engelsk på vgs pga der brukte vi språket mye muntlig i undervisningen og vi var veldig aktiv.

Det har krevd ein del å bli trygg på å snakke engelsk, i løpet av lærarstudiet

Hvis du har gått engelsk på høgskulen: Hvilke lærermedier kan du huske å ha hatt undervisning om/blitt fortalt om på høgskulen?

12 svar

lærebøker, bildebøker, leserteater, drama,

Leste mye engelske bøker og prøvde å snakke engelsk med mine foreldre

Det er vanskelig å svare på.

Serier, filmer, musikk, bøker, turer til utlandet

Game online, snakke engelsk med folk jeg spilte med

Selve gramatikken kan jeg takke skolen for, mens det engelske vokabularet har nok kommet fra filmer etc.

Jeg tror jeg lærte mest engelsk gjennom film og dataspill. Samtidig lærte jeg også en del i undervisningen, spesielt med tanke på grammatikk.

Lærte ein del av film og spel, men mest på skulen

Andre bøker, musikk, spill og leker

Ikke gått engelsk på høgskolen

Ingen

Hvis du har gått engelsk på høgskulen: hvilke læreremidler tror du at du kommer til å bruke når du begynner å jobbe som engelsklærer?

11 svar

alle, variere mye

Leker, icebreaker activities, youtube, sanger, barnebøker, bildebøker, spill,

Jeg vil nok bruke ressurser innenfor de samme kategoriene som ble nevnt, men endre medium til et som er mer passende for barne- og ungdomsskolen. Samt gjøre det mer relevant for deres læring og utvikling.

Veldig mye forskjellig

Litterære bøker. Musikk. Leker. Rollespill. Samtaler. Prosjekt.

mye digitalt, få elevene til å snakke sammen

-

Kjem nok til å bruke det meste som er nemnt over, men ikkje alle romanane som det vi har lest på høgskulen.

Litterære bøker, spill, digitale nettressurser, lærebok til en viss grad, leker

Alle de nevnte i denne undersøkelsen

Mykje internett, sang, bildebøker. Lite lærebøker

Hvis du har gått engelsk på høgskulen: Andre kommentarer?

5 svar

Jeg skulle ønske at jeg satt igjen med en større ressurs bank. Man lærer å bli bevisst på sin egen engelsk og hvordan man kan forbedre den, mens den didaktiske delen ofte blir en ettertanke.

-

Skulle gjerne ha lært om fleire læreremidler.

Føler til en viss grad at det har vært litt lite fokus på undervisningsmetoder

Veldig tynt med didaktikk på høgskulen. Mykje tung teori. Skal ein bli inspirert innanfor didaktikk, blir det frå medstudentar og ikkje forelesarar.

Appendix B: Interview guide

Interview guide

Research question:

In Norway the teachers can choose the teaching material themselves or with the school, in South Africa the teachers have government-approved books to follow. Does that affect their choice of what to teach and what material to use, and if yes, how?

- What grade and subjects do you teach?
Hvilket trinn og fag underviser du i?
- How long have you worked as a teacher?
Hvor lenge har du jobbet som lærer?
- Would you say your teaching is rather traditional or experimental?
Vil du si at undervisningen din er tradisjonell eller eksperimentell?
- What type of teaching material do you usually use in your English classes? (textbooks, computer, worksheets, activities, movies, songs. Etc.)
Hva slags type undervisningsmateriale bruker du i engelskundervisningen?
Skolebøker, pc/ipad, arbeidshefter, aktiviteter, filmer, sanger osv...
- Who choose the material that you use in your classes?
Hvem velger materiale du skal bruke i undervisningen?
- How was the material chosen?
Hvordan ble materialet valgt?
- Why did you choose to use that type of material?
Valgte du selv hva slags materiale du skulle bruke?
 - Depending on their answer I will follow that up and ask them to tell more about it.
 - Do you think about the exam when choosing how and what they will learn?
Tenker du på eksamen/prøver når du velger hva du skal undervise?
 - Has the thought of the exam ever limited you when choosing topics and material?
Har tanken på eksamen/prøver begrenset deg når det kommer til valg av materiale?
- If not already answered, what is your opinion of textbooks?
Hvis ikke allerede svart, hva er ditt syn på lærebøkene?

- Do you feel the textbook material is enough to allow your pupils to reach the learning goals in the curriculum or do you feel you need to supply with additional material?

Tenker du at lærebøkene er nok for at elevene dine skal nå læremålene/kompetansemålene eller føler du at du må tilføre mer?

For Norwegian teachers:

- What does “metodefrihet” mean to you?
Hva betyr metodefrihet for deg?
- Do you take advantage of “metodefriheten” that is in Norway?
Føler du at du tar i bruk metodefriheten som vi har i Norge?
- Do you think your choice of material meets the curriculum?
Tenker du at ditt valg av undervisningsmateriale dekker læreplanen?
- What do you think of the fact that you can choose your material and ways of teaching on your own? (easier, limits you, challenging, fun etc.)
Hva synes du om at du selv kan få velge hva slags materiale du ønsker å bruke I undervisningen?
- How would you feel about the government approving different textbooks for each subject?
Hva ville du tenkt hvis regjeringen godkjente forskjellige lærebøker for forskjellige fag?
 - Why?
 - Would you want to use those textbooks?
Tror du at du ville brukt de bøkene, og i så fall mer eller mindre enn de du har nå?
 - Hva ville du krevd av de bøkene for at de skulle blitt brukt mer enn de lærebøkene som finnes nå?

For South African teachers:

- Do you think the textbooks cover everything the pupils are supposed to learn according to the curriculum?
- What do you think of the government-approved books?
 - Do they help or limit you? And in what way?
 - How would you feel if you stood entirely free to choose your own material and topics yourself?

Appendix C: NSD-Approval (redacted version)

Meldeskjema for behandling av personopplysninger

29.05.2019, 14:50



NSD sin vurdering

Prosjekttittel

Læreres valg av læreremidler i undervisningen

Referansenummer

866064

Registrert

12.02.2019 av Malin Hopøy - 180241@stud.hvl.no

Behandlingsansvarlig institusjon

Høgskulen på Vestlandet / Fakultet for lærerutdanning, kultur og idrett / Institutt for språk, litteratur, matematikk og tolkning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Christine Erna Elisabeth Möller-Omrani, Chri

Type prosjekt

Studentprosjekt, bachelorstadium

Kontaktinformasjon, student

Malin Hopøy, mali

Prosjektperiode

08.02.2019 - 04.06.2019

Status

13.02.2019 - Vurdert

Vurdering (1)

13.02.2019 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet

med vedlegg den 13.02.2019. Behandlingen kan starte.

MELD ENDRINGER

Dersom behandlingen av personopplysninger endrer seg, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. På våre nettsider informerer vi om hvilke endringer som må meldes. Vent på svar før endringer gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 04.06.2019.

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

NSD 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, uforenlig 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: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD 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

NSD 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).

Dersom du benytter en databehandler i prosjektet må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29.

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

OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er

avsluttet.

Lykke til med prosjektet!

Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix D: Consent form

Informed Consent Form

Dear teachers,

I would like to invite you to participate in a research study conducted by Malin Hopøy at Western Norway University of Applied Sciences (HVL), for my bachelor's thesis. The purpose of this study is to research the teacher's choice of teaching material.

You have been asked to participate because you are an English teacher from 5 till 10th grade. If you choose to participate in the study, you will participate in an interview where you will be audio-recorded.

Your personal data will be processed confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act). To ensure confidentiality, the study is conducted anonymously. All data will be handled and stored in a manner which ensures that nobody else than the researchers have access to the data. The institution responsible for this project (data controller) is HVL.

Your participation is entirely voluntary and based on your written consent. You may withdraw your agreement to participate at any time and without stating any reason. If you withdraw from participation, you may indicate whether or not the data collected up to that point can be used in the study, and any information you do not want used will be destroyed immediately.

