

# MASTER'S THESIS

**An Exploratory Study of Teacher Cognition in Norwegian  
Secondary Schools: The Usage of Young Adult Literature in the  
English Classroom**

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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), § 12-1.

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## Abstract

The principal research objective of the present study is an exploration of teacher cognition about didactical questions concerning a new competence aim presented in the English subject curriculum of 2020. The new aim requires students in Norwegian secondary schools to read, interpret and reflect upon young adult literature (YAL), a type of literature that has never been incorporated in the English subject curriculum before. The curriculum does not accentuate what YAL is, why YAL is included or how to utilize this specific type of literature; this remains for the teachers to figure out.

Bearing this in mind, the thesis presents three research questions related to approaching YAL in the English classroom: (1) What are teachers' perceptions of the new competence aim regarding young adult literature (YAL)? (2) How have teachers worked with YAL in the English classroom before this new aim was introduced? (3) What do teachers want to achieve by introducing YAL to students?

A qualitative approach was chosen to collect the data. Six semi-structured interviews of English teachers in Norwegian secondary schools were conducted to gain insight into the topics in question. The interviews were transcribed and thematically analyzed. The study finds that teachers are excited about utilizing YAL in the English classroom because they believe such literature provides students with insight into a range of thematic aspects and boost their language skills in various ways. It is evident from the data that teachers wish to facilitate positive reading experiences in the classroom. However, the participants have a limited understanding of the complexity of YAL, restricting reaching the full potential of the competence aim.

## Sammendrag

Hovedmålet med denne studien er å utforske lærerkognisjon om didaktiske spørsmål knyttet til et nytt kompetansemål som presenteres den nye engelske læreplanen. Det nye kompetansemålet krever at elever på norske ungdomsskoler leser, tolker og reflekterer over ungdomslitteratur, en type litteratur som aldri har vært inkludert i den engelske læreplanen før. Læreplanen fremhever ikke hva ungdomslitteratur er, hvorfor ungdomslitteratur er inkludert eller hvordan man bruker denne spesifikke typen litteratur; dette gjenstår for lærerne å finne ut av.

I tråd med dette presenterer oppgaven tre forskningsspørsmål knyttet til å bruke ungdomslitteratur i det engelske klasserommet: (1) Hva er lærernes oppfatning av det nye kompetansemålet om ungdomslitteratur? (2) Hvordan har lærere brukt ungdomslitteratur det engelske klasserommet før det nye målet ble introdusert? (3) Hva vil lærere oppnå ved å introdusere ungdomslitteratur til elevene?

En kvalitativ tilnærming ble valgt for å samle inn data. Seks semistrukturerte intervjuer med engelsklærere i norsk ungdomsskole ble gjennomført for å få innsikt i de aktuelle temaene. Intervjuene ble transkribert og tematisk analysert. Studien viser at lærere er entusiastiske for å bruke ungdomslitteratur i det engelske klasserommet fordi de mener slik litteratur gir elevene innsikt i en rekke tematiske aspekter og øker språkkunnskapene på ulike måter. Det fremgår av dataene at lærere ønsker å legge til rette for positive leseopplevelser i klasserommet. Deltakerne har imidlertid en begrenset forståelse av kompleksiteten til ungdomslitteratur, noe som kan forhindre lærerne i å nå det fulle potensialet til kompetansemålet.

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## Chapter 1: Introduction

This master thesis explores teacher cognition concerning a new competence aim presented in the new English curriculum subject regarding young adult literature (YAL). The main objective is to gain insight into how teachers want to approach and utilize YAL in the English classroom in Norwegian secondary schools (years 8-10).

### 1.1 Background, Relevance, and Aims of the Study

“While children’s literature often plays a central role in elementary schools’ curriculum, young adult literature journey towards secondary school, but rarely arrives” (Coats, 2011, p. 315).

Finally, YAL has been implemented in the new English subject curriculum of 2020 and has arrived in Norwegian secondary schools. The wording of the new aim is, “Read, interpret and reflect on English-language fiction, including young adult literature” (Utdanningsdirektoratet, 2020). The new competence aim requires reading, interpretation, and reflection upon YAL. These steps can be approached in various ways in the English classroom and will be explored throughout this thesis based on teachers’ cognition of the topic.

### 1.2 Research Questions

The present study is based on research questions inspired by the theory of didactics tied to the competence aim in focus. The present study displays three research questions:

1. What are teachers’ perceptions of the new competence aim regarding young adult literature (YAL)?
2. How have teachers worked with YAL in the English classroom before this new aim was introduced?
3. What do teachers want to achieve by introducing YAL to students?

The fundament for acceptable didactical practice concerning the accomplishment of competence aims is awareness of questions concerning the teachings *what, why,*

and *how*. The first research question seeks to investigate teachers' perceptions of the new competence aim regarding YAL, which can provide insight into the didactical question of *what*. The second research question allows exploration of how teachers have utilized YAL in the English classroom until this aim was introduced, which can supply knowledge about the didactical question of *how*. This research question is formulated as it is because this study was conducted in the fall of 2020 when the teachers had not approached this new aim yet. Lastly, the third research question examines what teachers want to achieve by introducing YAL to students, providing insight into the didactical question of *why*.

## Chapter 2: Theory

The following theory chapter presents a selection of aspects to consider when executing the YAL aim. The chapter accounts for several theories to provide insight into how to approach didactical questions which arise concerning the introduction of YAL in the English classroom.

### 2.1 The Curriculum

The term curriculum is used in this thesis with the meaning they have in the Nordic tradition, a written text or a document that central school authorities have developed to manage general education (Gundem, 2008, p. 16). Mellegård and Pettersen (2012, p. 208) explain that the national curriculum is the formal document of regulation for teaching in Norway. The government imposes teachers in Norway to set up their teaching in accordance with current curricula and management documents. The curricula govern the content in primary and secondary school to promote knowledge. The curriculum is not written for eternity but is based on prevailing views on learning and what kind of skills are emphasized. From August 2020, the Norwegian National Curriculum for primary, lower secondary, and upper secondary education will be replaced by a new curriculum named kunnskapsløftet 2020, hereinafter referred to as LK20. It consists of several elements that must be seen in context: overall part, division of subjects and hours, and curricula in subjects (Speitz, 2020, p. 33). Changes in management documents and in the school's curricula for various subjects are signs that the world around us is changing (Speitz, 2020, p. 34). Goodlad (1979, p. 43-65) designed a conceptual framework of five domains for identifying and understanding the different perspectives on curricula development. These domains are referred to as follows: the ideological, the formal, the perceived, the operational, and the experiential curriculum.

According to Goodlad's connectional framework, teachers are the primary agents of interpreting and operationalizing the curriculum, i.e., the perceived and operational levels. The curricula in LK20 are framework plans that are goal-oriented but which leave the way to the goals of teachers and students (Speitz, 2020, p. 41).

As a result of changes in the national curriculum, the English subject curriculum has also changed its structure. The new current curriculum of 2020 demands new aspects to be explored in the English classroom. Even though many aspects of the curriculum remain the same, English teachers need to implement a new type of literature in their teaching practice, which has not been required before. The new curriculum of 2020 presents a new competence aim after year 10; "Read, interpret and reflect on English-language fiction, including young adult literature" (LK20). This is the new version of this aim from the previous curriculum; "Discuss different types of English-language literary texts from English-speaking countries" (LK06). The main change is that young adult literature (YAL) is explicitly mentioned in the new curriculum, and this is new. The curriculum does not accentuate what YAL is, why this specific change is made or how to utilize this specific type of literature. The aim concerning YAL is very open and does not imply which texts to choose, what is to be learned or how to approach it; this remains for teachers to figure out.

## 2.2 YAL Within the Frame of Didactics

The curriculum is grounded in the theory of didactics. The Greek term *didaskhein* means to teach and is, according to Bjørke and Haukås (2020, p. 19), about the connection between the teaching's justification, content, and implementation. Further, they explain that didactics is traditionally summarized with three basic questions: the teaching's *what*, *why*, and *how*.

*What* refers to what content the subject should have and what learning resources it is appropriate to work with in order to achieve the curriculum's aims in the subject. *Why* can be justified based on research and theories about language, language learning, and language teaching. In addition, *why* should be explained with reference to the curriculum, which determines what the learning processes should be directed towards. The question of *how* can be answered with the choice of appropriate teaching methods and working methods that will help students achieve the learning goals. In relation to reading young adult literature, the theory of didactics can be applied by asking the following questions; *What* is YAL? *Why* use

YAL in the English classroom? Furthermore, *how* does one work with YAL in the English classroom? The following sections will account for answers based on theories for these didactical questions to demonstrate how the new competence aim concerning YAL can be achieved.

### 2.3 *What Is YAL?*

The first question to be asked within the theory of didactics concerns the aspect of *what*. The competence aim highlights YAL as the content for the specific aim in focus. Therefore, an understanding of the term YAL is vital to enable sufficient execution of the aim.

Gubar (2011, p. 209) refers to the literary critic Roger Sale: “Everyone knows what children’s literature is until asked to define it.” The same may be true for young adult literature, which is similar to children’s literature in the sense that neither of them is a genre of literature but rather an overarching category in the world of texts. YAL is a diverse group of texts and differs from other literature because it is not a static genre with fixed characteristics that are agreed upon. Carlsen, C. (2018, p. 128) describes young adult literature as an umbrella term covering a wide variety of genres and formats. Nilsen and Donelson (2009, p. 1) explain that the job of growing up is a demanding task because as young people are trying to become adults, they are also trying to show that they are different from their parents. Further, they explain that this “leaves each generation scrambling to find its own way to be unique, which is one of the reasons that literature for young adults tends to be a contemporary medium.” Each generation wants its own stories. Based on this, YAL continually changes, which makes this type of literature even more complex and challenging to define. However, many researchers have tried to find a suitable definition.

Carlsen, G. R. (1980, p. 1) simply explains that YAL is the literature that adolescents read. Nilsen and Donelson (2009, p. 1) believe that YAL aims at “those who think they are too old to be children but whom others think are too young to be adults.” Furthermore, others disagree and claim there are certain fixed characteristics of this specific type of literature. For instance, VanderStaay (1992, p. 48) states that YAL is literature wherein the protagonist is a teenager or approaches problems from a teenage perspective. Further, he declares that YAL is often written in the first person, is generally of moderate length, and typically describing initiation into the adult world. Campbell (2010, p. 70) argues that the central theme of most

YAL is becoming an adult and finding the answer to the question, “who am I and what am I going to do about it?” She also noted that YAL “must have a climactic epiphany of new maturity as the subtext and be told in the young adult voice from the limited adolescent viewpoint. Campell (2010, p. 75). She also highlights the importance of relevancy and stresses that YAL must be relevant to the lives of young readers in some way. Carlsen C. (2018, p. 129) claims the most noticeable signs of a book’s intended readership can often be found in its visual layout and format, such as colorful covers, multimodal components, combining text and illustrations. As presented, there are several viewpoints on what YAL includes. On the other hand, Gubar (2011, p. 215) contradicts the need for a definition as she argues that it is not possible to generalize how young people react to literature. The varying understandings of YAL leave the teachers to interpret what this type of literature includes and which texts to select for the English classroom.

## 2.4 Why Use YAL in the English Classroom?

Regardless of issues defining YAL, authors continue to write and release this literature because it continues to appeal to the age group. Researchers have established many advantages that defend utilizing YAL in English teaching. These advantages provide answers to the didactical question of *why* use YAL in the subject of English. A selection of the benefits of reading YAL will be presented in the following sections.

### 2.4.1 Reading as a Critical Element in Language Development

The first obvious benefit of reading YAL is that it boosts language development which is critical in the English classroom. Literacy, often defined as the ability to read and write, is considered “a fundamental human right and the foundation for lifelong learning” by UNESCO (Tishakov, 2018, p. 106). Further, Tishakov (2018, p. 106) notes that attaining literacy in English has become indispensable in today’s global village, where extensive amounts of information are found only in English. She goes on by explaining that as a component of literacy, reading is a significant source of input for English learners as it supports the development of various skills such as vocabulary, grammar, and writing. Bjørke and Grønn (2020, p. 141) describe reading in the target language as a key element in the language learning process. Moreover, they establish that through text reading in English, the students develop their knowledge of the language in a broad sense. They confirm what they already know when they encounter familiar words and phrases, shapes and inflectional

patterns, and different types of texts. At the same time, they are challenged to perceive new words and expressions by language and genre. The fact that the students are exposed to words and grammatical structures in a new context helps consolidate and divide their previously acquired language skills (Bjørke & Grønn, 2020, p. 141).

Reading is defined as a receptive skill, which Tishakov (2018, p. 107) describes as where language is taken in and processed but not actively produced. However, Tishakov (2018, p. 107) accentuates that it is not a passive skill because the process of reading involves a complex procedure of receiving and interpreting textual information, which requires active cognitive processing. Reading in a foreign language is different from reading texts in the first language. Reading in a foreign language is a more complicated cognitive process because at least two languages are always involved (Koda, 2007, p. 1). When students in Norway read English YAL, at least two languages are activated; Norwegian and English. Moreover, for students who master other languages, even more languages are activated in the process of reading.

Bjørke and Grønn (2020, p. 143) establish that reading can be described as two sub-processes: decoding and comprehension. Decoding is about the technical side of reading. It has to do with identification and do because it means that one can read the word and immediately recognize it as it is already stored in what Bjørke and Grønn describe as a mental encyclopedia that expands over time. When students read texts as YAL in English, they will continuously encounter new words in the texts. Such new words cannot be retrieved from the previously mentioned mental encyclopedia because they do not exist. Bjørke and Grønn (2020, p. 144) therefore advocate that the students need to build a rich vocabulary as this will lighten the task of reading in English. Comprehension goes beyond the word level, where one finds connections, processes words and sentences. Comprehension is also about interpretations of messages in texts as a meaning-seeking activity.

#### 2.4.2 More Than Language Learning

Even if reading YAL in English contributes to increased language skills, Wolf et al. (2011, p. 1) highlight in their introduction that reading is as much a social, political, and embodied experience as it is cognitive. They explain that cognitive views on reading rely on the belief that the mind is schematically organized and seeks reason and form, while social, cultural, and political theories understand reading as an effort, and often a struggle, to establish one's

vision and experiences as meaningful and valued. Further, Wolf et al. (2011, p. 1) inform that many teachers and educational researchers look to young people and their social worlds to understand what connects them to reading. Thematic dimensions presented in YAL are therefore connected to issues prominent in youth's worlds. Coats (2011, p. 318) examine that YAL tends to appear in thematic clusters, which mirrors the view that growing up is a demanding task. Meaningful literary texts create various perspectives to add to the richness of the reading experiences by enabling readers to situate themselves within the themes under consideration (Coats, 2011, p. 316). In addition to this, reading YAL helps students entering the world of the unknown and experiencing the perspectives of other people.

Several researchers report on the benefits of reading YAL that go beyond aspects of language and reading skills. Bean and Moni (2003) find in their study that reading YAL gives students insight into new cultures. Batchelor, Ramos, and Neiswander (2018) report that YAL provides students with possibilities of reflections around gender and sexual identity. Hughes and Laffier (2016) show that the causes and consequences of bullying are prominent themes that YAL can help students understand. Reading YAL can also stimulate discussions on race (Bishop, 1990). In addition to this, Hazlett, Sweeney, and Reins (2011) establish that reading YAL has the benefit of strengthening classroom inclusion because it increases social perception. As accounted for, there are many advantages of reading YAL that can be utilized in the English classroom. However, Wolf et al. (2011, p. 1) stress that national policies impose more restrictions on extensive reading and focus more on testing outcomes; they often worry most about the cognitive aspects of reading, such as word identification and language comprehension skills.

## 2.5 How Does One Use YAL in the English Classroom?

As previously mentioned, the curriculum does not imply which methods to use when exploring YAL in the English classroom. It only states that students are to read, interpret and reflect upon the literature. The answers to the didactical questions of *what* and *why* create the foundation of proceeding to the complex question of *how*. A selection of suggestions for approaching the didactic question of *how* will be addressed in the following sections.

### 2.5.1 Text Selection

The first aspect to consider in regards to how to execute this competence aim is text selection. Knowing that YAL is so rich and diverse, teachers must be aware of the task of choosing the “right texts.” Williams (2013, p. 163) stresses that for English teachers, the task of text selection is a critical one, especially since the Norwegian English curriculum has moved away from recommending specific literary texts towards exciting and advantageous flexibility. However, this advantageous flexibility is not always utilized. Drew and Sørheim (2009, p. 115) explain that there is a strong textbook tradition in Norway.

According to Vilà (2020, p. 305), research shows that in Norway, many teachers often regard the textbook as a syllabus to a greater extent than the curriculum itself. This research suggests that teachers are using the textbook as a teaching aid to a large extent. A teaching aid can be defined as anything that teachers or learners can use to facilitate language learning (Richards & Schmidt, 2010, p. 354). If teachers mainly utilize the textbook as a learning aid, there is less chance that teachers are taking advantage of the flexibility the curriculum opens up for concerning introducing students to what is called authentic texts. Vilà (2020, p. 306) describes authentic material as texts that are not produced with a pedagogical purpose. It could be any written or oral texts intended for native speakers of the target language. Vilà (2020, p. 306) establishes that there is a widespread belief that authentic texts offer greater lexical and grammatical complexity, which leads teachers to prefer to use simplified texts to avoid frustration over students’ lack of understanding. However, according to Ellis and Shintani (2014, p. 164-166), the usage of authentic texts has received extensive support in foreign language didactics for the past 30 years. Vilà (2020, p. 306) Emphasizes that authentic material is an excellent source of language learning because it exposes the student to linguistic input and the cultural dimension. However, the most common reason is that such texts are, in themselves, more interesting than constructed texts as they aim to convey a message rather than illuminate the target language (Gilmore, 2007, p. 107). Awareness of the benefits authentic texts bear in a classroom setting may encourage teachers to utilize them more. However, the question of which texts to choose still remains.

There are several tools teachers can use in the task of ensuring good texts for the English classroom. Williams (2013, p. 166) expresses that the main principle of text selection is literary quality, which she explains as literature that enables classroom analysis, discussion,



and activities, in addition to reading pleasure. Williams (2013, p. 167) recommends utilizing online resources because they offer a long-term solution to choosing updated texts, with literary merit indicated by awards and prizes as an obvious starting point. Williams (2013, p. 166-167) goes on to encourage teachers to research online lists of English YAL awards and prizes as the winner texts appeal to both sexes, and at the same time explore current issues such as gender, race, and equality, which are relevant for the target age group. However, it can be beneficial for teachers to not only rely on other's text selection and online lists but also be able to carry out informed text selection unchaperoned. Critical literacy is an approach that can help teachers with text selection.

#### 2.5.1.1 Critical Literacy as an Approach for Selecting Texts

Critical literacy is a theoretical framework that sheds light on how texts are powerful tools and how they influence the readers in various ways. Janks (2014, p. 1) stresses the importance of awareness of the fact that no texts are neutral and that there is a need to develop ways to recognize texts' effects on us. Janks (2014, p. 1) goes on to highlight the key issue for critical literacy, which is whose interests are served in different texts.

Critical literacy focuses on how human discourses, including having different values, beliefs, and experiences, affect how we see the world and impact our versions of the truth. Janks (2014, p. 2) explains in her introduction to the book, *doing critical literacy*, that texts are not neutral, but on the other hand, they are partial in the sense that they only offer a part of the story in addition to reflect the point of view of the text producer. According to Janks (2014, p. 18), this means that how we see the world affects the way we present the world to other people, and that where we stand socially and ideologically shapes the way we construct texts and the way in which we read texts. Janks (2014, p. 2) argues that texts are constructed and that anything constructed can be de-constructed. De-construction is to pull a text apart and look at the alignments of different elements and how they operate. This contributes to a deeper understanding of the message behind texts, which is crucial to be aware of in providing texts for students to combat spreading harmful underlying messages present in literature.

Sarah McNicol (2016, p. 1) claims that there is no single accepted definition of critical literacy. However, there are still core elements that can be agreed upon. Firstly, critical literacy is concerned with the social and cultural contexts in which texts are created and read.

The approach taken in critical literacy is not to read texts in isolation but to develop an understanding of the cultural, ideological, sociolinguistic contexts in which they are created and read. Janks (2014) has developed a model that teachers can utilize in the process of text selection in order to ensure good literature for the English classroom. According to Janks' (2014) model, critical literacy work has to pay attention to questions of *power*, *diversity*, *access*, *design*, and *redesign* present in texts.

Attention to *power* from a critical literacy perspective means being aware of the connections between language and power (Janks, 2014, p. 5). Further, she explains how critical literacy raises awareness of how language can be used to maintain and challenge existing power forms. Janks (2014, p. 5) highlights that societies have different views on whose voice is heard and validated, and it affects our ideas of whose language is essential and who is not. According to Janks' model of critical literacy, a person with a lack of power's opinions and beliefs will not be perceived as important compared to the opinions of a more powerful individual. Teachers must be aware of this because it may affect which authors and texts are chosen for the English classroom. In relation to diversity, critical literacy encourages the reader to uncover negative attitudes towards difference and diversity (Janks, 2014, p. 6). A typical sign of this mentality is the usage of terms such as *us* and *them*, which construct a division between groups of people. This aspect is crucial for teachers because a diverse group of students will be present in today's Norwegian secondary school classrooms. Teachers are required by the Education Act to ensure that the education and training provide insight into cultural diversity and show respect for the individual's convictions and promote democracy and equality (Opplæringslova, 1998, §1-1). This law highlights a positive attitude towards diversity that teachers can convey through critical selections of texts. The third idea Janks' model includes in the framework for critical literacy is *access*. According to Janks (2014, p. 7), questions about who gets access to what and why are important to consider. This can, for instance, be the language of power, knowledge, or education. Whoever gets access to such elements will have a better chance of being heard. Again, this may affect which texts are easily available and accessible. The last aspect of Janks' model is what she names *design* and *redesign*. Janks (2014, p. 8) claims that looking at design enables us to talk about how we select and organize the full range of meaning-making signs included in texts such as layout, images, colors, and fonts. For instance, a book's cover may influence our selection of literature because it appeals to personal preferences. Concerning redesign, Janks (2014, p. 8) describes this as the deconstruction of texts. This is an act of transformation where one pulls

the text apart and transforms it. Janks goes on to stress that from a critical literacy perspective, each redesign should contribute to creating a world where power is not used to disempower others, where difference is seen as a resource, and where everyone has access to social goods and opportunity.

All these aspects of the model are rather complex issues and require practice to master. However, utilizing critical literacy contributes to creating awareness of underlying messages hidden in texts and can work as a guideline for teachers in selecting YAL for secondary students to prevent the danger of unknowingly spreading harmful attitudes through chosen literature.

### 2.5.2 Reading Approaches

After selecting a text for the English classroom, there are decisions to be made regarding reading approaches. A number of methods can be applied to reading. When reading YAL in the English classroom, there are two main approaches; *intensive* and *extensive* reading.

Intensive reading is reading accurately, focusing on details in the text, and often includes close reading of shorter texts (Bjørke & Grønn, 2020, p. 156). Reading in the English textbook is a typical example of intensive reading because such books include shorter segments and are often followed by questions about details in the text. Carlsen, C. (2018, p. 125) defines extensive reading as reading for enjoyment in order to improve one's general language skills. He advocates for extensive reading projects in secondary schools and claims it ensures motivation, variation, and decision-making in the language classroom. He also supports the idea that such a project could be designed in partnership with other subjects and is an opportunity to work interdisciplinary. Park (2020) carried out a study where two classes of secondary students with English as a Foreign Language received either extensive reading or intensive reading instructional treatments for 12 weeks. For the results, the study revealed that the extensive reading approach fostered positive reading attitudes significantly more than the intensive reading approach. In addition, Park's (2020) analysis indicated that the extensive reading approach demonstrated a significantly positive effect on participants' reading attitudes compared to the intensive reading approach. Based on this, it can be beneficial to work with YAL through an extensive reading approach to ensure a good reading experience among students. Williams (2013, p. 186) summarize the importance of

choosing the right texts accompanied with providing students with possibilities for extensive reading in the English classroom and states,

“The Norwegian English curriculum gives teachers the wonderful opportunity and responsibility of choosing the best, most stimulating, most relevant books to inspire their learners. Introducing young readers to quality, variety, and choice from the earliest opportunity will give them agency and create the appetite for continuing extensive reading.”

### 2.5.3 Motivation

The previous section shows that it can benefit the students to approach reading YAL in an extensive procedure. When choosing an extensive approach to YAL, teachers need to keep the students motivated. Crumpler and Wedwick (2011, p. 66) report an established link between engagement and achievement regarding young students reading literature. Further, they explain that teachers must focus on what they do in the classroom to motivate all students while accepting their unique reader identities and personal preferences. Motivating students is a complex and demanding task that requires insight into the theory of motivation, which is a field of its own.

#### 2.5.3.1 Self-Determination Theory by Ryan and Deci (2000)

There are several theories within the field of motivation. One prominent within the field was developed by Ryan and Deci (2000) and is called the *self-determination theory* (SDT). Ryan and Deci (2000, p. 69) express that motivation is highly valued because of its consequences: motivation produces and is therefore of preeminent concern to those in roles such as teachers whose job involves mobilizing others to act. A significant focus of SDT has been to supply a more differentiated approach to motivation by asking what kind of motivation is being exhibited at any given time. By considering the perceived forces that move a person to act, SDT has been able to identify several distinct types of motivation, each of which has specifiable consequences for learning, performance, personal experience, and well-being. Ryan and Deci (2000, p. 68) have identified three basic needs crucial for motivation: the need for *competence, autonomy, and relatedness*.

The first aspect of Ryan and Deci's (2000) SDT is *competence* which emphasizes that students need to feel that they can do something and experience mastery. Teachers must therefore facilitate that students with YAL that suit their level in the English subject. The second aspect of *autonomy* highlights that students need to feel that they can make their own choices. Based on this knowledge, teachers must facilitate students' opportunities for making bigger and smaller choices in the classroom. Concerning the competence aim in focus, this implies that the teacher must provide students with opportunities for selecting the YAL they would like to read. The third aspect is *relatedness* and advocates for the students' need for belonging. This indicates that the teacher must ensure the students feeling of being included and accepted as they are. A way of approaching the aspect of relatedness is to respect that students are individuals with individual preferences with literature. Relatedness also includes the student's need to feel safe in the classroom. To secure this, teachers must never imply that there is something called right and wrong when students interpret and reflect upon YAL.

Ryan and Deci (2000) are also known to have further developed the theories of inner and outer motivation. They explain that the term extrinsic motivation refers to an activity's performance to attain some separable outcome and, consequently, contrasts with intrinsic motivation, which refers to doing an activity for the inherent satisfaction of the activity itself (Ryan & Deci, 2000, p. 71). Ryan and Deci (2000, p. 70) express that perhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, the inherent tendency to seek out novelty and challenges, extend and exercise one's capacities, and explore, and to learn. Further, they claim that their research revealed that tangible rewards and threats, deadlines, directives, pressured evaluations, and imposed goals diminish intrinsic motivation because, like tangible rewards, they conduce toward an external perceived locus of causality.

Ryan and Deci (2000, p. 71) demonstrate strong links between intrinsic motivation and satisfaction of autonomy and competence. They also present some work suggesting that the need for relatedness may also be necessary for intrinsic motivation. Students can achieve good learning outcomes through both extrinsic and intrinsic motivation, and there are often fluid transitions between them. Nevertheless, supporters of the self-determination theory warn against placing too much emphasis on external motivation, as it can have negative consequences for internal motivation (Håukås, 2020, p. 327).

In summary, Deci and Ryan's self-determination theory encourages that language teaching should facilitate the students' feeling of competence, autonomy, and relatedness, which is decisive for how motivated they are for reading YAL.

#### 2.5.4 Reflection, Interpretation, and Understanding of YAL

Insight into approaches for text selection and motivation is crucial in facilitating positive reading experiences with YAL in the English classroom. However, the competence aim does not only require the students to *read* the literature but also to *reflect* and *interpret* what is being read. An acquaintance of the theory of hermeneutics can be a valuable tool to gain insight into the aspects of reflection and interpretation of YAL.

##### 2.5.4.1 Hermeneutics and Reading YAL

In a cognitive learning perspective, which focuses on how information is organized and stored in memory through thought processes, reading is considered an individual process, and according to Kulbrandstad (2018, p. 54), one is concerned with describing what happens inside our heads when decoding and reading words and texts. Even if reading can be seen as an individual process, it can also be viewed as a social process. The sociocultural learning theories regard reading as precisely a social process (Dysthe, 2001). Bjørke and Grønn (2020, p. 147) explain that the interaction between the reader, other readers, text, and the environment is crucial for understanding. Further, they claim that processing and reflective discussions often occur in communities with others. The classroom is a social setting that provides a foundation for such discussions. As already presented, the competence aim regarding YAL requires the students to reflect and interpret the selected literature. Bjørke and Grønn (2020 p. 141) explain that by reading literature in a foreign language, the students expand their knowledge horizon by developing their English language and learning about geographical areas and people's ways of thinking, lifestyles, and cultures. Laila Aase (2005, p. 107) elaborates that learners can develop understanding by reading books in the classroom and, thus, expand their minds. She goes on to highlight the school's role in facilitating shared reading situations in which the reading takes place within a hermeneutic community and where the classroom is an arena for various interpretations and understandings.

Kjørup (2014, p. 45) refers to hermeneutics as the doctrine of interpretation. As human beings, we constantly interpret the world around us, including texts, films, music, or

conversations. YAL is, therefore, an element to be interpreted. Kjørup (2014, p. 46) argues that the distance between sender and recipient of a message accelerates interpretations. When reading YAL, the students will experience this distance, and according to the theory of hermeneutics, interpretation will determine how the students understand the literature. Kjørup (2014, p. 45) argues that from a modern perspective, all understanding is a result of interpretation. Understanding is a critical concept within hermeneutics, and the theory describes conditions for understanding to take place. Gadamer (2001, p. 147) alleges that all understanding is linguistic and that language is the medium that makes understanding either a success or failure. Kjørup (2014, p. 49) refers to Ast, which raises the question of how it is possible to understand individual parts one encounters when the understanding actually presupposes an entirety that one cannot yet overlook. Kjørup (2014, p. 48) continues to refer to Ast, who claims, "The fundamental principle of any kind of understanding and realization is that one must find the spirit of the entirety in the individual and comprehend the individual through the entirety." Kjørup (2014, p. 49) further informs that the term circle is utilized to visualize the basic hermeneutic principle that deals with understanding. In short, the hermeneutic circle illustrates that understanding degenerates into a process in which one must understand the part to understand the entirety and understand the entirety to understand the parts. Sletnes (2019) explains that the circle can better be drawn as a spiral because the understanding is continuously changing. The spiral illustrates that the process of understanding never ends but remains open in which the person will make his understanding available for change and possible improvements.

Other essential aspects of hermeneutics are preconceptions and prejudices. Kjørup (2014, p. 55) addresses that pre-understanding is the phenomenon that any understanding is based on a previous understanding. Therefore, he advocates that prejudice, which is part of our preconception, should not be perceived as something negative in a hermeneutic context. From a hermeneutic perspective, prejudice will serve as a basis for a new understanding to emerge. Prejudices are rooted in who we are as human beings. Without prejudice, we will thus not achieve understanding. At the same time, Kjørup (2014, p. 55) clarifies that understanding requires openness and that not all prejudices should be maintained. With openness, the students will be able to expand their horizon of understanding when reading YAL, but the past will always be the foundation on which it is built. Husserl, referenced in Kjørup (2014, p. 55), has used *horizon* as a term to explain the limits of everyone's possibilities of understanding. Gadamer (2004, p. 291) describes that understanding is a process in which

horizons, which individually exist, merge. According to the theory of hermeneutics, this is the goal of understanding and is called a horizon fusion.

## Chapter 3: Method

As outlined in chapter 1, the present study intends to investigate how a selection of English teachers in the Norwegian secondary school perceive and think about the new competence aim concerning YAL. This chapter includes a thorough review of the justification of the selected method, how the data collection was conducted, ethical considerations, and the crucial aspects of validity and reliability concerning this study.

### 3.1 Research Methods

All research begins with a burning question, a sense of curiosity, openness to discovery and is conducted to serve a purpose, answer questions or prove a hypothesis (Salmons, 2012, p. 1). Oxford University Press (2021) defines research as “a careful study of a subject, especially in order to discover new facts or information about it.” Therefore, my choice of method is the road I chose to discover the new information that will be presented in this study.

Research methods are divided into two basic approaches: qualitative methods and quantitative methods. Mackey and Gass (2015, p. 3) stress that this distinction is somewhat simplistic as the relationship is best thought of as a continuum of research types. However, this distinction is valuable for gaining a basic understanding of the characteristics of different types of research. Quantitative research generally starts with an experimental design in which a specific hypothesis precedes the quantification of data with follow-up numerical analyses. Qualitative studies, on the other hand, generally are not set up as experiments; the data cannot be easily quantified, and the analysis is interpretive rather than statistical (Mackey & Gass, 2015, p. 3) Mackey and Gass go on to stress that there is no perfect approach; there are strengths and weaknesses to all. Further, they explain that it is equally important to recognize that whatever research method to be chosen needs justification using that particular methodology in light of the research questions.

As presented earlier, the research questions I seek to answer are open-ended, and I do not have a specific hypothesis. Mackey and Gass (2015, p. 216) explain how qualitative research is often process-oriented or open-ended with emergent categories. Further, they explain how qualitative researchers tend to approach the research context by observing whatever may be



presented there and letting further questions emerge from the context. Based on this, a qualitative design appears to be the correct choice of method to get adequate answers to my research questions because of their exploratory nature.

However, even if my choice of method is mainly qualitative, I use phrases such as “most of,” “many,” “several,” “lack of,” and “few” to illustrate and discuss aspects of my collected data. These terms are quantitative, and therefore I want to remark that this present study has elements of quantitative characteristics.

### 3.2 Teacher Cognition Research

My research questions seek to investigate teachers’ beliefs and experiences surrounding didactical questions concerning the usage of YAL. During teacher education, every teacher-student acquires knowledge of the didactical questions consisting of what, how, and why of language teaching. However, Haukås (2018, p. 345-346) highlights how teachers interpret and engage with new didactic material is affected by the fact that they already have their own beliefs about how a foreign language should be taught. Naashia Mohamad (2006, p. 21) concludes, “A teacher’s beliefs represent a complex, inter-related system of often tacitly held theories, values and assumptions that the teacher deems to be true, and which serve as cognitive filters that interpret new experiences and guide the teacher’s thoughts and behavior.”

Borg (2003, p. 81) uses the term teacher cognition to refer to the unobservable cognitive dimension of teaching what teachers know, believe, and think. Borg (2015, p. 46) claims that, empirically, teacher cognition research has affirmed the active role teachers play in shaping classroom events and highlighting the complex nature of classroom decision-making. Further, he explains that such research has provided evidence of how teachers’ beliefs and knowledge influence what teachers do in the classroom (Borg, 2015, p. 46). Key questions addressed in teacher cognition research include the following (Borg, 2003, p. 81);

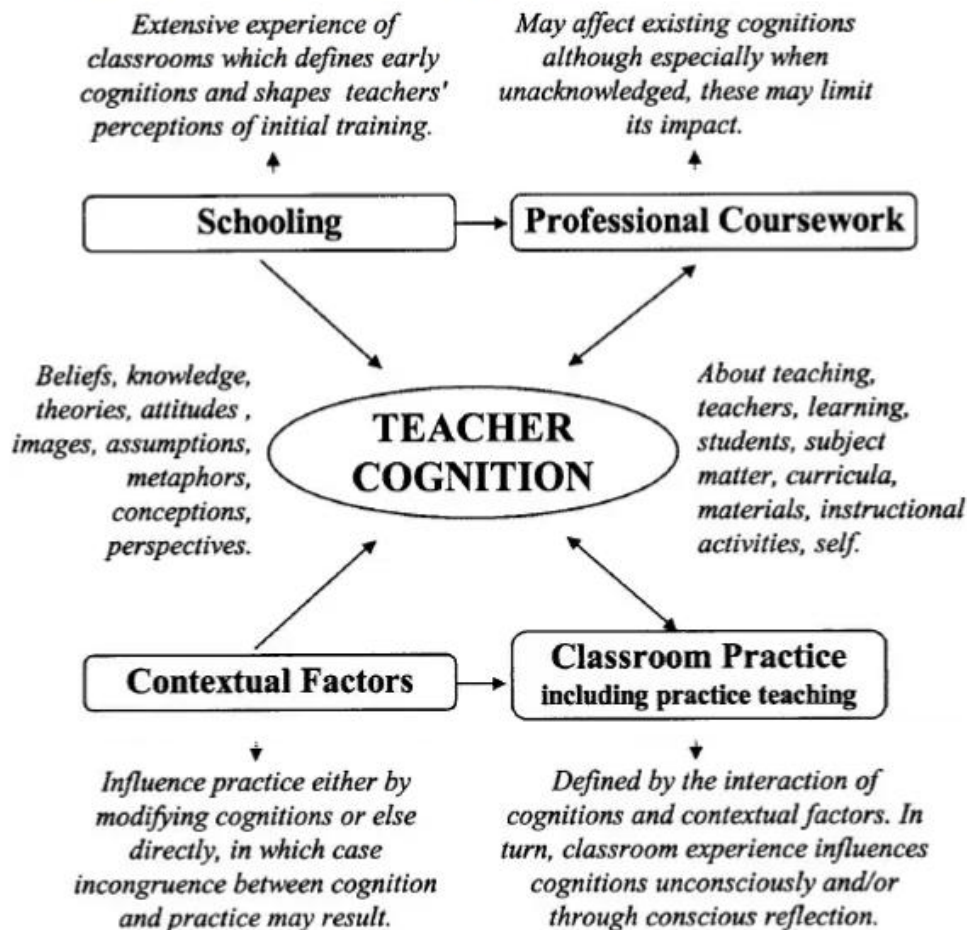
- What do teachers have cognitions about?
- How do these cognitions develop?
- How do they interact with teacher learning?
- How do they interact with classroom practice?

Borg (2003) summarizes the answers to these questions by visualizing the complexity of these matters in the following figure.

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### Teacher cognition in language teaching

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**Figure 1.** Borg's model: Teacher cognition (Borg, 2003, p. 82).

Figure 1. demonstrates that teachers have cognitions about all aspects of their work. Borg professes that teachers' cognitions emerge consistently as a powerful influence on their practices (Borg, 2003, p. 91). This makes teacher cognition a relevant field within the research of teaching. The work Borg (2003) reviewed in his article reflects a wide range of research methods that are primarily qualitative. This reflects that a qualitative method is adequate for reaching new conclusions within the field in this inquiry domain.

### 3.3 Interviews

A wide variety of techniques are used in the collection of qualitative data. “Each approach and method can be seen as contributing to its own piece of the puzzle in qualitative researchers’ attempt to obtain rich, detailed, participant-oriented pictures of the phenomena under study” (Mackey & Gass, 2015, p. 219). In order to answer my research question, I need insight into teachers’ cognition which is a phenomenon not easily observable. Interviews are valuable to teachers because, properly conducted, they can provide insights into people’s experiences, beliefs, perceptions, and motivations (Richards, 2009, p. 187).

Richards (2009, p. 183) advocates interview as a choice of method because it will allow the researcher to probe beneath the surface. Interviews hold out the possibility of understanding the lived world from the participant’s perspective, and according to Richards (2009, p. 187), such understanding can be invaluable in a profession like teaching. Interviews as a data collection method lie at the heart of qualitative research, where the focus is on the nature of experience (Richards, 2009, p. 195). Interviews as a qualitative data collection have been described as a “conversation with a purpose” (Burgess, 1984, p. 102). In order to ensure quality results within research, there is a vital need for quality instruments suitable for conducting the data collection. Qualitative interview research is unique because the researcher is the instrument for gathering the data (Salmons, 2012, p. 1), as opposed to, for instance, questionnaires where the surveys are the instrument. Brinkmann and Kvale (2018, p. 2) describe interviews as a craft with techniques learned through extensive practice. Richards (2009, p. 195) states, “interviews are easy to do but hard to do well.” Hence, interviewing is not a task that must be taken lightly. In order to produce quality knowledge through the process of interviews, several factors were considered in the present study.

#### 3.3.1 Sample

A characteristic of qualitative data collection is a limited number of participants. Rather than being concerned about issues of generalization and using a larger group of subjects, qualitative researchers tend to work more intensively with fewer participants (Mackey & Gass, 2015, p. 216).

The research questions demand that the target group of this study is English teachers in Norwegian secondary schools. The sample targeted English teachers working in 8-10th grade with study points in English from higher education to ensure participants’ competence.

Brinkman and Kvale (2018, p. 11-12) recommend interviewing as many subjects as necessary to find out what is needed to know. In qualitative interview studies, a common pitfall is that the number of subjects is either too small or too large. If the number of subjects is too small, it is not easy to find patterns within the data set. If the number of subjects is too large, there will hardly be time to make penetrating analyses of the interviews. As a novice researcher, it was tricky to know what number of participants would be adequate to answer my research questions. On the recommendation of my supervisor, I decided to aim for six subjects for this project.

The selection of the teachers is grounded in *convenience sampling* (Befring, 2004, p. 135), which is based on practical and financial considerations such as accessibility. The sample consists of the six first English teachers from Norway who accepted the request to participate in the present project. Three women and three men were recruited via email from the suburbs of Bergen and Drammen. An overview of the participating English teacher is provided below in Figure 2.

Topics	Participant 1 (Man)	Participant 2 (Woman)	Participant 3 (Man)	Participant 4 (Woman)	Participant 5 (Woman)	Participant 6 (Man)
Length of teaching career	7 years	4.5 years	4 years	20 years	20 years	10 years
Study points in English	60	60	45	62.5	30	60
Grade level	10 <sup>th</sup> grade	10 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> grade	9 <sup>th</sup> grade
Area	Bergen	Bergen	Bergen	Bergen	Bergen	Drammen
Other subjects they teach	Social studies Spanish Music Programming	Mat og Helse KRLE	Social studies Mathematics Kunst og Håndverk	Social studies KRLE Music Internasjonalt samarbeid	Social studies French Norwegian Utdanningsvalg	Norwegian

**Figure 2.** Overview of participants.

### 3.3.2 Selection of Interview Style

There are several styles to choose from within the field of interviews that range from very structured to very open. I chose to conduct semi-structured interviews, which Mackey and Gass (2015, p. 225) describe as an interview where the researcher has a list of questions as a

guide while still having the freedom to digress and probe for more information. The researcher knows what topics need to be covered and, to a large extent, what questions need to be asked, so a degree of comparison is possible between the conducted interviews (Richards, 2009, p. 185).

I experienced that this style of interview had many advantages as I carried out the data collection. Because the interviews were interactive, I could request additional data if the initial answers were not specific or off-topic. I experienced that semi-structured interviews opened up for the participants to reveal new aspects that I had not thought about, which is always welcomed in an exploratory qualitative study. Richards (2009, p. 186) summarizes that semi-structured interviews are where the interviewer has a clear picture of the topics that need to be covered but is prepared to allow the interview to develop in unexpected directions where these open up significant new areas. Further, he explains that part of the skill in using semi-structured interviews lies in allowing the interview to develop naturally, so the respondents do not feel that they are merely replying to questions.

Brinkmann and Kvale (2018, p. 8) explain that a good interview question should contribute thematically to knowledge production and dynamically to promoting a good interview interaction. When I designed my interview guide, I kept this in mind by producing questions that had an understandable everyday language to ensure a good conversation flow. Theoretical terms used in questions were strictly limited, and if used, I made sure to explain what was meant by it to ensure a good interaction. Brinkmann and Kvale (2018, p. 10-11) list different types of questions that can be used in a semi-structured interview, such as introductory questions, follow-up questions, probing questions, specifying questions, direct questions, indirect questions, structuring questions, silence, and interpreting questions. All of these variations were employed as I conducted the interviews.

Another way to ensure a quality interview is to consider the structure of the interviews as crucial. Richards (2009, p. 186) remarks that it may seem logical to begin with structured questions and then move on to open questions. However, he goes on to explain that this is unlikely to work well because the interviewee will get used to providing short answers, which will make it difficult to switch over to a more open model. Based on this, Richards (2009, p. 186) advises beginning with an open question. I followed this recommendation by including an open question in the interview's introductory phase as a warm-up for the participants. I

selected the following question; “What is the best thing about teaching English?” to catalyze open responses during the remaining interview. I experienced this to be a success because it got the participants into a mode of elaborating on topics, which was what I wanted for this study.

### 3.3.3 Setting the Interview Stage

In addition to considering the formulations of questions and the interview’s structure, the interview stage setting is crucial for the outcome. Brinkmann and Kvale (2018, p. 6) stress that the interview setting should encourage the interviewees to describe their points of view on their lives and their worlds. The key is to make sure the informants are comfortable.

#### 3.3.3.1 Digital and Traditional Interviews

When scheduling the interviews, it was vital to let the participants decide when, where, and how, so it was executed on their terms to make them feel as comfortable as possible. Due to the global pandemic of Covid-19, several informants asked for a digital interview to limit social contact. Salmons (2012, p. 2) encourage the use of videoconferencing, which allows for an interview that closely resembles the natural back-and-forth of face-to-face communication, including verbal and nonverbal signals. Signals such as body language, including gestures, gaze, and facial expressions, are valuable for interview communication. Such signals would disappear when for instance, doing it over the phone or via chatting platforms. Three out of the six participants wanted to conduct video conferencing, and they got to decide what software to use. Two chose to do it over Google Meet, and one preferred Zoom. Allowing the informants to use the software they were familiar with contributed to an increased level of comfortability. The digital interviews were recorded precisely in the same manner as an in-person interview, using a recorder to record the sound. A caveat of doing it this way is that sound quality is decreased in the recording file. However, it was still adequate for transcription. Another caveat to be aware of is that digital interviews rely on the technique to work for both the participant and the interviewer to ensure a successful interview. Factors such as Wi-Fi connection, outdated software, microphone, and camera are typical elements that might disturb the interview’s quality. Before a digital interview, I always made sure that all of the above was working. The three participants who wished to do it in person invited me to their school to conduct the interviews in group rooms. The interviews lasted on average 30

minutes each which was a reasonable time frame, as the interviews were executed during the participants' workday.

Brinkman and Kvale (2018, p. 6) explain that the first minutes of an interview are decisive to make the subject comfortable in order for them to feel secure with exposing their thoughts and experiences to the researcher, which is a stranger. I established good contact with the interviewees immediately after we met by showing interest and attentive listening to whatever they had to say. Further, I gave participants a short briefing in which I elaborated on the purpose of the interview and why I was passionate about the specific topic. Since I used a voice recorder, I always made sure to ask them if they were comfortable with me recording the interview before we started. At the end of the interview, the participants were asked if they would like to add more information to provide them with a chance to correct something if needed. The general impression was that the informants were satisfied with the experience. Brinkman and Kvale (2018, p. 6) point out that a common experience is that participants experience interviews as enriching as they have obtained new insights into essential themes of their world, which in this case, was their teaching practice.

#### 3.3.4 Transcribing the Interviews

The audio recordings from the interviews were transformed into written form. Mackey and Gass, 2015, p. 113) recommend transcribing the oral data to prepare the data set for analysis. Loewen and Philp (2012, p. 68) advise that the researcher should take into consideration that transcription is part of the process of data interpretation as it is a way to become familiar and involved with the material. However, Kvale and Brinkmann (2015, p. 205) profess that transcription is an artificial construct of the oral expression as the translation from oral to written text aspect of the oral discourse is lost. These aspects include facial expression, intonation, gaze, and body language, which are essential elements of communication that transcriptions lack.

Mackey and Gass (2015, p. 113) inform that the process of transcription varies depending on the research goals. There were choices to be made regarding how much the transcriptions should include of the oral data. Because the present study is exploratory, every utterance was transcribed in great detail to ensure that no valuable aspects got lost. I experienced that transcribing is a time-consuming process but extremely valuable in the aspect of familiarizing myself with the collected data. The transcriptions can be found in Appendix 4.

### 3.3.5 Caveats of Interviews

As with all methods, each approach must consider advantages and disadvantages when doing a research project. As accounted for in this chapter, semi-structured interviews allowed me to explore teacher cognition within the domain of my research questions. However, there are still caveats of the selected method that is crucial to be aware of as a researcher.

Richards (2009, p. 195) expresses that the process of becoming an effective interviewer demands considerable sensitivity, self-critical awareness, and openness to change. Hall and Rist (1999, p. 297-298) inform that interviews may involve selective recall, self-delusion, perceptual distortions, memory loss from the respondents, and subjectivity in the researcher's interpretation of the data. All of these aspects may harm the quality of the study and is, therefore, something that I kept in mind throughout the present study. Another caveat is what Mackey and Gass (2015, p. 226) express as a concern. They inform that good interviewing is a skill, and that novice researchers, like myself, may struggle to gather valuable data on the area of interest. Bearing this in mind, I practiced my interviewing skills with friends and family before going out in the field and collecting data. I have also used interviews in smaller previous research projects during my studies with success. In addition, utilizing semi-structured interviews made interviewing easier as there were specific points to follow, which ensured the collection of the most crucial information needed to answer the research questions.

Another drawback with interviews is what Mackey and Gass (2015, p. 226) call the *halo effect*, which happens when the interviewees pick up cues from the researchers related to what they think the researcher wants them to answer. This can influence respondent's answers. In order to avoid this, the participants were not given anything but the topic beforehand to avoid them practicing answers. I also attempted to limit the halo effect by emphasizing that there were no right or wrong answers and that the participants' initial and genuine answers were appreciated. This seemed to be working, but it is crucial as a researcher to understand that even if everything is done correctly to avoid the halo effect, aspects of it may still be present and influence some of the informants and how they answer questions. The halo effect may cause harm to a study's validity, which will be discussed further in section 3.5.2.



### 3.4 Ethical Issues Related to the Data Gathering

Because this project is based on research involving humans, several ethical aspects were considered carefully concerning the data collection. As Mackey and Gass (2016, p. 34) emphasize, the overall goal was to ensure that the participants were supplied with sufficient information to make informed, voluntary decisions about participating in this study.

The interviewees were informed that the participation was completely voluntary and that they could choose to withdraw themselves from the study at any time without explanation. This study deals with personal information, such as the names of the participants. Therefore, the project was reported to the Norwegian Social Science Data Services (NSD) prior to conducting the interviews. The NSD approved the project (Appendix 2), and in accordance with the NSD guidelines, consent forms (Appendix 1) were distributed to all interviewees. The consent forms included all vital information about the project. In the present study, the participant's identities are kept anonymous in accordance with the NSD approval. The recordings of the interviews are stored safely on the voice recorder, and transcriptions are stored in files on a computer not connected to the internet. The signed consent forms are also safely stored where I am the only one with access to them. All of this is done to safeguard the participants' rights of anonymity.

### 3.5 Validity and Reliability

*Validity* and *reliability* are crucial aspects of research because they are concerned with the quality of the new knowledge a study produces. Postholm and Jacobsen (2018, p. 223) emphasize that these aspects are included as a criterion in a study's overall credibility.

#### 3.5.1 Reliability

Questions of reliability of the research are concerned with the consistency and credibility of the research results. Aspects of reliability relate to whether one can trust the results in a study based on how the data is handled and the accuracy of what is measured. Kvale and Brinkmann (2009, p. 250) describe that questions related to reliability issues if whether others can reproduce the results of a study at another time. The method of this study is based on a qualitative approach to gain insight into teacher cognition. Qualitative studies may be difficult to replicate because encounters between the researcher, participants, and the research field

will not be the same (Postholm & Jacobsen, 2018, p. 223-225). Therefore, transparency is critical to strengthen a qualitative study's reliability. In order to ensure transparency, the interview guide is included in Appendix 3, and information about the sample is presented in section 3.3.1. The transcriptions of the interviews can be found in Appendix 4. Section 3.6, which considers the analysis, demonstrates in detail how the transcriptions were analyzed. All of this is done mindfully to safeguard the transparency of this thesis to strengthen the reliability. These considerations also enable other researchers to execute the same project. However, as this study deals with teacher cognition, which refers to the unobservable cognitive dimension of teaching what teachers know, believe, and think (Borg, 2003, p. 81), the results will vary based on who is interviewed. Even if another researcher followed the exact research process presented in the present study, there would be challenging to gather similar data knowing the complexity of teacher cognition which is accounted for in section 3.2.

One weakness of the present thesis related to how I, as the researcher, may have influenced the results. Postholm and Jacobsen (2018, p. 224) link reliability to reflection on how the researcher may have influenced the result. Carlsen and Moe (2019, p. 111) write that a challenge with reliability is the sensors' assessment of written production. In this case, this relates to how I assess the transcriptions. As a human being, I have a set of experiences and thoughts that will affect how I look at the data set. Kjølrup (2014, p. 46) emphasizes that the distance between sender and recipient of a message accelerates interpretations. When transcribing the oral data into written form, this distance extends even more. As described in section 3.3.4, transcription is part of the process of data interpretation. Transcriptions are an artificial construct of oral expression as the translation from oral to written text aspects of the oral discourse is lost (Kvale & Brinkmann, 2015, p. 205). Based on this, I want to remark that during the process of analyzing the data, the possibility of misinterpreting certain aspects is present.

Another aspect crucial to mention is that due to the interviews being conducted in Norwegian, several participants' statements have been translated into English in chapter 4. The true meaning behind statements can get lost in translation. In order to strengthen the reliability, each statement brought up in Chapter 4 cites the original transcription.

### 3.5.2 Validity

Reliability is a prerequisite for validity. Validity is concerned with questions of whether the research results are valid. Postholm and Jacobsen (2018, p. 223) distinguish between internal and external validity. According to Postholm and Jacobsen (2018, p. 238), external validity is about transferability. In relation to this study, the external validity issues whether the findings can be generalized. As presented in section 3.3.1, a characteristic of qualitative data collection is a limited number of participants. Rather than being concerned about generalization issues and using a larger group of subjects, I decided to work more intensively with fewer participants to answer my research questions sufficiently. However, there is still room for relating findings to a larger context, based on the possibility that the findings also mirror the realities of more English teachers than the limitations of the participants in this study.

Different from external validity, internal validity is something I have emphasized when conducting this study. Internal validity refers to the degree to which the results of a study are valid assumptions about what one intended to research (Befring, 2004, p. 155). A core question that continually has been considered throughout this project is whether the data measures what it is supposed to measure. Internal validity accentuates how relevant the collected data are in light of the given research question. In order to ensure internal validity, the interview guide was designed in accordance with the research questions aiming to gather data that could answer them. Interviews were also conducted in participants' first language to remove concerns for language proficiency that may impact the data quality. However, when studying teacher cognition, one must be aware of the possibility of a gap between what they *say* they do and what they actually *do*. Borg (2003, p. 91) highlights that teachers' cognitions emerge consistently as a powerful influence on their practices. However, these do not ultimately always reflect teachers' stated beliefs, personal theories, and pedagogical principles. This is crucial to be aware of because it affects the study's internal validity. Another aspect that may weaken the internal validity of this study is the halo effect presented in section 3.3.5 regarding caveats of interviews. Therefore, that section also elaborates on how to combat the halo effect to strengthen the present study's internal validity.

### 3.6 Analysis

The term qualitative research refers to research based on descriptive data that does not make use of statistical procedures (Mackey & Gass, 2016, p. 215). This is also applicable in regards

to the analysis and interpretation of the data. Qualitative approaches are incredibly diverse, complex, and nuanced (Holloway & Todres, 2003). However, Richards (2009, p. 192) establish that it is a mistake to think of qualitative data analysis as subjective and argues that all data analysis involves choice and interpretation. Erlingsson and Brysiewicz (2017, p. 94) describe the objective of qualitative content analysis to systematically transform a large amount of text into a highly organized and concise summary of key results.

### 3.6.1 Thematic Analysis

I have chosen to carry out a *thematic analysis* of my collected set of data. Braun and Clarke (2006, p. 4) convince that thematic analysis should be seen as a foundational method for qualitative analysis. They go on to advocate for this type of analysis as the first to be learned among novice researchers, like myself, as it provides core skills that will be useful for conducting many other forms of qualitative analysis. Braun and Clarke (2006, p. 5) highlight that a thematic analysis provides a flexible and valuable research tool that can potentially provide a rich and detailed yet complex account of data. Given (2012, p. 2) explains that thematic analysis is a data reduction and analysis strategy by which qualitative data are segmented, categorized, summarized, and reconstructed to capture the essential concepts within the data set. This facilitates the search for patterns, and the product of the thematic analysis is a description of those patterns and the overarching design that unites them.

Themes or patterns within a set of data can be identified through two different approaches; a *deductive* or an *inductive manner*. Braun and Clarke (2006, p. 12) demonstrate the deductive approach by describing it as a “top-down” way of analysis driven by the researcher’s theoretical interest in the area or topic. In a deductive approach, the researcher knows what to look for and has a set of pre-designed codes applied to the set of qualitative data. Because the research questions in the present study are exploratory in nature, this approach would not be sufficient as it would limit the focus to specific areas of the data. Therefore, an inductive approach for the analysis was selected. Braun and Clarke (2006, p. 12) explain that an inductive approach can be understood as a “bottom-up” way where the themes identified are strongly linked to the data themselves. Therefore, inductive analysis is a process of coding the data without trying to fit it into a pre-existing coding frame or the researcher’s analytic preconceptions. Braun and Clarke (2006, p. 12) emphasize that this form of thematic analysis is data-driven.

When I started the process of an inductive approach to coding, I became aware of the struggle to actually perform a proper analysis of the data. Braun and Clarke (2006, p. 25) stress that thematic analysis is not just a collection of extracts or paraphrasing of a set of data. They highlight that thematic analysis illustrates the analytic points the researcher makes about the data and should be used to support an analysis that goes beyond their specific content, make sense of the data, and tell the reader what it might mean. This was something I kept in mind throughout the process of analyzing the data to avoid the common pitfall of just summarizing the set of data without actually doing any analytical work. The analysis followed Braun and Clarke's (2006) guide to doing thematic analysis to ensure valid and reliable findings. This guide consists of six phases:

- Phase 1: Familiarizing myself with my data
- Phase 2: Generating initial codes
- Phase 3: Searching for themes
- Phase 4: Reviewing themes
- Phase 5: Defining and naming themes
- Phase 6: Producing the report

#### Phase 1: Familiarizing Myself with the Data

Braun and Clarke (2006, p. 16) recommend the researcher immerse in the data to ensure familiarity with the content's depth and breadth. A commonplace to start is by transcribing the interviews. The audio recordings from the interviews were transformed into written form based on Mackey and Gass's (2015, p. 113) recommendation. They advise transcribing the oral data to prepare the data set for analysis. As accounted for in section 3.3.4, the process of transcribing was considered a part of the data interpretation as it is a way to become familiar and involved with the material. As already mentioned, the interviews in this study were transcribed in great detail to ensure that no vital information that may emerge from the set of data got lost.

After the interviews were transcribed, repeated reading of the data was executed. Based on Braun and Clarke's (2006, p. 16) recommendation, the data was read in an active way which

they explain as searching for meanings and patterns. Because the transcriptions seemingly had an overwhelming amount of information, I made a table that provided a good overview of the entire data set. I experienced many beneficial aspects which came from the process of developing this table. In the process of developing the table, I got very familiar with the content in the attempt to summarize the interviews. It also made the task of coding and developing themes much lighter in the later stages of the analysis. Because this was a semi-structured interview, I could not sort from specific questions as they varied from participant to participant. However, the interviews covered the same major topics, which made it possible to make this overview and summary. The entire table can be found in Appendix 5.

Topics	Participant 1 (Man)	Participant 2 (Woman)	Participant 3 (Man)	Participant 4 (Woman)	Participant 5 (Woman)	Participant 6 (Man)
Length of teaching career	7 years	4.5 years	4 years	20 years	20 years	10 years
Study points in English	60	60	45	62.5	30	60
Grade level	10 <sup>th</sup> grade	10 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> grade	9 <sup>th</sup> grade
Other subjects they teach	Social studies Spanish Music Programming	Mat og Helse KRLE	Social studies Mathematics Kunst og Håndverk	Social studies KRLE Music Internasjonalt samarbeid	Social studies French Norwegian Utdanningsvalg	Norwegian
General text selection in English teaching	Does not use the textbook.  Mainly shorter texts  Authentic texts  Resources on the internet: -News articles -Websites	Little usage of the textbook  -“Skolen min” by Cappelen Damm  Mainly shorter texts  Authentic texts	Little usage of the textbook  Mainly shorter texts  Authentic texts  Resources on the internet: -articles -websites -Videos	Little usage of the textbook  Shorter and longer texts  Authentic texts  -Articles -Fiction -Texts from the countries and cultures the students are learning about	Textbook in combination with other texts  Shorter and longer texts  Authentic texts  -Fiction -Articles -Texts with pictures	Little usage of the textbook  Students select their own texts.  Authentic texts.  Shorter and longer texts

Excerpt from the summary table (Appendix 5).

## Phase 2: Generating Initial Codes

Thematic coding is a common strategy within thematic analyses. Mackey and Gass (2016, p. 117) define data coding as looking for and marking patterns in data regardless of modality. In qualitative research, coding is usually grounded in the data and involves examining the data for emergent patterns and themes by looking for anything pertinent to the research questions. Given (2012, p. 2) explains that coding facilitates the development of themes, and the development of themes facilitates coding. In coding, portions of data are separated from their original context and labeled in some way so that all data bearing the same label can be retrieved and inspected together. I utilized the table in the process of coding as well. As demonstrated in the excerpt below, I highlighted prominent aspects of participants' answers to develop codes. The entire table with highlights can be found in Appendix 6.

Topics	Participant 1 (Man)	Participant 2 (Woman)	Participant 3 (Man)	Participant 4 (Woman)	Participant 5 (Woman)	Participant 6 (Man)
Length of teaching career	7 years	4.5 years	4 years	20 years	20 years	10 years
Study points in English	60	60	45	62.5	30	60
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Other subjects they teach	Social studies Spanish Music Programming	Mat og Helse KRLE	Social studies Mathematics Kunst og Håndverk	Social studies KRLE Music Internasjonalt samarbeid	Social studies French Norwegian Utdanningsvalg	Norwegian
General text selection in English teaching	Does not use the textbook.  Mainly shorter texts  Authentic texts Resources on the internet: -News articles -Websites	Little usage of the textbook  -“Skolen min” by Cappelen Damm  Mainly shorter texts  Authentic texts	Little usage of the textbook  Mainly shorter texts  Authentic texts  Resources on the internet: -articles -websites -Videos	Little usage of the textbook  Shorter and longer texts  Authentic texts: Articles Fiction Texts from the countries and cultures the students are learning about	Textbook in combination with other texts  Shorter and longer texts  Authentic texts: -Fiction -Articles -Texts with pictures	Little usage of the textbook  Students select their own texts.  Authentic texts  Shorter and longer texts

Excerpt from the summary table with highlights (Appendix 6).

### Phase 3: Searching for Themes

Braun and Clarke (2006, p. 18) describe that in this phase, the researcher must work systematically through the entire data set, giving full and equal attention to each data item, and identify exciting aspects in the data items that may form the basis of repeated patterns across the data set. I analyzed my codes and their patterns to explore and understand how different codes could possibly form into an overarching theme. A theme captures something important about the data concerning the research question and represents some level of patterned response or meaning within the data set (Braun & Clarke, 2006, p. 10).

In this phase, I utilized my summary table of the transcriptions as I found this made the process of discovering possible themes easier.

### Phase 4: Reviewing Themes

In this phase, I made sure that my themes represented the main ideas in the set of data. As phases 2 and 3 emphasized the utilization of the table I made, I went back to the transcriptions and re-read to ensure I did not overlook anything in previous phases.

### Phase 5: Defining and Naming Themes

The aim of phase 5 was to define and name the themes that emerged from the data. By finding the essence of each theme, I generated names for the themes to define them clearly. I want to emphasize that even though an inductive analysis was executed on the data, the major themes were developed based on the research questions to ensure valid results for this study.

### Phase 6: Producing the Report

Braun and Clarke (2006, p. 23) inform that phase 6 begins when the researcher has a set of fully worked-out themes and involves the report's final analysis. The task of the thematic analysis report is to tell the complicated story of the data in a way that convinces the reader of the merit and validity of the analysis. Braun and Clarke go on to encourage the report to be a concise, coherent, logical, non-repetitive, and exciting account of the story the data tells. I used a software called *mindmaster*, which allowed me to map out my themes and codes straightforwardly and illustrate my findings presented in chapter 4. The themes are located in



the middle of the map, and the codes surround them. Some codes also have examples attached to them to explain certain aspects.

## Chapter 4: Findings

The purpose of the present study is to investigate teacher cognition related to the execution of the competence aim concerning YAL in the English classroom. As I have accounted for how I executed the analysis, I will now present my findings, bearing this in mind: “The key is to let the voices of participants emerge clearly, remembering that in qualitative research it is usually the particular that has the greatest impact” (Richards, p. 193, 2009).

The analysis resulted in 7 themes that are relevant to the research questions.

The findings related to the first research question are the following themes: *Teachers’ understanding of YAL (1)*, *challenges concerning the competence aim (2)*, and *possibilities concerning the competence aim (3)*. Regarding the second research question, one theme emerged and is called *methods applied to teaching YAL (4)*. The findings linked to the third research question are named *cognitive aspects (5)*, *thematic aspects (6)*, and *make reading a good experience (7)*.

Research question (RQ)	Theme	Theme	Theme
RQ 1: What are teachers’ perceptions of the new competence aim regarding YAL	Teachers’ understanding of YAL (1)	Challenges concerning the competence aim (2)	Possibilities concerning the competence aim (3)
RQ 2: How have teachers worked with YAL in the English classroom before this new aim was introduced?	Methods applied to teaching YAL (4)		
RQ 3: What do teachers want to achieve by introducing YAL to pupils?	Cognitive aspects (5)	Thematic aspects (6)	Make reading a good experience (7)

**Figure 3.** Research questions connected with belonging themes.

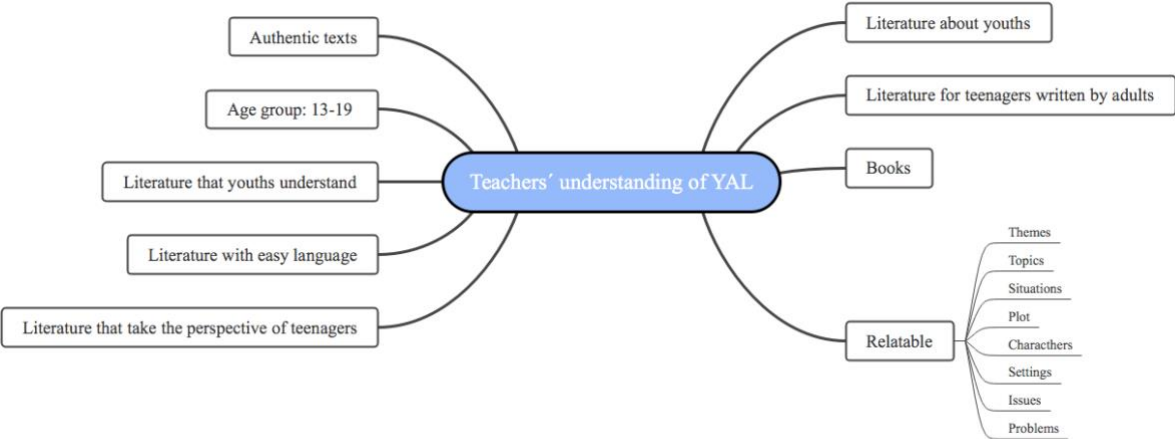
The themes will be presented in the order of the research questions. The following sections will also include participants’ (P) statements, which exemplify and elaborate on the different themes presented. As the interviews were conducted in Norwegian, all statements are translated by me to English. The original statements can be found in Appendix 4.

4.1 Findings Related to Research Question 1

**“What are teachers’ perceptions of the new competence aim regarding young adult literature (YAL)?”**

Concerning the first research question, three prominent themes emerged that can provide insight into teachers’ perception of the new competence aim regarding YAL. An overview is provided in Figure 3 above.

4.1.1 Teachers’ Understanding of YAL



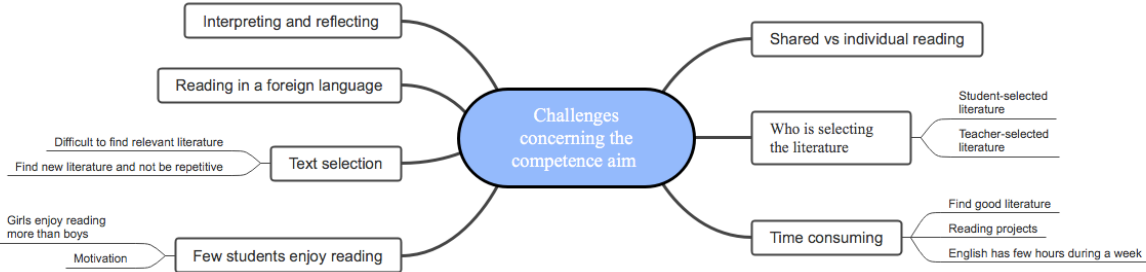
**Map 1.** Teachers’ understanding of YAL.

As demonstrated in Map 1, the participants’ understanding of YAL emerged early from the data set and is a natural starting point for presenting the findings. An exploration of how the teachers understand this specific type of literature and how they define it is relevant because it will affect how the teachers execute the competence aim. Based on the findings in the present study, the teachers have a common understanding of what YAL is. Looking at the emerging codes from the data, the participants perceive YAL as authentic texts for youths. All participants express that what makes this type of literature specifically for youths and

teenagers is the relatable aspects of prominent themes, characters, plots, and situations. P6 (p. 4) explains, “In youth literature, you will find situations and themes that they can recognize themselves in.” Another prominent aspect of YAL that the participants bring up is the language. P2 (p. 3) notes, “I think of literature, texts, books that are adapted to young people. Something that has a language that is understandable to them.” Another participant remarks, “It is written in such a way that young people understand it. The language, the jargon, really everything. That the youth thinks that when he picks up a book, he thinks yes, this is for me” (P4, p. 4).

Interestingly, *books* are the prominent type of text that participants mention within YAL, as shown in the two previous statements from P2 (p. 3) and P4 (p. 4). This suggests that participants may have a narrow view of what this type of literature could be. YAL is, as previously mentioned, an umbrella term that covers more than just books (Carlsen, C., 2018, p. 128). YAL appears in various formats such as poems, short stories, graphic novels, and other genres, but this seems to be overall missing from the teachers’ perception of YAL.

4.1.2 Challenges Concerning the Competence Aim



Map 2. Challenges concerning the competence aim.

In the process of developing themes belonging to research question 1, the aspects of challenges concerning the competence aim emerged. Map 2 establishes the different challenges that were detected through coding the data in the analysis.

The first challenge that became clear is that teachers participating in this study believe that most students do not enjoy reading in general. The participating teachers in this study continuously mention throughout the interviews that it is challenging to motivate students to

read because they do not enjoy it. Participants bring up that there is a lack of reading experience, patience, and focus among students in secondary school-age when it comes to reading. P2 (p. 5) claims that the students need “patience,” adding “they kind of can’t bear to read a whole book.” P4 (p. 6) reports on an incident from when she provided her students with a booklet including preparation material for the upcoming midterm: “They were given a booklet of 13 pages, and they complained: *“13 pages, are you crazy!”* P1 (p. 3) has similar experiences and remarks, “They were going to read 30 minutes each week, but that was *“way too much”* according to them.”

Another dimension that appears in exploring the teachers’ cognition about this theme is that the participants believe that reading in a foreign language is challenging for the students in secondary school. Participants elaborated on how reading in English makes the task of reading even less enjoyable due to language deficiency among certain students. P3 (p. 5) announces, “Many do not master the language sufficiently to follow.” Even if this is the case for a selection of students, the participants are at the same time convinced that reading still is beneficial for the students. P1 (p. 8) argues, “It is important that they do not lose motivation if there are many things they do not understand. That does not matter. One can read a book without understanding everything and still benefit from it.”

A finding that becomes prominent here is how the participants bring up that they have experienced a difference between girls and boys regarding motivation and reading literature. I found this finding particularly interesting because this was an aspect I did not consider when designing this study. This finding is a great example of how a qualitative approach can lead to the exploration of unexpected topics. In regards to gender and reading, P2 (p. 5) notes, “We see a very big difference between boys and girls. Girls are able to complete books while boys do not have the motivation or desire to read.” Another participant (P5, p. 6) adds, “I do not want to say that there are many who read in their spare time, but there are some. And it is often girls.” Participant 6 (p. 1) has a hypothesis in relation to genders and reading:

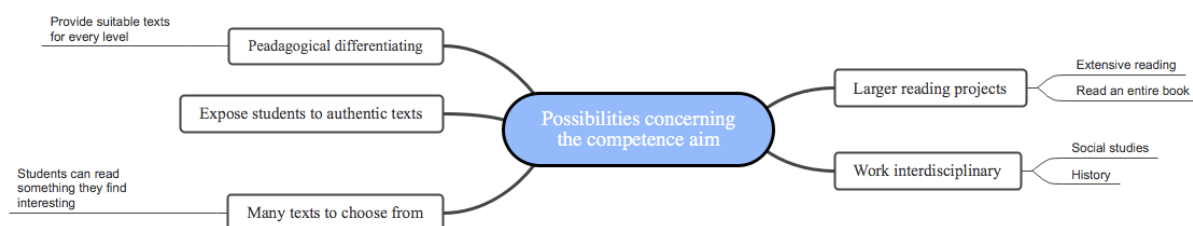
“I believe there is a difference between boys and girls when it comes to reading. I think it has to do with what catches them the most. Not necessarily that reading always needs to be boring, or something they cannot bear or want. But I think that for many boys who, for example, do gaming, I think the drive to game beats the drive to read. Competition is coming in there.”

These findings suggest that when teaching YAL, the teacher must be aware of the existing gap between boys and girls and the potential need for different approaches for the different genders.