Please note that you have, at any point of time, the right to access the personal data that is being processed about you, the right to request that incorrect personal data about you is corrected/rectified, the right to receive a copy of your personal data (data portability), and the right to send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data.

If you have questions about the project, or want to exercise your rights, please feel free to contact: (1) Høgskulen på Vestlandet via Malin Hopøy (180241@stud.hvl.no) or supervisor, Christine Möller-Omrani (cemo@hvl.no). (2) HVL's Data Protection Officer: Advokat Halfdan Mellbye, by email (personvernombud@hvl.no) or by phone (+47 55 30 10 31). (3) NSD – The Norwegian Centre for Research Data AS, by email (personverntjenester@nsd.no) or by phone (+47 55 58 21 17).

I agree to participate in the study

Date: _____

Name of participant: _____

Signature of participant: _____

Thank you very much for your participation!

Malin Hopøy

Appendix E: Interview transcription 1

Interview #1

M: So I'm going to write my bachelors thesis on what type of material the English teacher uses in the classroom, so my questions are mostly about the type of material that you use in the classroom. But first I would like to ask you what grade and what subjects you teach.

T: I teach LS Tec in grade 4, LS tec in grade 5, English in grade 5, English in grade six, life skills in grade 6, life orientation and creative arts in grade 7

M: Oh that's a lot

T: Yes it's a lot, we are understaffed

M: How long have you worked as a teacher

T: huh well let's count now, since 1997

M: that's a long time

T: Yes

M: would you say that you're teaching method is traditional or experimental

T: mine is experimental

M: would you explain how

T: I always give learner's more room to explore and I always say start from what they know and I introduce what they don't know. Yes sometimes I always let them apply their minds, yes and give them tasks that will challenge their thinking.

M: what type of teaching material do you use in your English classes

T: There are prescribed textbooks, readers, and I also use a different book for myself, just to do copies and then, but I stick much to those prescribing books

M: yes because you have prescribed material from the government, correct?

T: yes

M: ok, so you use mostly the prescribed books and then you sometimes have copies of other books?

T: Yes

M: is it possible for you to use different things like PowerPoints and do you have like a computer to use or anything like that

T: uhm, that's still in the pipeline as you can see the principle's trying to introduce these, yeah we are trying to introduce this but I haven't used it yet

M: do you ever use like songs or games to teach English?

T: yes, even now there are groups which are in the playground and they're doing a song yeah and they do poems

M: do you choose the material that you use in class or does the principle choose the material or the government or who choose what you teach?

T: well the government give us the variety maybe they'll give us prescribed, maybe 8 books or more, and other books you can choose from, and then you as a teacher can choose which one you're going to use.

M: ok, but then the songs and those things do you come up with that yourself?

T: there are also some songs which are prescribed which are in the book but I also come up with my own songs some of them very old songs which I was singing myself when I was in grade 5

M: ok so you use what you were thought when you were younger?

T: yes

M: what are you think about the text books that you use, do you think that, yeah, what do you think?

T: uhm, I'm not very happy I'm not going to lie. yeah they are good yes yeah, but there is a way I see as they limit you as a teacher and they limit the learner, yeah that's why sometimes I have to go an extra mile and sometimes they're a vague, you're finding that maybe the question they are coming up with are too vague for them for the learners, especially our learners since they are second language so some of them find that the English is a little bit difficult for them.

M: so then you supply with your own?

T: yes yes

M: what are you, because in Norway we have also textbooks but they're not government approved so do you think that the fact that the text books are government approved makes them maybe better than what they could have been or do you think that they still need to improve them?

T: they still need to improve because I we always feel as teachers that sometimes you'll find that people who wrote those books they haven't really specialized in the field it's when you read the book that you feel as a teacher that no, even if I'm not a writer I would have done a better job yes, but they are good, most of them, but there is a way I'm unsatisfied

M: so maybe if teachers wrote the books, the people that wrote the book are they teachers or just work in the government somewhere?

T: to be honest I'm not sure because they just come with the books we'll see how many of them is the teachers maybe they come up with a group of teachers the only where I see that there is a mistake is that you find that maybe a book for the second language learner is written by a first language learner, somebody doing English as first language so that's why I maybe find that some of the things may be difficult for our learners

M: do you have to use the books or can you choose to use the government approved books?

T: what do you mean do I have to use the government approved books?

M: yes i mean the government approved books

T: yes we have to and they come with a very strict new policy this time where they have you follow have you done this chapter, they have you do it chapter by chapter, because we used sometimes to follow the book, but also use other books, other resources, but now that they've come with this a different tool, where they observe if you've done all the things and they observe everything.

M: ok, so is there less possibility to use other material now because you have to follow the book very strictly

T: yes very strictly

M: how do you think you would feel if you didn't have the government approved books if you could choose yourself what you could teach would you what would you think of that

T: I would be very nice for me very nice, yes, I am a person who loves to research and come up with my own things and put things together and come up with something. I am a creative person if I may say so. So I would really enjoy if I had to do my own research and come up with my own things.

M: well thank you, I don't have to have any more questions, but that is really interesting because in norway you can choose whatever material you want to teach (use)

T: really

M: yes but I think lot of it teacher still use the book because it's easier

T: yes

M: so I'm going back to norway now and I'm going to interview Norwegian teachers and see what they have to say on the same questions and I think maybe they would like to have the government approved books, just so, but I'm not sure I'm going to go back and ask them

T: but I think it's nice the way do it when you have your own book that's what we used to do it, but now the government keep changing the policies and all those things yeah because now what they want to do is that they want to maintain the national standard because there's a time when you came up the test which were national standard, now the problem with those tests again on the paper says it's on the standard of the first language learners and then you'll find that are learner's strike on that tests

M: okay so the test are also..

T: yes because they they used to do the two languages as a first additional language and the second additional language so now you'll find it difficult even the questions are difficult

M: okay, so are there tests, are they supposed to be following up with the books? so if you use their books you think that they will do good in the tests or do you still have to supply to do good in the tests?

T: you know where the problem is, the test where not separating the learners. we have different types of schools here like this our school this is Zulu medium school where English comes as a Second Language, if you go to the city there are schools which are English medium schools were they do English as first language so even the book like if you can see this one book it says English first additional language, so like this book, so my learners do this book and, then they come with the paper which is set on this book but set on the first English first language and then I find it difficult, yes they are not separating they can write that it's English first additional language the when you read inside you see that this is first language which is difficult for learners.

M: well that is very strange that it's the same for the people that have First Language and then first additional language

T: yes, but for now they're frozen those tests. they saw that it couldn't work because we complain, they still want to come up with a new method.

M: do you think that if you could choose your own material, but then you still had government tests. do you think that I would be ok as well do you think that you would be able to teach what you were supposed to teach for the tests?

T: as long as they give us guidelines

M: ok

T: if they guide us and they they say, "ok if the learner is on this grade she must achieve this and this and this" so then I can choose for myself, it would be easier. I see also it's more clear to the learners I would choose according to the guidelines.

Appendix F: Interview transcription 2

Interview #2

M: ok so I'm writing my bachelors on the use of material in the English classroom, so I' gonna interview, so I did one interview with a teacher in the rural area, and then you and then I'm gonna do two interviews in Norway. Not to compare, but just to see different views on the teaching material.