Another challenge the participants establish is the struggle of *which* text to choose. They also report on the task of text selection as time-consuming and difficulties surrounding finding adequate literature within the right level. P6 (p. 2) states, “It is always a challenge to find something for everyone that everyone can read, but that is also challenging enough to read.” Another major challenge that the analysis uncovered is the issue of *who* is going to choose the literature. Participants in this study highlight advantages and caveats with both the teacher-chosen literature and the student-chosen literature. When it comes to the teacher selecting the literature, the advantage is that every student can read the same story and experience shared reading situations. This enables the design of common tasks regarding the literature and provides a foundation for classroom discussions about the literary aspects. However, the participants emphasize that if the teacher chooses the text, this may harm the motivation and overall reading experience. Concerning this, P1 (p. 8) highlights, “I have students who love to read, but who still gave me a lot of resistance because I forced them to read a book I picked out.” The data also suggests that the participants believe that there is a connection between interest and motivation. The most prominent advantage which emerged when it comes to students selecting their own literature can be adequately summarized in the following statement; “They can find something they are interested in. Something they find exciting that can motivate them to read more” (P2, p. 4).

Another challenge the participants associate with this competence aim that emerged through the analysis is the aim’s demand for reflection and interpretation of the literature. P4 (p. 8) emphasizes, “Reading is one thing. Interpreting and reflecting depends on the student’s level of maturity.” Several participants express that the varying level of maturity among students in secondary school may be a challenge in reflection and interpretation of the literature. P5 (p. 3) remarks, “I think that because they are so young, they are not too good at reading between the lines. Very many are not able to do that.” P6 (p. 2) express, “They are supposed to be better than before but in less time.” This implies that the aspects of adequate reflection and interpretation of YAL are demanding to achieve within this age group and the limited timeframe of the English subject in Norwegian secondary schools.

### 4.1.3 Possibilities Concerning the Competence Aim



**Map 3.** Possibilities concerning the competence aim.

As Map 3 presents, the theme of possibilities concerning the competence aim emerged throughout the thematic analysis to accompany the teachers' cognitions of challenges.

Participants in the present study have an overall motivation for executing the competence aim because they see many possibilities with the aim. Practical considerations such as there being many texts to choose from were one aspect within possibilities related to the aim that clearly emerged. Concerning the significant pool of literature to choose from, the chance of pedagogical differentiating also appeared. The participating teachers express that this pool makes it possible to provide every student with a text that suits their level and interests simultaneously. Several teachers who also teach social studies view this competence aim as a possibility to do the reading as an integrated part of working with interdisciplinary topics in the subjects and, therefore, justifying spending more time on the literature.

Another finding is that the data provides the impression of all participants being eager to expose students to authentic texts. The analysis uncovered that the participants utilize the textbook to a minimal extent or not at all. This finding is interesting because it contradicts the established impression that teachers mainly use the textbook in the English classroom, presented in the theory chapter. Regarding texts written for language learning, P4 (p. 2) complains, "There are some things that actually do not correspond with reality." This statement implies a wish among teachers to provide students with quality texts that mirrors the real world outside the four walls of the classroom. P3 (p. 4) pinpoints, "You need to make it more relevant, instead of using a textbook which is a bit like fragmented information. Then they will learn more than just school English."

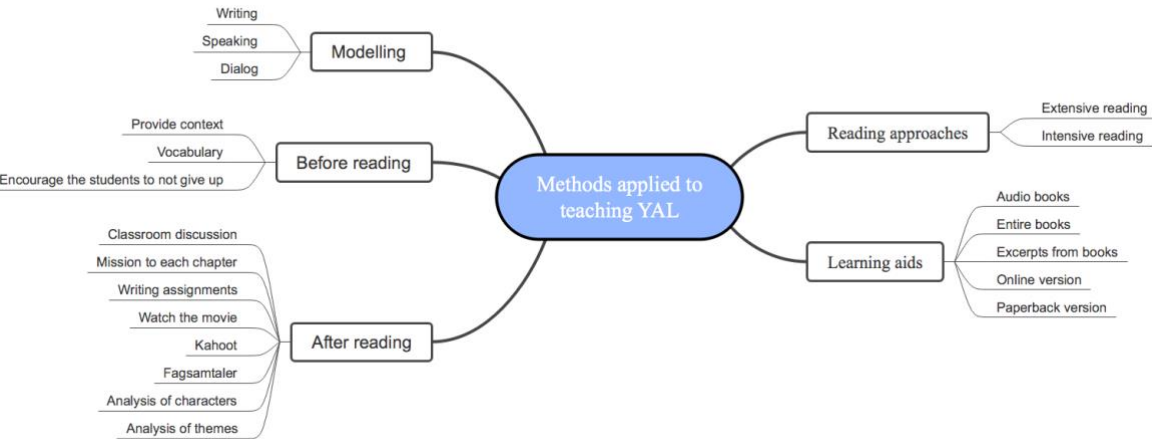
Because the teachers’ cognition includes that books are the prominent type of texts within YAL, an overall impression that emerges is that participants wish to execute larger reading projects in the English classroom when working with this aim. This finding is accompanied by the impression that the participants desire more extensive reading in the English subject. Several advantages of extensive reading were brought up during the interviews. P2 (p. 2) believes, “You learn both oral and written language by reading longer texts than if you read little by little.” Another participant (P6, p. 2) reports, “The advantages are that they get to bathe in the language.” He goes on to accentuate, “The goal is that every student always has an English book at all times” These findings suggest that teachers have an insight into the benefits of extensive reading and wish to do more of it in the English classroom.

4.2 Findings Related to Research Question 2

“How have teachers worked with YAL in the English classroom before this new aim was introduced?”

To answer research question 2, the theme *Methods applied to teaching YAL* emerged as it covers how the participants have worked with this type of literature. This is demonstrated in Map 4 below. All of the participants had experience with teaching YAL in their classes, even before the new subject curriculum was introduced, which enabled me to answer this particular research question adequately.

4.2.1 Methods Applied to Teaching YAL



Map 4. Methods applied to teaching YAL.

As already accounted for, participants wish to let the students experience more extensive reading in the English subject. However, the data reveals that several participants believe that reading a book equals extensive reading, *no matter the approach*. As accounted for in the theory chapter, extensive reading defines extensive reading as reading for enjoyment to improve one's general language skills (Carlsen, C., 2018, p. 125). In contrast, intensive reading is reading accurately, focusing on details in the text (Bjørke & Grønn, 2020, p. 156). Therefore, it is entirely possible to read books through an intensive approach, and reading a book does not always equal extensive reading.

It is evident from the data that the prominent reading approach the participants have used concerning YAL is through an intensive manner. The data shows that an intensive strategy is mainly applied to reading YAL in the English classroom. Even the participants who reported on executing book projects, including reading entire books, had done this in an intensive approach. P1 (p. 3) informs, "I made tasks for each chapter that they had to answer." This is a typical example of intensive reading where the students read a particular section of literature to locate information that enables them to answer a task. P4 (p. 3) reports, "I would spend time at school reading a chapter and discussing it. Then they would get an assignment from me to each chapter. Don't just read." This is another example of how participants used YAL in an intensive reading approach. A fascinating finding which emerged is that these statements were given in the context of discussing extensive reading. This implies that the participants do not have an adequate understanding of what extensive reading is.

From examining the findings, several aspects corresponding to preparation and finishing work for the reading emerged. As demonstrated in Map 4, the participants highlight the importance of providing context to the text to increase students' understanding before reading it. When it comes to assignments for after the reading, the participants report on utilizing methods such as classroom discussions and written assignments about the different aspects of the literature. Participants also express that they have utilized this type of literature for modeling conversations because YAL often includes lots of dialogs. Several participants also report that they support watching the movie adaption after reading the literature. This finding implies that teachers may utilize watching the movie as a motivating reward for reading literature.

Regarding learning aids utilized when exploring YAL, several participants advocate for using excerpts of books rather than the entire text. P4 (p.2) claims, "Books are difficult to do in



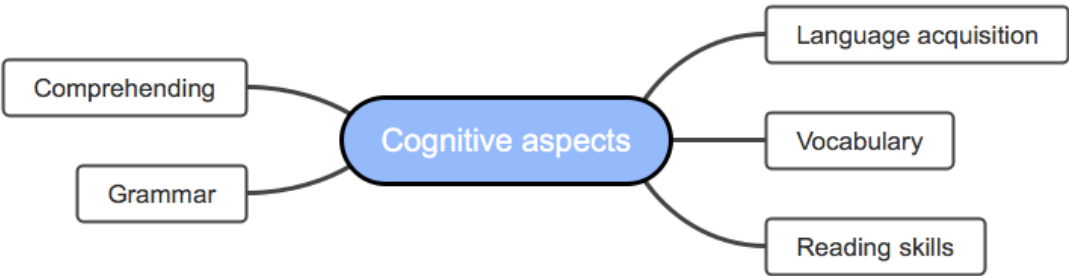
secondary school.” P2 (p. 2) profess, “Sometimes a book is too much, and one page is enough.” Another finding in regards to learning aids I want to highlight is the prominent usage of audiobooks. All of the participants are advocates for utilizing audiobooks when reading YAL. P1 (p. 9) stresses, “I believe that audiobooks are a good thing.” It is evident from the data that the teachers believe that applying audiobooks to teaching and reading YAL lightens the task of reading. P4 (p. 2) articulates, “We used an audiobook. Otherwise, I never think we would have gotten through it.” P2 (p. 4) reports, “Many find it tiring to read.” The need to utilize audiobooks because it lightens the task of reading implies a lack of reading skills in English among students in Norwegian secondary schools.

### 4.3 Findings Related to Research Question 3

#### “What do teachers want to achieve by introducing YAL to pupils?”

In order to answer the last research question, three themes emerged from the data during the analysis. The participants bring up many benefits which can result from utilizing YAL in the English classroom. These benefits are sorted into two themes: *cognitive aspects* (5) and *thematic aspects* (6). A third theme that emerged corresponding with the last research questions was that the participating teachers expressed a wish to *make reading a good experience* (7), which became the name of theme 7.

#### 4.3.1 Cognitive Aspects

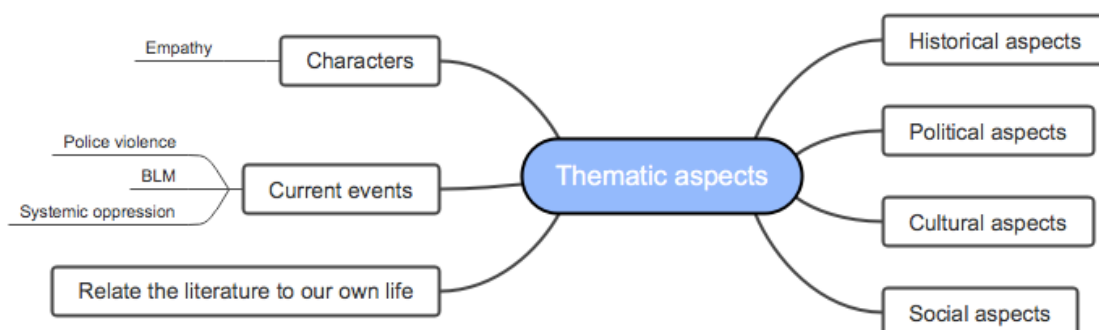


**Map 5.** Cognitive aspects.

The first theme, which provides insight to research question 3, is named *cognitive aspects*. As presented in Map 5, cognitive aspects contain processes concerning language learning when

reading literature. Throughout the analysis, it became evident that the participants believe that reading YAL has cognitive benefits in developing various language skills. The participants report that they think that by reading YAL, the students would expand their vocabulary, develop their reading skills in English, and, as a result, acquire more of the language. Participants also were positive about using authentic texts, such as YAL, to teach different aspects of grammar. P3 (p. 4) reports, “It is more relevant to show examples of sentence structure from youth literature than from the textbook.” The same participant also explains how he had used YAL to look at how authors use adjectives and to build a story. He also reports that he had applied YAL to teach students differences between the proper and common nouns. However, most participants did not emphasize cognitive aspects when discussing what they wished to accomplish using YAL in the English subject. P4 (p. 7) argues, “I think I would emphasize the culture and thematic aspects because I believe that when you read a lot, vocabulary automatically increases.” Another participant substantiates this notion and claims, “When the students are exposed to more reading, the language enters beneath their skin automatically” (P6, p. 2). He goes on to explain that they do not have enough time to work specifically with grammar and linguistic aspects for it to settle among students due to the limited time they have in the English subject. P6 (p. 2) further exemplifies, “If they are going to learn, for example, the use of prepositions, one can use books to expose the students to the correct use of prepositions.” This implies that the participants believe that reading YAL improves cognitive aspects such as developing skills in grammar automatically as a natural learning process without having to spend time on it.

#### 4.3.2 Thematic Aspects



**Map 6.** Thematic aspects.

The next theme which is relevant to research question 3 is given the name *thematic aspects*. Map 6 demonstrates the codes which construct the theme. It is apparent from the data that the participants are most passionate about utilizing YAL to teach thematic aspects of the literature. P6 (p. 4) emphasizes, “We want to teach them more than just English.”

Historical, political, social, and cultural aspects were continuously brought up in the interviews. P4 (p. 7) argues, “It is crucial for the students, considering the world we live in with all the digitalization, that they get an understanding of other cultures and why things happen. Why things are as they are. How things are connected. Why that person makes that choice.” This highlights the fact that teenagers today grow up with extensive amounts of information worldwide through digital platforms, such as social media and news outlets. It is evident from the data that teachers believe there is a need to supply students with background information that can enable them to understand the world they live in. The data also illuminate the need to teach students the complex intertwining of historical, political, cultural, and social aspects in our own and other societies and how it affects how and why an event occurs. P5 (p. 5) reflects on the effect of YALs’ relatability to the specific age group and explains, “Relating to something, increases the interest. It's not just a distant thing; it simply increases understanding.” Utterances like this, implies teachers believe that using YAL can contribute to an understanding of complex matters, such as the aspects mentioned above. Several participants highlight the benefit of teaching thematic elements present in YAL to prepare them for the world outside school. P6 (p. 4) professes:

“Young adult literature provides the students with experiences, not from their own lives, but from others, and perhaps gives a better perspective on things. Maybe they can be more open to other people's problems and situations. If you just go to school and solve math tasks, go home to game, and go to bed, you have not necessarily gained as much experience with other people's problems and situations. Reading provides insight into the lives of others. It can prepare you for the reality out there to a greater extent.”

P2 (p. 2) summarizes P6's belief by describing, “Your horizons expand.” In connection to this, participants bring up the opportunity to utilize YAL to provide students with a deeper understanding of current events worldwide. As these interviews were conducted during the

fall of 2020, several participants talked about how they had utilized YAL as a tool to help students understand the Black Lives Matter movement in the US. P2 (p. 3) remarks,

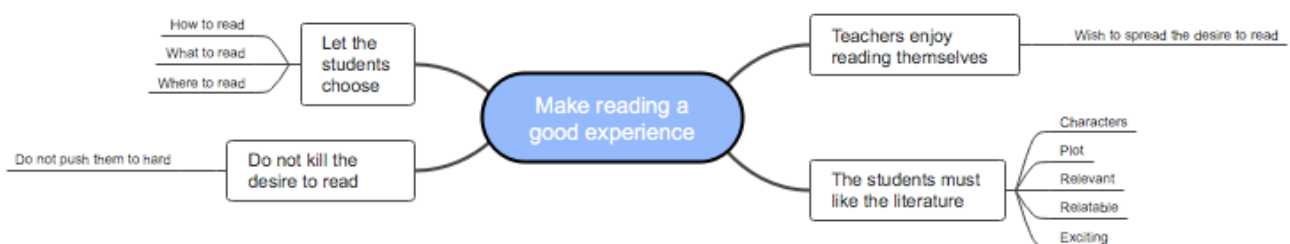
“Racism has been very prominent in the media for the last six months. It's something everyone has seen. BLM and everything surrounding it with police violence. The students found it very compelling to understand a little more about what it's really about. I could show them examples from the literature we read. It was enough to understand that it is still happening and that it's relevant.”

Several of the participants had similar experiences. P3 (p. 3) explains,

“We have an overarching theme that we try to explore in-depth. Now, for instance, we had systems of oppression as a theme. We looked at the United States and what happens there now because it is very relevant with BLM. We looked at civil rights and what happened before that with slavery. One has to find relevant literature on these topics.”

These statements illustrate the value literature holds regarding understanding the cause and effect of current events and issues around the world.

#### 4.3.3 Make Reading a Good Experience



**Map 7.** Make reading a good experience.

Finally, the analysis resulted in a theme named *make reading a good experience* because this was an underlying message the participants conveyed throughout the interviews.

A common goal among participants about the new competence aim was making reading YAL a positive experience. All of the participants reported on their love for reading literature and a wish to spread the desire to read. P4 (p. 6) complains, “They read so little. And it’s incredibly sad.” This statement sheds light on the teacher’s frustration regarding the lack of interest in reading among students. The data reveal several approaches the participants believe can contribute to making reading a good experience. P5 (p. 6) suggests, “we can try to show them that we ourselves enjoy reading.” This implies a belief that the teachers’ attitudes impact students’ attitudes in regards to reading. P2 (p. 5) recommends having the library staff come visit the classroom to inspire the students to read more and explains, “The library staff picks out different literature and tours the classrooms to tell students about the books.” She (P2, p. 5) describes it as “Advertisement for the library and books.” Another participant (P4, p. 8) advocates, “I think it is important to expose students to different texts because we are different and like to read different things.” Concerning this, the participants are clear about the importance of sometimes letting students select what specific YAL to read according to their area of interest. All participants agree that YAL has the advantage of being relatable, which they believe increases the possibility of the students having a good reading experience.

Another aspect that emerges is based on what P5 (p. 6) stresses, “It is a challenge not to kill the desire to read.” This statement indicates that teachers may choose the wrong approaches in a try to motivate students to read. She (P5, p. 6) explains further, “There may be a danger to nag and push too much because it can lead to them not wanting to read.” This sheds light on the need for a more informed approach when it comes to motivating students to read.

## Chapter 5: Discussion

Chapter 5 discusses the findings presented in the previous chapter in light of the research questions and the theory accounted for in chapter 2. The discussion contains three overarching parts, each dedicated to a research question.

### 5.1 Research Question 1: What Are Teachers’ Perceptions of the New Competence Aim Regarding YAL?

As presented in chapter 4, the first research question resulted in 3 themes which will be discussed in the following sections.

### 5.1.1 Teachers' Understanding of YAL

How teachers perceive the competence aim will determine how they execute it. In exploring the first research question, the theme teachers' understanding of YAL emerged from the data. Because YAL is a key term in the aim, it is beneficial to understand how teachers perceive it. The present study finds that the participating teachers have a common understanding of what YAL is. When defining YAL, they highlight aspects such as themes, plots, characters, and writing styles adapted to aim at teenagers. However, the data reveals a possible lack of understanding of the complexity of YAL. As accounted for in the theory chapter, Carlsen, C. (2018, p. 128) describes YAL as an umbrella term covering a wide variety of genres and formats. Therefore, YAL can be both longer and shorter texts. The participating teachers mainly referred to books while discussing the competence aim. This suggests that teachers bear a narrow view of what this pool of literature contains.

The limited understanding of YAL cannot be blamed on the teachers alone. A possible reason for this limited view is the curriculum and its nature. The curriculum is designed with an open space for interpretation of competence aims and terms used in the wording of the goal. According to Goodlad's (1979) connectional framework, teachers are the primary agents of interpreting and operationalizing the curriculum. The open space for interpretation may appear problematic because of the plausibility that teachers are not aware of the complexity of YAL. This may lead to poor text selection, which will again influence the quality of the teaching of YAL. Therefore, English teachers in Norwegian secondary schools must be adequately informed of what the term YAL really represents.

LK20 provides a scaffolding system to support teachers in their work with the new subject curriculum. This system defines terms and shows connections between the aims and interdisciplinary topics. However, in the process of exploring the scaffolding system, I discovered that only *one* of the nineteen aims in the new English curriculum had a thorough explanation of the competence aim. The aim concerning YAL, in addition to seventeen other aims, offers no such description. The scaffolding for the competence aim this study focuses on is limited to restricted pieces of information shown in the excerpt below. Furthermore, as evident in the excerpt, the scaffolding system provides an explanation of the verbs *interpreting* and *reflecting* but excludes a definition of YAL.

- lese, tolke og reflektere over engelskspråklig skjønnlitteratur, inkludert ungdomslitteratur



**Excerpt 1.** The English subject curriculum (ENG01-04). (Utdanningsdirektoratet, 2020).

The scaffolding system leaves the teachers to investigate the term YAL. A plausible pitfall here is that the term YAL appears very transparent and not as complex as it actually is because the scaffolding system does not define it. This can cause the teachers to overlook vital aspects of it. It is evident from the data that the participants have a narrow perception of the term YAL. Therefore, it is alarming that the new English subject curriculum handpicks only specific aims to scaffold sufficiently and includes complex terms such as YAL without offering a definition.

### 5.1.2 Challenges Concerning the Competence Aim

During the investigation of teachers' perceptions of the competence aim, teachers' cognition about challenges and possibilities with approaching YAL in the English classroom emerged. The following section will discuss aspects of challenges concerning the aim based on theory and findings presented in this study.

### 5.1.2.1 Text Selection

It is evident from the data that a significant challenge that this study uncovers is several concerns connected with text selection. The present issues are *which* text to choose and the benefits and challenges of individual and shared reading experiences. Lastly, the data illuminates the question of *who* is going to select the literature, the teachers or the students?

The first issue that arises is the question of which texts to choose. Due to the fact YAL is so rich and diverse, teachers must be aware of the task of selecting suitable texts. As previously mentioned, Williams (2013, p. 163) stresses that for English teachers, the task of text selection is a critical one, especially since the Norwegian English curriculum has moved away from recommending specific literary texts towards exciting and advantageous flexibility. However, this flexibility is only advantageous if the teachers are capable of carrying out this task, and the findings in this study suggest that teachers find this challenging.

As accounted for in the theory chapter, critical literacy can be a helpful tool for teachers to use to carry out informed choices of which literature to work with in relation to this competence aim. Jank's (2014) model of critical literacy, which considers the aspects of power, diversity, access, design, and redesign, can assist teachers in conducting a well-informed selection of literature for the English classroom. There are several reasons why the task of selecting literature for the students is a crucial one. According to critical literacy, one of the main focuses is to avoid introducing texts with harmful underlying messages to students. Such harmful underlying messages in texts can, for instance, contribute to recruitment to specific viewpoints and political standpoints. And even though authors do not develop texts with such specific intentions, it is, according to critical literacy, natural that writers want the reader to understand and agree with the points made (Janks, 2014).

To exemplify how teachers can detect harmful underlying messages in literature, one can look at the different aspects of Jank's (2014) model. For novice users of the model, it can be beneficial to narrow the focus to only one aspect to practice discovering underlying messages in literature. One can, for instance, start by exploring the element of diversity. Diversity can be researched by looking for different signs of whether the literature presents diversity as a positive or negative asset for society. As already mentioned, the Education Act claims that diversity is something to be appreciated and, therefore, that is the message teachers must



convey through their selection of literature. However, the importance of spreading the belief that diversity is a positive asset for society goes beyond what the Education Act imposes teachers to convey. As a teacher in a secondary school, one has the opportunity to shape the future generation. Knowing the many tragic examples in our history of how negative attitudes regarding diversity have led to segregation, exclusion, racism, and even elimination of entire groups of people, the teacher has a responsibility to ensure that no such attitudes are spread through underlying messages literature. Therefore, being particular about what kind of literature to introduce the students to is vital to ensure that no such stances are welcomed in the classroom.

From a critical literacy perspective, it is also crucial that teachers make informed decisions on which authors they choose to place on the literature curriculum for their English classes. From examining the findings, there is no evidence of teachers reflecting upon the importance of introducing a diverse group of authors to the students. In relation to Janks' (2014) model and the aspect of power, it is necessary to be aware of the importance of adding diversity to the literature curriculum. As already reported, Janks (2014, p. 5) highlights that societies have different views on whose voice is heard and validated. It affects our ideas of whose language is important and whose is not. Because this study is conducted in Norway, an example of this can be if the teachers only introduce students to authors of Western origin with Western ideas and mindsets because that is what is valued here. However, it would be beneficial to read literature that highlights different perspectives than what the students are used to in order to increase their understanding of how other ideas, including politics and values, are prominent around the world. Another example would be the pitfall of only introducing students to a specific type of authors, for instance, only white or male authors. Agee (2000, p. 306) argues, "how high school teachers approach literature sends messages to their students not only about what kinds of literature are valued but also who is valued." According to Janks's (2014) model of critical literacy, a person with a lack of powers, opinions, and beliefs will not be perceived as important compared to the opinions of a more powerful individual. Therefore, the authors teachers choose to include in the classroom must portray a diverse group of people regarding gender, race, nationality, sexuality, and age. In the present study, several participants reported using the book "*The Absolutely True Diary of a Part-Time Indian*" by Sherman Alexie (2007), a brilliant example of YAL representing diversity through prominent themes in the book, such as culture and social issues. In addition, the author Sherman Alexie is Native American himself which further emphasizes the aspect of diversity this book

represents. However, the participants do not reflect upon the fact that the author is native American, which according to critical literacy, should be highlighted. This amplifies the impression that the teachers might not be critical enough when selecting literature for the classroom.

Although the literature suggests that utilizing critical literacy as an approach for selecting texts is a sufficient method, many teachers in Norwegian secondary schools may not have heard of this approach due to it not being present in the national curriculum. In my bachelor thesis, which focused on how teachers in the Norwegian secondary school worked with critical literacy in the English classroom, I found that none of the participants had sufficient knowledge about the approach. However, some areas around the world emphasize critical literacy as a method for selecting and teaching literature. According to Bean and Moni (2003, p. 640), there is a critical literacy movement in Queensland, Australia, where future English teachers have a substantial amount of exposure to this model in their major and teacher preparation courses. Given this information, one could ask the question of why this is not the case in Norway, and maybe it is time to draw more attention to the approach in Norwegian secondary schools and the national curriculum, as it is not only valid for the English subject, but all subjects. This present study illuminates that the participants find it challenging to select adequate texts for their students. If teachers are introduced to critical literacy through either teacher education or it being implemented in the national curriculum, it would benefit their teaching practice concerning reading and selecting all types of texts for the classroom.

The second challenge concerning text selection that emerges from the data is the question of whether to choose the same text for the entire group of students or differentiate texts according to their level in the subject. Furthermore, the findings reveal that the question of *who* selects the text is also something that must be considered because it affects the reading experience.

From examining the data, it becomes clear that the participants believe that allowing the *students* to select YAL to read has positive effects on their motivation. This will be further discussed in section 5.1.2.3. However, the participants also report on the benefits of students reading the same text to facilitate shared reading experiences. The study finds that the teachers experience that reading the same text provides students with a common ground which builds the foundation for classroom discussions. Even though the participants bring up

the method of classroom discussion as something positive about reading YAL, the data does not properly account for the benefits of literary conversations in the classroom, even though the topic was discussed in the interviews. In light of this evidence, it may appear that the teachers do not have a sufficient understanding of the benefits of classroom discussions in relation to this competence aim.

#### 5.1.2.2 Interpretation, Reflection, and Understanding of YAL

The competence aim regarding YAL requires the students not only to *read* but also to *reflect* and *interpret* the selected literature. It is evident from the data that the participants want to facilitate interpretation, reflection, and understanding of the literature for their students, but that they believe this is to be challenging because they are not sure how to achieve this. However, the teachers participating in this study did, as mentioned above, bring up classroom discussions as a method they want to apply to this competence aim. This is a step in the right direction regarding achieving interpretation, reflection, and understanding of YAL.

Classroom discussions are a valuable tool to achieve reflection and interpretation of the literature. As previously mentioned in chapter 2, the sociocultural learning theories regard reading as a social process (Dysthe, 2001). Bjørke and Grønn (2020, p. 147) explain the interaction between the reader, other readers, text, and the environment is crucial for understanding. Further, they explain that processing and reflective discussions often occur in communities with others. The classroom is already a natural social setting and will accordingly provide a foundation for such discussions.

The theory of hermeneutics offers insight into how, for instance, classroom discussions should be executed to achieve interpretations, reflections, and understandings. Aase (2005, p. 107) urges that reading and classroom discussions occur within a hermeneutic community, where the classroom is an arena for various interpretations and understandings. The theory of hermeneutics can be a helpful tool for teachers teaching YAL, as it provides insight into how the students respond and interpret stories presented to them. The theory chapter gave Kjølrup's explanation of hermeneutics (2014, p. 45), where he describes it as the doctrine of interpretation. Kjølrup (2014, p. 46) argues that the distance between sender and recipient of a message accelerates interpretations. When reading YAL, the students will experience this

distance, and according to the theory of hermeneutics, interpretation will determine how the students understand the book. Understanding is a critical concept in hermeneutics, and the theory describes conditions for understanding to take place. Kjørup (2014, p. 45) writes that all understanding is a result of interpretation. This connection is beneficial for teachers to be aware when they work with this particular competence aim as it requires interpretation. Gadamer (2004, p. 291) describes that understanding is a process in which horizons, which individually exist, merge. According to the theory of hermeneutics, this is the goal of understanding and is called a horizon fusion. If we apply hermeneutics to the competence aim in focus, the students must understand the literature's parts to understand the entirety. At the same time, they must understand the entirety of the literature to understand the parts. In practice, this can be applied to, for instance, reading books where the students need to understand the chapters to understand the whole story and understand the whole story in order to understand the chapters. The students will continuously move through the spiral of understanding as they encounter new pieces of information in the process of reading.

As for a literary conversation, the students and teachers will, according to the perspective of hermeneutics, move through parts and entirety in their discussion. As the conversation progresses, the participants' understanding will change continuously. The spiral is unable to close, and a new understanding of part and entirety occurs. As participants move through the hermeneutic spiral, their horizons of understanding will also move closer together. A hermeneutic goal has been reached when students' horizons have merged in a horizon fusion of shared understanding of parts or the entirety of the literature. When working towards the horizon fusion, it is crucial to have insight into the element of prejudices and how that may affect the students' understanding of the literature. Prejudice is often perceived as something negative, and that must be avoided in meeting with literature. But Kjørup (2014, p. 55) highlights that prejudice in a hermeneutic context should not be perceived as something negative because it serves as a basis for new understanding to emerge. The teacher must therefore be open to different prejudices that may appear in the classroom. However, at the same time, Kjørup (2014, p. 55) clarifies that understanding requires openness and that not all prejudices should be maintained. The teacher will play a crucial role in this aspect. For instance, prejudices about specific groups of people may prevent the students from achieving a proper understanding of the messages the literature tries to convey. It is the teacher's responsibility to detect such prejudices that can harm the process of truly understanding. With

openness, the students will be able to expand their horizon of understanding when reading YAL, but preconceived notions will always be the foundation on which it is built.

As already mentioned, the present study shows that the participants are uncertain about how to achieve interpretation, reflection, and understanding of YAL. As shown above, the theory of hermeneutics offers knowledge about how teachers can achieve precisely this. Therefore, it would be beneficial for the teachers to explore and gain more knowledge about the doctrine of interpretation in order to facilitate reflection and understanding of the literature.

### 5.1.2.3 Motivation and Reading YAL

It is evident from the data that the participants believe that students do not enjoy reading and that this is one of the significant challenges concerning the aim. This finding makes me question if it is true or whether it is the case that the students have not been exposed to good experiences when reading at school. Given how teachers report they have worked with reading in the English classroom, it is not strange that “the students do not enjoy reading.” The findings shed light on a need for more competence regarding how the teachers can facilitate motivation for reading literature.

Insight into theories about motivation can help teachers combat reluctant readers. Ryan and Deci’s (2000) self-determination theory (SDT), presented in the theory chapter, can be a helpful tool for teachers to understand how to encourage students to read. Ryan and Deci (2000, p. 69) express that motivation is highly valued because of its consequences: motivation mobilizes others to act, which in this case would be mobilizing students to read. By considering the perceived forces that move a person to act, SDT has been able to identify several distinct types of motivation, each of which has specifiable consequences for learning, performance, personal experience, and well-being. Ryan and Deci’s (2000, p. 68) theory builds on three basic needs crucial for motivation, which can be applied to motivating students to read. As explained in chapter 2, these needs are the need for competence, autonomy, and relatedness. Haukås (2020, p. 326) describes how these terms apply to teaching language—inspired by this, suggestions of how this theory can be applied when utilizing YAL in the English classroom will be discussed in the following sections.

The first need described in Ryan and Deci's (2000) SDT is competence. Considering the results, many of the students find it challenging to read in a foreign language. Therefore, students need to experience mastery, and teachers must provide students with YAL that suits their level. If the teacher chooses to, for instance, do a larger book project where the students are to read the same book, it is impossible to select a book that accommodates all levels. According to Ryan and Deci's theory (2000), reading a text that is not adapted to one's level decreases motivation. This applies to texts being both too tricky or too easy for the students. According to SDT (Ryan & Deci, 2000), it may be essential to recognize that providing too easy texts for students at a higher level inhibits their motivation and development in the subject. The aspect of competence in Ryan and Deci's (2000) theory highly advocates differentiating the text selection according to the students' levels.

Concerning the aspect of autonomy, English teachers must facilitate students' opportunities for making bigger and smaller choices in the classroom. This can efficiently be executed when working with the YAL competence aim. Teachers can make room for students' autonomy by allowing them to choose what YAL they prefer to read. According to SDT (Ryan & Deci, 2000), making one's own choices increases motivation. This claim also aligns with the findings in this study. As previously described in the findings section, several participants highlighted that many students are reluctant to read literature the teacher chooses. Therefore, the teachers must be aware of the students' need for autonomy and accommodate this whenever feasible. About the question that emerged in this study regarding who will select the YAL, this theory's aspect of autonomy provides a clear answer: the students.

The last aspect of Ryan and Deci's (2000) SDT is the aspect of relatedness. This means that the students have a need for belonging. In the English classrooms, this can apply to the importance of students feeling as if they are included and accepted as they are. A way teachers can ensure this is to respect that students are individuals with individual preferences regarding literature. If the teacher provides positive feedback on the student's selection of literature, this can help increase their feeling of relatedness. Relatedness also includes the student's need to feel safe in the English classroom. When working with YAL, the teachers must be careful to imply that there is something called right and wrong when students interpret and reflect upon YAL. Wolf et al. (2011, p. 2) highlight in the introduction of their book *Handbook of Research on Children's and Young Adult Literature* that "too often, reading and literature education are restricted by finalized meaning that leaves teachers and

students on the outside of literary worlds, moving across words instead of through them, and missing altogether the many narratives and ways of viewing the world that youth bring to a story.” Bearing this in mind, the teacher must liberate the students by letting them freely interpret the literature.

Even though the self-determination theory by Ryan and Deci (2000) advocates for the students selecting their own literature, there are downsides that must be considered. If the students are reading individually, they will miss the opportunity of a shared reading experience, which will remove opportunities for literary conversations and classroom discussions. Based on the possibilities presented in the previous section about approaching shared reading situations in a hermeneutic community, it is evident this facilitates horizon fusion among students, which increases understanding of the literature. By following Ryan and Deci’s (2000) approach to ensure motivation when reading YAL, the teacher may risk a lack of control regarding the reflection, interpretation, and understanding aspects, which the competence aim demands.

Given the information that the theories of hermeneutics and self-determination highlight different approaches and benefits regarding reading, reflecting, interpreting, and understanding YAL, the question of which of them to emphasize when working with the competence aim arises. And the question’s answer is not too complicated. A competent teacher knows their classes’ skill-level, interests, and preferences in the English subject. Based on this, the teacher can determine which approach would be most beneficial for the students. Suppose the class has an average high skill level in the subject and enjoys reading. In that case, classroom discussions in a hermeneutic community are a goldmine for reflection, interpretation, and understanding of the literature. This would, therefore, be a promising approach for achieving the competence aim. However, if the student group are reluctant readers and struggle with motivation, Ryan and Deci’s (2000) approach is an excellent choice, increasing the possibilities of a positive reading experience for students who struggle with motivation.

However, it is rare that groups of students either enjoy reading or not. Most teachers constantly work towards the needs of 25 to 30 learners of mixed ability, which one usually finds in an average Norwegian class (Drew & Sørheim, 2009, p. 118). Bearing this in mind, the solution may be to combine aspects of both the hermeneutic and self-determined approach

to ensure both motivation and understanding when reading YAL. This combination is feasible by, for instance, presenting the students with a pre-selected set of three texts that they could choose from to meet their need for autonomy, competence, and relatedness. After reading their preferred text, the teacher can divide them into groups based on which text they chose. These groups would provide the foundation of literary conversations and discussions which can take place in a hermeneutic community where the students hopefully will experience horizon fusions and a greater understanding of their selected literature.

### 5.1.3 Possibilities Concerning the Competence Aim

As presented in the findings section, the participants' cognition revealed several perceived possibilities in regards to the competence aim in focus.