H: right

M: So firstly I would like to just ask you what grade and subjects you teach

H: so at this school I got all of grade 9 and all of grade 10s for English

M: ok, how long have you worked as a teacher

H: 35 years

M: ok so you have a lot of experience then

H: but obviously here, some months ago I retire from my old school because I'm 62 and the school I was at, when you're 60 you have to finish. And so I as I said, got found here. I was asked to come and do a (cannot hear) here last year, so only been here since September last year and then they asked me if I would stay, and I said yes of course that's fine

M: would you say that you're teaching is rather traditional or experimental

H: uhm I think because of my age a combination of both, I try and keep it as current as possible, but I think that if you lose the traditional side of it you're actually missing out. and I found with a lot of the younger teachers that they don't have the traditional and therefore it's lacking a little bit so I think a combination of both is really important

M: ok what type of material do you use in your English classes

H: For a school like this I think it's quite important that one uses material that is relevant to them because you find that, you know, obviously a lot of the black learners, their home language is not English, so the thing is that its subjects generally that they can relate to. so if you have something that's a little bit too Eurocentric, they won't understand it and therefore for argument sake with the grade 10's, they're doing this book "crocodile burning" which is a very interesting book and it's one that is easily relatable to that particular age group and it's about being a group of young people who want to make something of themselves as musicians and during the period that they're talking about it's not always easy to do that so they through different, and they don't have anything so they try to get sponsors and try to get a whole lot of other people to believe in them and I think that's special in this country too, where you got a lot of teenagers who are underprivileged on so on, and therefore they got to have sponsors to be able to do things and then of course they have talent and then they are

able to achieve, but there's also jealousy for the ones that are not getting on and so on, so it's actually a very relatable book to ... especially to second language learners, because it's based on a true story, a south african true story.

M: nice, and you, do they all have their own copy or do you..?

H: yes they all have their own copy., normally at the school, government schools like this they have the books for most probably 3-4 years and then they change the title and they donate the books and then they have a new title

M: ok but is this a book that you chose yourself or is it from the government

H: Uhm no, so its chosen from the..., when I grade 9 wanted this, when I came here, these were the books that were for the last couple of years, it's a similar kind of thing, that you got to walk in peoples shoes to understand their culture and, so this is set in china. Uhm so, to experience somebody from another country. you've got to actually understand it.

M: is this something that the school has chosen these books or is it from the government

H: it's from the government, and then there's you know there's a set of about 10 different books and then..., that you can choose from. Because for the grade 12 ones everyone has to do the same book, all the schools. but for 10 and 11 you have a choice and every couple year whoever is the head of English chooses the one here.

M: so this is a part of the curriculum that is set by the government

H: correct

M: could you choose yourself if you wanted to like work on this book or do something else or do you have to use these books

H: uhm, for the actual exams and testing you have to use these books but because of the age groups that I am that i'm teaching I tried to extend them with other things as well. So they have, like the poetry, they have someone's that are suggested, but to my mind some of them are a little bit either too easy or not challenging enough. So I chose one or two of those, but then obviously I can, you know if there are others that I wanna do myself then I'll choose those yes.

M: Ok so I understand so these are important for the exams then

H: yes

M: OK that was my next question if you think about the exam when choosing how and what they will learn

H: yes so and then of course there for Grade 9 and 10 they do Shakespeare as well so for Grade 9 It's A Midsummer Nights Dream and for 10 it's Romeo and Juliet, so you can imagine that especially for a lot of the second language kids this is not that difficult, but

Shakespeare is quite difficult for them but it's compulsory for all schools and that's also set by the department. so nine as I told you is A Midsummer Night's Dream ten is Romeo and Juliet and 11 is Macbeth and 12 is Othello.

M: wow that sounds quite difficult

H: yeah and but it's quite interesting because if you are, I think what I do with Romeo and Juliet is that I tell them the story first of all, and then instead of reading it from cover to cover I take important parts, so for example you know when Romeo and Juliet first meet how their love is going to go wrong, what happened when Juliet was found in the tomb, so skip all over the place and then the story will fit together like a jigsaw. because reading it from cover to cover it with it they will be very bored and they'll find it difficult and then so I take important passages and then try to explain in a language that they will understand something that's adaptable to their life. So like for example Romeo and Juliet, with the two different houses they're always opposing I said it's almost like two gangs, because they two you know in the city of Verona they fight, they're opposing, so it's like two kinds of rival gangs would do the same sort of thing.

M: do you ever use movies where do you have the possibility to use movies?

H: uhm, it's difficult here because a lot of the kids are either blind or not sighted, so I don't do, but my old school I used to do that all the time it was a private school and they had, this one here is as you know a government School, but it was a private school, so they had you know a proper smartboard and you could actually show the movie and video clips from your computer onto the smartboard but here because it's a government school obviously they don't have those facilities. You can take them into the room next door and book it, the time and show them some video clips and that's fine, but in all it's really not worth it because in a class of, you know the classes are quite small, so for example in a class of about 12, about half will either be visually impaired or they find that the screen is a bit too overwhelming for them and if they're epileptic and so on. Pictures are slightly better, and then what I do is to, if there's a picture in the test, I'll show you the test we're doing tomorrow, then I will for the visually impaired person I will actually explain what the picture looks like to them.

M: yeah I've obviously never thought of that had to teach Romeo and Juliet without that movie because that's what

H: yeah there's no way that you can show them the movie, no, and as you well know the older one that was made in the 1970s and there's the Leonardo DiCaprio one, and when I was at my old school we used the movies as the basis of everything and then to compare it to here, you can't do that.

M: has the thought of the exam ever limited you when using topics or material?

H: uhm, to an extent yes, because there are certain things that you have to cover because (he shows me the test for tomorrow) you see for the, you see here's the brail one,

M: Did you make this yourself or?

H: no I can't do it there's a person who does that. and then you've got the normal once this is the test that grade 10 are doing tomorrow.

M: have you made this or is it from the government?

H: no I made this. So I've taken, and you see what you have to do is, which is set by the departments, that you have to choose a passage that is fairly controversial and that they can relate to, you see this is obviously about rhino poaching. so that's the passage and then I set the questions and then they sit down the three of things in the Language paper that you have to ask grade 10 so that's the comprehension of the questions that I have asked. and then you do advertising, so I got an advert and some questions and then for the grade 10 and language they have to go do I have cartoon and I have to answer your questions about the cartoon. that's the 3 section for the language part. and there's another one in June where they get the longer paper where they have grammar as well so for the blind and visually impaired I've had to describe what this looks like.

M: so are some of the guidelines for this test set by the government?

H: yes so that's for the control test for term 1, it's an hour and that you have a relatable comprehension which is in the media, a cartoon and an advert and then I just obviously made this up

M: what is your opinion about the textbooks that you have, what do you use textbooks?

H: we do, we have they're actually very good. What is nice about these are that they are quite visual. so those are quite good, especially for second language, because you know even if they because you've got people who have a little light thing they look down (visually impaired). these are excellent

M: okay, these are the same ones as they have in the rural area. ok and then it says what you're supposed to do what weeks.

H: yeah and then again, everything is covered and then you can obviously choose and they all have a copy of it, so you can choose different exercises that you want to do

M: ok so you do not have to do everything that it says that you have to do in week 1 and 2 you can choose yourselves

H: yes

M: ok and then this is said to prepare them for the exam

H: correct

M: if you follow that then you should be set for the exam, so you like these books?

H: yes, they're actually very good

M: do you feel like the textbook material is enough to allow your pupils to reach the learning goals in the curriculum or do you feel like you need to supply with additional material?

H: I think that the these newm especially these ones are actually excellent, because they cover you know a lot of material that is very relevant to South African children because they got, you know, the sort of traditional and then they got, you know something like that (points at a picture) which is like in the mindes and so on, so they got you know, a lot of things that are only, you know if you gave this to somebody from Europe they will be like, what is this. But soon as they see this they're like, oh yeah, they know that their grandmothers like that so it's very relatable.