#### 5.1.3.1 Utilization of Authentic Texts

According to the findings, a possibility the teachers highlighted was that this competence aim opens up for utilizing authentic texts. The study reveals that the participants try to limit their use of textbooks. This is interesting because it contradicts the preconceived notion that teachers mainly use the textbook in their teaching practice. As presented in the theory chapter, previous research has shown that teachers mainly use the textbook as a teaching aid in the English classroom and even as a syllabus to a greater extent than the curriculum itself (Vilà, 2020, p. 305). A typical textbook can be helpful in several aspects. Drew and Sørheim (2009, p. 115) list several pros a standard textbook can offer. It has a clear structure and a wide range of materials. Correspondingly, it has plenty of illustrations to go with the ideas. Furthermore, a textbook provides the teacher with practical teaching ideas coupled with activities and tasks. Drew and Sørheim (2009, p. 115) also stress that the textbook offers students a sense of security in which it provides the students with an overview and reference to checking and revisiting topics. However, as accounted for in the theory chapter, textbooks are inauthentic texts because they are produced with a pedagogical purpose. In contrast, authentic texts such as YAL, which is intended for native speakers of the target language, offer several benefits that inauthentic texts cannot rival. Authentic texts offer greater lexical and grammatical complexity and are, therefore, an excellent source of language learning (Vilà, 2020, p. 306). However, the most common reason is that such texts are more interesting than constructed texts because they aim to convey meaning rather than illuminate the target language (Gimore, 2007, p. 107).



It is evident from the data collected in this project that the participants are aware of the benefits that using authentic texts provides, which again led to them showing excitement to carry out the YAL competence aim. This leads me to believe that we are approaching a paradigm shift where teachers are moving away from textbooks towards authentic texts. Utilizing authentic texts in the classroom will, like the theorists argue, make reading more exciting for the students. It will also increase the teacher's autonomy because they will no longer be slaves to the textbooks but will be able to carry out their own decisions in relation to text selection. Teachers are qualified through their education to make decisions about teaching materials, methods, activities, and the amount of work to be covered, as long as they can justify their choices based on the subject curriculum. Moving away from the textbook and towards authentic texts reveals the pool of possibilities for covering relevant topics. As P3 (p. 4) highlights, "they will learn more than just school English," which will prepare the students for the world outside the four walls of the classroom.

#### 5.1.3.2 Execution of Larger Reading Projects

Another prominent possibility the participants highlight is the opportunity to execute larger reading projects of YAL. They also suggest that such a project could be designed in partnership with other subjects and would be an opportunity to work interdisciplinary. Several of the participants in this study also teach the subject of social studies, which includes topics often represented in YAL. Based on this, the participants believe that spending time on larger reading projects can be easily justified. The data uncovers that the teachers wish for more extensive reading and that this is the preferred approach for such a project. When choosing an extensive approach to reading YAL, teachers need to keep the students motivated because there is an established link between engagement and achievement regarding young students reading literature (Crumpler and Wedwick, 2011, p. 66). As discussed in previous sections, teachers can apply Ryan and Deci's (2000) SDT to increase motivation among students. However, YAL already carries the advantage of aiming at the specific age group in secondary schools and includes elements that capture the students' interests. This is a good starting point for executing an extensive reading project. As described in the theory chapter, extensive reading is reading for enjoyment, and extensive reading projects in secondary schools ensure motivation, variation, and decision-making in the language classroom (Carlsen, C., 2018, p. 125).

Carlsen C. (2018, p. 125) has designed a checklist for successfully setting up an extensive reading project. Firstly, the teacher must provide access to a diverse range of books through the school library, the local library, or by establishing a class library. Every student should be able to find a book that is suitable in terms of language level and appealing in terms of content. The next point is to set aside time for in-class reading and discussion, allowing the teacher to monitor the students' progress and reading habits. Carlsen (2018, p. 125) also recommends what he calls reading objectives for out-of-class reading, such as a time frame for completing a set number of pages or the entire book. Furthermore, he advocates for physical or digital logs in which the students can express their views and reactions to the books as they read. Lastly, he explains that an extensive reading project should include a final product in which the students share their reading experience analytically or creatively without taking the life out of the reading project.

However, participants' elaboration about how they would like to conduct such extensive reading projects does not mirror Carlsen, C.'s (2018) framework. They explain how they would make tasks for each chapter, which is a typical example of *intensive* reading where the students read a particular section of literature with the focus to locate information that enables them to answer a task. P4 (p. 3) reports, "I would spend time at school reading a chapter and discussing it. Then they would get an assignment from me to each chapter. Don't just read." As already presented in the finding section, these statements were given in the context of discussing *extensive* reading. Based on this, the data sheds light on the possibility that the teachers do not have an adequate understanding of the extensive reading approach. The statement "don't just read" especially calls attention to this impression because in an extensive reading approach, "just read" is valued. Many participants believe that reading more extended texts, such as books, equals extensive reading, which is not the case. Teachers participating in this study seem to be unaware that they plan to execute extensive reading projects with an intensive reading approach. Doing tasks for each chapter disturbs the flow of extensive reading. This may lead to negative experiences among students because they will not experience the most valuable aspect of extensive reading; the freedom of "just read."

## 5.2 Research Question 2: How Have Teachers Worked with YAL in the English Classroom Before this New Aim Was Introduced?

The findings show that all participants had utilized YAL in their teaching career even before this new competence aim was introduced. As presented in the findings chapter, the theme “methods applied to teaching YAL” emerged from the data to provide answers to research question 2.

### 5.2.1 Usage of Excerpts

As previously presented, the data reveals that the participants wish to execute larger reading projects with entire books to meet the competence aim. However, most of the participants had little experience with this or had never done it in the English classroom. The data implies that the most common way the participants had worked with YAL was through excerpts of books. The excerpts were read in an intensive approach, and students were to look for information about aspects of the text.

The participants emphasize the importance of providing context to the excerpts they introduce to students because they believe that will increase understanding of the texts. From a hermeneutic perspective, providing context is crucial but not adequate. As accounted for in the theory chapter, the central question the theory of hermeneutics raises is how it is possible to understand individual parts one encounters when the understanding presupposes an entirety (Kjørup, 2014, p. 49). Based on the hermeneutic circle, which illustrates that understanding degenerates into a process in which one must understand the part to understand the entirety and that one must understand the entirety to understand the parts, it can be argued that using excerpts of books will not lead to interpretation and understanding, which the competence aim requires. When the teachers were asked why they mainly used excerpts, they informed that they believed that excerpts are more feasible to teach than entire books. Again, their narrow perception of YAL determines what methods they apply when teaching it. If they had been aware of the variety of text genres within YAL, maybe they would have tried different approaches. A feasible suggestion can be if the teacher chooses a shorter text within YAL, such as, for instance, a short story or a shorter book. By selecting a more concise text, the teacher provides students with the entirety of the literature, which, according to the hermeneutic perspective, determines if they understand the parts and the other way around. Another benefit of choosing entire texts is that the teacher does not have to provide contexts

to new excerpts every time the class is going to read YAL. Providing context for each excerpt requires research and is time-consuming. It also takes up time in the classroom if the teacher constantly provides new context to new excerpts. The teacher would save time in both the office and classroom by choosing fewer but entire texts. And most importantly, the theory of hermeneutics would argue that if there is no time to read long texts, reading shorter but whole texts is the way to approach reading YAL to increase understanding.

### 5.2.2 Usage of Audiobooks

Another finding that the present study unveils is the prominent usage of audiobooks in the English subject. All of the participants were advocates for utilizing audiobooks when reading YAL. They had positive experiences with this specific learning aid and planned to use audiobooks to meet the new competence aim in focus. The most highlighted aspect of the advantage of applying audiobooks to teaching and reading YAL was that it lightened the task of reading. As already presented in the findings, P4 (p. 2) explained, “We used an audiobook. Otherwise, I never think we would have gotten through it.” Furthermore, P2 (p. 4) reported, “Many finds it tiring to read.” These findings suggest a possible lack of reading skills in English among students in Norwegian secondary schools. Another possibility is that the teachers do not desire to spend time developing students reading skills in English.

Nevertheless, attaining literacy in English has become indispensable in today’s global society. The theory chapter included descriptions of the importance of English reading skills. The students are constantly exposed to extensive amounts of information found only in English through the internet, social media, and streaming services. English literacy will also be a crucial competence that the students will need in their future life, through education and work. Therefore, it is the job of English teachers to strengthen students’ English literacy. As a part of literacy, reading is a significant source of input for English learners as it supports the development of various skills such as vocabulary, grammar, and writing (Tishakov, 2018, p. 106). However, because the present study uncovers the prominent utilization of audiobooks, it is necessary to ask if this is an effective way to increase students’ literacy.

A study conducted in Turkey investigated the effects of audiobooks on the listening comprehension skills of EFL students and their attitudes towards using audiobooks in a foreign language classroom (Kartal, 2017, p. 112). The findings showed that using

audiobooks had a positive impact on students' listening comprehension skills. The analysis of the survey data showed that audiobooks had contributed to participants' listening comprehension, pronunciation, and motivation. These findings also mirror the present study findings, that teachers believe that utilizing audiobooks helps motivation and makes reading literature more feasible. Audiobooks are also an excellent tool for students who have dyslexia. According to this, there are benefits of using audiobooks. In addition to Kartal's (2017) study, Bjørke and Grønn (2020, p. 141) establish that through text reading in English, the students develop their knowledge of the language in a broad sense by confirming what they already know when they encounter familiar words and phrases, shapes and inflectional patterns, and different types of texts. At the same time, they are challenged to perceive new words and expressions by language and genre. This also applies to listening to audiobooks.

However, a vital aspect of reading skills vanishes when listening to audiobooks. Based on the two sub-processes accounted for in the theory chapter, decoding and comprehension are two elements that are present when reading (Bjørke & Grønn, 2020, p. 143). Decoding explains the technical side of reading a text. One can identify and immediately recognize it because it is already stored in what Bjørke and Grønn (2020, p. 143) describe as a mental encyclopedia that expands over time. If the students do not get exposure to physical texts, they will not get the chance to broaden this so-called mental encyclopedia. By listening to audiobooks, the students do not see visuals of how words are spelled, which is required in developing literacy and is a foundation to become more efficient readers. Based on this, one can argue that overusing audiobooks may inhibit parts of students' English literacy, which is something that teachers must be aware of. Because audiobooks have positive effects concerning comprehension and motivation (Kartal, 2017), the teachers do not have to abandon audiobooks altogether. A suggestion can be to provide the students with a physical exemplar of the text in addition to the audiobook. This way, the teacher ensures that students practice decoding and comprehension to strengthen their English literacy.

Another point that needs to be elaborated on is the participants' reasoning about why they prefer audiobooks over regular books in text format. By examining the data, it becomes apparent that the participant believes using audiobooks lightens the task of reading. This seen in correlation with the reported belief that students do not enjoy reading, suggests a general lack of English reading skills in Norwegian secondary schools. If this is the case, the natural question of why emerges.

A simple answer is to blame the English education in Norwegian primary schools, where the students get very little exposure to the language. According to LK20, the students in years 1-4 have only 138 hours per year dedicated to the English subject. In contrast, years 5-7 have 228 hours a year devoted to English. Foreign language learning in elementary schools has seen rapid development in Europe where parents, educators, and politicians are constantly advocating for early foreign language education in mainstream schooling, believing in the credo “the earlier, the better” (Jaekel et al., 2017, p. 631-632). Research supports the idea that “the earlier, the better” when learning a foreign language. Jaekel et al. (2017) conducted a study where they assessed early receptive skills of two cohorts of English language learners from Germany in Year 5 and two years later in Year 7. They found that the effects of the earlier start were found in the results for Year 5, when the early cohort outperformed peers with less and later exposure to English. However, Jaekel et al. (2017, p. 665) caution us not to assert that an earlier start of foreign language education in elementary school will inevitably produce more proficient foreign language users because several aspects come to play in this conversation.

The subject of English has never been a mandatory part of teacher education in Norway. The consequence is that many teachers, especially at the primary level, are set to teach English without formal competence in the subject (Birketveit & Rugesæter, 2014). Without proper competence, a common pitfall is to become too reliant on the textbook. As presented earlier, it offers several benefits, such as practical teaching ideas coupled with activities and tasks (Drew & Sørheim, 2009, p. 115). As previously discussed, the teachers in the present study did not rely on a textbook. However, all of them had formal competence from higher education in the English subject, which enabled them to carry out informed decisions about text selection and methodologies in the English classroom. A teacher with no formal competence has not the prerequisites for doing so. Birketveit and Rugesæter (2014) claim that most English lessons are predictable and can be experienced as having little variety because of the widespread usage of the textbook in primary and elementary schools in Norway. They go on to stress their biggest concern of all is that students get limited exposure to the language and are not challenged sufficiently. The transition from elementary school to secondary school may be experienced as too abrupt because the students are suddenly expected to read authentic texts, such as YAL, which includes a much more complex English language usage than textbooks do.

The combination of little hours dedicated for the English subject from the early years at primary school with inadequate teachers may explain why the participants perceived a lack of reading skills in English among their students. Therefore, I want to express the same thought as Birketveit and Rugesæter (2014); it is time to strengthen the English subject. The Norwegian Directorate for Education needs to provide primary students with more time for the subject and competent teachers to adequately prepare them for what is expected from them in secondary school.

### 5.2.3 Watching the Movie

Another finding that became prevalent was that the participants advocated for watching the movie based on the text after reading excerpts or entire texts from YAL. They expressed the belief that the students enjoy watching the film and that it also increased the students' understanding of the literature because the movie provided a new perspective on plots and characters. The participants reported that they had good experiences with utilizing films to motivate the students to read the literature. Based on this, it appears that teachers use movies as a *reward* for reading YAL. This applied method to teaching YAL may have its benefits but can also result in adverse effects.

As demonstrated in the theory chapter, Ryan and Deci (2000) are also known to have further developed the theories of inner and outer motivation, in addition to SDT. They explain the term extrinsic motivation refers to the performance of an activity in order to attain some separable outcome and, thus, contrasts with intrinsic motivation, which refers to doing an activity for the inherent satisfaction of the activity itself (Ryan & Deci, 2000, p. 71). Based on this, one can argue that if the teachers use movies as a prize for reading, they appeal to the extrinsic motivation among students to get them to read. At the same time, the teacher sends out an underlying message that reading YAL is uneventful and needs to be rewarded by watching the movie. This may signal that watching the movie is better than reading the literature, which again belittles the value of the experience of reading and the literature itself. A more effective approach would be to appeal to the students' intrinsic motivation, which, according to Ryan and Deci (2000, p. 70), reflects the positive potential of human nature's tendency to seek out challenges, explore, and learn. To convey the message that reading YAL is a reward in itself may boost students' intrinsic motivation. Ryan and Deci (2000, p. 71)

demonstrate strong links between intrinsic motivation and satisfaction of autonomy and competence. Knowing this, we can appeal to students' intrinsic motivation by applying STD (Ryan & Deci, 2000), as previously discussed earlier in the chapter. However, teachers in the English classroom must be aware that one does not omit the other. Håukås (2020, p. 327) explains that students can achieve good learning outcomes through both extrinsic and intrinsic motivation, and there are often fluid transitions between them. Nevertheless, teachers should be cautious of placing too much emphasis on extrinsic motivation, such as watching the movie, because it can negatively impact intrinsic motivation for reading YAL.

### 5.3 Research Question 3: What Do Teachers Want to Achieve by Introducing YAL to Students?

The last research question seeks to answer what teachers want to achieve by introducing YAL to students. The present study exhibits that teachers hope that by utilizing YAL in the English classroom, students will develop cognitive aspects in relation to language learning. The theme *cognitive aspects* include the elements that participants brought up throughout the data collection regarding developing English skills, such as expanding vocabulary and improving grammar. However, as accounted for in the findings section, the participants highlight that they wish to emphasize the thematic aspects present in YAL. The theme *thematic aspects* explain themes such as culture and empathy the participants want to convey through employing YAL in the English subject. In addition, the overall impression of the set of data is that the participants wish to facilitate good reading experiences of YAL for the students.

#### 5.3.1 Cognitive Aspects

The first theme concerning research question 3 presented in the findings is cognitive aspects. The participants report that they believe that by reading YAL, the students would expand their vocabulary, develop their reading skills in English, and as a result, acquire more of the language. Participants also are optimistic about using authentic texts, such as YAL, to teach different aspects of grammar. The finding section shows that especially one of the participants had experience from using YAL to teach grammar. As already mentioned in chapter 4, P3 (p. 4) explains, "It is more relevant to show examples of sentence structure from youth literature than from the textbook." The same participant elaborates on how he had used YAL to look at how authors use adjectives and build a story. He also reports that he had used YAL to teach students the differences between proper and common nouns. Utilizing authentic texts for



teaching grammar is efficient because, as earlier presented, these texts include more realistic and complex language usage than inauthentic texts. However, as already mentioned, most of the participants did not emphasize cognitive aspects when discussing what they wished to accomplish when using YAL in the English subject. From examining the data, it appears that the participants believe that reading YAL improves cognitive aspects such as developing skills in grammar automatically as a natural learning process without explicitly focusing on it. This belief can be supported by research. Bjørke and Grønn (2020, p. 141) describe reading in the target language as a critical element in the language learning process. Furthermore, Tishakov (2018, p. 106) states that reading is a significant source of input for English learners as it supports the development of various skills such as vocabulary, grammar, and writing.

Even though the participants were coherent in the report of wishing to achieve development regarding cognitive aspects when reading YAL, they expressed the frustration of time limitations in the English subject. The data collected in this present study highlights that teachers feel like they do not have enough time to work specifically with grammar and linguistic aspects to settle among students due to the limited amount of hours they have in the English subject. According to LK20, there are 222 hours dedicated to the English subject in years 8-10. In comparison, the subject of Norwegian has 398 hours, and mathematics contains 313 hours per year. Despite this, English is viewed as one of the major subjects, along with Norwegian and mathematics. Still, looking at the number of hours dedicated to each subject, English is downgraded compared to the two other significant subjects. Based on this, it is understandable that participants report that they do not wish to spend too much time explicitly focusing on the cognitive aspects concerning YAL, hoping for an automatic boost of language acquisition when reading. As P6 (p. 4) emphasizes, “we want to teach them more than just English.”

### 5.3.2 Thematic Aspects

The data shows that the participants are most passionate about utilizing YAL to teach thematic aspects of the literature to teach the students more than “just English.” As presented in the findings, historical, political, social, and cultural aspects were continuously brought up in the interviews. P4 (p. 7) argues, “It is crucial for the students, considering the world we live in with all the digitalization, that they get an understanding of other cultures and why things happen. Why things are as they are. How things are connected. Why that person makes that

choice.” The data shows that the participants are very aware of the fact that teenagers today grow up with extensive amounts of information from around the world through social media and other platforms. The participants highlighted that they feel the responsibility of supplying them with knowledge through reading experiences, enabling an increased understanding of the world in which they live. The complex intertwining of historical, political, cultural, and social aspects in our own and other societies and how it affects how and why events occur was something that the participants believed could be taught through reading YAL. Several participants highlighted the benefit of teaching thematic aspects that can be found in YAL to prepare them for the world outside school. As presented in the findings, it is evident that teachers in the present study are well aware of the thematic benefits of reading YAL. However, the data uncovers an uncertainty concerning actually carrying out the goal of achieving students’ understanding of thematic aspects.

The participants emphasize the benefits of investigating thematic aspects in YAL. However, from examining the data, the participants struggle with suggesting specific methods to explore themes in the classroom, implying that teachers lack insight into how to do so. They report that students find it challenging to detect themes without support. Based on the teachers’ belief that the students find it difficult to explore themes, one can argue that teachers need to provide toolkits that scaffold the students when working with the thematic aspect of YAL. According to Grabe (2009, p. 206), students need scaffolded support from teachers to learn how to become aware of and identify main ideas in a given text. Tishakov (2018, p. 113) advocates for scaffolding reading by teaching a range of reading comprehension strategies in the classroom. Further, she explains that such procedures can be understood as the conscious processes readers use to overcome difficulties in comprehending a text.

As discussed in previous sections, Critical literacy is an approach that teachers can utilize to ensure an adequate text selection. However, this framework is mainly developed for critically reading texts and can work as an aid to explore hidden themes in literature. As accounted for in the theory chapter, critical literacy is a rather complex approach and therefore needs to be adapted to the age group in secondary schools. A way to do this is to simplify the approach to make it more feasible for the students. A suggestion is to focus on one of the aspects in Jank’s (2014) model of critical literacy to scaffold students in understanding themes of, for instance, how power and diversity are presented in YAL. Providing students with specific aspects to look for may enable them to detect themes. However, Wolf et al. (2011, p. 2) alert, “Too

often, reading and literature education are restricted by finalized meaning that leaves teachers and students on the outside of literary worlds, moving across words instead of through them; and missing altogether the many narratives and ways of viewing the world that youth bring to a story.” This is something that all literature teachers should be cautious about and take into consideration. As English teachers, we want to teach our students what we already know, especially in literature’s thematic aspects. We have a preconceived notion of what we want the students to detect. And sometimes, that is, of course, vital if there is a specific aim to be reached. But as we know, this competence aim opens up for interpretation and reflection, and therefore, we must dare to set our students free to move through the story and view the literature from their unique youth perspective.

It is evident from the data that the participants saw opportunities to work with political, historical, social, and cultural aspects in an interdisciplinary manner with subjects such as social studies. However, it is interesting that the participants did not associate these themes with the new interdisciplinary topics presented in the new curriculum. The curriculum (LK20) implements three interdisciplinary topics: *public health and life skills*, *democracy and citizenship*, and *sustainable development*. These topics are significant societal challenges and issues nationally and globally and can be connected to political, historical, social, and cultural themes prominent in YAL. The data show that participants did not correlate these themes to the LK20’s new interdisciplinary topics, which is interesting because it leads to the question of how teachers adapt to changes in the curriculum and how much these changes affect teachers’ teaching practices in Norway. A study conducted by The Norwegian Directorate for Education presents that the teachers are well-prepared for the organization of the interdisciplinary topics and that the teachers are positive about the new curriculum (Vika, 2021). However, because it is the Directorate for Education, which also develops the curriculum, it is beneficial for them to present a report that conveys the message that teachers are well prepared for the organization of the interdisciplinary topics. This present study does not mirror the findings in Vika’s (2021) report. It shows the plausibility that not all teachers are too familiar with the new curriculum are not currently making the connections between different interdisciplinary aspects in LK20. It would be advantageous for the teachers to connect LK20’s interdisciplinary topics to the YAL aim in focus because this type of literature carries the benefits of including such issues and presenting them in an exciting, understandable, and relatable manner to the age group in secondary schools.

### 5.3.3 Make Reading a Good Experience

Lastly, the present study highlights that the teachers want to provide their students with good reading experiences and utilize YAL as a springboard to develop their desire to read.

The findings affirm that the teachers are aware of the link between motivation and interests and that YAL provides students with opportunities to read literature that appeals to them personally. However, there is still the danger of what P5 (p. 6) stresses, “It is a challenge not to kill the desire to read.” The finding that the participants believe that students do not enjoy reading implies that the participants may conceivably have unknowingly killed their desire to read through using inadequate approaches. Considering the strategies used to read YAL in the English classroom, it is not strange that the teachers perceive that students do not enjoy reading. It is because they have never experienced positive approaches that appeal to their excitement for reading. The statement “students do not enjoy reading” must be challenged because of the possibility that it is the teachers that may approach reading inadequately. As already discussed, the findings in this study show that teachers use excerpts of books which, according to hermeneutics, does not allow the students to enter the hermeneutic circle of understanding. Mainly reading passages of literature does not allow students to experience extensive reading, which, as previously mentioned, is the recommended approach for increasing the joy of reading. In addition, the data reveals that the participants lack understanding concerning how to execute extensive reading projects. Furthermore, the study shows that the participants do not have sufficient tools to motivate students to read. This sheds light on the need for a more informed approach when it comes to encouraging students to read, by, for instance, applying aspects of Ryan and Deci's (2000) SDT. In sum, all of this may contribute to the students not having positive experiences with reading, which can ultimately kill their desire to read. From this perspective, it is understandable that students do not enjoy reading.

The present study also reveals that the teachers share the belief that boys do not like to read. Carlsen, C. (2018, p. 123) reports that when students in Norway became subject to systematic comparative testing in the year of 2000, the result revealed significant differences between boys and girls in terms of reading proficiency. The first PISA test indicated that the difference between boys and girls amounted to as much as an entire school year when it came to general

reading skills in Norwegian. Carlsen, C. (2018, p. 123) goes on to explain that through recent research on reading skills in English among upper secondary schools, it is confirmed that there is a general relationship between reading skills in the two languages. Therefore, these findings can also be applied to reading in the English subject. Awareness that there is a reported difference between boys and girls regarding reading is a valuable asset for teachers working with YAL in the English classroom. Carlsen, C. (2018, p. 124) claims that boys prefer to read about fictional characters similar to them. In contrast, teenage girls find it easier to identify with characters beyond their gender and age group. This knowledge may help teachers reach out to boys with limited reading practice and provide them with YAL, which suits their level, personality, and interests to make reading a good experience.

Another finding this study uncovers which may restrict a good reading experience is that there may be too much repetition, based on how teachers report they work with the literature post-reading. After the students have read parts of the literature, the findings show that teachers utilize aids such as Kahoot, book reports, or missions to each chapter. Not only is this approaching reading in an intensive manner, but it disrupts the pure reading experience. The joy of reading gets lost in the demand of always having to repeat what is being read. Repeating the literature through assignments sends signals that imply that students are reading to repeat what they have read, not because reading is a valuable experience within itself. Carlsen, C. (2018, p. 125) highlights the importance that the reading process must not become weighed down with too much obligatory work. The main emphasis when working with literature should be making students enthusiastic about reading.

However, a vital aspect of teachers' practice is to assess the students and what they produce. In relation to assessment and this competence aim, the emphasis must be put on what one of the participants warned, not to kill the desire to read. A way to do this is to be careful about only appealing to the students' extrinsic motivation. As presented in the theory chapter, Ryan and Deci (2000, p. 70) claim that their research reveals that rewards and threats, deadlines, directives, pressured evaluations, and imposed goals diminish intrinsic motivation because, like tangible rewards, they emphasize external factors. Extrinsic motivation, therefore, refers to an activity's performance to attain some separable outcome (Ryan & Deci, 2000, p. 71). Imposing students to produce, for instance, book reports or other repetitive assignments target students' extrinsic motivation, especially in secondary school, where much of students' work is graded. Therefore, the emphasis should be put on intrinsic motivation, the inherent

tendency to seek out novelty and challenges, extend and exercise one's capacities, explore, and learn (Ryan & Deci, 2000, p. 70). Intrinsic motivation also refers to doing an activity for the satisfaction of the activity itself (Ryan & Deci, 2000, p. 71). Knowing this, the teacher must facilitate assessment situations that appeal to students' intrinsic motivation in reading YAL. The teachers must investigate what kind of activities that students experience as satisfactory. A way to approach this is to meet the students at their preferred platforms. Students in the age group of secondary schools spend extensive amounts on social media and are very skilled at handling these platforms. Such platforms can be, for instance, TikTok, Twitter, or YouTube, where students have endless opportunities to create products to be assessed concerning the YAL they are reading. Letting the students show knowledge about the literature in a space where they already thrive will increase intrinsic motivation and support the link between intrinsic motivation and satisfaction of autonomy and competence, which are essential aspects of Ryan and Deci's (2000, p. 71) SDT. Approaching assessment concerning the YAL competence aim in this manner will hopefully decrease the possibility of killing students' desire to read and make reading YAL a good experience.

## Chapter 6: Conclusion

The principal research objective of the present study was to explore teacher cognition in relation to didactical questions concerning the new YAL competence aim in LK20. This thesis investigated three research questions in order to explore the topic. The following subheadings will summarize and conclude the research questions.

### 6.1 Research Question 1: What are teachers' perceptions of the new competence aim regarding YAL?

The first research question investigates teachers' perceptions of the new YAL competence aim. The first theme to emerge was teachers' perceptions and understandings of YAL and how these aspects may affect the execution of the aim. The present findings indicate that teachers have a common understanding of the term YAL. Because LK20 does not define the term YAL, it is up to the teachers to research the terms provided in the aims. However, the perceptions of the term appear to be narrow in the sense that the participants mainly refer to books as the text format within YAL. As highlighted several times throughout this thesis, YAL is not a static genre but an umbrella term covering a variety of longer and shorter texts. The participants' limited understanding of YAL implies that the teachers do not do adequate

research on terms provided in the curriculum. There is a need for a better scaffolding support system within the framework of LK20. A solution could be to develop the scaffolding system further and include definitions of *all* complex terms, not just some.

The subsequent finding concerning the first research question is that the participating teachers believe that this competence aim carries specific challenges and possibilities. In conclusion, it would appear that the participants believe that one of the most significant challenges is the perception that students do not enjoy reading. Based on the discussion around this specific topic in question, I will highlight the plausibility that the students have not been adequately facilitated with positive reading experiences in the English classroom. As discussed previously, there are several approaches to facilitate good reading experiences. Ryan and Deci's SDT inspires how one can carry this out. Ryan and Deci's SDT advocates for letting the students select the literature, read something that interests them and suits their skill level. Furthermore, the students must experience the freedom of pure reading without being interrupted by tasks for each segment or weighed down with too much obligatory work. If an assessment is necessary, the students should be allowed to create products on platforms they are thriving. The main emphasis when working with literature should be making students enthusiastic about reading.

It is evident from the data that the participants want to facilitate interpretation, reflection, and understanding of the literature for their students, but they believe achieving this is challenging. The theory of hermeneutics offers insight into how, for instance, classroom discussions should be executed to achieve interpretations, reflections, and understandings. Furthermore, the data suggest that a prominent challenge that this study uncovers is several issues connected with text selection. As accounted for in the previous chapters, critical literacy can be a helpful tool for teachers to use to carry out informed choices of which literature to work with in relation to this competence aim.

According to the findings, the teachers highlighted that this competence aim opens up for utilizing authentic texts. The study reveals that the participants try to limit their use of textbooks because they are aware of the benefits of incorporating authentic texts in the English subject. This finding is fascinating because it contradicts previous research (Vilà, 2020), which shows that teachers in Norway mainly use the textbook in their teaching

practice. This implies that we may have entered a paradigm shift regarding stepping away from the textbook towards authentic texts and their benefits to the English classroom.

The findings also illuminate the participants' wish to execute larger extensive reading projects to meet this aim. However, the data sheds light on the possibility that the teachers do not have an adequate understanding of the extensive reading approach based on how they elaborate on the topic. If the teachers do not adequately understand the approach of extensive reading, the students will not experience it either. As continuously presented throughout this thesis, extensive reading projects in secondary schools strengthen motivation, variation, and decision-making in the language classroom (Carlsen, C., 2018, p. 125), and the extensive reading approach fosters positive reading attitudes significantly more than the intensive reading approach (Park, 2020). Based on this, it can be beneficial to work with YAL through an extensive reading approach to ensure a good reading experience among students.

To conclude, the curriculum and its nature are the foundation for these findings. The findings concerning the first research question highlight the different sides of teacher autonomy as a double-edged sword. On one side, there are the positive effects where the teachers can free themselves from specific demands and use their professional competence in order facilitate good learning situations in the English subject. However, at the same time, this freedom comes with a crucial responsibility to ensure that the competence aims are carried out in the best possible way. In some cases, teachers' autonomy may harm the learning situation based on the teachers' lack of competence in specific areas. A good starting point would be if the curriculum included a definition of complex terms such as YAL to ensure that the aim is adequately met. The curriculum does not accentuate what YAL, why this specific change is made, or how to utilize this particular type of literature. The aim concerning YAL is very open and does not imply which texts to choose, what is to be learned or how to approach it; this remains for teachers to figure out.

## 6.2 Research Question 2: How Have Teachers Worked with YAL in The English Classroom Before This New Aim Was Introduced?

The findings show that all participants had utilized YAL in their teaching career even before this new competence aim was introduced. As presented in the theory chapter, the theme "methods applied to teaching YAL" emerged from the data to answer research question 2.



It is evident from the findings that participants advocate for utilizing learning aids, such as audiobooks and watching the movie adaptation of the YAL. As discussed in chapter 5, these learning aids have their pros and cons, which teachers need to be aware of to make informed choices about facilitating the best possible ways to meet this aim. Furthermore, the data highlights that the most common way the participants approach YAL is through excerpts of books in an intensive approach. This may be due to the participants' limited understanding of YAL and that they are not aware of the possibility of using shorter texts, such as short stories or poems. Using excerpts to meet this competence aim is not an adequate method. Based on the hermeneutic circle presented in the theory chapter, which illustrates that understanding degenerates into a process in which one must understand the part in order to understand the entirety and that one must understand the entirety to understand the parts, it can be argued that using excerpts of books will not lead to interpretation and understanding, which the competence aim requires. Therefore, I want to highlight the importance of providing the students with entire texts when working with this competence aim.

### 6.3 Research Question 3: What Do Teachers Want to Achieve by Introducing YAL to Students?

The last research question seeks to answer what teachers want to achieve by introducing YAL to students. The present study reveals that teachers believe that by utilizing YAL in the English classroom, they will achieve the development of cognitive aspects about language learning, which is one of the main goals in the English subject. Prominent cognitive elements that are found include expansion of vocabulary and grammar improvement. Most of the participants plan for this to happen passively without having to devote time to it. Only one participant reported using YAL to work with grammar by looking at how an author employs adjectives to build a story or to explore the differences between common and proper nouns in the literature. However, as accounted for in the findings section, the overall pattern shows that the participating teachers wish to emphasize the thematic aspects present in YAL. The dominant thematic elements the data illuminate are the political, historical, cultural, and social aspects teachers want to convey through YAL. In addition, the participants are eager to utilize YAL to increase students' understanding of the cause and effect of current events related to the mentioned thematic aspects, such as the Black Lives Matter movement. The students are not living within the limits of their physical surroundings and encounter

historical, social, cultural, and political issues from around the world continuously through digital tools and social media platforms. Therefore, the employment of YAL in the English classroom to teach thematic aspects is advantageous. As P6 (p. 4) emphasizes, “we want to teach them more than just English.”

Finally, the overall impression the data provides is that the participants wish to facilitate good reading experiences of YAL for the students. However, the danger of what P5 (p. 6) stresses, “It is a challenge not to kill the desire to read,” is present. In light of the evidence provided in this study and the approaches applied to reading YAL in the English classroom, it is not unusual that the teachers perceive that students do not enjoy reading. By employing inadequate strategies to reading, the participants may unknowingly kill students’ desire to read. The statement “students do not enjoy reading” must be challenged, and teachers must facilitate positive reading experiences which appeal to the students’ desire to read. One of the main focuses must be providing students with a broad selection of YAL which can appeal to their interests. This thesis does not recommend any specific YAL. This is a conscious decision done with respect to the individual readers in the English classroom. YAL holds the potential to foster a learning environment where each student can feel valued and respected as an individual (Savitz & Silva, 2019 p. 324). The students have different preferences based on who they are as individuals. In partnership with their students, each teacher must explore what YAL suits them and their situation. As P4 (p. 8) advocates, “we are different and like to read different things.”

#### 6.4 Further Research and Final Thoughts

The premise of this study was an exploration of teachers’ cognition concerning the utilization of YAL in the English classroom. Borg (2015, p. 46) claims that, empirically, teacher cognition research has affirmed the active role teachers play in shaping classroom events and highlighting the complex nature of classroom decision-making. Further, he explains that such research has provided evidence of how teachers’ beliefs and knowledge influence what teachers do in the classroom. Teacher cognition is a complex field because it is based on teacher’s beliefs, thoughts, and experiences, which are in constant development. Therefore, there are always new areas to explore in order to produce more knowledge within the field.

However, I want to highlight that I encountered a gap between previous research and what I found concerning textbook usage in the English subject in Norwegian secondary schools. According to the present study, teachers do not use the textbook to a large extent, as previous research claims. Based on this, it would be interesting to explore this further to prove or disprove my hypothesis that we have approached a paradigm shift concerning textbook usage in Norwegian secondary schools. A way to carry this out could be to conduct a more extensive quantitative study including secondary teachers as a sample and collect data to answer the topic in question.

I want to finish this thesis by emphasizing that research will always represent a section of reality (Postholm & Jacobsen, 2018, p. 227). The section of reality I have presented in this study is based on six teachers' cognitions, beliefs, and perspectives. Throughout the chapters, teachers have expressed assumptions about what *students* believe, think, and do. The preconceived notion that "students do not enjoy reading" has been prominent throughout the thesis. However, as already discussed, this must be challenged and can be done by shifting the focus from *teacher* cognition over to *student* cognition about the topics relevant in the present study to uncover a new section of reality. Teachers and their didactical practice are nothing without the students. The students are the foundation on which didactical practice is built. In order to produce a broader picture of how to approach YAL in the English classroom, it is crucial to understand the students' perspectives and preferences. I would recommend utilizing a qualitative approach as it has proved to be effective in teacher cognition research. Several qualitative methodologies can be employed to explore the student cognition concerning the topics of this thesis; it is time to let the students' voices emerge.