M: I haven't really looked at it that thoroughly, but do they, is there anything like specific, because I know in the Norwegian English books we learn about cultures like American and Australia. Do they, is it about Africa maybe

H: it's basically about Africa, yeah

M: yes because you speak English here so it wouldn't really be that necessary to learn about other

H: And the thing is they also introduce people who are, you know there will be something be like Cape Town or about wildlife or something that's because you know a lot of the kids are from underprivileged schools, I mean if you ask, we took them two weeks to go to the theatre to see the Shakespeare Othello, and this is the great 12 book, so we took the grade 10 11 and 12 to see it and I was very interesting because out of the whole lot that we took only two had ever been to a live performance before and you know for people like myself a grew up in Johannesburg, my parents were very cultured and so we used to go to on Symphony concert, some plays, we used to go to the Theatre regularly, so I was born up with that, but these kids are not. So for them, going to the Playhouse you now which is a very nice Theatre Complex in Durban, for them it was amazing because they had never seen, never mind seeing live people acting, but they'd never been even to an actual Theatre before

M: so is this the first time that you've taken them to you Theatre

H: will they do it every year but as I said this is my first year

M: do you think that the government approved books help you or limits you

H: I think it depends on your experience, I've been teaching a long long time, and also I was teaching at a private school which is not the government thing, I was teaching at school there was IEB which is independent exam board, so although the curriculum is similar the choice of material and the level is a lot more difficult. So I would say that you know it's a for example in English grade 12 in your final year, for English in the government School you've got your prescribed reading and then your questions are based obviously on your prescribed Reading. But in your IEB school, you have to compare your prescribed reading with any extensions that you've done. so it gets it on a whole different level so it's for argument sake if you are answering questions about Romeo and Juliet they would say for example in any

other novel or play that your read, is there any similar and similarity between the love between two opposites in like a play like in Romeo and Juliet and you need to answer the questions you have to read something similar seen the ieb schools they all have extended reading on all other I said yeah it's a lot more difficult but you find in a private schools that do no second language learners it's different

M: how would you feel if you stood entirely free to choose your own material and topics to yourself?

H: I would obviously personally like that but then the thing is for a school like this it would be impossible because you know here you're trying to you get children to pass English you're not looking for a distinctions you looking for people to pass English so the thing is that its on a very different level but if I taught in a different type of school like I did with my previous school then everybody is looking for a many distinctions that the kids are going to get in the class so again it depends on the type of school if it's private or government school and whatever you got first additional language or not. that's the major parties I find that sometimes I'll explain something about something and they'll ask questions about a couple of words that i've used in my explanation, it's not so much about what i've been talking about, it's some of the vocab that I've used to explain myself that they haven't understood.

Appendix G: Interview transcription 3

Interview #3

M: først så lurté jeg på hvilket trinn og fag de underviser i

L: åttende og niende

M: og du har engelsk?

L: Jeg har vanlig engelsk på 8 trinn i en klasse som jeg er kontaktlærere i, og så har jeg engelsk fordypning på 9. trinn som faglærer, og så har jeg en elev i spes.ped og hun går tiende, men hun har en IOP som følger kompetansemål for fjerde trinn.

M: ok, hvor lenge har du jobbet som lærer?

L: I et og et halvt år

M: ja, vil du si at en visning er tradisjonell eller eksperimentell

L: Den er nok en slags blanding av tradisjonell og eksperimentell vil jeg tro, jeg håper jo at jeg bikkjer mer over mot eksperimentell siden, men nei det er mye tradisjon vanlig tradisjon der også, det er det jo.

M: Hva slags type undervisningsmateriale bruker du engelskundervisningen din

L: jeg bruker bøker, skjønnlitterære bøker, jeg bruker filmer, og jeg bruker oppgaver som jeg enten lager selv eller undervisningsopplegg som jeg finner på nett, jeg bruker ganske mye internett i forhold til innhenting av informasjon, ulike artikler de skal lese eller ulike artikler de skal, eller tema de skal finne artikler om, også bruker jeg en lærebok på en måte, en sånn workbook som heter basic skills som har en del av seg grammatikkoppgaver litt sånn korte tekster og mye bilder den bruker jeg litt, og med litt så mener jeg at de har fått den utdelt og de har fått informasjon om boken og de har fått et ark som er på en måte en innholdsfortegnelse, men jeg har liksom delt inn i temaet med underteamer også sånn side sånn til sånn, gjør oppgave side sånn til sånn for å vise liksom ting som gjerne henger litt sammen. Også bruker jeg det arket som veiledning for å se hva de trenger å jobbe med, men det er ikke sånn at vi jobber med disse oppgavene i timen, men jeg prøver å motivere de til å holde på med det jevnlig hele skoleåret. Så de har på en måte fått en sånn handleliste da, sånn at etter tentamen i høst, nå snakke jeg om 8. trinn, etter de hadde engelsk tentamen så fant jeg ting i basic skills og så på liksom OK er det irregulære verb eller er det subject verb agreement eller er det ja, hva er det du sliter med, også henvise jeg da videre til basic skills side sånn og sånn og så kan vi krysse av på shoppinglisten etterhvert som de

M: OK så de fikk liksom hver sin da?

L: Ja nettopp

M: wow

L: så ja, det er, jeg svarer veldig utdypende, for det er det jeg ville da av mine informanter haha.

M: ja men det er kjempebra!

M: Hvor finner du alt dette materiale som du bruker da? Alle disse nettsidene og bøkene?

L: uhm, enten så søker jeg jo bare selv på nettet, eller så får jeg tips, eller jeg ber om tips fra andre lærere, jeg har fått veldig mye inspirasjon og ideer fra en god kollega som jobber på et trinn over meg. For han er mer lidenskapelig opptatt av jobben sin enn meg. Han sitter hjemme på kvelden og prøver å finne opp kruttet på nytt på en måte, også er han veldig flink til å dele med kollegaene, og jeg tar jo imot så, jeg skal ikke ta så mye credit for det selv.

M: Ja fordi det er på en måte litt derfor jeg skriver denne bacheloren og, det er fordi at vi får ikke så veldig mye undervisning om hvordan vi skal finne undervisningsmateriale, også kommer det liksom noen tilbake som har vært i praksis her og sier at wow de bruker jo ikke læreboken og alt er jo nytt. Også tenker jeg bare så lang tid det tar meg å planlegge en time som ikke skal være fra læreboken. Så det er derfor lurer jeg jo litt på hvor krevende det faktisk er da, fordi når jeg forteller folk også om hvordan det er her, så sier jo folk bare at det må være så krevende, og bare så slitsomt. Men det er jo veldig bra at dere deler litt og ikke må finne på nytt hele veien.

L: ja veldig mange lærere her er veldig gode på deling, og jeg vil jo gjerne være god på det selv. men jeg vet hvor tidskrevende det er, sånn at så langt har jeg bare surfet på en annen sin bølge, og syntes at det er kjempeskjekt, og jeg ser at det fungerer veldig godt.

M: ja nå spurte jeg jo litt om det, men når du finner materiale også, tenker du mye på eksamen da.

L: ja dessverre, jeg gjør det, og jeg har til og med fått tilbakemelding fra elevene mine på det, at men [Lise], du snakker så mye om disse vurderingene og eksamen og 10ende, vi går jo bare i 8ende. og det vet jeg jo, det gjør at jeg legger opp til at du skal være ytre motivert, og det er synd, så nå har jeg på en måte lovet meg selv at ok nå har vi tentamen igjen, og etter det skal vi ha det gøy, selvom de sier at de har det gøy i timene mine, og at de trives veldig godt og at de liker meg kjempegodt som lærer og ville ikke hatt en annen engelsklærer osv osv. så vet jeg at det som lever lengst er den indre motivasjonen, og det må jeg peile meg mere inn.

M: men når du bruker materiale som ikke er på en måte læreboken, gjør det deg litt bekymret for at du ikke når alle målene som skal i følge eksamen, eller nei?

L: nei på ingen måte, fordi at alle de oppleggene som vi har kjørt, om jeg har laget det selv fra bunnen, eller om jeg har fått det delt av andre, så er det med kompetanse mål fra læreplanen, det er alltid med. Så det er ikke sånn, hei jeg har en god ide, la oss gjøre det, det høres kult ut. og det står på den nettsiden og den er kanskje amerikansk og den har ingen ting med vår læreplan å gjøre, nei, da sier du stopp en halv, så finner du fram kompetanse målene, også fyrer du inn alt det du kan. Og det er mye, jeg kan vise deg bully prosjektet vårt, som vi har hatt nå, dette er andre eller tredje trinnet som har gjennomført det, det er et opplegg som varer i 7-8 uker, og det har ingen ting med noen lærebok å gjøre. og altså kompetanse målene, altså det er nesten en A4 side liksom, så det er mye. Så nei for å svare enkelt, ikke bekymret.