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## Appendices



## Vil du delta i forskningsprosjektet

*“An exploratory study of teacher cognition in Norwegian secondary schools:  
The usage of Young Adult Literature in the English classroom”*

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan engelsklærere på ungdomstrinnet bruker ungdomslitteratur i undervisningen. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

### Formål

Den nye læreplanen i engelsk presenterer et nytt kompetansemål:

*“Lese, tolke og reflektere over engelskspråklig skjønnlitteratur, inkludert ungdomslitteratur.”*

Dette er første gang ungdomslitteratur blir nevnt i den engelske læreplanen. I denne masteroppgaven skal jeg derfor undersøke følgende:

1. What are teachers' perceptions of the new competence aim?
2. How have teachers worked with YAL in the English classroom before this new aim was introduced?
3. What do teachers want to achieve by introducing YAL to students?

### Hvem er ansvarlig for forskningsprosjektet?

Institutt for språk, litteratur, matematikk og tolking ved HVL, avd. Bergen er ansvarlig for prosjektet.

### Hvorfor får du spørsmål om å delta?

Jeg søker engelsklærere på ungdomstrinnet i den norske skole

### Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet innebærer det å stille til et intervju. Intervjuet vil ta ca. 30 minutter. Det vil bli gjort lydopptak av intervjuet. Jeg kommer til å spørre om hvilke tanker du som engelsklærer har rundt bruk av ungdomslitteratur i engelskundervisningen. Din identitet vil være anonym.

### Det er frivillig å delta

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

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

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Jeg som student og min veileder vil ha tilgang til dine personopplysninger (navn og kontaktopplysninger). Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data. Datamaterialet (lydopptak og transkripsjon) vil bli lagret på en forskningsserver som er kryptert.

Deg som deltaker vil ikke kunne gjenkjennes i publikasjon og ingen sensitiv informasjon (navn, etc.) av deg vil bli publisert.

### **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er i mai 2021. Personopplysninger og opptak ved prosjektslutt vil slettes.

### **Dine rettigheter**

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

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

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

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra institusjon for språk, litteratur, matematikk og tolking har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

### **Hvor kan jeg finne ut mer?**

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

Pia Gjørund Ødegård (student)  
Mail: [pia.gjosund@hotmail.com](mailto:pia.gjosund@hotmail.com)

Brianne Jaquette (Veileder)  
Mail: [brianne.rae.jaquette@hvl.no](mailto:brianne.rae.jaquette@hvl.no)

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

- NSD – Norsk senter for forskningsdata AS på epost ([personvertjenester@nsd.no](mailto:personvertjenester@nsd.no)) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Pia Gjørund Ødegård

(Student)

Brianne Jaquette

(Veileder)

---

### **Samtykkeerklæring**

Jeg har mottatt og forstått informasjon om prosjektet “*An exploratory study of teacher cognition in Norwegian secondary schools: The usage of Young Adult Literature in the English classroom*”, og har fått anledning til å stille spørsmål.

Jeg samtykker til:

- å delta i intervju

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

---

(Signert av prosjektdeltaker, dato)

## Appendix 2

15.5.2021

Meldeskjema for behandling av personopplysninger

# NSD NORSK SENTER FOR FORSKNINGSDATA

## NSD sin vurdering

### Prosjekttittel

Exploring the usage of young adult literature in Norwegian secondary schools: challenges and possibilities

### Referansenummer

145808

### Registrert

27.10.2020 av Pia Gjørund - pia.gjorund@gmail.com

### Behandlingsansvarlig institusjon

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

### Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Brianne Jaquette, Brianne.Rae.Jaquette@hvl.no, tlf: 55585873

### Type prosjekt

Studentprosjekt, masterstudium

### Kontaktinformasjon, student

Pia Gjørund Ødegård, pia.gjorund@hotmail.com, tlf: 92119276

### Prosjektperiode

25.08.2020 - 18.05.2021

### Status

29.10.2020 - Vurdert

### Vurdering (1)

29.10.2020 - 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 29.10.2020 samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

### MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:

[https://nsd.no/personvernombud/meld\\_prosjekt/meld\\_endringer.html](https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html)

Du må vente på svar fra NSD før endringen gjennomføres.

#### TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 18.05.2021.

#### 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.

#### TAUSHETSPLIKT

Vi vil minne om at lærerne har taushetsplikt. Den strekker seg lenger enn å unnlate navnene til barna. Lærerne kan ikke fortelle historier på slik måte at andre opplysninger kan identifisere en nåværende eller tidligere elev direkte eller indirekte. Dere er i fellesskap ansvarlige for at elevene blir omtalt i generelle ordelag under samtalen. Vi anbefaler at dere diskuterer personvern i forkant av intervjuet.

#### 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 viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

#### DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: 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 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).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt 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!

Kontaktperson hos NSD: Tore Andre Kjetland Fjeldsbø  
Tlf. Personverntjenester: 55 58 21 17 (tast 1)

## Appendix 3

### Intervjuguide

#### Om lærer

Hvor mange studiepoeng har du i engelsk?  
Hvilke klassetrinn har du?  
Hvor lenge har du jobbet som lærer?  
Hvilke andre fag underviser du i?  
Hva er det beste med å undervise i engelsk?

#### Tekstvalg generelt

Hvilke typer tekster pleier du å bruke i undervisningen?  
Hva er fordelene med å bruke disse tekstene?  
Hvorfor bruker du disse tekstene?

#### Lesestrategier

Hva er din erfaring med å la elevene lese lengre tekster?  
Hva mener du er fordelene med ekstensiv lesing i engelsk?  
Hva er utfordrende?  
Lærer du elever spesielle lesestrategier i engelsk?

#### Ny læreplan og begrepet ungdomslitteratur

Har du satt deg inn i den nye læreplanen?  
Har du sett at det er kommet et nytt kompetansemål om ungdomslitteratur?  
Hva legger du i begrepet ungdomslitteratur?  
Har du selv lest ungdomslitteratur da du var yngre på engelsk?  
Liker du selv å lese annen type skjønnlitteratur?

#### Erfaringer med å bruke ungdomslitteratur i engelskundervisningen

Har du brukt denne type bøker før dette kompetansemålet kom?  
Hvorfor/Hvorfor ikke?  
Hvordan?  
Hvordan trives elevene med det?  
Er dette noe alle elever kan mestre uansett nivå?  
Hvordan ta hensyn til svake og sterke elever?

#### Valg av tekster

Hvordan vil du gå frem i valg av ungdomslitteratur?  
Hvilke tekster vil du gi elevene?  
Bør lærer eller elevene velge bok/tekst?

#### Didaktiske Muligheter

Hvordan kan man legge til rette for forarbeid og etterarbeid?

#### Utfordringer

Hva tenker du er utfordrende med dette kompetansemålet?  
Hvordan kan vi løse dette?  
Hvordan kan vi motivere elevene til å lese ungdomslitteratur?  
Hvordan kan vi bidra til leselyst?

Hvordan kan vi gjøre det til en god opplevelse?

**Hva mener du er fordelene med å bruke ungdomslitteratur?**

## Participant 1 (Male)

I: Da bare begynner jeg

P1: Kjør på.

I: Litt om deg, hvor lenge har du jobbet som lærer?

P1: Jeg pleier å si 6-7 år, så det er minst det da.

I: Og hvilke klasstrinn har du nå?

P1: Nå er det på 10. Jeg hører til, men jeg har fremmedspråk på alle tre.

I: Ja ok. Hva syntes du er det beste med å undervise i engelsk?

P1: Engelsk er det beste at du har så vanvittig mye du kan bruke. Sant, det er et språk som er lett tilgjengelig ressurser på. Elevene er vant til å finne frem til ting selv og du kan på en måte, de kan finne frem på youtube, og de kan finne informasjon der og vi kan bruke engelskspråklige aviser, og media hovedsakelig på engelsk.

I: Ja der er de jo kjempe mye.

P1: Så det som skiller engelsk fra andre språkfag vil jo være at det er lett tilgjengelig for de og for meg å finne ressurser da.

I: Hvilke andre fag var det du underviste i?

P1: Jeg har spansk som språkfag, og samfunnsfag og musikk og valgfag programmering.

I: Det var jo god bredde da.

P1: Ja. Litt forskjellig.

I: Har du noen studiepoeng i engelsk?

P1: Jeg tok på Høgskolen i Bergen nettopp, var ferdig til sommeren. Det var et år som jeg brukte to år på. For å bli engelsklærer egentlig. Det er jeg nettopp ferdig med.

I: Så da har du sikkert vært i gjennom mye av det samme som jeg har da.

P1: Ja sikkert. Jeg syntes det var skikkelig bra studie da. Vi var også til York på studie tur.

I: Ja! Der har jeg og vært.

P1: Ja. Og derfor har jeg en bunke med bøker her så jeg bare kunne vise deg litt hva som liksom var tankene bak, hva man satt igjen med.

I: Ja, jeg syntes York var kjempespennende.



P1: Ja det var en veldig fin tur.

I: Ja, ok. Leser du bøker på fritiden?

P1: Pleier alltid å holde på med en bok. Så ofte, jeg hører mye lydbok for jeg tar mye buss. Og så, eh, ting som jeg føler ikke egner seg som ikke egner seg som lydbok prøver jeg å få lest. Men da blir det stort sett når jeg har ferie.

I: Ja.

P1: I hverdagen er det jo stort sett, enten er jeg litt trøtt eller så spiller jeg playstation.

I: Ja, heheh. Har du selv lest ungdomslitteratur da du var yngre?

P1: Det har jeg nok sant. Fordi jeg leste jo bøker som var beregnet for min aldersgruppe, sånn uten at jeg tenkte over det. Men det var jo, men lite på engelsk da jeg var liten, da syntes jeg det var vanskelig. Men jeg husker når vi skulle lese på videregående en bok på engelsk. Jeg syntes å huske at jeg syntes det var, men det var før jeg egentlig syntes det var spennende å lese. Men når jeg var liten leste jeg masse bøker på norsk.

I: Nå da, leser du på norsk eller engelsk?

P1: Hvis det er et språk jeg kan så prøver jeg å lese på originalspråket, men hvis det ikke er det så er det egentlig det samme.

I: Ja. Så litt over til tekstvalg. Som du bruker i undervisningen. Hvilke type tekster pleier du å bruke i engelskundervisningen?

P1: Nå har vi drevet tre år uten noe læreverk. Så da blir det litt sånn mye forskjellig kanskje. Men vi har jo tilgang til, spesielt nå i år har vi fått lisenser på læreverk som vi kan hente fra. Men eller så har det jo vært alt fra, altså det må jo være noe de kan forstå, så det vil jo begrense litt hva man kan velge. Men det fins en del ressurser som man kan søke seg frem til. Men det kan jo være alt som ting som er beregnet for de som har engelsk as a foreign english, hvis man prøver å søke opp det så er det masse som er tilpasset nivå. Ellers så kan man jo bruke en del nyhetsartikler som man kan finne hvis man er heldig. Når det gjelder bøker så ligger det jo en god del ressurser åpent som man kan bruke. Ellers så har jeg klippet og limt litt fra forskjellige læreverk sånn for å sy sammen noe som man kan bruke da. Og siden vi ikke har et bestemt verk vi følger så kan vi på en måte fiske litt fra ulike trinn, alt i fra hva tema man jobber med. Og hvis man har et tema som, når vi f. Eks jobbet med tema world wild life foundation så kunne vi bruke nettsidene deres. Så det er mye nettsider man kan bruke da.

I: Hva syntes du om at dere ikke har et læreverk?

P1: Jeg savner det av og til når det gjelder dette å jobbe med språket i seg selv da. Sant, grammatikkoppgaver og da jeg liksom en systematisk måte å gå gjennom forskjellige ting på. Ellers så syntes jeg det er greit at vi slipper å forholde oss til at vi bare skal gå gjennom en bok og at vi kan velge tema litt fritt. Men samtidig så bruker man mer tid på grave frem ting. Vi er jo flink å dele ting vi finner da, men ofte så sitter vi gjerne fem stykker og gjør den

samme jobben. Kunne vært mye spart på å ha et samlet opp en del ressurser. Men samtidig så får man jo tilpasset noe som man liker selv å jobbe med.

I: Ja, jeg tenker det er fordeler og ulemper med lærebok. Det kan bli litt smalt.

P1: Det kan det bli. I engelsk så har man egentlig et økt nivå i 10.klasse, så kan man velge ganske fritt, men da jeg har fått yngre trinn er det absolutt en fordel å ha et tilpasset språk som er i lærebøkene.

I: Har du noe erfaring med å la elevene lese lengre tekster, som f. Eks bøker?

P1: I Engelsk så har vi bare gjort det en gang. Og da tvang jeg de til å lese den derre part-time-indian boken. Sant. Absolutely True Diary of a Part Time Indian.

I: Ja, den leste vi og.

P1: Ja og den leste vi selv på studiet. Og så ble vi oppmerksom på nettsiden der man finner bok og lydbok.

I: Ja, kan du ikke fortelle litt om det prosjektet?

P1: Ja, det kan jeg. For at når vi hadde lest den boken selv så, var det jo et direkte produkt av at vi skulle jobbe med den boken på høgskulen. Og så hvordan du ville laget et opplegg basert på denne boken. Så endte man opp med et opplegg som jeg tenkte var gjennomførbart. Tema vi hadde om handlet om USA, så vi begynte liksom med indianerstammer, velge deg en, finne ut om de. Og så er den boken ganske lett tilgjengelig i og med at den ligger på nettside. Delt inn i kapitler, med tegninger. Det er jo veldig flotte tegninger til den boken. Og du kan trykke på en knapp så får du forfatteren som leser boken. Ikke verdens mest spennende stemme, men det var mange som foretrakk den da.

I: Så dere leste den på pc'n?

P1: Det var jo noen der foreldrene var veldig på og kjøpte boken og sånn. Men det var jo ikke mange. Så de fleste bare hørte på det på nettsiden. For de har chromebooken sin. Så de har den med seg hjem og kan gjøre det hjemme. Så hadde jeg proporsjonert opp boken litte granne sånn at de måtte lese en halvtime hver uke. Men det er en klasse som ikke er vant til å ha hjemmelekser, så de var veldig vonde å be. En halvtime var jo "alt for mye". Men så var jo det sånn at jeg sa til de at jeg kom til å lage en tentamen basert på arbeidet vi gjorde med boken. Sånn så hvis du har lyst å forberede deg til tentamen så jobber vi med det nå. Og det var jo et halvtårsprosjekt sant, så det var jo et alt for stort prosjekt sånn i forhold til tiden det tok så kan man nesten ikke forsvare å gjøre det på den måten som vi gjorde det då, så vi skulle vært mer effektive. Men det ble no, det var jo mange som likte boken, og det var jo veldig fin opplevelse. En bok som alle som prøvde, det var ingen som hadde problemer med å se hva den handlet om. Det handler jo om en gutt som er på deres alder. Språket er jo, ikke det at det er så spesielt lett å forstå, men situasjonene han er i, han er jo i litt mer alvorlige situasjoner enn de elevene er i sant, han er jo fattig og kommer fra et sted der alkoholmisbruket er et stort problem, og så vold, sånn at det blir litt sånn beskrevet explicitly i boken. Så jeg tenker at de kan kanskje syntes det er spennende med en litt sånt ekstremt uttrykk sånn som den oppveksten var. Og i begynnelsen så hadde jeg laget oppgave til hvert kapittel som de kunne svare på. Så hadde vi en quiz etter en stund. En quiz om handlingen.

Etterhvert så var det bare å komme seg gjennom boken. Og så lagde vi på en måte den heldagsprøven sammen då. Hva er temaene i boken? Kjærlighet, håp for fremtiden, rasisme. Så hadde vi ulike temaer, så prøvde vi å finne ut av hvordan de ulike temaene var representert i boken. Og så var oppgavene bare sånn. Så jobbet vi med skjønnlitteratur då. Hvordan beskriver han personen her, hvordan gjengir han dialog, så prøvde vi liksom å gjøre det på samme måten som han gjorde da.

I: Ehm, ja, skal vi se. Altså når man leser ungdomslitteratur, så kan man dele fordelene i to kategorier ofte, liksom, man lærer kulturelle, politiske, sånne uttrykk, sånne temaer som du snakket om. Men på den andre siden har man language acquisition, altså at man lærer seg språk mens du leser. Hvilke av disse tingene ble vektlagt mest? Språklæringen eller det kulturelle, tematiske?

P1: Det ble det kulturelle. Vi begynte jo ut med begge deler. Jeg hadde oppgaver som gikk på begge deler. Men jeg fant ut at da var det noen som bare valgte det. Jobbe med gloser, jobbe med uttrykk, det var jo greit nok, sant men, jeg følte, jeg hadde jo lyst på noe jeg kunne gi tilbakemeldinger på, så da ble det mer og mer at vi tok utgangspunktet i konteksten her. Og disse situasjonene og prøve å plassere seg selv i ok, har du noen gang vært hos tannlegen liksom, fortell. Eller hva vil det si å, han har jo en venn som han sier er anglofile. Så what is an anglofile, do you have any fascination of another country, prøver å få oppgaver så de kan reflektere litt over da. Det var jo det som var litt gøy syntes jeg. Så det ble jo mest den kulturelle delen vi jobbet med.

I: Føler du har de forstod det? De tematikkene i boken?

P1: I varierende grad selvfølgelig. Men ja, de forstod det. Det er jo ikke en bok som er spesielt vanskelig å, det er ganske sånn jordnær tematikk da. Sånn college greier, spiller basketball,

I: Ja litt sånn gjenkjennelig, noe av det hvertfall. Følte du at de kanskje utviklet litt sånn engelskspråklige ferdigheter og med å lese en sånn bok?

P1: Man må jo måle da. Målte jo ikke noe sånn på det. Jeg tenker jo hvis man blir tvunget til å forholde seg til handlingen i en bok, sånn systematisk gjennom så vil jo man prøve å skape masse kontekst selv. Det er ganske enkelt å finne ut av hva ting betyr. Men jeg tenker at, altså dette er bare det jeg tenker, men man lærer jo av å lese bok. En skjønnlitterær bok er det lettere å skape kontekst i, enn gjerne løsrevne tema vi jobber med i engelsken sånn generelt. Så jeg vil jo svare ja på det uten at jeg har noe sånn "Ja, se her."

I: Hva var egentlig utfordrende med å skulle lese en hel bok?

P1: Den er jo ikke sånn spesiell lang egentlig. Hvis de hadde gjort det på egenhånd, i sitt eget tempo, så ville jo noen bli raskt ferdig. Mens andre kanskje aldri ble ferdig. De falt av, vi var komt lang avgårde, men de var bak og, så det var ikke alle som fikk det til. Hvis du tenker sånn sterk-svak-elev, hvor mye man kan i engelsk fra før, så var det ikke bare sånn at det var de sterke elevene som kom gjennom boken. Jeg hadde en engelsk gruppe som var på gruppe fordi de syntes engelsk var ganske vanskelig og der inne var det hvertfall tre som holdt ut boken, mens resten fikk en lettere bok etterhvert. En litt kortere bok som de kunne bli ferdig med.

I: Fikk de tid på skolen til å lese?

P1: Målet var at de skulle gjort det hjemme så de kunne jobbe med oppgaver og snakke om boken på skolen. I begynnelsen så hørte vi litt. Ellers var det meningen at de skulle jobbe. Alt det skriftlige arbeidet ble gjort på skolen. Men det var jo da mange som ikke hadde gjort det hjemme. Så de ble sittende og høre på det på skolen for å kunne jobbe med oppgavene. Målet var at de skulle lese hjemme og jobbe på skolen.

I: Hvis du skulle gjort et lignende prosjekt igjen, hvordan du gjort det da? Er det noe du ville gjort annerledes?

P1: Jeg kunne godt tenkt meg å gjennomført det prosjektet en gang til. Men jeg kunne ikke brukt så lang tid på det, så da måtte jeg vurdert, ok, hva kan vi gjøre da. Noen vil jo klare hele boken. Men vi er jo avhengig av at de liker det. Det er absolutt en fordel hvis de kunne velge bok selv. Det hadde jeg lyst til å gjøre nå i tiende klasse. Men nå har de så stort bokprosjekt i norsk at da må vi velge en short story eller noe sånt. Som de kan komme gjennom litt enklere. Jeg håper jeg får gjort det samme en gang til. I et litt mindre format.

I: Så det var et kjekt prosjekt?

P1: Jeg likte det veldig godt og mange av elevene likte det godt. Hvis du liker boken så er jo det et utrolig fint prosjekt. Og det var jo veldig fint. Vi hadde fagsamtaler om boken etter på, men det er muntlig karaktervurdering.

I: Ja, litt sånn om arbeidet rundt. Hvordan var forarbeidet? Du nevnte jo noe om introduksjon til disse stammene.

P1: Ja. Sant, de skulle pick an american tribe. Og der fins det veldig gode ressurser for barn er veldig interessert i dette her. Så vi hadde delt inn i nivåer. Så skulle de bare finne ut av kor bodde de, hva levde de av, hvilken del av USA er de fra, er de fortsatt en stamme, hvordan går det med de nå. Og har litt sånn der sant. Og så det var jo egentlig det vi gjort av forarbeid. Vi snakket jo litt om, det vi jobbet mest om i boken kanskje, var jo kanskje, eller det jeg prøvde å få de til å, brukte mest tid på, dvele ved "Kill the indian, save the child", sant. Sammenligne det med fornorskingen av samene i norge, at du fikk ikke lov å være indianer, du skulle være hvit. De kidnappet barna, så måtte de gå på sånne boarding schools og fikk ikke lov til å bruke språket sitt. Men forarbeidet gikk nå på det. Vi var på historien der. Med hvordan europeerne kom og skjøv indianerne vekk, så

I: Ja, da er du jo litt tverrfaglig hvis du også har samfunnsfag,

P1: Ja, vi hadde jo hatt om dette allerede. Jeg husker ikke når vi hadde om den amerikanske revolusjonen, lurer på om det var året før. Så noen knagger. Men elevene sier jo det at alle mine fag er samfunnsfag, selv om jeg har engelsk eller spansk eller norsk eller sant.

I: Ja, jeg har også engelsk og samfunnsfag og jeg føler de glir veldig over i hverandre. De to fagene passer veldig godt sammen.

P1: Ja, det syns jeg og. Det er jo derfor jeg hadde lyst å ta den engelsklærer. Det er jo veldig mye man kan ta tverrfaglig. Nå er jo ting her ganske organisert, vi prøver å holde oss til de

samme temaene, det er ikke alltid det går. Sant nå jobber vi med norge i etterkrigstiden og i engelsken jobber vi med common wealth of nations. Så av og til får man det til.

I: Ja det er jo veldig kjekt når man på en måte kan overlapse tematikken i fagene.

P1: Det er det. Og så hvis man har lyst å se film eller noe så kan man hvertfall forsvare det med at det er begge fagene. Finner noe som passer til begge deler.

I: Og så, dere hadde oppgaver underveis i boken?

P1: Ja, mens jeg leste boken igjen, så satt jeg å skrev oppgaver til teksten etterhvert. Det kan jo være alt mulig, det er jo ganske mye man kommer på når man blar sant. F. Eks bare det med at han måtte reise så og så mange miles for å komme seg. At man får en del sånne sammenligne, conversion mellom enheter er det jo masse man kunne gjøre. Altså det er jo ting man vanligvis ikke tenker på å jobbe med. Sånn unit conversion.

Det er så mange tema som hele tiden dukker opp når man jobber med en bok. Han bare forteller sant, du kan spørre om ganske masse forskjellig da sant. Det gjorde jo at oppgavene ble veldig variert. Vil jeg påstå da. De som hørte til boken.

I: Så etterarbeid, var det tentamen?

P1: Ja, det var jo sluttproduktet. Etterarbeid er jo også når man harr oppgaver til det man har lest. Men jeg tenker den tentamen var et stort prosjekt. Jeg hadde jo egentlig, jeg satset jo på at det skulle gå bra dette her, fordi jeg lagde jo tentamen selv, istedet for å bare finne en. At den skal bli variert nok til at alle skal finne noe det. Så hvordan skal jeg vurdere det, det ble jo veldig vanskelig, for jeg hadde egentlig ikke tenkt så godt over det på forhånd, vurderingskriterier, hva jeg skal se etter.

I: Ja det er jo sikkert litt vanskelig?

P1: Yes. Jeg tvang jo de til å skrive skjønnlitterært. De skulle være inspirert av tematikken. Så de skulle skrive en fortelling. Så hadde liksom landet på fem forskjellige tema. Så fikk de i oppgave å skrive en fortelling der tema f. Eks rasisme er en sentral del av konflikten i fortellingen. Og så fikk de noen kriterier på at de skulle være liksom en eller form for direkte dialog, sånn som det vi hadde jobbet med, det skulle være med. Å prøve å vise a de kunne det. Og så sånn som kortsvarsoppgaver, for det er en del brev i den derre boken, så den ene oppgave var at de skulle svare på det ene brevet. For ha får et brev fra søsteren sin, og så skulle de skrive et brev tilbake. Men det var egentlig mindre variasjon på den heldagsprøven enn det ville vært egentlig.

I: Hvordan gikk det da, fikk de det til?

P1: Ja, det gjorde de. Det var jo, de fikk det like godt til som ellers. Hele spekteret ble benyttet i vurdering der også som det pleier. Så det gikk greit det. Jeg syns det var veldig vanskelig å vurdere det uten at jeg hadde laget noen kriterier og vist de på forhånd at dette skal vi jobbe med. Dette ser jeg etter.

I: Ok. Litt til begrepet ungdomslitteratur. Hvordan ville du definert ungdomslitteratur? Eller hva tenker du på når du hører det ordet?

P1: Jeg tenker at det bør være litteratur som er om ungdom og at de kan kjenne seg selv igjen i de karakterene. Og problematikk og tematikk som de er enten opptatt av eller som de kan risikere å møte på. Og så er det vel og sånn at det, i ungdomslitteratur er, det er jo veldig stor variasjon i hvordan språket er. Jeg ville jo valgt en bok som jeg tenkte, hvis jeg skulle valgt bok for de da, at den skal alle klare å komme gjennom, at språket må være greit nok, i forhold til nivået. At det ikke er for mye vanskelige ord. Jeg merket jo og med den boken der at de var jo vanskelig, men de tålte det. Så det er viktig å ikke bli stresset hvis du ikke forstår alt og du leser og du blir og du liksom får med deg det du får med deg liksom.

I: Så du gir de på en måte noen lesestrategier, noen tips til hvordan de skal komme seg gjennom?

P1: Ja. Det var jo viktig at de ikke mistet motet hvis det var mange ting de ikke forsto. Det gjør ingenting det. Man kan lese en bok uten å forstå alt og sitte igjen med mye likevel. Og hvis det er ting som er viktig å få med seg så kan vi jo prate om det. At vi tar en oppsummering, hva har skjedd sant.

I: Så tenker du at både sterke og svake elever i engelsk kan klare å lese.

P1: Absolutt. Men det er veldig stor variasjon sant. Noen ender jo opp med veldig enkle ting då. Jeg har jo elever, minoritetsspråklige som bare har hatt bittelitt engelsk i sitt liv som må jo få noe helt annet å jobbe med. Hun ene jenten i klassen som har minst engelsk fra før lese den derre Cinderellaboken, med en mann som er askepott.

I: Ja, den leste vi, jeg har vært borti den.

P1: Ja, sant. Prince ettellerannet.

I: Ehm, Prince Cinders.

P1: Ja. Og så en gutt som var veldig dyslektisk han fikk coraline tegneserie.

I: Jaja, den og har jeg lest.

P1: Men han kom aldri så langt med den. Skulle heller egentlig bare fått han til å fortsette med den hin. Så det var egentlig en tabbe, han hadde klart den andre helt fint.

I: Ja. Men sånn med valg av bøker til sånne prosjekter, tenker du at det er best at læreren velger bok eller at elevene velger sin egen?

P1: På et så stort prosjekt så hadde det vært best at de gjorde det selv. Men samtidig da så har ikke jeg muligheten til å jobbe med boken like grundig, de kan jo gjøre det litt på egenhånd, men det blir på en helt annen måte, nå skriver de særerne i norsk: Og da gjør vi det på samme måte. Vi jobbet med karakterene, vi hadde et eget dokument der de skulle analysere karakterene, og hva settingen er og alt dette her. Så det er jo en fordel å gjøre tingene sammen. Men da bør det kanskje være noe litt kortere. Så kan de få velge sin egen bok etterpå. Så gjøre det på den måten då. Men samtidig så har jo klassen noe til felles da. For vi kunne jo ha disse fagsamtalene etterpå, da kunne vi, vi satt gjerne tre eller fire elever og pratet om boken. Og da har de masse å prate om. For de nettopp alle sammen har lest den samme

boken. Og de kan diskutere ting som har skjedd og de kan fortelle hva de syntes om ting. Og det vil man ikke få hvis alle sitter med hver sin bok.

I: Ja, det er jo helt sant.

P1: Men man kan jo gjøre det med filmer f.eks. Der er jo fortere.

I: Hva er fordelene med at de får velge egen bok tenker du?

P1: Når det er en suksess, så er det jo det at de kan velge seg noe de er interessert i sant. Kanskje du liker fantasy litteratur eller at du kanskje allerede er glad i et eller annet univers som du kan velge deg en bok i fra. Jeg har jo elever som elsker å lese, men likevel ga meg mye motstand, fordi jeg tvang de til å lese den boken her. For da er det jeg som kaster vekk deres tid på en måte. Så fordelene er jo at det da er deres valg. Ikke mitt. Da er det jo stor forskjell for de sikkert, vil jeg tro. Men det er jo vanskelig for de å finne bøker på engelsk. Men det er jo noe de må lære seg. Gå på biblioteket. Finne seg en bok selv som de syntes ser grei ut, som de har lyst til å lese. Det er jo også noe man bør lære seg. Så det får vi ikke gjort nå i engelsk men i norsken. Det er jo den samme opplevelsen då egentlig.

I: Så hvordan kan vi som engelsklærere bidra til leselyst hos elevene? Det er jo sikkert ikke så enkelt alltid?

P1: Nei. Men jeg tror jo det at det å finne noe som, jeg tror jo at mange satt igjen med at de hadde det veldig kjekt med denne boken, men at de da går og låner seg en ny bok, det tror jeg er skjeldent. Det er de som liker og lese som gjør det. Så det er de andre vi snakker om, de som ikke leser selv. Så,

I: Er det mange elever som leser på eget insjinitiv?

P1: Det er vel ikke sånn at det er mangen. Jeg tror. Hvis jeg skulle tipper. For jeg husker når jeg gikk på ungdomsskolen og vi skulle gjøre dette så var det mange som ikke hadde lest en bok før. Når vi gikk i 8. Eller 9. Klasse og skulle skrive særemne. Men de fleste har jo lest en bok eller to. Så jeg tror det å ha en bok liggende som du leser i et par ganger i uken då, vi er sikkert nede på 30%. Hvis jeg bare skulle tippet.

I: Ja jeg også tror, eller det er hvertfall mitt inntrykk at det generelt er lav prosentandel som leser på fritiden, på frivillig basis. Hvertfall på engelsk. Tror du noen leser engelske bøker frivillig?

P1: Det er noen. Det vet jeg. Men de er vel noen som kanskje har noen hjemme som oppfordrer de. Mange av de elsker Harry Potter sant. Og hvis du da har lest de på norsk så kanskje du syntes det er gøy å lese de på engelsk. Og ut av de lesehestene som vi har der inne så er det Harry Potter som har gjort det for de då. Sant at de har vokst opp med det, at det er helt fantastisk. Eller du har de kattekrigerne.

I: Ja, det har jeg fått med meg, jeg har sett at de ligger på pulter til elever og at de liker den.

P1: Det er mange bøker og som de holder på med. Noen har jo brukt hele ungdomsskolen på å bare lese kattekrigerne, sant i friminuttene bare sitter og leser litt. Men hvordan kan vi gjøre

sånn at de liker det? Det kan nok hjelpe litt å ha noen gode opplevelser. Og få noen gode opplevelser.

I: Ja, hvordan kan vi lage de gode opplevelsene?

P1: Ja, jeg tror jo at det blir litt gøyere, det må jo være ganske tilgjengelig for de. Jeg syntes at lydbok er en god greie. Du er jo veldig pålogget mentalt hvis du skal henge med en lydbok.

I: Ja, den lydboken, hadde de teksten foran seg og eller var det kun lyd?

P1: Det på samme nettsiden, så du kan bare trykke på og bla nedover.

I: Hva gjorde de fleste da? Bare hørte?

P1: Jaa, de fleste, over halvparten ville følge med samtidig, tror det hjalp de litt. Men de har jo egentlig lyst til å bare ligge på pulten.

I: Slappe av ja.

P1: Så det var jo mange som gjorde det og

I: Men jeg tenker jo at det er en veldig positiv ting at de kan velge selv hvordan de vil lese den. At de kan høre, høre og se, eller bare lese vanlig.

P: Det var jo det som gjorde at vi faktisk valgte den boken. At den var så lett tilgjengelig og at jeg kjente den såpass godt. At jeg visste det kunne bli bra på en måte. Men hvis vi skal få de til å like å lese så kan det jo hjelpe litt og diskutere og jobbe med ting. Så kanskje kortere tekster som har noe som ikke alltid er så lett å forstå, som vi må jobbe litt med for å forstå. Vi har jo akkurat hatt heldagsprøver. Det var overraskende hvem som velger hvilke type tekst. Noen velger faktisk å tolke en annen historie. Selv om du tenker at den oppgaven ville de ikke ha valgt. Da er det jo gjerne fordi noe har de likt med den fortellingen som har gjort at de da føler at de har noe å skrive om.

I: Ja fordi ungdomslitteratur trenger nødvendigvis ikke være bøker.

P1: Nei, det gjør vel ikke det.

I: Det kan jo være short stories, dikt og sånne typer og. Men når jeg leser det begrepet så tenker jeg med en gang bøker, er du enig i den? Eller tenker du mer sånn at det kan være hva som helst bare det er for aldersgruppen.

P1: For meg er det et relativt nytt begrep sånn at for meg er det det studiet på engelsken og disse bøkene.

I: Ja, kan jeg få se hvilke du har?

P1: Ja, i York så, I alle disse bøkene her så har du POC som er hovedpersoner. Og det syntes jeg var spennende. Og disse syntes jeg er kule. Hvis du liker hip hop f. Eks.

I: Jeg har ikke sett noen av disse tror jeg.



P1: **\*Viser flere bøker\*** Jeg kjøpte disse i england fordi det var så billig der, kjøpte inn dritmye. Men har ikke fått brukt de enda. Men da tenker jeg at hvor de skal få velge selv så har jeg hvertfall en god del alternativer til de da.

I: Ja, fordi dette kompetansemålet gjelder ikke tiende enda. Og du er jo i tiende. Men så når du da må inn og jobbe med dette kompetansemålet da,

P1: Ja, da. Men da trenger vi ikke velge en roman.

I: Så hvordan ville du da gått inn og løst dette her?

P1: Vi kunne jo lest Roald Dhal f. Eks. Det er jo kort og morsomt og gøy. Eller så hadde det vært veldig gøy og få jobbet litt med comics. Det er jo også ungdomslitteratur.

I: Ja, da er det jo veldig fint å ha dette med multimodality, med bildene og teksten.

P1: Ja. Så kan man lese utdrag og se film f.eks. Så har man på en måte en helhetlig opplevelse. Det gjorde vi med den derre the hate you give.

I: Men hvordan ser du for deg at de får bruke de her? **\*Bøkene han viser\***

P1: Da må jo jeg presentere hva disse bøkene handler om. Men det er jo ikke nok til alle. Men dette vil jo være et supplement til hva de ellers kan finne på biblioteket.

I: Det tror jeg egentlig var det.

## Participant 2 (Female)

I: Først litt om deg. Hvor lenge har du jobbet som lærer?

P2: Nå er det 4.5 år.

I: Mhm. Og hvilke klassetrinn har du?

P2: I år er det 10. Trinn.

I: Og, hvilke andre fag underviser du i?

P2: Mat og helse, og KRLE.

I: Yes. Har du noen studiepoeng i engelsk?

P2: Ja, jeg har 60 studiepoeng.

I: Ja. Leser du bøker på fritiden?

P2: Innimellom.

I: Er de på norsk eller engelsk når du leser?

P2: Litt begge deler. Begge deler.

I: Har du selv lest ungdomslitteratur da du var yngre?

P2: Ja.

I: Ok, litt om tekstvalg i engelsken når du underviser. Hvilke type tekster pleier du å bruke i undervisningen?

P2: Da tenker du på?

I: Altså, er det lærebok? Litt generelt?

P2: Det er litt lærebok, men veldig lite, for de er så gamle. Så bruker vi artikler av tekster som vi finner på nett. Og vi bruker digitale ressurser som skolen har.

I: Hvilke ressurser er det skolen ha?

P2: Vi bruker blant annet skolen min, fra cappelen damm, en del. De har gode opplegg som passer til ungdomstrinnet. Med tekster.

I: Ja. Har du noen gang prøvd å la elevene lese lengre tekster? Sann som bøker på engelsk?

P2: Vi har ikke gjort det nå, men vi skal begynne med litteratur etter jul.

I: Hva er planen da?

P2: Nei, da skal vi innom Shakespeare og litt sånn fantasy, vi har tenkt litt narnia, og kanskje harry potter. At vi leser kanskje litt av det i timen. Og så anbefaler vi de å lese det mere da, hvertfall for de det fenger. Det er jo ikke så veldig mange som er så veldig glade i å lese.

I: Nei. Hva tenker du kan være fordeler med å lese litt lengre tekster?

P2: Jeg tenker at du lærer veldig mye av å lese. Både muntlig og skriftelig språk får du mye bedre inn enn hvis du bare leser litt og litt. Og så får du utvidet litt horisonter og så ja, det er god trening på mange måter. Og så kan det være glyere å lese fullstendig enn bare kortere snutter.

I: Hva tenker du kan være utfordrende med å lese lengre tekster?

P2: Det er jo mange som kommer til å syntes at de er for lenge, at det kan bli kjedelig, f. Eks for at de ikke mestrer språket så godt. Og da blir det for langt for de å skulle lese en bok da. Da holder det kanskje med en side. Ja, kan du gjenta spørsmålet?

I: Eh ja, ehm, har du prøvd deg på lære elever lesestrategier i engelsk? Er det noen tips du gir de hvis de skal lese tekster? Eller lar du de bare kjøre på som de ønsker selv?

P2: Vi har jo holdt på med litt lesestrategier sånn generelt i alle fag. Så ikke spesifikt i engelsk. Men, det er jo bare å prøve, det er jo ikke sikkert du forstår alle ordene, men du forstår sammenhengen likevel. Det er sånn strategi jeg bruker.

I: Ja, og så litt over til den nye læreplanen, har du sett på den nye læreplanen i engelsk?

P2: Veldig lite, siden jeg er på 10.trinn i år og følger den gamle. Har vært innom da.

I: Ja, sånn i forhold til kompetansemål og læreplaner generelt, hvordan forholder du deg til de?

P2: Prøver jo å komme gjennom og dele de opp så de er overkommelig for elevene. Så jeg må jo på en måte ta deler av de, at vi jobber med det litt og litt. Og så tilksammen etterhvert, på to eller tre år så har de kommet innom alle.

I: Og så det nye kompetansemålet, du kan gjerne ta opp chatten igjen og se på det. Når du ser dette kompetansemålet, og da tenker jeg med fokus på ungdomslitteratur da, altså hvordan ville du løst dette, hvordan ville du gått frem for å nå dette målet?

P2: Jeg tenker jo det at å finne ungdomslitteratur som kan være relevant eller innenfor tema, som kan være litt engasjerende og spennende- Og så er det da lese. Vi kan lese litt sammen, de kan få lese litt selv. Og så er de jo snakk om hva vi har lest, hva er det snakk om, hva er det det handler om, finne ut hva som er meningen bak det de skriver. Jeg vet ikke helt hva de mener med reflektere?

I: Jeg tenker kanskje at det går litt på tematikk sant, fordi ungdomslitteratur har mye tematikk som er relevant for de. De tar ofte opp sånn seksualitet, rassisme, politiske ting, kjærlighet, familie, så det er jo på en måte en viktig side med ungdomslitteratur.

P2: Ja, se om det er noe de kjenner igjen i sitt eget liv i forhold til hva vi leser, om de kan relatere seg til det eller om dette er helt fjernt. Kanskje noen som har et annet type samfunn enn det vi har, om det er noe relatertbart.

I: Hva legger du i begrepet ungdomslitteratur? Hva tenker du på når du hører det begrepet?

P2: Da tenker jeg litteratur, tekster, bøker som er tilpasset ungdom. Noe som har et språk som er forståelig for de, og som du sier, et tema som fenger de og som de kan kjenne seg igjen i.

I: Har du brukt ungdomslitteratur før i undervisningen? Det har jo ikke vært i læreplanen før, så det er jo ikke så rart om du ikke har det. Men jeg lurer på om du har vært innom den typen tekster før.

P2: Vi har vært litt innom det nå i høst. Men da bare utdrag. Noen i klassen har sett film som hører tilden boken. Så vi har brukt utdrag av ungdomslitteratur.

I: Hvilke bøker, eller hvilke tekster var det?

P2: Det er en bok som heter the hate you give.

I: Kan ikke du bare forklare litt om hvordan dere jobbet med den?

P2: Den var inn på skolen min, så der fikk vi lese teksten. Tror de fikk en lekse på og høre og lese denne teksten hjemme. Og så når de kom på skolen så snakket vi om den. Hva er det det handler om, hvordan det kunne relatere til det temaet vi holdt på med i engelsk da. Det var rasisme og USA. Så den passet veldig bra der.

I: Var det noe forarbeid eller etterarbeid i forhold til det?

P2: Vi hadde noen oppgaver som var relatert til tema. Vi har jo jobbet mye rundt det tema som var rasisme og moderne rasisme.

I: Var det skriftlige oppgaver eller fikk de snakke muntlig eller?

P2: Det var muntlig, skriftlig og de skulle lese. Jeg må bare tenke tilbake. Det er jo ikke så lengesiden.

I: Ja, hehe.

P2: Litt diskusjon hadde vi om forskjellige temaer som de blant annet finne selv, søke på nett og finne ut av selv.

I: Følte du at elevene trivdes med det?

P2: Jeg tror de syntes det var veldig spennende tema, rasisme har jo vært veldig opp i media nå det siste halvåret. Det er noe som alle har fått med seg. Black lives matter og alt som handler om det. Politivold og det. Så jeg tror de syntes det var veldig spennende og forstå litt mer om hva det egentlig går i. Man kunne vise eksempler fra den litteraturen vi leste. Det var nok til å forstå at det fortsatt skjer og at det er relevant, gjerne at de ikke skjer like mye i

Norge som i USA, da. Men vi kunne se filmsnutt og trailer til filmen. Så jeg tror de syntes det var litt spennende.

I: Ja det er jo liksom on point om hva dette kompetansemålet handler om. Så da har jo dere egentlig begynt på dette veldig bra. Når det gjelder ungdomslitteratur, tenker du at det kan passe for både sterke og svake elever i engelsk?

P2: Ja så lenge nivået i tekstene er tilpasset både sterke og svake i engelsk, og de i midten, ikke minst.

I: Hvordan ville du gått frem i valg av tekster eller bøker, ville du ha valgt bok for de? Eller vi du la de velge selv hva de skal lese?

P2: Tenker du hvis de skal lese en bok selv, eller en bok vi skal jobbe med i timen?

I: I forhold til det kompetansemålet der man skal jobbe med ungdomslitteratur i engelskundervisningen. Ville du latt de selv velge bøkene, eller ville du valgt en felles bok som alle skulle jobbet med?

P2: Det er jo på en måte enkelt å velge en bok og være sikker på at alle faktisk leser og vi kan snakke om det, det kan være enklere for mange da, for de svake, de på midten og de høye når vi da kan ha refleksjoner, tolke og reflektere da. Om det som står i boken. Hvis vi skulle valgt bøker selv tror jeg det hadde vært veldig variert hva de hadde valgt og hva de hadde fått ut av det med tanke på at det ikke er så mange som er så glad i å lese. At de kanskje bare hadde bladd i gjennom og ferdig. Ikke faktisk lest boken ordentlig.

I: Ja, sant. Men hva kunne vært fordelene med å velge selv?

P2: Da kan de jo finne noe de selv er interessert i. Altså tema. Noe de syntes er spennende som kan motivere de til å lese mer. Det er jo vanskelig velge en bok som treffer alle hvis jeg skulle valgt. Så det er jo en fordel om de skulle valgt selv. Da kan de velge mye mer tema og hva de har lyst og lese og ikke minst størrelsen på boken. Det har sikkert litt og si for mange.

I: Bare sånn helt ærlig, i praksis, tror du det hadde vært mulig å velge en normal størrelse bok på engelsk, og få alle i gjennom den boken?

P2: Hvis de skulle lest den selv, nei. Hvis vi skulle lest den sammen, så hadde de klart det. Men det hadde ikke vært lett, det hadde vært vanskelig.

I: Altså, hvordan kunne man klart å få det til?

P2: Nei, det er et godt spørsmål. Enten høylesning, lesing i grupper, at det kan være enklere, eller at vi leser sammen i klassen, eller at vi kan bruke lydbok. At det kunne vært enklere å fått gjennom alle. Spesielt lydbok tror jeg hadde det hjulpet. For det er mange som syntes det er slitsomt å lese. At det er kjedelig. Vi har prøvd mye på norsk. Med veldig varierte resultater. Det kunne gått, men vi måtte jobbet hardt for det.

I: Føler du at det er noen som selv liker å lese på fritiden? Noen av elevene?

P2: Ja, det er det. Men det er jo gjerne færre som liker å lese enn resten. Et fåtall.

I: Hvorfor tror du folk ikke er så glad i å lese?

P2: Jeg vet egentlig ikke. Jeg syntes det er veldig spennende selv. Men det har jo litt med hva du prioriterer. Og hva som er tøft. Og tålmodigheten, om de liksom orker å lese en hel bok. Vi ser jo det er velig forskjell på gutter og jenter. Jenter klarer å fullføre bøker mens gutter har ikke den motivasjonen eller leselysten som ofte jenter har da.

I: Ja det er faktisk min og erfaring, at det stemmer i praksis ganske greit, de elevene jeg selv har hatt, da sitter ofte jentene med bøker på pulten som de leser i frivillig som de faktisk syntes er gøy. Vet du om noen av elevene leser engelskbøker?

P2: Mest norsk, men vi har noen som leser en del på engelsk.

I: Hvordan kan vi som engelsklærere bidra til leselyst hos elevene? Hvis det i det hele tatt er mulig? Hvordan kan vi gå frem for å gi de litt mer motivasjon og leselyst?

P2: Vi har gjort det slik at de som har en del av stillingen sin på biblioteket har plukket ut forskjellig litteratur, forskjellig type bøker, så de har kommet å fortalt om bøkene da. De har prøvd å inspirere elevene, sånn "denne boken passer kanskje for dere, denne boken handler om sånn og sånn". Prøvd å gjøre det litt interessant.

I: Det er jo genialt. Litt sånn reklame.

P2: Ja, rett og slett. Reklamere for biblioteket og for bøker.

I: Vi har jo vært litt innpå det, men hva tenker du kan være fordelene med å bruke ungdomslitteratur?

P2: Det vil jo sannsynligvis fenge elevene mer. Hadde det vært en barnebok så hadde de kanskje følt det var for barnslig. Eller hvis det er voksenbøker så blir det litt komplisert og forstå hva de vil frem til med handling og sånn. Ungdomslitteratur er rettet mot ungdom. Det vil fenge de mer tror jeg.

I: Sånn som på en måte forskningen sier er at ungdomslitteratur på den ene siden har veldig mye å si for sånn tematikk og at ungdommene lærer seg kulturelle uttrykk, får innsikt i politikk og empati og den type ting. Og så på andre siden kan det være fordelsaktig for sånn language acquisition, at de lærer seg språket, de lærer seg engelsk av å lese disse type bøker. Hva tenker du at du ville vektlagt? Det språktekniske eller tematikken?

P2: Jeg hadde valgt tema og det det handler om. For jeg tror det vil fenge mange fler. Med spennende tema og noe som kan være litt interessant. I forhold til å ha fokus på språket så tror jeg ikke det hadde passet så godt, jeg tror det hadde blitt for mye for de.

I: Ja. Du nevnte at dere skulle lese litteratur etter jul? Var det narnia og harry potter?

P2: Vi har ikke landet helt, men vi har snakket litt om narnia og harry potter. Og muligens litt sånn Shakespeare og sånn litteratur. Men om det er akkurat det vi kommer til å gjøre kan jeg ikke svare på nå. Vi har ikke kommet så langt i planleggingen.

I: Hvis du f. Eks skulle gått for narnia eller harry potter, det er jo ungdomslitteratur, har du noen tanker om hvordan du ville gått fram for å jobbe med de tekstene?

P2: Jeg ville jo tatt ut et spennende kapittel, en del av boken som vi kunne lest i klassen og at de på en måte skulle lage en egen versjon og skrive en sånn type tekst selv. Snakket om det, kanskje klart å inspirere noen til å ikke bare se filmene, men å lese.

I: Så du ville ikke gått frem for å få alle til å lese en hel bok?

P2: Jeg tror ikke det er mulig, ikke med narnia hvertfall.

I: Ja de er jo kjempe lange de bøkene.

P2:mhm.

I: Yes, jammen da tror jeg at jeg har det jeg trenger.

### Participant 3 (Male)

I: Ok, da kan vi starte. Litt om deg først. Hvor lenge har du jobbet som lærer?

P3: 4 år.

I: Hvilke klassetrinn har du?

P3: 9 trinn.

I: Hvilke andre fag har du?

P3: Matematikk, samfunnsfag, kunst og håndverk.

I: Hva er det beste med å undervise i engelsk syntes du?

P3: Jeg syntes språk er veldig gøy egentlig. Ord kan ha mye innhold.

I: Hva er ditt morsmål?

P3: Islandsk.

I: Kult. Hvordan syntes du det var å lære norsk?

P3: Det gikk egentlig veldig greit. Vi lærer dansk på barneskole og videregående. Det ligner jo på bokmål.

I: Ja, ja. Når lærte du engelsk da?

P3: Fra barndommen egentlig. Vi oversetter ikke filmer til islandsk før jeg var sånn 10-12, og da var det for sent, jeg hadde allerede begynt å lære meg.

I: Ja, det er en fordel da. Er du en leser? Er du en som liker å lese bøker?

P3: Ja, jeg elsker å lese bøker.

I: Hvilket språk leser du de på?

P3: Mest på engelsk.

I: Leste du ungdomslitteratur da du var yngre?

P3: Ja. Mye.

I: Leste du det også på engelsk?

P3: Nei, det var mest på islandsk. Så rundt 13 år begynte jeg å lese på engelsk. Fantasy litteratur.



I: Og så litt over til tekstvalg og hvilke tekster du pleier å bruke når du underviser i engelsk. Bruker du lærebok eller bruker du artikler, eller hvilke tekster pleier du å vise til elevene dine?

P3: Jeg har ikke jobbet så veldig lenge som engelsklærer. Dette er egentlig første året som jeg jobber som engelsklærer. Jeg tok utdanningen i fjor. Men jeg jobber med litt av hvert. Nå har jeg jobbet med fagartikkel f. Eks. Med informativ fagartikkel. Dahar vi lest litt artikler som f. Eks ligger på nett. Rettet mot den aldersgruppen. Og så f. Eks history channel som er veldig informativ. Språket er litt vanskelig, men jeg utfordrer de litt med vanskelige ord. Så kan de bruke engelske ordbøker som ligger på nett. Der får de forklaringer med kontekst. Jeg tror jeg har et fortinn fordi jeg tror jeg er flinkere til å snakke engelsk enn norsk. Så jeg gir de meningen av ordene i engelsk kontekst i stedet for å oversette de til norsk.

I: Pleier du å snakke engelsk i timene?

P3: Ja. Veldig sjeldent jeg bytter over til norsk.

I: Når du skal velge tekster, pleier du å velge korte tekster eller lengre tekster?

P3: Prøver å samkjøre hvilke tekster vi bruker fordi vi har hatt litt om systems of oppression. Så da var det den "the hate you give" som vi hadde fokus på.

I: Ja, hvordan jobbet dere med den?

P3: Først så vi trailer, så vi fikk litt oversikt over hva handlingen gikk ut på. Så diskuterte vi litt på forhånd om hva politivold er, og hva de visste fra før av. Og så tok vi lydbok på det første kapitelet. Og så hadde vi leseblokk hva man kunne notere ned f. Eks karakterer som de fikk høre om i første kapittelet for å få en forståelse om hva historien gikk ut på. Og så hørte vi også på kapittel to. Og så hadde vi readers theatre med kapittel tre. Så delte vi oss i grupper og skulle gjenfortelle med litt sånn skuespill.

I: Ja, så gøy! Det har jeg alltid hatt lyst å prøve selv.

P3: Det er utrolig gøy.

I: Funket det? Syns elevene det var flaut eller gikk det fint?

P3: Det var kun en elev som trakk seg. De syntes egentlig det var veldig grei øvelse. De fikk øve på uttalelsen. Så dette var en fin øvelse.

I: Og så kanskje de forstår det de har lest litt bedre også?

P3: Ja.

I: Tror du det hadde vært mulig at de leste hele boken?

P3: Ja, det tror jeg er mulig. Det hadde vært opp til hver enkelt lærer å ta den avgjørelsen. Men det har litt med budsjett å gjøre også. At vi har ikke boken tilgjengelig i papirform eller på nett, så det var ikke mulighet for det.

I: Ja, det er jo et viktig poeng at de koster jo penger å skulle gi bøker til alle. Men sånn hvis de skal lese litt lengre tekster, lærer du de noen lesestrategier?

P3: Ja, sånn aktiv lesing. De har en notatbok ved siden av seg. Så skriver de ned f. Eks hvis de treffer navn og kanskje litt beskrivelser. Og de lærer seg noen adjektiver mens de leser gjennom boken.

I: Ja, det er jo kjempe lurt.

P3: Og når vi hører lydbok må de også ha en sånn leseblokk ved seg. Så noterer de ting som de syntes er interessant eller de ikke forsto.

I: Så lydbok, det føler du fungerer bra?

P3: Det er veldig viktig at de får høre native uttalelse.

I: mhm, snakker du british eller american?

P3: Snakker oftest amerikansk engelsk egentlig i klasserommet. Men jeg kan bytte om hvis det f. Eks er tema british isles. Da kan jeg heller snakke RP i stedet for.

I: Det er jo fint så får de høre forskjellen. Ja, hvordan forholder du deg til den nye læreplanen i engelsk? 10:33

P3: Vi har tema, overordnet tema som prøver å gå litt dypt inn på. Nå hadde vi f. Eks systems of oppressions som tema. Så gikk vi veldig i dybden på det. Vi så mye på USA, det som skjer nå for det er veldig relevant, med BLM. Så så vi litt på civil rights og det som skjedde før det. Vi gikk enda lengre tilbake for å se hva som skjedde i utgangspunktet med slaveri. Så da blir det å finne relevant litteratur til hver enkelt av disse temaene.

I: Ja, fant du noe relevant?

P3: Ja, nå leser vi 12 years slave.

I: Ja, okei, har dere lest flere ting?

P3: Vi har, når vi hadde om civil rights så ble det mer fakta, de fikk et utdrag av talen til Martin Luther King, I have a dream f. Eks. Og så fant jeg litt i en gammel lærebok om Rosa Parks. Lenker til history channel som var veldig greie. Så brukte jeg også TED-talk. Jeg er også glad i å bruke video som er veldig visuelt.

I: Du har jo samfunnsfag så disse tingene overlapper jo hverandre med historie og sånne ting.

P3: Ja.

I: Jeg og har samfunnsfag med fordypning i historie og engelsk og føler de to fagene merger veldig godt sammen. Men når man har om rassisme, oppression, civil rights movements, sånne type ting, tenker du man kunne brukt ungdomslitteratur for å undervise de temaene?

P3: Ja absolutt. Vi begynte jo med the hate you give som er ungdomslitteratur. G det syntes elevene var kjempespennende. De fikk se filmen også. Så måtte de skrive en fagartikkel som gjaldt det temaet.

I: Spennende. Hva ligger du i begrepet ungdomslitteratur?

P3: Det er, ja, det er et godt spørsmål. Ungdomslitteratur tar synspunktet fra mennesker som er litt i alderen, tror det er fra 13 til 19.

I: Har du brukt ungdomslitteratur før det nye kompetansemålet kom?

P3: Nei, da underviste jeg ikke i engelsk.

I: Nei, sant, stemmer. Men tror du du hadde gjort det i teorien?

P3: Absolutt.

I: Hva tenker du kan være fordelene med å bruke ungdomslitteratur?

P3: Det er fortellinger som er relevante for elevene. Fra noen som er i lignende alder. Hvis det er noe som er for voksent, så kan de miste interessen hvis temaet ikke er spennende.

I: Sånn som i ungdomslitteratur, du har vært inne på det. Men det er veldig mange relevante gjenkjennelige temaer som blir tatt opp, så det er liksom den ene siden som er fordelen med at elevene kan lære seg kulturelle uttrykk, politikk, rassisme, alle disse tematikkene, empati. Og så på den andre siden, så får man, av å lese sånne bøker, language aquisition, reading skills, vocabulary, alle disse på en måte kognitive tingene som de lærer språklig då. Så det er liksom to fordeler. Men hva ville du vektlagt hvis du skulle brukt ungdomslitteratur? Hva er viktigst?

P3: Det spørs hva vi jobber med. Jeg pleier å ha litt grammatikk mens vi jobber med litteratur også. Så hvis vi har fokus på nouns, så har de fokus på nouns også mens de leser. F. Eks forskjellen på common nouns og proper nouns. Og så fokus på adjektiver. Hvordan forfatteren bruker adjektiver for å bygge opp en fortelling. Hvis vi har setningsstruktur så må vi vise eksempler på setningstruktur. Du må gjøre det litt mer relevant, i stedet for å bruke lærebok, som er litt mer sånn oppstykket informasjon. Mer litteratur som er skrevet fra ungdommer fra det landet. At de lærer seg mer enn bare skoleengelsk.

P: Ja, litt mer sånne autentiske tekster.

P3: Ja, autentiske tekster kalles det.

I: Syntes du det er noen fordeler med å bruke det?

P3: Ja, språket blir som de innfødte snakker egentlig. I stedet for sånn fin formell engelsk. Så får de litt mer slang inn i språket sitt. Hvordan ungdom snakker i andre land. Spesielt hvis vi har tema på England eller USA.

I: Tenker du at ungdomslitteratur er noe alle elever kan klare å lese selvom de er sterke eller svake?

P3: Nei, det tror jeg ikke. Jeg har noen elever som ikke klarer å komme seg gjennom en hel tekst uten å stoppe opp på fjerde hvert ord. Det kan bli avansert for mange fordi de ikke forstår konteksten. Men middels og høy måloppnåelse har veldig god nytte av å lese sånn.

I: Når du skal jobbe med ungdomslitteratur i fremtiden, ser du for deg å prøve å få med alle på å lese en hel bok i forhold til dette kompetansemålet?

P3: Jeg har et sånn 8-ukersprosjekt liggende etter studerte som handler fra første side til siste side.

I: Tenker du da at du skal velge en bok for alle, eller at de får velge sin egen?

P3: Det er veldig greit at de har samme bok som referanse hvis i skal jobbe med den. Sånn som de gjør i norsken, der de får tid til å sitte å lese i sin egen, det kunne jeg også gjort i engelsken. Velge seg sin egen å få lese litt.

I: Kan du fortelle litt mer om det 8-ukersprosjektet? Hvis det er noe du kunne tenkt deg å gjøre?

P3: Jeg har brukt litt av det. De må få første kapittelet på lydbok, så får de høre en grei engelsk-uttalelse på boken før de begynner å lese selv. Så kan de lese litt selv. Lage oppsummeringer. Så kan man bruke readers theatre, reading circle hvor de går gjennom setting, karakterer, tematikk.

I: Har du prøvd literature circles før?

P3: Nei jeg har ikke fått sjangs til det. Men det er planen etter jul. De skal lese ungdomslitteratur da. De skal lese en bok om en som har asbergersyndrom.

I: Spennende, så tenker du å gjøre literature circles?

P3: Ja.

I: Skal du dele inn i roller da?

P3: Ja

I: Gøy. Det tror jeg er veldig nyttig og gly for elevene.

P3: Når de leser og forbereder seg, da klarer de, de er mindre redde for å snakke engelsk da.

I: Ja. Hva tenker du kan være utfordrende med at elevene skal lese ungdomslitteratur?

P3: Boken må fange. Så hvis du har en litt tørr og kjedelig bok så er det sikkert ikke alle som har lyst til å lese den. Så er det de som ikke mestrer å følge med språket også, da må vi tilrettelegge for de. Elevene liker veldig godt å jobbe med noe sånt, så det er mindre problematisk enn man egentlig kan tenke. Det er enklere å jobbe med ungdomslitteratur og så ha noen enkle øvelser med grammatikk og språk og uttalelse og alt det når man har en autentisk tekst. I stedet for å jobbe med lærebøker som er enkel tekst som er litt tilrettelagt.

I: Vet du om det er noen av elevene dine som liker å lese på fritiden?

P3: Det vet jeg faktisk ikke.

I: Hvordan ville du motivert elevene dine til å lese en engelsk bok?

P3: Det må fenge fra første kapittel. Så de må høre på første kapitlet, hele gjengen samtidig. Så må de ha mål for hvert kapittel. F. Eks skriv kort oppsummering av kapitlet. Og så jobber de med neste kapittel på skolen f. Eks. Så kan vi diskutere litt hva som skjedde i forrige kapittel. Hva syntes du når det skjedde f. Eks. Så de må være forberedt. Så med en gang det begynner å fenge litt så får de litt mer motivasjon for å lese videre.

I: Ja, da har jeg egentlig det jeg trenger. Bare litt sånn praktisk, har du 60 studiepoeng i engelsk?

P3: Jeg har 45.

I: Det er jo helt supert, jeg bare glemte å spørre om det på begynnelsen.

#### **Participant 4 (Female)**

I: Litt om deg først, hvor lenge har du jobbet som lærer?

P4: Jeg har jobbet som lærer siden 2001, begynner å bli noen år.

I: Så du har erfaring.

P4: Ja, da var jeg ferdig så da begynte jeg å jobbe på (stedsnavn) 1-10 skolen, så fulgte jeg med ungdomsskolen når (skole) ble (skole) i 2010.

I: Ja. Hvilke klassetrinn har du nå?

P4: Nå har jeg tiende. Jeg følger de som oftest et sånn treårig løp.

I: Ja. Mhm. I forhold til engelskfaget, hva er det beste med å undervise i engelskfaget?

P4: Nei hvor skal jeg begynne? Alt egentlig? Å for ikke å snakke om å bruke språket, kjempegøy. Det å se elevene bli glad i engelsk. Jeg pleier å si til elevene mine at målet mitt på ungdomsskolen er at de skal være glad i engelsk når de går ut tiende. For mange av de tenker bare på engelsk som å pugge gloser. Og lese tekster, og du skal jo det, men barneskolen består gjerne veldig masse av det sant. Øve opp for å få opp ordforrådet. Men det å faktisk gjøre så mange ulike ting at engelsk blir gøy og interessant og spennende. Så jeg syntes det er veldig gøy. For du kan gjøre så utrolig masse ut av det. Så jeg prøver liksom å finne alt fra der vi skal pugge gloser til der vi skal gå dypere inn og analysere ting. Så egentlig hele spekteret med engelskfaget er egentlig gøy.

I: Det var jo et fantastisk svar. Hvilke andre fag underviser du i?

P4: Samfunnsfag, KRLE, musikk, så har jeg mye internasjonalt samarbeid som er valgfag. Og så engelsk fordypning.

I: Har du noen studiepoeng i engelsk?

P4: Ja, jeg har 60. Eller litt over. Jeg har 62.5 eller ettellerannet sånn. Haha.

I: Viktig å få med at det faktisk er over 60. Haha.

P4: Fordi jeg tok en gang en eksamen som hadde 12 poeng. Men ting har jo endret seg. Så tok jeg liksom del 2. For jeg hadde jo egentlig alt fra del en. Og da fikk jeg jo inn de 30 siste poengene. Og derfor står jeg her med litt over 60.

I: Da skiller du deg ut. Jeg tror du er den første som jeg har snakket med som har 62.5. Det er litt gøy. Du er liksom litt over de andre. Litt mer kompetanse. Og så, leser du bøker på fritiden?

P4: Å, insane masse bøker. Jeg leser bare engelsk.

I: Gjør du? Å så bra! Jeg også.

P4: Jeg går med den derre, jeg har kindle. Så jeg går med den på kommen omtrent. Jeg elsker bøker. Enten det eller lydbøker.

I: Hvilke sjanger leser du?

P4: Litt sånn krim, romantikk, hva skal jeg si, actionfilm i bokform. Contemporary romance.

I: Ungdomslitteratur da, leste du det da du var yngre?

P4: Ja, gjorde jeg det? Jeg var jo sånn som likte å lese Agatha Christie. Hun skriver jo veldig bra. Jeg leste ikke så mye sånn nancy drew og sånn derre hestebøker. Jeg ble egentlig ikke glad i engelsk før jeg gikk på videregående. Så var jeg et år i USA, så det var på en måte det året. Spesielt på videregående ble jeg glad i engelsk da. Når jeg gikk på ungdomsskolen så gikk det helst i norsk. Men det året i USA, da leste jeg, jeg hadde jo ikke valget. Så sånn ble det.

I: Så litt om tekstvalg generelt i din undervisning. Hvilke type tekster pleier du å bruke i engelskundervisningen?

P4: Alt fra fakta tekster til skjønnlitteratur. Du må jo på en måte variere litt. De lærer jo gjerne om, sånn, vi har hatt om the common wealth nå, Så har vi gjerne hatt litt sånne informative tekster om landene sant. Vi gjerne også lest the purple is mine som er fra sør-Afrika, som er en skjønnlitterær tekst, så da har vi diskutert den. Så jeg prøver å putte inn tekster som er fra de landene, at du har forfattere fra de landene. Sånn at du får litt sån autentiske skjønnlitterære tekster.

I: Hva tenker du kan være fordelene med å bruke autentiske tekster?

P4: Det er jo noe med at når du leser en bok fra en som ikke har sittet seg skikkelig inn i hvordan det er så vil det ikke bli. Jeg har lest bøker der de snakker om Norge, så tenker du "Eh nei?" Det er ikke sånn! Det er en del ting som faktisk ikke stemmer med realiteten. Så hvis du skal lese om South Africa kultur og leser fra en som er født og oppvokst der, så vil det komme frem i teksten. Jeg tror uansett hvor mye en forfatter gjør undersøkelser og sånn klarer en ikke, det er noe med tonen i teksten eller hva jeg skal si.

I: Har du noen gang brukt lengre tekster som f. Eks bøker?

P4: Eh ja. Det er vanskelig å få til på ungdomsskolen.

I: Ja, fortell.

P4: Mange plukker jo ut en svær bok, så gir de opp etter åtte sider. De trenger jo ikke begynne med den tyngste, tjukkeste boken du finner. Til og med i min engelsk fordypnings klasse som egentlig har valgt engelsk sant. Det å lese en bok der, det er kjempevanskelig for noen. Altså noen kommer ut med en bok på fem sider og sånn enkel lettvin bok, for det var det de orket å lese. Så det er vanskelig å få det til i klassen. Men jeg har brukt lydbok. Vi hadde war horse i fjor f. Eks. Og da fikk de hele boken. Men vi brukte det til å lytte til mest. Vi hørte på den i timene. Så lydbok. Ellers så tror jeg vi aldri hadde kommet gjennom den. Kanskje det var en eller to i klassen som hadde lest hele boken, det er kanskje de sterkeste sant. Så det er vanskelig å få til, å få de til å lese. Hvertfall aleine og individuelt. Du må organisere i

undervisningen at vi lytter på det, eller at de får tid, men likevel om de får tid i timen så ser du at de blir bare sittende uten å bla om.

Jeg har også brukt Alex Ryder, den boken sant. I engelsk fordypning. Og da endte det med at vi tok et utsnitt. Vi leste første kapittel. Så så vi filmen. Det ble rett og slett for vanskelig for de. Det var ikke alle som klarte å lese første kapittelet en gang.

I: Handler den boken om ungdom?

P4: Ja, ungdom. Alex Ryder bor sammen med onkelen sin. Og så dør onkelen. Og det viser seg at han var topphemmelig spion. Og han onkelen har lært opp ha Alex Ryder fra han var ung til å bli spion, så han blir innlemmet i dette her da.

I: Det høres jo ut som en sånn type ungdomslitteratur?

P4: Ja, den er veldig gøy og spennende og han skriver utrolig bra. Men det er litt sånn når de får den derre boken med tretti kapitler, så går rullegardinen ned, jeg tror det er veldig få som leser på fritiden også sånn generelt.

I: Hvis vi ser for oss at du skulle laget et opplegg rundt ungdomslitteratur, hvordan ville du gått frem da?

P4: For å lage det på en bok?

I: Ja.

P4: Det er lett å lage et opplegg, men det kommer an på klassen. Er det en klasse der mange er sterke lesere hadde det ikke vært noe problem å sitte i gang. At vi gjerne skulle lese og diskutere, bruke tid på skolen. Jeg ville jo brukt tid på skolen til å lese kapittelet og så skulle vi diskutert og så hadde de fått oppdrag av meg. Ikke bare les.

I: Hva kan sånne oppdrag være?

P4: F. Eks hvis de skal lese første kapittelet, så hvordan starter forfatteren? Hvordan fenger han deg? Hva personer blir introdusert? Hva inntrykk får du av disse personene? Så de får litt sånne oppdrag. Og så for hvert kapittel så vill jeg gitt de oppdrag som de leiter etter når de leser boken.

I: Det er jo kjempe lurt. Får de vite oppdragene på forhånd?

P4: Ja, det må de. Og så gjerne gjort det. Så samlet de i grupper så de fikk diskutert gjennom oppdraget. Og så ville jeg tatt det i plenum og gjort oss litt notater.

I: Har du gjort skriftlige oppdrag?

P4: Jo, men det blir gjerne en sånn avslutning. At de skriver en bokrapport. Eller litt sånne ting. Sånn som med war horse så fikk de at de skulle skrive en bokrapport på slutten.

I: Hva ser du etter da? Når de har skrevet den?



P4: Jeg ser litt om de egentlig har forstått den. Klarer de å skrive et noenlunde sammendrag. Det er litt forskjellig hvilket trinn de går på og hva vi har lest. De i 8. Er gjerne ikke så dreven på å skrive. Men i 10. Blir det gjerne sånn at de skal beskrive hovedpersonene, hvem er de, hva kjennetegner de, og skrive sammendrag og litt inn i analysen faktisk. Mens i 8. Blir det gjerne mer faktabasert bokrapport.

I: Hva tenker du de kan klare å ta inn i en analyse? Hvilket nivå er de på?

P4: Det er litt forskjellig. Det er veldig forskjellig. Vi har nettopp hatt det i engelsk fordypning. Men det var dikt da. Først så gikk vi gjennom hvordan vi skulle analysere og så skulle de gjøre det selv. Og det spekteret var også, fra han ene der du ble mektig imponert over hva han faktisk hadde klart å hente ut av det. Men de klarer å finne hovedpersonene. De klarer å fortelle litt om hva inntrykk de gir. Vi har jobbet veldig mye med innvendig og utvendig. Er de høye, er de tynne, er de tjukke, øyefarge. At de kan plukke det opp av teksten, men og at de skal se etter hvem de er som person. Den indre personen. Så tenker jeg de kan klare. Og så ser vi litt på tema. Så det kan de også klare å finne. Og skrive litt om.

I: Føler du at de forstår tematikken i ulike tekster?

P4: Av og til. I diktet så klarte de å finne mange. De klarte de som var mest obvious. De som skrek. Kjærlighet, døden, hehe. De klarte det. Men andre klarer jo å se de andre også, lese mellom linjene.

I: Så litt over til den nye læreplanen i engelsk. Nå er jo du på tiende trinn, men har du likevel sett på den?

P4: Ja, jeg har snust litt.

I: For der er jo bl. A det kompetansemålet om ungdomslitteratur. For hva legger du i begrepet ungdomslitteratur?

P: Litteratur som fenger ungdom. Og det trenger nødvendigvis ikke at det handler om ungdommer hele tiden. Men det at det skrives på en sånn måte at ungdommer forstår det. Egentlig språket, sjagongen, egentlig alt. At ungdommen tenker at når han tar opp en bok så tenker ha ja. Det er egentlig det jeg ligger i det begrepet.

I: Det høres jo ut som at du allerede har brukt mye ungdomslitteratur selv om det ikke har stått i læreplanen?

P4: Ja, for alt det er verd. For det er jo noe med det at de må bli vant med den litterære siden, altså det å plukke noe som interesserer de. En del av den litteraturen blir jo ofte filmatisert. Og ungdommer er jo mer interessert i film enn å lese en bok som er filmatisert. Det hjelper på. For det å kunne sammenligne bok og film.

I: Har du prøvd det før?

P4: Ja. Vi gjorde det med den Alex Ryder. Vi så på den scenen fra det kapittelet som vi hadde lest. Og sammenlignet den opp mot filmen. Om det var masse som var annerledes. Og det var det jo også. Og så har jeg brukt Agatha Christie og. Og det liker jo elevene. Da har vi lest de derre små korte historiene. Short stories. Men de er også filmatisert. Sånne små episoder. Så

da har vi sett forskjell på og snakket om hvilket inntrykk de fikk av Poirot når de leste og hvilket inntrykk får de av Poirot når de ser filmen sant at vi diskuterer det.

I: Trives elevene med det?

P4: Ja, egentlig. Men der også, det kommer litt an på hvor sterke de er i faget. Og generelt. Om de klarer å plukke opp nyanser. Akkurat nå pinner jeg de gjennom Jane Austen. Vi ser filmen Emma. Vi har jo hatt litt om common wealth så de er liksom innom historien. Måten de snakker på. Så når vi så den spurte jeg de om de la merke til hvor høflige de var og de bare ja, for selv om de kranglet så snakker de super høflig. Og det er jo mange som syntes at det derre er helt forferdelig å se på. Hehehe. Masse samtale. Det er jo ikke action.