M: Så bra! ja hva er egentlig ditt syn på lærebøker?

L: Det er negativt, fordi at, jeg er jo den yngste læreren her da, det skal sies, men min klasse har den samme samfunnsfagboken som jeg hadde når jeg gikk på ungdomsskolen, og det sier mye. Så det er ekstremt negativt, jeg har aldri åpnet læreboken i engelsk. Den heter Enter, jeg har fått den utdelt, og elevene mine har fått den utdelt i starten av skoleåret, så tok jeg vel en titt også bare lukket jeg den og tenkte nei. Og jeg vet at det koster skolene ekstremt mye penger, og de er utdatert i løpet av et år. Og når det kommer til mine fag, som

nå er samfunnsfag og engelsk, hovedsakelig, så gjør det meg liten nytte, egentlig, spesielt i samfunnsfag, utenom historie. I historie går det helt fint å ha en lærebok, når du har om eldre historie for eksempel. Men jeg sentrerer ikke noe undervisningsopplegg rundt lærebøkene som vi har på skolen, for det er utdatert, enkelt og greit. og det koster mye penger, så jeg kunne ønske at vi hadde brukt pengene på noe annet som feks kursing, videreutdanning. for vi ser at vi gjør så mye bra uten bøkene, så hvorfor ikke få de andre med oss og, for det er klart det er mange som bruker de bøkene som en bibel.

M: ja for det er jo det jeg mest sannsynlig ville tenkt, at hadde jeg ikke hatt denne bacheloren og tenkt over det, så hadde jeg nok gjort det. for det virker som det enkle valget på en måte.

L: ja det er det, klart det er det.

M: ja for det er safe, noen har laget de på en måte. men

L: det er veldig lite inspirerende, og det er veldig lite tilpasset opplæring egentlig.

M: har elevene dine lekser?

L: litt

M: og det er egentlig heller ikke i noen bøker?

L: jo nå har vi hatt historie siden januar, så da har vi brukt historieboken, men jeg bruker vel så mye å lese i den boken, som å les den artikkelen eller en PowerPoint som jeg har laget hvor jeg henter mest fra store norske leksikon.

M: Ja for historie endrer seg jo ikke så mye

L: nei, men så er det igjen altså, hvis du bare skal bruke historieboken, også tar du en titt på store norske leksikon etterpå, som gjerne er artikler skrevet av professorer og fagfolk som benytter seg av enda flere kilder enn de som har laget læreboken, så ser du at det er forskjellig informasjon. Men det er jo fint igjen, for du har kildekritikk som på en måte er med i læreplanene, og da kan vi jo bruke det, men det er jo synd for de elevene som bare bruker boken, for nå tror jo de på alt som står i den. Mens i engelsk så har vi som sagt aldri brukt den boken, det er kaos, helt forferdelig bok.

M: Tenker du at læreboken er nok for at elevene dine skulle nådd læremålene, kompetansemålene

L: det er det overhodet ikke, det er det overhodet ikke. og nå har jeg aldri vært sensor. men sånn jeg ser det så skal det godt gjøres å få utvist på en måte høy måloppnåelse, en 5er eller 6er på eksamen, hvis det du klarer å snakke om er noe du har hentet fra den boken, og kun den, for nei, det nei, det er ikke godt nok.
men det kunne vært det, det kunne vært det hvis det hadde fungert med på en måte en hybrid mellom bok og nett. altså hvor, det er veldig, altså mange kollegaer som er negative til en ren e-bok, men hva vi man kunne hatt en bok, som lærebok. med e-bok i tillegg, eller en nettside bare, som var oppdatert jevnlig, for noen prøver på det, jeg ser at Cappelen Damm og noen forlag prøver seg på det, men det er gammelt der og på en måte. Så det kunne fungert, men da må det mer ressurser til hos forlagene og fagfolkene som holder på med dette, til å lage det.

M: ja for nå nevnte du jo på en måte det at for å få høy måloppnåelse så trenger de mer enn boken, og det nevnte de litt i Sør-Afrika også, for der må de jo ha den boken, og der sa jo de

at det funker veldig bra for å bestå, men at man kommer på en måte ikke så mye lenger. så de som skal ha A, de det går liksom ikke helt da. så da har du litt samme da, at for de "svake" elevene, hvis man har lov å si det, så da hadde kanskje boken kunne vært nok, eller nei?

L: ehm, prøver jeg å tenke igjennom kompetanse målene her, jo kanskje jeg kan si meg enig i det, usikker, eller altså jo du hadde jo bestått med boken, det hadde du jo. men det er på en måte ikke der jeg legger listen med mine elever, jeg har høyere ambisjoner på vegene av de og ja.

M: Så har jeg litt spørsmål rundt metodefrihet også, så jeg lurer litt på, hva betyr metodefrihet for deg?

L: Jeg tenker at metodefrihet er viktig, det er viktig for meg som lærer for at jeg skal gjøre jobben min på best mulig måte, at ikke jeg får en sånn tvangshette på en måte ned, at sånn skal du gjøre det på denne måten, der opplever jeg at jeg på denne skolen har 90% metodefrihet, jeg kunne ikke bare hatt uteskole for eksempel. Altså det er de 10% som sier at nei, det hadde ikke gått, men jo da, jeg har tilnærmet full metodefrihet som lærer, og det er utrolig bra. Og jeg føler jeg har mye metodefrihet når det kommer til læreplanene og når det kommer til de nye læreplanene i fra 2020, så blir det enda mer metodefrihet, og det er bra. Og i forhold til elevene så er det veldig viktig med metodefrihet på grunn av at de lærer, vi lærer på forskjellige måter, så jeg i den grad det er mulig legger opp til at de skal få velge hvordan de skal bli undervist og hvordan de skal lære seg fagstoff, men enda viktigere hvordan de skal bli vurdert. Og da prøver jeg å gå i dialog med elevene mine, så mye jeg kan, også er det ganger hvor vi stemmer over ting f.eks. vi stemmer er det nødvendig med en vurdering i dette eller ikke, så elevmedvirkning er viktig for meg og metodefrihet er viktig. Men samtidig så går det også inn i min rolle som klasseleder at de må innom, i løpet av et skoleår, så må de innom ulike måter å vurderes på. Så selvom de gjerne ønsker å kun vurderes muntlig f.eks. så må jeg si at de må være med på minst en skiftelig vurdering, og sånn er det. Det er ikke fri oppdragelse, men det er mye elevmedvirkning, og jeg setter pris på metodefrihet og jeg vil gjerne gi de det, for jeg mener at det er det mest rettferdige, og det er det som er tilpasset opplæring.

M: Sånn som det er i Sør-Afrika da, at de har denne boken som regjeringen har godkjent, også må alle handle etter denne boken. Og der står det liksom, ehm første siden er liksom de to første ukene i første termin, hvordan,,

L: Hele Sør-Afrika?

M: Mhm, alle har akkurat, eller de har åtte bøker i engelsk som de kan velge i mellom, og i hver bok står det detaljert fra uke til uke hva de skal lære, hva de skal gå igjennom og på hvilken metode de skal gå igjennom det etterpå, men samtidig så er det jo på en måte, altså regjeringen har jo gått igjennom dette og sett at det er bra og godkjent det da, ehm, så tror du at du hadde likt på en måte å hatt bøker som er godkjent fra regjeringen, og på en måte sagt at disse er bra, om det hadde vært annerledes enn de bøkene vi har som bare er godkjent fra Cappelen Damm for eksempel.

L: Nei, det tror jeg ikke, men det er jo klart at det blir spekulasjoner på en måte, for jeg vet ikke hvordan det er i praksis, ehm, men nei, det høres ut som et veldig lite, altså det høres ut som du får veldig lite autonomi som lærer da, så det er ikke noe for meg. Men det er noe for mange jeg kjenner. Disse tradisjonelle folkene.

M: Ja for nå har jo jeg klart å finne deg da, som ikke var så veldig tradisjonell, så du er jo veldig motsatt av sånn som de har det i Sør-Afrika, så nå ser det jo litt rart ut i oppgaven min at liksom i Norge så er vi super flinke og har alt utenom, men ja, det var egentlig det jeg

hadde tror jeg. Jeg håper at jeg klarer å bli like flink og kreativ som deg. Det er spesielt imponerende når du bare har jobbet ett og et halvt år, de forteller jo oss at de første årene må man bare prøve å overleve, og ikke være supermann, og ikke gjør noe sykt spennende.

L: Ja det spørts jo hvordan du er som person, altså vi har jo noen som er nye som er veldig flinkiser som gjerne blir overarbeidet, som kanskje lager et bedre grunnlag for videre karriere enn hva jeg gjør, i forhold til at de bruker veldig lang tid på å planlegge, de lager alt fra bunnen, men jeg gir ikke, altså jeg ser på [kollega], og det [kollega] har gjort, og [kollega] sier til meg du vi har gjort sånn sånn gjorde vi i åttende, kan ikke du gjøre sånn også endrer du litt der også, jo selvfølgelig, også gjør jeg det også funker det.

M: Ja men det er jo kjempebra, du trenger jo ikke bruke tid på det hvis det allerede finnes noe bra. Problemet er jo bare hvis det ikke finnes på skolen, også velger man bare den boken.

L: Det er klart, og da går du i fallen, og men samtidig så tenker jeg jo at for en nyutdannet lærer så er det helt greit at du først bli trygg på deg selv som klasseleder og at du blir trygg i rollen som lærer og at du finner ut av hvilken type lærer du skal være, for du tror gjerne at du vet det i praksis, men så kommer du ut også oi nei gud det var kanskje en helt annen, at man finner ut av det i løpet av de første årene, og da bruker lærerboken og er veldig firkantet på en måte. Og så begynner å bli mer eksperimentell, det spørts jo helt hvor lang tid man bruker på den tryggheten da, jeg vet ikke.

M: Men det er i alle fall veldig motivertende at det går an, så raskt, å bare ikke være på den boken. Det er veldig godt å høre at det er mulig,

L: Ja det er det, men det avhenger nok av kollegaer som har samme arbeidsmåte, det gjør det nok.

M: Men man må jo bare håpe at det blir mer og mer sånn i Norge, jeg skulle jo egentlig håpe at jeg hadde funnet en lærer som ikke var sånn og, men det har jeg ikke klart.

L: Nei jeg kunne jo hooket deg opp med noen her, men de sier nei til intervjuer etter endt arbeidstid, så jeg tror ikke det hjelper.

M: Neida, er ikke så lett å etterlyse heller, er tradisjonell lærer som ikke bruket annet enn læreboken.

L: Jeg forstår jo at du vil ha kontraster, men sånn er det.

M: Jaja, sånn er det. Men tipset ditt er altså at gode kollegaer

L: Ja det er jo det jeg ser for meg, hadde jeg begynt et sted hvor det var veldig sånn, læreboken er bibelen, så hadde jeg sikkert også sånn sosialt for å passe inn gjort det sånn. Men jeg begynte på et trinn, hvor det var veldig mange lærere som ikke bruker lærebok, og da bare slang jeg meg på de. Og så nå dette skoleåret begynte jeg på et annet trinn, og her, det trinnet jeg jobber på nå, der er det majoriteten som bruker læreboken som bibelen. Så hadde jeg begynt på det trinnet så hadde det nok vært noe helt annet. For da blir du opptatt av å passe inn, men det driter jeg i nå, for jeg begynte et annet sted på en måte.

M: Ja for det er jo litt det og, man kan jo ikke ha det sånn at alle kollegaene hater en fordi man er den «kule» læreren.

Appendix H: Interview transcription 4

Interview #4

M: Ja, det jeg lurte på først da var hvilket trinn og fag du underviser i?

K: Nå har jeg 5.trinn og da underviser jeg i matte, engelsk, norsk, samfunnsfag og gym

M: Hvor lenge har du jobbet som lærer?

K: 20 år, til sommeren

M: Vil du si at undervisningen din er tradisjonell eller eksperimentell?

K: Noe midt imellom tenker jeg, jeg bruker jo noe tradisjonelt fortatt, men det er jo mye mindre nå enn før selvfølgelig, så noe midt i mellom der.

M: hva slags type undervisningsmateriale bruker du i engelskundervisningen din?

K: Nei vi har jo, vi bruker stairs som læreverk, der har vi en textbook og en workbook, og utenom det så er vel alt det vi gjør på Ipad.

M: Ehm, bruker du ofte stairs?

K: ja vi bruker det jo hver uke, vi bruker det til å lese tekster, også snakke litt om det og gjør gjerne noen oppgaver til det og, men ellers så er alt stort sett oppgaver på Ipad i forskjellige varianter. Vi lager jo masse film der de må snakke engelsk, så grammatikk for eksempel fra at du bare sitter og øver på utfyllingsoppgaver ogsånn, så vi gjør det litt fortsatt, men vi går fort over å gjøre ting på Ipad der de må bruke de samme grammatiske formene.

M: Og det du gjør på Ipaden da, er det ting du har laget selv eller er det ting du har funnet der eller?

K: det er mest ting jeg har laget selv. Eller finner på selv, jeg skal ikke akkurat si at jeg lager det. Men jeg lager gjerne en eksempel film da, for eksempel når vi hadde om «A» og «an» så skulle de finne tre ting, det er liksom de skulle presentere «this is a book», tre ting med A foran og tre ting med an foran, da hadde jo jeg laga en film på forhånd hvor jeg hadde gjort det samme, også måtte de lage sine egne, og da gikk de jo rundt både i klasserommet og i gangen og ute.

M: Det materialet som du bruker i undervisningen, har du selv valgt å bruke det, eller er det skolen eller er det noen som sier hva du skal bruke?

K: ja morra di, neida, men skolen har jo gitt oss Ipadene, og jeg ville jo syntes at det var veldig vanskelig nå å undervise på en skole, spesielt i engelsk, for det er kanskje det faget jeg bruker ipaden aller mest i, og undervise uten det, på samme trinn nå. Jeg ville ikke følt at undervisningen var like bra i hvert fall.

M: Men stairs da, det er skolen som har kjøpt inn det?

K: Det er også skolen som har kjøpt det ja, eller er det kommunalt? Mange i kommunen har det i alle fall, ja jeg tror det.

M: Ja også her har jeg litt spørsmål, for jeg har jo stilt både til ungdomsskole og barneskole, så her har jeg litt spørsmål om eksamen, men man kan jo kanskje stille det samme til liksom ungdomsskolen da, om du tenker veldig på målene til å klare seg bra på ungdomskolen også når du tenker på undervisningsmaterialet, eller om det er mer for liksom, eller ja hva tenker du på når du velger undervisningsmaterialet?

K: Jeg tenker at jeg når i hvert fall, altså kompetansemålene er jo alltid utgangspunktet uansett, men jeg føler jo at jeg når, jeg syntes at jeg når de bedre nå, og det er spesielt fordi at det muntlige kommer så mye mer inn når vi bruker Ipad så mye som vi gjør, så jeg tenker jo at vi følger jo de, og det er ikke noe problem å komme til en eksamen i 10.klasse etter å, altså tror jeg i hvert fall da, etter å ha hatt meg som engelsklærer, jeg tror jo ikke det.

M: Nei, så bra. Hva er ditt syn på lærebøkene? Stairs da i ditt tilfelle, eller andre hvis du vet?

K: Hva jeg syntes om den?