I: De har så godt av å se litt sånn og.

P4: Ja vi må det. Så skal vi se litt på, Emma er jo rik sant. Så vi skal se litt på om de legger merke til forskjeller på klasse, dette med klassedelingen i samfunnet da. Se om de klarer å se hvordan hun manipulerer disse rundt seg med alt hun sier og gjør. Så litt spennende å se om de klarer å plukke det opp.

I: I forhold til ungdomslitteratur, det virker jo som at du har brukt det en del. Hvilke andre tekster og bøker har du brukt?

P4: Hvis jeg husker, man husker gjerne bare de siste man har brukt. Roald Dahl selvfølgelig. Han har jeg brukt en del. Hun som tar livet av mannen sin, den syntes jeg er så gøy.

I: Kjempegøy.

P4: Ja, heheh. Nei men hun som dreper, er det Roald Dahl forresten? Men hun som tar livet av mannen med det derre lammelåret.

I: jajaja.

P4: Den har jeg brukt en del for den er litt gly. Det er jo litt forventninger sant, for hun er husmor. Så du kan ta opp så mange ting der, forventninger til kvinnen, kvinnerollen, lei av å høre på den derre mannen som kommer hjem og forventer middag på bordet.

I: Har du noen gang gått gjennom en hel bok med en klasse?

P4: Ja, har jeg det? Nei, eller da er det sånn sjølvvalgt. At de selv har valgt. Jeg har aldri brukt et opplegg der alle har lest samme boken. Da har det vært at det skal være selvalgt. Grunnen er at det har stått i kompetansemålet. Sånn at da ha vi hatt en periode der de har valgt seg en bok og så lest den.

I: Hva tenker du er fordelen med at de selv får velge?

P4: Det er jo det at de kan finne noe som interesserer seg. Men vi opplever også at det er mange som syntes det er vanskelig å finne noe. For mange av dem leser så lite at de har ingen mening.

I: Er det noen av elevene dine som liker å lese på fritiden?

P4: Veldig få.

I: Er det noen i det hele tatt?

P4: Det er noen som leser på fritiden sin. Men veldig få. I den engelsk fordypningen min så tror jeg det er ingen.

P'I: How sad.

P4: Jaa! Altså bare nå på engelsk tentamen så fikk de utdelt et hefte på 13 sider så klagde de. "13 sider, er du gaal!". sant, skjønner du? De leser så lite. Og det er utrolig trist.

I: Hvorfor tror du det er sånn?

P4: Jeg vet ikke. Mine unger elsker å lese. Men jeg vet ikke, kanskje de ikke har blitt lest til når de var mindre? Men det er jo ikke sikkert. Jeg vet jo om folk som har lest masse til ungene, men likevel så leser ikke ungene. Så jeg vet ikke. Men altså mine unger har jo veldig sær interesse. De leser bare engelsk.

I: Sikkert fordi du er engelsklærer?

P4: Jeg vet ikke. Men det er bare blitt sånn liksom. Men de er veldig glad i manga og sånn da. Og litt den lettnovelle sjangeren. Manga er jo tegneserie sant. Men så har de noe som heter lettnovelle på manga. Kalles for light novel. Men det er egentlig en bok. Men det er uten bilder. Det er bare tekst.

I: Det må jeg sjekke ut.

P4: Ja, for det er liksom som du hadde lest manga, men at det er bare tekst. Så mine unger har gått mer og mer over til den da. Light novels som det heter, som jeg ikke skjønner, for det er jo en på på 2, 300 sider.

I: Har du brukt tegneserier i engelskundervisningen?

P4: Ja, det har jeg også brukt.

I: Hva er fordelen med det tenker du?

P4: Du fanger gjerne de svake leserne der for det er ikke så masse tekst. Og jeg har også brukt at de skal lage selv. Jeg har gjerne hatt en tegneserie og så har jeg tatt vekk det som står i boblene og så skal de finne replikker. Og det kan bli ganske gøy historier. Og det er jo en fin måte å få de til å dikte og få de til å lage en fortelling. Jeg har også brukt animasjon. Vi hadde om heroes. Og da skulle de lage seg en super hero. Vi leste både fakta tekst om heroes og litteratur om heroes. Og forskjellige typer helter. Så endte det med at de skulle lage seg en helt og så skulle de lage en sånn stop motion animation da. Og lage en fortelling og bruke helten sin til noe.

I: Hvordan gikk det da, fikk de det til?

P4: Ja, de gjorde det. Det var veldig gøy.

I: Ja tegneserier går definitivt under ungdomslitteratur. Hva tenker du at elevene kan lære av å lese ungdomslitteratur?

P4: De lærer jo språket. De utvider ordforrådet sitt. De lærer setningsoppbygging. Det er masse de kan plukke opp med å lese engelsk. Det er jo ofte det du merker, at de som er sterke lesere, de har også en helt annen setningsoppbygging når de skriver. Og de har også et rikere ordforråd enn gjerne de som ikke leser i det hele tatt. Så det med ordforråd er absolutt viktig når du leser bøker. Og bøker som har dialog. Det har jo ofte ungdomslitteratur sant. Så da lærer de også ord og uttrykk de skal kommunisere med.

I: Sånn i forhold til tematikken da?

P4: Som regel så er det jo kjærlighet og vennskap. Det onde mot det gode. Ofte sånn tematikk som går igjen. Så det blir jo gjerne tatt opp ting som berører livet deres som det er når de er ungdom. At de kan kjenne igjen situasjoner som de har opplevd selv. Selvfølgelig, det er jo ikke sikkert onkelen er spion og sånne ting, men likevel, det er jo masse annet der som de kan kjenne igjen. Å tal valg, ikke minst. Ofte blir jo disse hovedpersonene utsatt for å ta en del valg som er vanskelig. Og hvem har de å støtte seg til hvem er støttepersonene. Jeg vil jo tro at det er sånne ting som går igjen.

I: Hvis du skulle brukt ungdomslitteratur, hva ville du vektlagt mest av språket eller tematikken?

P4: Jeg tror jeg ville vektlagt kulturen og de tingene der. For jeg tenker det at når du leser en del så vil det med ordforråd og de tingene der komme automatisk. Så jeg tenker det er viktig for elevene, litt med tanke på den verden vi lever i med at det er så masse digitalt. At de får forståelse for andre kulturer og hvorfor ting skjer. Hvorfor ting er som det er. Hvordan ting henger sammen. Hvorfor den personen tar det valget. Tror jeg ville hatt mer fokus på den delen.

I: Jeg tror det er veldig sant det der med at når man faktisk setter seg ned og leser så trenger man ikke så mye fokus på det språklige for det kommer, som du sier, automatisk i den prosessen.

P4: Ja, etterhvert så vil det det. For du blir jo nysgjerrig på ord. Du leser, så tenker du, hva betyr det? Så søker du det opp og så er det en læreprosess der. Så det vil komme automatisk.

I: Det er jo drømmen, at elevene skal få den nysgjerrigheten

P4: Ja, det er det. Og jeg har noen som er sånn. Det er noe jeg sier til dem på høsten: Vær nysgjerrig på ord! Hvis du møter et ord og tenker, hva er det? Så ikke bare gå videre, søk det opp, finn ut av det.

I: Har du flere sånne tips man kan gi til elever hvis de skal lese en litt lengre tekst for å motivere de?

P4: Jeg pleier å si at hvis du må lese den første siden om igjen tre ganger, så leser du den første om igjen tre ganger. For det er noe med det at neste side blir litt lettere. Og siden etter

der blir enda bedre. Og da er du kommet inn i en flyt. Og så det at du setter deg ned og faktisk leser. Du multitasker ikke når du leser. For elevene er jo vant til å multitasker sant. De gamer litt der og de er på mobilen der. Så jeg sier at når du leser så skal du faktisk lese. Du skal ikke gjøre noe annet enn det. Ferdig. Du kommer aldri inn i fortellingen hvis du gjør fire andre ting samtidig. Det er noe med å få roen og at du kommer litt videre enn første avsnittet. Du skal komme inn i verdenen.

I: Hva tenker du kan være utfordrende med det kompetansemålet?

P4: Ja, lese tolk og reflektere. Ja. Lese er jo en ting. Tolke og reflektere der kommer den an på modningsnivået. Det er derfor jeg sparer Shakespeare til tiende sant. Og dette med diktanalyse, der vi går litt i dybden. Så da venter jeg gjerne til tiende der de er litt mere moden og kan trekke litt flere tolkninger. Selv om du på en måte jobber med det i 8. Og 9. Og, selv om,

I: Litt mer på overflaten?

P4: Ja, litt mer på overflaten. De lærer mer det tekniske. Som plot, characters, setting, såne ting. Så er det i tiende du kan begynne å tolke og stille de vanskelige spørsmålene. Så elevene faktisk kan bli litt mer frustrerte.

I: Og så til slutt, hvordan kan vi som lærere bidra til mere leselyst?

P4: Jeg tror det er å eksponere elevene for ulike tekster, jeg tror det er viktig at vi gjør det. Fordi vi er jo forskjellig og vil like å lese ulike ting.

### **Participant 5 (Female)**

I: Hvor lenge har du jobbet som lærer?

P5: Jeg har jobbet som lærer i ca. 20 år.

I: Ja, så du har mye erfaring. Hvilke klasse trinn har du?

P5: Nå har jeg alle 3 trinnene. I fransk og utdanningsvalg. Jeg har ikke engelsk dette året.

I: Hva syntes du er det beste med å undervise i engelsk?

P5: Jeg er jo veldig glad i engelsk, jeg er veldig glad i språk. Det jeg kanskje syntes var mest gøy det var når elevene kunne lage rollespill, når de spilte inn filmer, gjorde det ordentlig, med kostyme og innlevelse.

I: Føler du at elevene trivdes med det?

P5: Ja, men det varierer fra klasse til klasse. Det funker kjempebra i noen klasser og så funker det kjempedårlig i noen klasser. Akkurat som alt mulig annet.

I: Ja, sant. Har du noen studiepoeng i engelsk?

P5: Jeg har 30.

I: Liker du å lese på fritiden?

P5: Ja.

I: Så, du leser bøker?

P5: Ja.

I: Hvilket språk leser du de på?

P5: De leser jeg på norsk eller engelsk.

I: Hvilken sjanger er det?

P5: Skjønnlitteratur?

I: Når du var yngre, leste du ungdomslitteratur da?

P5: Ja, da leste jeg det som du kan kalle for ungdomslitteratur, men jeg leste også voksen litteratur.

I: Yes, og så litt om tekstvalg, hvilke type tekster har du pleid å bruke i engelskundervisningen?

P5: Jeg har brukt både saktekster og skjønnlitteratur. Brukt lengre tekster og kortere tekster. Det er jo forskjellig med hvordan man jobber med det på. Hvis det er lengre tekster så er det på en måte lesetrening og da går du ikke så mye inn i detaljer. Hvis du bruker kortere tekster kan du gå mer inn i detaljer. Der kan du fokusere på grammatikk eller ord eller analyse eller hva som helst.

I: Hva tenker du kan være fordelen med å bruke en lengre tekst i engelskundervisningen?

P5: Det kan jo være litt det samme, da får de lesetrening. Og så er det jo en fin ting med å kunne fordype seg i en tekst eller gå ordentlig inn i en tekst og bruke tid og leve seg inn i en historie f. Eks med å kunne lese en historie fra noen som bor i India da, eller som levde på 1800-tallet, eller 2. Verdenskrig eller hva som helst. Jeg tenker det er fordelen med det. Jeg tenker det finnes ulemper med å bruke lengre tekster også.

I: Ja fortell.

P5: Nei, jeg tenker det er sånn at du ikke får alle til å like å lese. Det vil alltid være noen som misliker det sterkt. Det vil alltid være noen som sliter med å lese og som syntes det er tungt. Og det vil alltid være noen som ikke gidder. Da må man egentlig prøve å differensiere. At de som sliter med å lese eller sliter med språket kan få enklere tekster. Så kan de som er flinke i engelsk og liker å lese kan få lengre tekster.

I: Har du noen spesielle tips eller lesestrategier som du kan gi til elevene når de skal lese en engelsk tekst?

P5: Jeg tenker jo at det ofte er lurt, ofte når du får en engelsk tekst så er det jo glosser som står i margen, ellers så kan jeg som lærer skrive ned noen ord på forhånd. Jeg tenker det er mye lettere å forstå en tekst hvis du har gått gjennom en del ord på forhånd. Ord og uttrykk. Sånn at de, det letter teksten da. Hvis du plukker ut noen viktige ord. Hvis det er bilder så er det lurt å se på bildene først.

I: Hva tenker du kan være fordelen med å bruke en bok som har både bilde og tekst?

P5: Jeg tenker jo at det at bilde og tekst forsterker hverandre. Men det kan jo også ødelegge noen av bildene man kan få i hodet selv.

I: Ja, det har jeg faktisk ikke tenkt på.

P5: Nei, ikke jeg heller før nå. Men det kan være kjekt å bruke bilder på forhånd og tenke på hva teksten skal handle om. For bildene kan jo gi mye på forhånd.

I: Har du noen gang i din engelskundervisning fått elevene til å lese en hel bok?

P5: Jeg har fått noen til å lese en hel bok. Men jeg har aldri fått en hel klasse til å lese en hel bok. Det er mange år siden jeg har prøvd å lese en hel bok da. Men det går jo an å jobbe med klassesett. Det går an å bruke god tid på en bok. Men det tar lang tid. Som gjør at du kanskje ikke får gjort andre ting. Men du, det er ikke nødvendigvis en dum ting at du velger å bruke god tid på å gå inn i en bok i et prosjekt.

I: Hvordan ville du lagt opp til et sånt prosjekt?

P5: Da ville jeg nok lagt opp til å lese litt hjemme. Lese litt på skolen. Lagd oppgaver til de timene som er satt av til å jobbe med den boken. Forståelsesoppgaver. Refleksjonsoppgaver.

I: Refleksjon i forhold til hva da?

P5: I forhold til tema i boken. Sånn hva er det egentlig som skjer her og hva foregår i hovedpersonen eller hvorfor har dette skjedd. Hva ville du gjort i situasjonen.

I: Ville du gjort det skriftlig eller muntlig?

P5: Begge deler kanskje.

I: Føler du at elevene på ungdomstrinnet får til å se tematikken i tekster? Kunne se litt mellom linjene?

P5: jaa, jeg tenker litt at de er så unge at de ikke er så flinke til å lese mellom linjene. Veldig mange får ikke til det.

I: Hvordan kan man hjelpe de til å på en måte forstå at det er mer bak her enn det obviouse?

P5: Kanskje bruke litt tid da. Kanskje på en del av teksten. Hva er det egentlig som skjer i denne scenen? Er det bare det vi leser? Eller er det noe mer som faktisk skjer. Men det er vanskelig. Det er vanskelig å få dem til å skjønne at det er, her er det noe mer enn bare det konkrete.

I: Ungdomslitteratur tar jo opp masse temaer, ser du for deg å brukt ungdomslitteratur for å se på forskjellig temaer som er aktuell for ungdom?

P5: Ja. Jeg tenker jo at fordelene med såkalt ungdomslitteratur er jo kanskje at det kan være litt sånn enklere språk. For det er skrevet for ungdom. Så jeg tenker det kan være en veldig god idé.

I: Hvordan kunne man gjort det?

P5: Det blir jo mye av det samme som jeg har sagt. At du legger det opp sånn enten det er ungdomslitteratur eller annen litteratur.

I: Du har jo nevnt at du bruker mye Shakespeare, hvordan jobber du med det?

P5: Jeg har jo brukt Shakespeare en del fordi jeg syntes det er veldig gøy.

I: Ja, da er vi to. Jeg syntes også at det er veldig gøy.

P5: Der har jeg brukt en del skuespill. At de har spilt inn en scene fra Shakespeare. Da har jeg på forhånd funnet frem en del scener fra en del kjente skuespill. Og så har jeg da den original språk versjonen og den moderne språk versjonen. Og så har jeg latt dem velge en scene som de vil fremføre. Så kan de også finne en scene selv. Men det er ofte vanskelig for dem. Så jeg velger ofte sånn en scene fra Romeo og Julie eller en scene fra, hva er det jeg har hatt da?



I: Hamlet?

P5: Ja. Og McBeth har jeg brukt en del. De tre heksene i McBeth. Det er ofte gøy.

I: Er det sånn at de filmer det, eller fremfører for klassen?

P5: Det har vært begge deler.

I: Hvordan trives de med det?

P5: Da er det sånn som jeg sa, i noen klasser funker det kjempebra og det blir så bra resultat og de koser seg. Mens i andre klasser så gjør de lite ut av det, så blir det litt sånn, ja.

I: Hvorfor er det slik? Det er kanskje vanskelig å svare på?

P5: Jeg tror det er litt med dynamikken i klassen kanskje. Hvis det er en klasse hvor de er trygge på hverandre og syntes det er gøy å leke og, da går det veldig bra. Hvis de er litt sånn utrygge så går det dårligere. Så handler det litt om hvilken personligheter du har i klassen. Det er jo ikke sånn at alle liker å spille skuespill.

I: Nei. Da må de snakke på engelsk sant?

P5: Da må de snakke på engelsk. Og da pleier jeg å gjøre det sånn at de, jeg vil helst at de skal velge originalspråket. Mens de som sliter i engelsk kan da gjøre det i moderne språkform. Og så pleier vi å jobbe med litt ord og uttrykk som vi har fått fra Shakespeare, det er jo veldig vanskelig å forstå språket. Og rytme. Det er veldig mye rytme i Shakespeare sitt språk.

I: Hvordan er det med uttale? Er du nøye på at det skal bli uttalt riktig?

P5: Jeg liker jo veldig godt at ord blir uttalt riktig. Tenker du nå på Shakespeare eller generelt?

I: Eh, egentlig generelt?

P5: Jeg vil jo helst at de skal velge amerikansk eller britisk. Men så har jeg jo hatt elever som ikke er så kjempe gode i uttale, men likevel er kjempeflink i engelsk. Og klarer å uttrykke alt de vil si. Og det er jo enda viktigere. Å klare å bruke språket til å uttrykke seg. Si det du vil si.

I: Skjønner du at elevene skjønner at det en forskjell på britisk engelsk og amerikansk engelsk?

P5: mhm.

I: Ja. Så litt over til den nye læreplanen. Der er det kommet et nytt kompetansemål for første gang i den engelske læreplanen, det har ikke vært med før. Hva tenker du at begrepet ungdomslitteratur innebærer?

P5: Jeg tenker jo egentlig, jeg tenker på ungdomslitteratur som litteratur som litteratur som er skrevet av voksne for tenåringer, tenker jeg. Og som gjerne har et litt enklere språk. Og gjerne tematikk som handler om hva ungdom er opptatt av. Som de kan kunne kjenne seg igjen i.

I: Hva tenker du kan være fordelen med å bruke ungdomslitteratur i engelskundervisning?

P5: Det er kanskje lettere for elevene å relatere seg til det. Vi har jo f. Eks hatt om common wealth. Og det kan jo være, hvis du leser ungdomslitteratur fra Sør-Afrika da, så kan det være lettere å relatere seg til hvordan det er å være 15 år og vokse opp i Sør-Afrika.

I: Hvorfor kan det være en fordel for ungdom å kunne relatere seg til andre i en annen situasjon tenker du?

P5: Det øker jo forståelsen for det vi holder på med. Håper det kan øke interessen for det vi holder på med. For det å kunne kjenne seg igjen i noe, det øker jo interessen. Det blir ikke bare noe fjerne greier, det blir noe, øker forståelsen rett og slett.

I: Det er jo mange fordeler med å lese ungdomslitteratur. På den enesiden tilegner de seg språket, mens på den andre siden får de innsikt i tematikker, kulturer, politiske ting og sånne ting, Hvis du skulle undervist ungdomslitteratur, hvilke ville du vektlagt? Det språklige eller det tematiske?

P5: Det er vanskelig å si egentlig. Begge deler er aktuelt. Men jeg har nok likt å bruke det i forhold til tematikk. Det som jeg sa i sted. F. Eks å vokse opp under apartheid i Sør-Afrika. Eller vokse opp i en by i Nord-England. Men jeg tenker jo begge deler er jo, vil jo være aktuelt.

I: Det går jo gjerne litt hånd i hånd også, når man leser. Har du brukt ungdomslitteratur før i engelskundervisningen?

P5: Hvis jeg har gjort det er det mange år siden. Men jeg har ikke brukt en hel bok. Men jeg har nok brukt kortere tekster.

I: Hvordan ligger du tilrette for f. Eks forarbeid eller etterarbeid når man jobber med sånne kortere tekster?

P5: Litt sånn som jeg sa i sted. At det kan være fordel å jobbe med ord. Gjerner quizlet. Har du vært borti den?

I: Nei, hva er det for noe?

P5: Det er veldig kjekt. Quizlet er sånn du kan lage gloseoppgaver og så kan du jobbe med de glosene på veldig mange forskjellige måter. De kan velge om de skal øve på ord, eller konkurrere på tid. Eller om de skal fange ordene. Og så går det an å ha quizlet live der de konkurrerer mot hverandre på slutten. Enten i grupper eller en mot en. Der pleier de være veldig engasjerte. Så det kan jeg anbefale.

I: Så gøy. Da lærer de seg sikkert ordene også da.

P5: Så det pleier jeg å gjøre. Quizlet på forhånd. Og så kahoot etterpå når du er ferdig med teksten eller hva du nå enn jobber med.

I: Sånn i forhold til ungdomslitteratur, tror du at elevene kunne trivdes med å lese det?

P5: Ja. Jeg tror de som liker å lese ville trivdes med det.

I: Sånn som når du har hatt elever i engelsk, føler du at noen har likt å lese på fritiden?

P5: Mhm.

I: Er det mange? Eller få? Eller?

P5: Jeg vil ikke si at det er mange, men det er noen. Og det er ofte jenter. Så er det noen gutter som liker lese litt sånn fantasy.

I: Vet du om det er noen som leser på engelsk?

P5: Noen leser på engelsk.

I: Hvordan kan vi bidra til leselyst hos elevene?

P5: Det er jo en utfordring.

I: Ja, det er et vanskelig spørsmål. Jeg vet ikke.

P5: Det er en utfordring at vi ikke skal drepe leselysten.

I: Hvordan unngår vi det?

P5: Ja, for det kan jo være en fare. Hvis du maser for mye, eller presser for mye, så kan det hende at de hvertfall ikke har lyst å lese. Nei, jeg har ikke noe god fasit.

I: Men så hvertfall være forsiktig med å ikke drepe leselysten.

P5: Ikke drepe leselysten.

I: Det var jo veldig bra svar det.

P5: Men vi kan jo prøve å vise at vi selv syntes det er gøy å lese. At vi leser bøker. Og at det kan være givende. Men så tenker jeg at du kan aldri nå frem til alle med det. For noen vil uansett, nei de vil ikke lese, de syntes det er kjedelig. Så vi må prøve å jobbe litt med at de ikke skal gi opp så fort. For det er det mange som gjør. Velger en bok. Så leser de halve første siden, så sier de "nei den var kjedelig, den var ikke noe for meg".

I: Hva skal man si da?

P5: Nei da må man jo prøve å si, hvis jeg skal lese en bok, pleier jeg å gi den hundre sider. Vi trenger jo ikke gi de så mye som hundre. For det er jo mye. Men noen av de beste bøkene jeg har lest syntes jeg har vært litt tunge i starten og så blir det kjempe bra. Så det jeg prøver å få dem til å holde litt ut. Men jeg har ikke noe sånn, skulle ønske jeg visste hvordan jeg fikk alle til å elske å lese.

I: Det er jo veldig personlighetsbasert og individuelt.

P5: Veldig. Noen har ikke den roen i kroppen. Og så er det en del som har dysleksi. Det går an at de kan lytte til tekster i stedet for å lese.

I: Har du prøvd å bruke lydbok?

P5: Jeg har hvertfall prøvd at de skal lytte til tekster. Og at de engelskbøkene vi har hatt nå, har jo vært sånn at vi kan lytte til tekstene. Og det er jo veldig fint for de som sliter å lese.

I: Tar du deg i bruk av å ta på sånn lyd til tekstene av og til?

P5: Ja til lærebøkene.

I: Har dere lærebøker her nå?

P5: Vi har crossroads. Så de som underviser engelsk i år bruker litt bok og finner litt ting andre steder.

I: Hva er dine holdninger til å bruke lærebok i engelsk?

P5: Jeg syntes det er fint å bruke lærebok.

I: Hvorfor det?

P5: Jeg liker bøker. Nei, jeg tenker at en engelskbok er jo lagd av lærere og er godt gjennomarbeidet og gjennomtenkt. Men jeg er veldig for at man skal bruke bok og andre ting. Men jeg er ikke sånn for at vi bare skal kaste bøkene ut sånn uten videre.

I: Nei, for i det siste føler jeg at det har vært mye sterke meninger om at man skal droppe læreboken helt. De er jo som du sier godt gjennomarbeidet.

P5: Så jeg er veldig for å bruke en kombinasjon. Bruke flere engelske læreverk også. Men jeg har jo inntrykk av at de elevene jeg har hatt, det er mange som liker å lese på papir. Mange uttrykker at de blir sliten av å bare sitte å gjøre ting på skjermen en hel dag.

I: Min erfaring er hvertfall at elever kan bli stresset av å ikke ha lærebok for de ikke vet hva de har hatt om.

P5: Ja, det føles mer konkret når det er i en bok.

I: Men hvis du ser på det kompetansemålet igjen, hva tenker du kan være utfordrende?

P5: Jeg tenker jo at det er greit for de som er flink i engelsk. Utfordringen er jo de som sliter med å skrive enkle setninger og forstå et helt enkelt språk. Og passe på at ikke de faller helt ut.

I: Hva kan vi gjøre for de?

P5: Det finnes jo bøker som også finnes i en enklere versjon. At det kan være en fin ting og bruke. Eller du kan velge ut litt og plukke ut små biter.

I: Oki, det var egentlig det jeg trengte, hvis ikke det er noe du vil legge til?

P5: Nei

I: Ok, da tar vi av her.

## Participant 6 (Male)

I: Ok, da kan vi bare kjøre i gang da, litt om deg først. Hvor lenge har du jobbet som lærer?

P6: Jeg har jobbet som lærer i 10 år, men de første tre årene så var jeg ufaglært, eller hadde annen utdanning da. Så du kan velge om du vil sitte 10 eller 7, etter hvordan som du vil definere det.

I: Og hvilket klassetrinn har du?

P6: Nå underviser jeg på 9. Trinn.

I: Ja. Hva syntes du er det beste med å undervise i engelsk?

P6: Jeg syntes det er gøy å kommunisere med elevene på engelsk. Jeg syntes det er gøy å se de utvikle seg til å mestre det i stor grad. Og så åpner jo engelsk opp for å gjøre litt kreative og interessante aktiviteter og at du får, jeg liker liksom at du kan eksponere de for forskjellige områder. Og selv om den nye læreplanen ikke har så stort fokus på kultur og samfunn som læreplanmål som tidligere så kan du gjøre og lære om mye som er interessant og relevant for elevene. Slik at de er interessert de også, det er ikke morsomt å ha fag elevene ikke liker.

I: Har du noen studiepoeng i engelsk?

P6: Ja, jeg har 60.

I: Leser du bøker på fritiden?

P6: Ja, selv om som tobarnsfar nå, så er det litt mindre tid enn det kanskje var før. Men jeg gjør jo det. Men jeg leser ofte enten Fantasy eller så leser jeg mye som ikke er skjønnlitteratur.

I: Leser du på norsk eller engelsk?

P6: Da leser jeg på engelsk hovedsakelig. Er det norsk forfatter så leser jeg på norsk. Men hvis det er en engelsk forfatter er det naturlig å lese på engelsk.

I: Ja. Når du var yngre, leste du ungdomslitteratur da?

P6: Ja, jeg gjorde det. Så gikk jeg over til litt sånn der Erlend Lo bøker som er litt sånn blanding av, hva skal jeg si, ikke ungdoms-ungdomslitteratur, men litt lettere bøker å lese enn andre. Men jeg var nok liksom, selv om jeg likte å lese mer enn en gjennomsnittlig gutt så var jeg ikke en lesehest på typiske romaner, det var jeg nok ikke.

I: Tror du det er forskjell på gutter og jenter når det gjelder det med å ha lyst å lese?

P6: Ja. Men jeg tror mye, jeg tror en del har etterhvert med å gjøre med hva som fenger mest da. Ikke nødvendigvis alltid det at lesing trenger å være kjipt, eller noe de ikke orker eller vil. Men jeg tror for mange gutter som spiller blant annet, så tror jeg bare driven for å spille slår driven til å lese. Det kommer en konkurranse inn der. Det merker jeg selv med 6-åringen min at han synes det er gøy å gjøre alt mulig rart, men det er en sånn psykologisk trang til

spillingen. Du koser deg kanskje ikke mer, men du får mer lyst å gjøre det. Og for en del jenter som ikke spiller så har jo de en mindre ting å konkurrere med da. Så jeg tror litt av det ligger der at de kan ha glede av det, men å få de til å gjør det utenfor skolen er en utfordring.

I: Ja, det tror jeg er et veldig godt poeng. Jeg har ikke tenkt på det sånn før, men jeg tror det stemmer ganske bra. Og så litt over til tekstvalg generelt. Hvilke type tekster pleier du å bruke i engelskundervisningen?

P6: Vi har brukt, altså i 8.klasse leste vi en del av "Wonder", da jobbet med identitet, sånn samtidig litt tverrfaglig. Da leste vi både sammen og hørte på lydbok. En del kapitler. Og nå har vi lest noe utdrag felles fra "The absolutely true diary of a part-time Indian". Så har vi hatt om native americans, og så har vi hatt om konflikt, altså om, den er jo relevant for dem fordi det er, selv om ikke de lever i det samfunnet og slikt, så er det jo mange som har forskjellige roller, forskjellige kulturer og slites litt mellom som gjør det relevant likevel. Eller så fokuserer vi mye her på at de leser egenvalgte bøker. Så vi har litt mindre enn gjennomsnittlig bruk av sånn felles litteratur og mer enn gjennomsnittlig på det at de finner sine egne bøker de leser. At de leser noe på sitt nivå. Det er alltid en utfordring å finne noe for alle som alle kan lese men som også er nok utfordrende å lese. Samtidig som du håper, eller tanken vår er at hvis de leser noe de selv synes er spennende så leser de kanskje mer. For det er en mengdetrening. For etter engelsk mistet noen timeantall, du skal liksom bli flinkere enn før, men på mindre tid. Så vi er avhengig av at de får input hjemme og da har vi jobbet for at de skal lese, mengdelese hjemme. Og da må de være interessert i bøkene. Så vi har et veldig stort utvalg av ungdomsbøker på engelsk. Målet er at de skal ha engelsk og norsk bok hele tiden. Og så lykkes vi i varierende grad ikke sant. De gjør det når det ikke er et oppdrag, leser litt i timene selvsagt, leser en del på starten av timene, så har de noen hjemmeoppdrag hvor de skal lese. Men ellers så håper vi at de har lyst å lese også når de har en bok. Men det er jo noen som gjør det og noen som ikke gjør det selvsagt.

I: Hva tenker du er fordelene med mengdelesing eller sånn extensive reading?

P6: Altså fordelene er jo at de får bade seg i språket da. At de får bli eksponert mer og får det mer inn under huden automatisk. Vi har ikke tid til å jobbe så mye med grammatikk og oppgaver og språklige ting til at de skal sette seg liksom bare i timene vi har, for da vi ikke tid til noe annet. Så hvis de skal lære seg preposisjonsbruk da, så er det jo en måte at de blir eksponert for riktig bruk av proposisjoner i bøker i språket at de kommer naturlig for dem. Alternativet er jo at vi lærer dem det i timene, vi gjør jo det men i mindre grad. Så det er en ting. Så re det jo det at det er på deres nivå. I større grad enn hvis jeg hadde valgt to tekster for klassen der den ene var enklere og den andre var vanskeligere. Så ville jo det fange opp færre elever da. Så mister du selvsagt en viss grad av muligheten for etterarbeid ikke sant, når alle leser forskjellig. Vi prøver, når de starter i 9. Klasse, å starte med et fantasy-prosjekt der alle må lese en fantasy-bok, så alle hvertfall har lik sjanger. Og vi da i større grad kan snakke om og diskutere bøkene sine, for det er felles referanseramme at de kan se på at alle har noe til felles og så kan vi se på hva som er forskjellig, diskutere dem basert på det. Men det er jo selvsagt vanskeligere hvis en leser "Horrid Henry" og en annen leser twilight og den tredje leser en dektektivhistorie så blir det vanskeligere å ha en god samtale rundt det da.

I: Hvis du skulle laget et opplegg rundt en bok, eller at de leser hver sine bøker, hvordan ville du gjort det da?

P6: Hvis de leser det samme så føler jeg jo at det blir mer vekt på arbeidet rundt det enn selvspråket i boken. For da ligger du deg gjerne litt lavere for å få med mange. Sånn som vi blant annet gjorde med wonder så har du tydelige temaer. Og refleksjonsmuligheter så de både kan samtale om og skrive om og bruke boken aktivt inn i tema da og kunne bruke som eksempel på noe. Og liksom kunne reflektere over eget liv opp mot boka, at det er noe som er relevant for dem da. At du prøver å finne bøker som treffer dem og deres situasjon mer når vi leser felles. Og så hvis de leser hver for seg. Enten så gjør vi ingenting med det. At de bare skal lese, men. Sånn som når vi har litt større opplegg med bøker som de leser selv, sånn som med det fanatsy-prosjektet vi starter opp med så er det muntlige samtaler med hverandre og lærer. Og skriver tekst. De hadde en oppgave der de skulle skrive sin egen dialog. Og så jobbet vi med eksempler fra boken. Vi ser på hvordan dialog brukes i den boken. Hvordan settes det opp. Hvordan gjøres det praktisk. Så prøve å gjøre det selv etterpå da. Og så hente ut konkrete ting fra bøkene som vi kan bruke. Enten tematisk eller rent språklig eller deler av skrivning som modellering.

I: Hvordan trives elevene med å lese bøker?

P6: De liker godt å lese når de er på skolen. Det var kanskje mer i gamle dager at det var sånn akking og oing og sånn fra noen. De fleste syntes det er helt fint. Mange liker det veldig godt. Når det er høytlesning syntes de det er behagelig å høre på. Og de liker godt den roen som følger med da. Nå er vi på rødt nivå og alt er liksom mer kjedelig om dagen på en måte. Men når det ellers kan være mye bytte av aktiviteter eller forskjellige ting som skal gjøres og styre og ordne, så er det liksom en fin ting å ha noe som er litt roligere.

I: Ja. Kan ikke du fortelle litt om hvordan dere jobbet med den derre "Absolutely True Diary of a Part-Time Indian"?

P6: Ja. Med den så hadde vi først litt om native-Americanas som et tema. Det er jo et av de temaene som fremdeles er i den nye læreplanen. At de skal lære om urbefolkning. Så vi startet med det. Vi hadde konflikt som tema på trinnet i flere fag. Og så gikk vi over fra, etter de hadde fått bakgrunn for native Americans da, at de ble satt litt inn i situasjonen og visste litt mer, som ofte hjelper, så startet vi med å lese et utdrag fra midt i boka, så hadde de leseoppdrag hjemme fra andre utdrag i boken. Da snakket vi sammen i timene om hva, for å få folk med, hva er det som faktisk skjer, hva er det vi vet fra situasjonen rundt som gjør at vi kan forstå ting. Så jobbet vi med å finne oss selv i lignende situasjoner. Det er et bilde i boka med han Junior. Med liksom halve siden hvit, halve siden Native American da, som de ble utfordret da på å tegne seg selv som det. Hvis de skulle delt seg selv i to, enten da som venn eller barn, eller norsk eller pakistansk som kan påvirke hvilke rolle du føler du blir revet sterkest, hvilke deler du faktisk har, det er jo individuelt. Men at det ble åpnet opp for det. Og så dele med hverandre hvordan de så på seg selv i den rollen, hvordan de så på seg selv i den rollen. Så hadde vi en større skriveoppgave hvor vi kunne trekke det inn da. Men de hadde flere valgmuligheter så det var ikke sånn at vi tvang dem til å gjøre en skiftelig oppgave basert på det, men de fikk muligheten. Så var det også det med forskjellsbehandling, vi tok det som traff dem best. Så det var mest muntlig og så muligheten for skriftlig oppgave da. Men da dra det universelle ut av det spesielle da, at når vi leser tekster om konkrete personer, konkrete steder, så er det noe mer generelt, universelt i det da. Det å leite etter det i tekster. Hvordan er dette relevant, hvordan kan det relatere. Det gjorde vi da og det gjør vi ellers. Vi sikter også alltid litt mot eksamen hvor man ofte i del 1 får en tekst som man skal si noe om men så skal du relatere til eget liv ofte. Hvordan er dette relevant for deg. Det er noe vi har i bakhode sånn sett. Ikke at vi "teach to the test" men at det er en viktig ting.



I: Føler du at denne aldersgruppen forstår å finne tematikk som kanskje ligger litt mellom linjene?

P6: Ja og nei. Noen ganger er det vanskelig. Spesielt hvis du spør dem konkret om hva som er tema og budskapet så er det mange som er usikker. Men når vi liksom har snakket, hvis du ikke tester dem i det da, men prater seg litt igjennom det, så klarer de liksom å ta neste steget føler jeg. Så det kan være vanskelig noen ganger å se hva som er tema i teksten, hva er budskapet i teksten, der sliter de i norsk til og med sånn sett. Men om de får litt gratis så klarer de som regel å ta det derfra og se på hva er da likt og ulike, men også hva, hvordan kan, er det andre eksempler på det samme, ikke sant, der klarer de seg bedre. Men noen ganger kan det være vanskelig for dem å forstå liksom de store ordene og begrepene og vite hva du skal fylle det med, men de er ikke ute av stand til å reflektere rundt det, det er de ikke.

I: Hvordan kan man på en måte hjelpe de å forstå tematikken?

P6: Det kommer jo selvsagt an på hvor de er, hvor nærme de er, hvor vanskelig det er, jeg vet ikke om jeg har noe veldig godt svar på det men, jeg leder dem vil litt dit da, i den graden de trenger det. Og så kan jeg si, her handler det om det og det og hvilken eksempler kan du finne i teksten, så får jo de vise at de skjønner det ved å finne det. Uten at liksom målet mitt er at de skal kunne, ja i 10 klasse i større grad, men de jobber jo liksom mindre med å finne de tingene da, men mer med å jobbe med dem.

I: Hva tenker du kan være fordelene med å bruke ungdomslitteratur?

P6: Det er jo det at det er noe som treffer dem mer da. Fordi de kan godt lese ting på deres nivå som er forståelig men som ikke treffer dem. Men hvis det ikke gjør det betyr jo det at du ikke får brukt det like mye videre for det er avhengig av at de faktisk har en mening eller en forståelse, interesse av det da. For å delta i samtaler. Ha nok å si. Og hvis du har bøker de bare skal selv da, og lese mer enn bare tre sider, så må de jo like det. Det er jo ikke alle ungdom som liker å lese ungdomslitteratur, men det er mange flere der ungdomslitteratur treffer dem enn voksenlitteratur, eller barnelitteratur hvis du skal si det sånn. For vi har jo, det er jo en utfordring, spesielt når de kommer på ungdomsskolen så er noen som er på litt lavere nivå har jo ikke lyst til å lese, altså en Horrid Henry, eller slike bøker selv om det er mer på deres nivå. Det har begynt å komme litt flere, litt enklere ungdomsbøker også, hvor det treffer dem mer da. Tom tamer har en del bøker som er litt sånn enkle for gutter som er litt spennende og ikke så barnslige, det er liksom litt krim og litt fotball. Det er ikke ment for barneskolebarn da, det liksom like mye på ungdomsskolen. Så det må være, skal du få dem til å lese mer enn de må så er du avhengig av at det treffer dem, og der kommer ungdomslitteratur inn som et godt eksempel for noe som vil treffe dem.

I: Hva tenker du elevene kan lære av å lese ungdomslitteratur?

P6: Vi ønsker jo at de skal lære mer enn bare engelsk. Så i ungdomslitteratur, både på norsk og på engelsk så finner du situasjoner og temaer som de ofte kan kjenne seg igjen i. Og når du ser andre personer gå gjennom tilsvarende hendelser eller problemer som du føler på selv så er jo det med på å gi dem erfaringer, om ikke fra eget liv, men fra andre og kanskje et bedre perspektiv på ting. Kanskje de kan bli litt mere åpne for andres problemer og situasjoner. Hvis du bare går på skolen og gjør matteoppgaver så, går du hjem og spiller og så legger deg, så har du ikke nødvendigvis så får du ikke så mye erfaring med andres problemer og situasjoner

og sånn. Så det å kunne lese gir deg innblikk i andres liv da. Så kan det forberede deg litt på virkeligheten der ute i større grad.

I: Er det noe du kan tenke kan være utfordrende med å bruke ungdomslitteratur i undervisningen?

P6: Det er jo det, som sagt, nivået på språket, avhengig av klasse og bok selvsagt. Men det vil jo være en utfordring med at det er lett nok og vanskelig nok slik at flest mulig får utbytte. Men bedre enn mye annet da, men du vil fremdeles ha det da, hvis alle skal lese det samme. Og så har du utfordringen med at hvis de leser forskjellige ting så liksom det å selv ha kjennskap og kontroll som du ikke får hvis du ikke selv leser den samme tingen. Vi har et stort bibliotek med masse ungdomsbøker så er jo ikke jeg nødvendigvis interessert i bruke all min tid på å lese alle disse bøkene, noe leser jeg, leser første kapittelet på for å ha en feel på, men du vil jo, læreren må sette seg inn i kanskje ting en ellers ikke ville gjort. En utfordring med det er du må vite hva som er god ungdomslitteratur, hvilke skal jeg anbefale til elevene, hvilke skal jeg bruke, så det krever jo litt av lærerne og sette seg inn i. Vi har jo en lærer her som er veldig flink på det og som kjøper inn bøker til biblioteket så vi er trygg på at det som er kjøpt inn der er bra. Men å ha kontroll på alt er vanskelig da. Det var det jeg kom på akkurat nå.

I: Hvordan kan vi som engelsklærere motivere elevene til å lese?

P6: Noen ganger bare ved å gjøre det. Det kan være høytlesning, da må vi ha noen eksemplarer av samme bok da, men de kan bli motivert av å lese første kapittelet sammen, hvis det er en bok som starter litt bra. Slik at de får inspirasjon. Bruke lydbok innimellom. Som er en annen måte og noen blir mer engasjert hvis de kan høre noe eller spille av noe selv. Hvis du finner en bok som ligger på youtube, som en del bøker gjør da, så er du ikke avhengig av å ha det fysiske eksemplaret. Og så blir jo det arbeidet vi gjør med noen, at vi gjør bøkene interessante, at det vi legger opp rundt det er noe som treffer dem og engasjerer dem da. Det går også på hvilke bøker du faktisk velger. For ungdomslitteratur er ikke ungdomslitteratur, altså det er jo mye forskjellig av både type og kvalitet.

I: Hva legger du i begrepet ungdomslitteratur?

P6: Jeg ligger i begrepet bøker som i tematikk og kanskje litt i persongalleri er nærere ungdom, det betyr ikke at ikke voksne kan lese det, men det er nærere ungdom, du har jo bøker som Twilight som mange voksne har lest, men det er jo lagt til en skolesituasjon, utforskning av kjærlighet og sånn, liksom sånn som er mer nært ungdom da. Men det må ikke være enkelt språk, sant det kan være like vanskelig som en voksenbok, ofte er det ikke det men det jo ikke at det automatisk er noe enklere. Så har du jo et utvikling at fra første bok til siste bok så er den jo altså både tjukkere og kanskje til og med litt mer komplisert, så de passer til forskjellige aldersgrupper. Men jeg tror at er det ungdomslitteratur så er det noen ganger ikke, det noen temaer de ikke går like mye inn på og det er kanskje ofte litt kortere, litt lettere i, litt mindre komplisert. Det er skjeldent jeg ser ungdomsbøker som har for mange lag, for stort persongalleri. Det er ofte at det gjøres litt tilgjengelig som gjør at du ikke må sette deg ned å konsentrerer deg i alt for stor grad.

I: Har du noen gang fått elevene gjennom en hel bok?

P6: Ja. Det var en sånn lydbok som vi hørte med hele klassen da, og det var mange som kom seg gjennom hele. De kommer seg ofte gjennom bøker på egenhånd, når de leser gjennom året. Selvsagt noen som leser 20-30 sider, så bytter de bok. Og igjen. Men vi ser at når vi lar dem får velge så er det mange som fullfører boken på egenhånd. Når det ikke er sagt at de skal lese denne boken på to eller tre uker. Da vi hadde fantasy-prosjektet sa vi at de skulle lese boken innen den tiden eller i det minste over halvparten så du er i stand til å si hva den er da, da var det veldig mange som leste boken sin veldig fort. Men du vil alltid ha noen som ikke kommer seg, du får ikke 100% success-rate. Men flere som leste gjennom da, når kan velge, selvom det var innenfor en sjanger da. Velge bok selv. Så lenge de får hjelp til å ikke velge noe som er alt for vanskelig. Hvis noen er på 2ér nivå i engelsk, så kan ikke de lese en som krever en høy forståelse, for da stopper det seg. Så de må jo få litt hjelp og lære seg hva som passer for at de skal komme seg gjennom hele. Ellers vil de gi opp.

I: Har du noen tips eller lesestrategier som du gir til de når de skal lese en engelsk bok?

P6: Jeg ber dem jo om å, hvis det er elever som ikke er sånn super i engelsk, så ber jeg dem passe på at de første par sidene, at de må passe på at de forstår de aller fleste ordene, og at de har skjønt hva de har lest. Det er helt greit at det er noen ord de ikke forstår, men som uten å slå opp, så må de skjønne hovedbiten av det de leser. Ellers er det for vanskelig. Så ber jeg dem, når vi sitter og leser i timene, så har vi jo clarify på pcen vår, at de slår opp på ord, jeg har en side på one note som, med begrenset suksess da, vi har skrevet inn nye ord. Vi har gjort det på noe lekser og sånn og. At hvis det er ord som er viktig for sammenhengen at de slår det opp og finner ut, at det er nødvendig noen ganger. Men de kan ikke være avhengig av å gjøre det ti ganger på en side. Så vi prøver å øve dem opp på å gjenkjenne hva som er på deres nivå. Og så det å slå opp på ord de trenger. Men ikke noe revolusjonerende metoder.

I: Nei, men det var egentlig det. Tusen takk.

## Appendix 5

Topics	Participant 1 (Man)	Participant 2 (Woman)	Participant 3 (Man)	Participant 4 (Woman)	Participant 5 (Woman)	Participant 6 (Man)
Length of teaching career	7 years	4.5 years	4 years	20 years	20 years	10 years
Study points in English	60	60	45	62.5	30	60
Grade level	10 <sup>th</sup> grade	10 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> grade	9 <sup>th</sup> grade
Other subjects they teach	Social studies Spanish Music Programming	Mat og Helse KRLE	Social studies Mathematics Kunst og Håndverk	Social studies KRLE Music Internasjonalt samarbeid	Social studies French Norwegian Utdanningsvalg	Norwegian
General text selection in English teaching	Does not use the textbook.  Mainly shorter texts  Authentic texts: Resources on the internet: -News articles -Websites	Little usage of the textbook  -“Skolen min” by Cappelen Damm  Mainly shorter texts  Authentic texts	Little usage of the textbook  Mainly shorter texts  Authentic texts: Resources on the internet: -articles -websites -Videos	Little usage of the textbook  Shorter and longer texts  Authentic texts: Articles Fiction Texts from the countries and cultures the students are learning about	Textbook in combination with other texts:  Shorter and longer texts  Authentic texts: -Fiction -Articles -Texts with pictures	Little usage of the textbook  Students select their own texts.  Shorter and longer texts
Experience with extensive reading projects	Half-year project with: The absolutely True Diary of a part time Indian	None, but have plans to do so.	None, but have plans to do so.	Yes, much experience. But with audiobooks.	Little.	Yes, much experience. Fantasy project every year for 9 <sup>th</sup> graders Every student is always having an English book at all times.
Benefits of extensive reading	Language acquisition  Themes  Easy to understand the context	Learn new things  Expanding of horizons  Good practice		Expand vocabulary  You get curious about words you don't and explore their meaning	Reading practice  Immersion in the story  Empathy for people in other cultures and situations	“mengdetrening”  “Bade I språket”  Exposed to the language  Exposed to correct use of grammar ans

		More fun than reading shorter texts.  Easy to understand the context even if you don't understand every word  Language acquisition		Language acquisition	Deeper understanding of historical events	structure of sentences by reading extensively increases their own language skills.  Language acquisition
Challenges of extensive reading	Getting everyone through the book  Not many students enjoy reading  Students' motivation  Many students do not enjoy reading  Difficult to read in a foreign language	Not many students enjoy reading.  It can be boring. Difficult for students who don't master the language.  Students' motivation  Many students do not enjoy reading  Difficult to read in a foreign language	Getting everyone to read  Different levels  Selecting texts  Students' motivation  Many students do not enjoy reading  Difficult to read in a foreign language	Difficult to accomplish extensive reading projects in secondary schools.  Different levels  Difficult to get them to read individually.  Students' motivation  Many students do not enjoy reading  Difficult to read in a foreign language.  Many read that little, it is difficult for them to choose something they like.	You cannot get everyone to enjoy reading  There will always be someone who disapproves strongly.  There will always be someone who struggles with the language  Never accomplished getting an entire class to read a book.  Time consuming	The subject of English has few hours during a week of school  Dependent on the students reading at home.
Have they used YAL before this competence aim?	Yes.	Yes.	Yes.	Yes, "for all it is worth."	Little	Yes.
Perception of YAL	A relatively new term for me.  Literature about youths	Literature which is for youths.  Understandable language  Type of text:	Literature which takes the perspective from people within the age group 13-19	Literature which catches youths. Written in a way the youths understand Something they feel is	Literature for teenagers written by adults.  Easier language	Literature for youths. Literature which is relatable for them.  Books

	<p>Relatable themes and plots for youths</p> <p>Type of texts: Books Graphic novels</p>	Books	Type of text: Books	<p>directed towards them</p> <p>Type of text: Books Poems Graphic novels Short stories</p>	<p>Relatable topics for teenagers.</p> <p>Books</p>	
How to select YAL	Find something with easy language	<p>Find YAL which is relevant for the topic we are working with.</p> <p>Must be engaging and exciting.</p>	Align YAL with topic they are working with		<p>Differentiate after language skills</p> <p>Align it with topics they are working with</p>	Students get to select books
Methods applied when reading YAL in a school-setting	<p>Entire books.</p> <p>Read 30 min every week.</p> <p>Free choice of how to read it; Audiobook Reading online Paper version of the book.</p> <p>Read at home, tasks and discussions at school.</p>	<p>Excerpts from books.</p> <p>Read together and read individually.</p> <p>Reading the same book provides a foundation for reflection and interpreting for all the students no matter their level.</p> <p>Reading own-selected book: difficult to see if students actually read. Can be more motivating as they get to select something they are interested in.</p> <p>Reading in groups</p> <p>Audiobooks</p>	<p>Excerpts from books.</p> <p>Listen to the first chapter (audiobook) together to get them started.</p> <p>Active reading: Students have a notebook in which they write things they find interesting or things they do not understand.</p>	<p>Both entire books and excerpts from books.</p> <p>Read during school time</p> <p>Mission to each chapter, discuss the results of the mission in groups. Finally going through the missions with the entire class.</p> <p>When reading entire books: The students get to choose their own book.</p> <p>8<sup>th</sup> and 9<sup>th</sup> grade: surface level: plot, characters, setting, etc</p> <p>10<sup>th</sup> grade: work with the more difficult in depth questions relating to reading between the lines</p>	<p>Excerpts from books.</p> <p>Read at home and in school</p>	<p>Both entire books and excerpts from books.</p> <p>Audiobooks</p> <p>Reading missions at home</p> <p>They must understand most of the words in the first pages before they can continue.</p>

				They must understand most of the words in the first pages before they can continue  Audiobooks		
Before reading	Provide context to the story	Provide context to the story	Provide context to the story  Show trailer to the movie adaption  Discussions about topics in the book	Provide context to the story  Motivate them to not give up before they get into a reading flow.  Explain that they cannot multitask when reading, they must focus.	Go through important words  Quizlet	Provide context to the story
After reading	Tasks for every chapter  Quizzes about the plot  Tentamen about themes in the book  Fagsamtaler	Have classroom discussions about plot, themes and how they can relate to the text.  Watch the movie adaption.	Readers theatre  Classroom discussions  Watch the movie  Write an article	Book reports  Analyzing characters: inside and outside  Read between the lines, find themes  Watch the movie adaption, compare movie and book.  Compare a chapter in a book to a scene in the movie	Written and oral tasks about understanding and reflections regarding themes which are brought up in the book.  Kahoot	Writing assignments about prominent themes  Classroom discussion
What they emphasize when teaching YAL	Contextual aspects Cultural aspects  The thematic  Tried to focus a little bit on language and grammar	Focus on cultural, political and social issues  Contextual aspects  The thematic	Focus on both language aspects on cultural, political and social issues	Focus on cultural, political and social issues  The thematic	Focus both on language and cultural, political and social aspects. But mostly the thematic.	Focus on both language and themes

		No focus on language and grammar.				
Benefits of reading YAL:	<p>Vocabulary</p> <p>Characters, plot, themes,</p> <p>Understand history and culture</p> <p>The possibility of working interdisciplinary with social studies</p>	<p>Motivating because it is relatable and directed towards their age group.</p> <p>Connecting it to current events and political climate.</p> <p>Deeper understanding of themes</p> <p>YAL provides examples of political themes.</p>	<p>Go in depth on political and social issues.</p> <p>Relevant for the age group</p> <p>Stories from people who are the same age</p> <p>Learning grammar, structure of sentences, different word classes, etc, through reading</p> <p>YAL is more exciting for students as opposed to using the textbook.</p> <p>YAL is authentic texts which teach students “real” English</p>	<p>Get used to reading literature</p> <p>Get practice in choosing literature</p> <p>Language acquisition</p> <p>Expand vocabulary</p> <p>Structure of sentences</p> <p>Automatic Language and grammar learning when reading</p> <p>Reading dialog helps them become better communicators</p> <p>Relatable</p> <p>Understanding of other cultures</p> <p>Empathy for other people and their ways of living in other cultures</p>	<p>Easier language</p> <p>Relatable</p> <p>Increases understanding</p>	<p>You can work interdisciplinary</p> <p>Modelling for dialog, how to do it.</p> <p>Modelling for writing, how to do it.</p> <p>Use YAL to teach a topic</p> <p>Reflect on own life in relation to the book</p> <p>Practice on how they can relate literature to own life. Part of the exam is about this.</p> <p>“Å finne det universelle I det spesielle”</p> <p>YAL is for their level. It catches them.</p> <p>Reading YAL helps them participate in conversations. Provides them with something to say.</p> <p>Provides them with experiences</p> <p>Empathy: Become more open and aware of other’s issues</p> <p>Provides insight in other peoples life.</p> <p>Prepares students for the real life outside of school.</p>



Challenges of reading YAL	<p>Difficult to get the entire group through the book</p> <p>Different levels of language skills in the group.</p> <p>Student-selected book vs Teacher-selected book: pros and cons with both</p> <p>Time-consuming</p> <p>Motivation among students differs</p> <p>Not many students enjoy reading in their spare time.</p> <p>Access to books</p>	<p>Difficult for students to detect themes in the literature</p> <p>Not many students enjoy reading</p> <p>Difficult to get them through an entire book, they don't have patience.</p> <p>Prioritize other things than read</p> <p>Student-selected book vs Teacher-selected book: pros and cons with both</p>	<p>Budget to buy books</p> <p>Weak students struggle because they don't have the vocabulary to understand the context.</p> <p>Difficult to select the right book that is catchy for everyone.</p> <p>Student-selected book vs Teacher-selected book: pros and cons with both</p>	<p>Get them to read</p> <p>Interpret and reflect upon the literature</p> <p>Many students are not mature enough to understand the depth in literature, especially not when they start in 8<sup>th</sup> grade.</p> <p>Student-selected book vs Teacher-selected book: pros and cons with both</p>	<p>They are young and many cannot read between the lines and understand the depth in literature.</p> <p>Difficult for students who struggles in English</p> <p>Student-selected book vs Teacher-selected book: pros and cons with both</p>	<p>Student-selected book vs Teacher-selected book: pros and cons with both:</p> <p>Student-selected book vs Teacher-selected book: pros and cons with both Solution: teacher select genre, i.e. fantasy, to provide a common ground for the students.</p> <p>Many students find it difficult to detect themes by themselves. They even struggle with this in Norwegian. In a foreign language this appear to be particular challenging.</p> <p>Teachers need to know what good YAL is. Time consuming to find good literature.</p>
Themes mentioned	<p>Love</p> <p>Hate</p> <p>Racism</p> <p>Culture</p> <p>USA</p>	<p>BLM</p> <p>Police violence</p> <p>Racism</p> <p>USA</p>	<p>Systems of oppression</p> <p>Racism</p> <p>Civil Rights movement</p> <p>Slavery</p>	<p>History</p> <p>Rich vs poor</p> <p>Gender roles</p> <p>Love</p> <p>Friendship</p> <p>Evil vs good</p> <p>Make difficult choices</p> <p>Culture</p>	<p>History</p> <p>Culture</p>	<p>Identity</p> <p>Conflicts</p> <p>Culture</p> <p>Roles</p>
How do students react to reading YAL	<p>Fun</p> <p>Exciting</p> <p>Understandable</p> <p>Relatable</p> <p>Lack of motivation if it's a longer text</p>	<p>Exciting</p> <p>Relatable</p> <p>Relevant</p> <p>Huge difference between girls and boys. Girls</p>	<p>Exciting</p> <p>Lack of motivation if it's a longer text</p>	<p>Relatable</p> <p>Relevant</p> <p>Exciting</p> <p>Lack of motivation if it's a longer text</p>	<p>Most students like it</p> <p>More girls enjoy reading</p> <p>Lack of motivation if</p>	<p>Difference between boys and girls. Boys prioritize gaming. Girls are gaming less, so they have more time to do</p>

		<p>have more motivation and desire to read.</p> <p>Lack of motivation if it's a longer text</p>			<p>it's a longer text</p>	<p>other things such as reading.</p> <p>Students like it</p> <p>Calming experience in a hectic everyday</p>
<p><b>How to make it a good experience</b></p>	<p>Audiobook</p> <p>Choose a book they like</p>	<p>Library staff comes on visit and show different books to inspire the students to read.</p> <p>Advertisement for the library and reading books.</p>	<p>Do exciting activities:</p> <p>Reading theatre</p> <p>Literature Circles</p>	<p>Expose them for different texts because we are different and we like to read different things.</p>	<p>“Do not kill the leselyst”</p> <p>Being a good role model by showing that we personally enjoy reading.</p> <p>Encourage them to not give up and to give the book a chance.</p> <p>“I wish I knew how to get students to love reading”</p> <p>Audiobooks</p>	<p>Have a huge selection of books</p> <p>“Do not teach to test”</p>
<p><b>Books mentioned</b></p>	<p>The Absolutely True Diary of a Part-Time Indian</p> <p>Harry potter</p> <p>Kattekrigerne</p>	<p>Narina</p> <p>Harry Potter</p> <p>The Hate you give</p>	<p>The Hate</p> <p>You Give</p> <p>12 Years slave</p>	<p>War Horse</p> <p>Alex Ryder</p> <p>Agatha Cristie</p> <p>Roald Dahl</p>		<p>Wonder</p> <p>The Absolutely True Diary of a Part-Time Indian</p> <p>Twilight</p> <p>Horrid Henry</p>

## Appendix 6

Topics	Participant 1 (Man)	Participant 2 (Woman)	Participant 3 (Man)	Participant 4 (Woman)	Participant 5 (Woman)	Participant 6 (Man)
Length of teaching career	7 years	4.5 years	4 years	20 years	20 years	10 years
Study points in English	60	60	45	62.5	30	60
Grade level	10 <sup>th</sup> grade	10 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> grade	9 <sup>th</sup> grade
Other subjects they teach	Social studies Spanish Music Programming	Mat og Helse KRLE	Social studies Mathematics Kunst og Håndverk	Social studies KRLE Music Internasjonalt samarbeid	Social studies French Norwegian Utdanningsvalg	Norwegian
General text selection in English teaching	Does not use the textbook.  Mainly shorter texts  Authentic texts: Resources on the internet: -News articles -Websites	Little usage of the textbook  -“Skolen min” by Cappelen Damm  Mainly shorter texts  Authentic texts	Little usage of the textbook  Mainly shorter texts  Authentic texts: Resources on the internet: -articles -websites -Videos	Little usage of the textbook  Shorter and longer texts  Authentic texts: -Articles -Fiction -Texts from the countries and -cultures the students are learning about	Textbook in combination with other texts:  Shorter and longer texts  Authentic texts: -Fiction -Articles -Texts with pictures	Little usage of the textbook  Students select their own texts.  Shorter and longer texts
Experience with extensive reading projects	Half-year project with: The absolutely True Diary of a part time Indian	None, but have plans to do so.	None, but have plans to do so.	Yes, much experience. But with audiobooks.	Little.	Yes, much experience. Fantasy project every year for 9 <sup>th</sup> graders Every student is always having an English book at all times.
Benefits of extensive reading	Language acquisition  Themes  Easy to understand the context	Learn new things  Expanding of horizons  Good practice  More fun than reading shorter texts.  Easy to understand the context even if you don't understand every word  Language acquisition		Expand vocabulary  You get curious about words you don't and explore their meaning  Language acquisition	Reading practice  Immersion in the story  Empathy for people in other cultures and situations  Deeper understanding of historical events	“mengdetrening”  “Bade I språket”  Exposed to the language  Exposed to correct use of grammar and structure of sentences by reading extensively increases their own language skills.  Language acquisition

<p>Challenges with reading</p>	<p>Getting everyone through the book</p> <p>Not many students enjoy reading</p> <p>Students' motivation</p> <p>Many students do not enjoy reading</p> <p>Difficult to read in a foreign language</p>	<p>Not many students enjoy reading.</p> <p>It can be boring. Difficult for students who don't master the language.</p> <p>Students' motivation</p> <p>Many students do not enjoy reading</p> <p>Difficult to read in a foreign language</p>	<p>Getting everyone to read</p> <p>Different levels</p> <p>Selecting texts</p> <p>Students' motivation</p> <p>Many students do not enjoy reading</p> <p>Difficult to read in a foreign language</p>	<p>Difficult to accomplish extensive reading projects in secondary schools.</p> <p>Different levels</p> <p>Difficult to get them to read individually.</p> <p>Students' motivation</p> <p>Many students do not enjoy reading</p> <p>Difficult to read in a foreign language.</p> <p>Many read that little, it is difficult for them to choose something they like.</p>	<p>You cannot get everyone to enjoy reading</p> <p>There will always be someone who disapproves strongly.</p> <p>There will always be someone who struggles with the language</p> <p>Never accomplished getting an entire class to read a book.</p> <p>Time consuming</p>	<p>The subject of English has few hours during a week of school</p> <p>Dependent on the students reading at home.</p>
<p>Have they used YAL before this competence aim?</p>	<p>Yes.</p>	<p>Yes.</p>	<p>Yes.</p>	<p>Yes, "for all it is worth."</p>	<p>Little</p>	<p>Yes.</p>
<p>Perception of YAL</p>	<p>A relatively new term for me.</p> <p>Literature about youths</p> <p>Relatable themes and plots for youths</p> <p>Type of texts: Books Graphic novels</p>	<p>Literature which is for youths.</p> <p>Understandable language</p> <p>Type of text: Books</p>	<p>Literature which takes the perspective from people within the age group 13-19</p> <p>Type of text: Books</p>	<p>Literature which catches youths. Written in a way the youths understand</p> <p>Something they feel is directed towards them</p> <p>Type of text: Books Poems Graphic novels Short stories</p>	<p>Literature for teenagers written by adults.</p> <p>Easier language</p> <p>Relatable topics for teenagers.</p> <p>Books</p>	<p>Literature for youths. Literature which is relatable for them.</p> <p>Books</p>
<p>How to select YAL</p>	<p>Find something with easy language</p>	<p>Find YAL which is relevant for the topic we are working with.</p>	<p>Align YAL with topic they are working with</p>		<p>Differentiate after language skills</p> <p>Align it with topics they are working with</p>	<p>Students get to select books</p>

		Must be engaging and exciting.				
Methods applied when reading YAL in a school-setting	<p>Entire books.</p> <p>Read 30 min every week.</p> <p>Free choice of how to read it; <b>Audiobook</b></p> <p>Reading online Paper version of the book.</p> <p>Read at home, tasks and discussions at school.</p>	<p>Excerpts from books.</p> <p>Read together and read individually.</p> <p>Reading the same book provides a foundation for reflection and interpreting for all the students no matter their level.</p> <p>Reading own-selected book: difficult to see if students actually read. Can be more motivating as they get to select something they are interested in.</p> <p>Reading in groups <b>Audiobooks</b></p>	<p>Excerpts from books.</p> <p>Listen to the first chapter (<b>audiobook</b>) together to get them started.</p> <p>Active reading: Students have a notebook in which they write things they find interesting or things they do not understand.</p>	<p>Both entire books and excerpts from books.</p> <p>Read during school time</p> <p>Mission to each chapter, discuss the results of the mission in groups. Finally going through the missions with the entire class.</p> <p>When reading entire books: The students get to choose their own book.</p> <p>8<sup>th</sup> and 9<sup>th</sup> grade: surface level: plot, characters, setting, etc</p> <p>10<sup>th</sup> grade: work with the more difficult in depth questions relating to reading between the lines</p> <p>They must understand most of the words in the first pages before they can continue</p> <p><b>Audiobooks</b></p>	<p>Excerpts from books.</p> <p>Read at home and in school</p>	<p>Both entire books and excerpts from books.</p> <p><b>Audiobooks</b></p> <p>Reading missions at home</p> <p>They must understand most of the words in the first pages before they can continue.</p>
Before reading	<b>Provide context to the story</b>	<b>Provide context to the story</b>	<b>Provide context to the story</b>  Show trailer to the movie adaption	<p>Provide context to the story</p> <p>Motivate them to not give up before they get into a reading flow.</p>	<p>Go through important words</p> <p>Quizlet</p>	<b>Provide context to the story</b>

			Discussions about topics in the book	Explain that they cannot multitask when reading, they must focus.		
After reading	<p>Tasks for every chapter</p> <p>Quizzes about the plot</p> <p>Tentamen about themes in the book</p> <p>Fagsamtaler</p>	<p>Have classroom discussions about plot, themes and how they can relate to the text.</p> <p>Watch the movie adaption.</p>	<p>Readers theatre</p> <p>Classroom discussions</p> <p>Watch the movie</p> <p>Write an article</p>	<p>Book reports</p> <p>Analyzing characters: inside and outside</p> <p>Read between the lines, find themes</p> <p>Watch the movie adaption, compare movie and book.</p> <p>Compare a chapter in a book to a scene in the movie</p>	<p>Written and oral tasks about understanding and reflections regarding themes which are brought up in the book.</p> <p>Kahoot</p>	<p>Writing assignments about prominent themes</p> <p>Classroom discussion</p>
What they emphasize when teaching YAL	<p>Contextual aspects</p> <p>Cultural aspects</p> <p>The thematic</p> <p>Tried to focus a little bit on language and grammar</p>	<p>Focus on cultural, political and social issues</p> <p>Contextual aspects</p> <p>The thematic</p> <p>No focus on language and grammar.</p>	<p>Focus on both language aspects on cultural, political and social issues</p>	<p>Focus on cultural, political and social issues</p> <p>The thematic</p>	<p>Focus both on language and cultural, political and social aspects. But mostly the thematic.</p>	<p>Focus on both language and themes</p>
Benefits of reading YAL:	<p>Vocabulary</p> <p>Characters, plot, themes,</p> <p>Understand history and culture</p> <p>The possibility of working interdisciplinary with social studies</p>	<p>Motivating because it is relatable and directed towards their age group.</p> <p>Connecting it to current events and political climate.</p> <p>Deeper understanding of themes</p> <p>YAL provides examples of political themes.</p>	<p>Go in depth on political and social issues.</p> <p>Relevant for the age group</p> <p>Stories from people who are the same age</p> <p>Learning grammar, structure of sentences, different word classes, etc, through reading YAL is more exciting for students as opposed to using the textbook.</p>	<p>Get used to reading literature</p> <p>Get practice in choosing literature</p> <p>Language acquisition</p> <p>Expand vocabulary</p> <p>Structure of sentences</p> <p>Automatic Language and grammar learning when reading</p> <p>Reading dialog helps them become better communicators</p>	<p>Easier language</p> <p>Relatable</p> <p>Increases understanding</p>	<p>You can work interdisciplinary</p> <p>Modelling for dialog, how to do it.</p> <p>Modelling for writing, how to do it.</p> <p>Use YAL to teach a topic</p> <p>Reflect on own life in relation to the book</p> <p>Practice on how they can relate literature to own life. Part of the exam is about this.</p>

			YAL is authentic texts which teach students “real” English	Relatable <b>Understanding</b> of other cultures  Empathy for other people and their ways of living in other cultures		<p>“Å finne det universelle I det spesielle”</p> <p>YAL is for their level. It catches them.</p> <p>Reading YAL helps them participate in conversations. Provides them with something to say.</p> <p>Provides them with experiences</p> <p>Empathy: Become more open and aware of other’s issues</p> <p>Provides insight in other peoples life.</p> <p>Prepares students for the real life outside of school.</p>
Challenges of reading YAL	<p>Difficult to get the entire group through the book</p> <p>Different levels of language skills in the group.</p> <p><b>Student-selected book vs Teacher-selected book: pros and cons with both</b></p> <p>Time-consuming</p> <p>Motivation among students differs</p>	<p><b>Difficult for students to detect themes in the literature</b></p> <p>Not many students enjoy reading</p> <p>Difficult to get them through an entire book, they don’t have patience.</p> <p>Prioritize other things than read</p> <p><b>Student-selected book vs Teacher-selected book: pros and cons with both</b></p>	<p>Budget to buy books</p> <p>Weak students struggle because they don’t have the vocabulary to understand the context.</p> <p>Difficult to select the right book that is catchy for everyone.</p> <p><b>Student-selected book vs Teacher-selected book: pros and cons with both</b></p>	<p>Get them to read</p> <p>Interpret and reflect upon the literature</p> <p><b>Many students are not mature enough to understand the depth in literature, especially not when they start in 8<sup>th</sup> grade.</b></p> <p><b>Student-selected book vs Teacher-selected book: pros and cons with both</b></p>	<p><b>They are young and many cannot read between the lines and understand the depth in literature.</b></p> <p>Difficult for students who struggles in English</p> <p><b>Student-selected book vs Teacher-selected book: pros and cons with both</b></p>	<p>Student-selected book vs Teacher selected book: pros and cons with both:</p> <p><b>Student-selected book vs Teacher-selected book: pros and cons with both</b></p> <p>Solution: teacher select genre, i.e. fantasy, to provide a common ground for the students.</p> <p><b>Many students find it difficult to detect themes by themselves.</b></p> <p>They even</p>

	<p>Not many students enjoy reading in their spare time.</p> <p>Access to books</p>					<p>struggle with this in Norwegian. In a foreign language this appear to be particular challenging.</p> <p>Teachers need to know what good YAL is. Time consuming to find good literature.</p>
Themes mentioned	<p>Love</p> <p>Hate</p> <p>Racism</p> <p>Culture</p> <p>USA</p>	<p>BLM</p> <p>Police violence</p> <p>Racism</p> <p>USA</p>	<p>Systems of oppression</p> <p>Racism</p> <p>Civil Rights movement</p> <p>Slavery</p>	<p>History</p> <p>Rich vs poor</p> <p>Gender roles</p> <p>Love</p> <p>Friendship</p> <p>Evil vs good</p> <p>Make difficult choices</p> <p>Culture</p>	<p>History</p> <p>Culture</p>	<p>Identity</p> <p>Conflicts</p> <p>Culture</p> <p>Roles</p>
How do students react to reading YAL	<p>Fun</p> <p>Exciting</p> <p>Understandable</p> <p>Relatable</p> <p>Lack of motivation if it's a longer text</p>	<p>Exciting</p> <p>Relatable</p> <p>Relevant</p> <p>Huge difference between girls and boys. Girls have more motivation and desire to read.</p> <p>Lack of motivation if it's a longer text</p>	<p>Exciting</p> <p>Lack of motivation if it's a longer text</p>	<p>Relatable</p> <p>Relevant</p> <p>Exciting</p> <p>Lack of motivation if it's a longer text</p>	<p>Most students like it</p> <p>More girls enjoy reading</p> <p>Lack of motivation if it's a longer text</p>	<p>Difference between boys and girls. Boys prioritize gaming. Girls are gaming less, so they have more time to do other things such as reading.</p> <p>Students like it</p> <p>Calming experience in a hectic everyday</p>
How to make it a good experience	<p>Audiobook</p> <p>Choose a book they like</p>	<p>Library staff comes on visit and show different books to inspire the students to read. Advertisement for the library and reading books.</p>	<p>Do exciting activities: Reading theatre Literature Circles</p>	<p>Expose them for different texts because we are different and we like to read different things.</p>	<p>“Do not kill the leselyst”</p> <p>Being a good role model by showing that we personally enjoy reading.</p> <p>Encourage them to not give up and to give the book a chance.</p> <p>“I wish I knew how to get students to love reading”</p> <p>Audiobooks</p>	<p>Have a huge selection of books</p> <p>“Do not teach to test”</p>



Books mentioned	The Absolutely True Diary of a Part-Time Indian Harry potter Kattekrigerne	Narina Harry Potter The Hate you give	The Hate You Give 12 Years slave	War Horse Alex Ryder Agatha Cristie Roald Dahl		Wonder The Absolutely True Diary of a Part-Time Indian Twilight Horrid Henry
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