M: mhm

K: Nå har vi ... jeg underviser jo på femte, sjette og syvende trinn og på femte trinn så har vi den nye utgaven av stairs, den syntes jeg jo er bedre enn den gamle. Og tekstene er greie, noen er veldig bra, men så er det jo noen vi dropper og heller finner andre tekster, mer tekster fra virkeligheten eller ting som skjer. Vi har laget noen tekster selv også, men det er jo spesielt de oppgavene som hører til, som er i workbook, der vi bruker ja kanskje hvert fall ikke halvparten av oppgavene, hvor vi heller velger å lage våre egne, som vi da utvikler til et eller annet på med Ipad, for eksempel ved å lage film eller så har vi jo, det er så mange muligheter. Det har vært noe sånn der de skal stille hverandre spørsmål, vi har brukt numbers og lagt inn svarene der og da får de opp fine tabeller og sånt noe, så har det blitt en del av engelsken og, eh, så jeg syntes at stairs, det er helt sikkert ok, jeg er glad for at jeg har den tekstboka, for det sparar oss for en del jobb med å finne gode tekster, men workbook hadde vi vel kunne klart oss uten faktisk. Det tror jeg. Vi hadde klart å lage like gode oppgaver selv.

M: ja. Eh, hvis du kun hadde brukt lærebøkene, tenker du at det hadde vært nok for at elevene dine skulle nådd kompetansemålene, eller føler du at du må tilføye mer for at de skal nå de?

K: Du hadde jo klart det på en del, men spesielt det med muntlig engelsk hadde, der er ikke boka nok.

M: nei

K: Og det gjorde vi jo før og, at vi lagde egne muntlige oppgaver, jeg husker at vi prøvde å ha muntlige oppgaver hver uke, men at det kunne være vanskelig å få til. Så finnes det, det sa jeg ikke i stad, de bruker vi litt da, det glemte jeg å si i stad, stairs har en sånn boks med noen sånne samtalekort, og der som for eksempel går på en del av de grammatiske tingene de skal lære på femte trinn. De bruker vi litt da, som utgangspunkt fra samtaler, men da gjør vi gjerne det, også utvider vi det litt at de intervjuer hverandre og filmer hverandre og, ehm men det er spesielt det muntlige, det er vanskelig med bare å bruke stairs.

M: Mhm. Ja så stairs er kanskje en grei base da? Så må du kanskje bygge videre litt?

K: Ja for det måtte vi før også, men det er lettere å gjøre det nå da.

M: Ja. Så lurt jeg litt på sånn rundt metodefrihet, hva betyr metodefrihet for deg?

K: Hmm, at vi får lov til å finne de oppgavene selv da, at vi får lov å lage, at ingen går og sier at du må følge det og det opplegget, men at vi får lov å lage de oppgavene som vi liker og som vi ser jo at elevene liker. At vi får lov til å holde på med sikkert ting som de ikke gjør på de skolene som ikke har Ipad, og at det blir regnet som minst like bra, og helst da bedre, jeg syntes i alle fall det blir bedre. Det er det første jeg tenker på tror jeg.

M: ja, ehm, skal vi se, ja, det neste her har du på en måte svart på. Men ja du er fornøyd da, men at du har metodefrihet?

K: ja, jeg er veldig glad for det, at vi ikke blir presset inn i å gjøre det samme, hvis alle lærerne skulle følge det samme opplegget så vet jo jeg at da hadde ikke vi kunne gjort alle de tingene som vi gjør på vårt trinn, for der er det jo flere som er ipad kompetente som får til de tingene, mens på andre trinn så er det jo ikke det. Og da ville det jo blitt kanskje et sted i mellom der vi er og der de andre er, og da, da ville det blitt vanskeligere for oss da, det ville ikke blitt like bra. Nei.

M: Ehm, fordi nå er det jo nettopp sånn at jeg har hatt disse intervjuene i Sør-Afrika, og der kan de ikke velge, der har de ingen metodefrihet og de får bøker fra regjeringen hvor det står hva de skal gjøre til hver eneste time, hvor lang tid de skal bruke på hvert tema, hvilken time de skal gjøre det, det står liksom uke 1 og uke 2 da skal de gjøre dette, det skal ta så lang tid og de skal bruke disse metodene. Ehm, og det er jo på en måte et forsøk på at alle skal få den samme type utdanningen, men så er det jo sånn at de bøkene her er jo nøye gått igjennom av regjeringen og det er jo på en måte noen som har sagt at de er veldig gode da, og går god for de. Så hvis vi hadde hatt sånne type bøker i Norge på en måte, som var lagd for at alle skulle nå akkurat det samme da, tror du det hadde endret eh, ja, dine bruksområdet?

K: Ja jeg hadde jo sikkert ikke turt å ikke følge det, nei jeg hadde jo sikkert gjort det, eh, men jeg er jo glad for at jeg slipper det. Men altså det spørs jo litt på hvor gode de er da, uhm, men jeg regner jo med at de ikke innebærer noe bruk av noe tekniske hjelpebidrifter,

M: nei.

K: da sitter de i klasserommet og det er standard gammeldags undervisnings,

M: mmm

K: og jeg føler jo at, for det som vi gjør, eh, en ting er jo at de lærer den engelsken som de skal, men de lærer jo også det andre i tillegg, som de garantert får bruk for når de skal ut i jobb om noen år da, alle de skal jo bruke digitale hjelpebidrifter i en form, og det hadde vi jo mistet hvis vi hadde en sånn type bok. Men jeg regner med at hvis vi hadde fått en eller annen bok fra regjeringen, så måtte det jo vært noe tekniske hjelpebidrifter inni der da, men da måtte man jo vært avhengig av at alle hadde ipad eller pc eller ett eller annet da, da hadde jo det også måtte vært likt, og det er det jo ikke sånn som det er nå da.

M: nei

K: men jeg hadde nok fulgt det hvis vi hadde fått beskjed om det, hadde ikke turt å ikke gjøre det da.

M: nei, men du liker best sånn som du har det nå?

K: Ja jeg er veldig fornøyd med sånn som det er nå. Absolutt.

M: ja så bra, eh jeg lurte litt på, ja fordi stairs, da er det workbook, textbook og samtalekort men det er også en sånn nettressurs

K: ja det er nettressurs, stairs online. Vi bruker den en del, den er veldig god på altså de gramatikkoppgavene er litt det samme som i workbook, at det er utfyllingsoppgaver og noen av de bruker vi, men det som er bra der, det er til hvert kapittel i stairs er det en sånn tekst, typ en eller annen sjanger de skal lære seg å skrive, veldig enkelt på det nivået som vi er på nå, det har for eksempel vært å kunne beskrive en annen person bare, det har vært en, og da er det et veldig bra oppsett for å øve inne i den appen, der du begynner med for eksempel bare å dra ut setninger, du velger et tema først, også drar du ut setninger som passer til, også får du den skrevet for deg. Det er det enkleste nivået, også på det øverste nivået så skriver du hele teksten selv. Så den har vi brukt litt, men det er en sånn, et kapittel hos oss, vi har seks kapitler i den boken, og det er en sånn til hvert kapittel.

M: okei

K: så vi skriver jo mye mer enn det utenom, og det er jo en av de tingene som vi har blitt mer opptatt av de siste åra nå, i hvert fall hos oss, i [navn] kommune, for når du har syvende klasse i engelsk så snakker vi jo litt med syvende [8]. klasse læreren på ungdomsskolen, og det de savnet veldig mye før var at elevene ikke klarte å produsere egen tekst, de klarte bare sånn utfyllingsoppgave hvor de skulle putte inn riktig verb eller riktig substantiv, riktig bøyd og så videre. Så for eksempel den klassen som jeg ga fra meg i fjor, som jeg hadde hatt i femte, sjette og syvende hadde vi jobbet veldig mye med å produsere egen tekst, så vi kuttet ut veldig mange av de utfyllingsoppgavene, sånn at de skrev egne, kanskje bare setninger i starten, men at det ble til egne tekster etter hvert da. Og det får vi jo god hjelp til med stairs online da, men du må jo lage vårt eget litt på mer enn bare den ene oppgaven som er lagd til hvert kapittel, men vi bruker jo litt den malen med at du begynner veldig enkelt og at vi gir deg, ja kanskje en eksepeltekst og at de skal herme etter den og at det etter hvert går over til å skrive mer og mer selv.

M: ja, ja så nå føler jeg at du er litt heldig på en måte da, eller du har jo tatt steget å lære deg Ipad og alt sånt her, men de som kanskje ikke kan så mye om Ipad også, de må kanskje bare sitte med denne boken, eller?

K: ja jeg tror jo at det er noen på skolen hos oss som gjør det fortsatt, følger det mye mer slavisk enn det vi gjør, men det er jo, på skolen hos oss så begynner det jo å bli en god del som har kompetanse, også pleier vi jo å dele litt da, og vise hva vi har gjort, så mange av de filmoppgavene også som vi har laga har vi jo delt og vist, så jeg vet jo at det er flere som har begynt å ta det i bruk, men alle gjør det nok ikke. Noen er nok veldig styrt av boken fortsatt.

M: ja, det her gikk veldig fort, jeg har egentlig fått svar på alt jeg lurte på, er det noe mer du vil tilføye?

K: Eh nei, jeg tror ikke det. Ehm, jeg føler hvertfall at jeg har fått det, man har jo hatt masse hjelpeidler opp igjennom, men det ene hjelpeiddelet vi har nå [Ipad], spesielt i engelsk så er det uvurderlig. I den forrige klassen min for eksempel så var det litt hardt miljø, og de var ingen som turte å si noe høyt på engelsk i klassen, ikke en gang de som var flinke. Da brukte vi jo alt på Ipaden ved at jeg stilte de, det kunne være lekse, at jeg hadde lest inn spørsmålene og at de måtte lese inn svarene, det var måten vi hadde samtale på. De leste inn leseleksene der, i stedet for å lese det høyt i klassen, for det var det jo ingen som ville, de filmene de lagde sendte de bare inn til meg sånn at jeg kunne se de alene, i klassen jeg har nå er det helt annerledes med det, der kan vi vise alt, eh, hvis jeg har sagt det på forhånd at de filmene dere lager nå skal vi vise etterpå. Men det har hjulpet meg veldig, spesielt med den muntlige biten, med de som ikke har tutt å gjøre det i klassen da, nå får jeg jo hørt alle, hver uke, flere ganger i ukken hvis jeg vil det. Det har vært kanskje den aller største åpenbaringen og det er grunnen til at jeg mener at det er det hjelpeiddelet som absolutt har hjulpet meg mest. Ellers så tror jeg ikke at det er noe mer.

M: forresten, gjør du det samme som de andre på trinnet ditt?

K: ja vi gjør stort sett det samme

M: så alle har det samme opplegget?

K: ja

M: ok, så dere lager det på en måte sammen?

K: ja vi snakker jo om det og de oppgavene som er litt utfordrende for de sånn Ipad teknisk, i begynnelsen så gjorde vi jo bare de på skolen, også har vi jo etter hvert da, når de har lært seg hvordan de skal gjøre det, så har vi hatt noe av det i lekse også, og det har alle tre hatt. Selvom vi har en som er helt nyuttatt, vi har måtte lære hun litt opp underveis, men det går fint det altså. Og hun syntes jo det er helt gull hun og. Men vi gjør det samme, hver uke.

M: ja så da hjelper jo det litt. For det virker jo litt krevenede å lage så mye opplegg hele veien på en måte.

K: ja, men jeg syntes det var det i starten, men når du har gjort det, for du bygger jo på en måte på de tingene du har gjort før, også har en ide som har vært god og som har funka, også justerer du litt på det, for eksempel med de gramatikkoppgavene. Jeg har gjort det med preposisjoner, at du må vise forståelsen av preposisjoner, da har vi hatt «the plate is on the table» også setter du den under, «the plate is under», at du filmer det også må de snakke, så får du det i tillegg. Det har vi gjort, så sa jeg a og an i stad, så har vi hatt intervjuer hvor de har spørsmål med to do, der de har intervjuet hverandre, lage manus først også for de som sliter da, så var det egentlig bare å lese det som sto, mens noen kunne jo sitte å snakke helt på sparket. Så det er liksom, du har noen ideer som har funket, også utvikler du de også plutselig så kommer du på, ja kanskje heller vi kan gjøre så det blir flere og flere varianter etter hvert da, så jeg syntes ikke vi bruker så mye tid på det nå, i begynnelsen, når vi begynte med Ipad en til en og jeg viste at jeg måtte gjøre det her, da var det jo noe helt annet. Da satt jeg jo å vrei hjernen for å finne ut av hva kan vi gjøre nå. Men så kommer det litt etter hvert, også

blir jo elevene så flinke at du gir de en oppgave også kan de løse den på flere forskjellige måter, noen med film, noen vil jo skrive, noen vil ha lydopptak, lage podcast for eksempel eh, og når de, med det sjuende trinnet jeg hadde i fjor ble det veldig ofte sånn at de fikk en oppgave også kunne de velge hvilken metode de ville bruke for å løse den, så du endte opp med mange forskjellige svar da, men da må de ha ganske mye Ipad kompetanse. Da hadde de hatt Ipad fra fjerde klasse, også gikk de i syvende, da funka det.

M: mhmm, men føler du på en måte, nå kom jeg på masse likevel, følger du på en måte de temaene som står i boken, eller finner du bare på?

K: nei vi har fulgt de sånn nogen lunde da, for eksempel det kapittelet vi har om nå er om Storbritannia, og da har det vært veldig lett å finne ting og temaer, så har det vært noen tekster, for eksempel så var det om Big Ben, eh, nå var det, jo når vi kom til Wales så var det om Roald Dahl, da var det jo kjempelett å finne stoff og oppgaver og ting, så vi følger, vi har ikke gjort det med alle kapitlene, men akkurat med det som er nå så har vi gjort det, og det er jo veldig enkelt når det er om USA eller Australia, da er det veldig enkelt, men det er noen kapitler, alltid i hver bok så er det et kapittel om dikt, og det er jo helt pain. Og de tekstene er så dårlig og, når du oversetter et dikt fra engelsk til norsk så rimer det jo ikke lenger, så da må vi finne på mere selv. Men vi har stort sett fulgt det som er i boka, men funnet en del tillegg som er innenfor tema selv.

M: Det var veldig gøy, det var akkurat det de sa i Sør-Afrika og, det ene kapittelet om dikt var alltid helt dritt, så da måtte de finne egne dikt.

K: Ja det er litt bedre det som er i den femte klasseboka, siden det er en ny utgave. Men det som var i den sjuende klasse i fjor var helt krise. Jeg vet ikke om vi brukte tekster derifra. Da var kapittelet før om engelsk barnelitteratur, da bare utvidet vi det og tok mer om det isteden for, jeg lurer på om vi bare droppet det helt, da var vi gærne

M: haha. Ja men det er, ja men takk.

Appendix I: Main findings (table)

Table 15: Main findings

Participants	Main findings																
				Material					Freedom for using material	Teachers attitudes about the material they are using					Teachers beliefs about textbooks		
	Main material used in lessons		Self-made/ self-chosen material	Complementary material						Positive attitudes			Negative attitudes		Positive	Negative	
	Textbook	Workbook	Self-made/ self-chosen material	Textbook	Copies	Workbook	Literary books	Games/songs		Digital resources	Movies	Projects	Freedom	Lack of freedom			
Teacher 1 (Tanya)	✓	✓			✓			✓					✓	✓		✓	
Teacher 2 (Paul)	✓	✓				✓							✓	✓		✓	
Teacher 3 (Linda)			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Teacher 4 (Kari)			✓	✓	✓			✓		✓	✓	✓	✓	✓		✓	