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Høgskulen
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MASTER'S THESIS

Teachers' Views on the Interdisciplinary
Topic Health and Life Skills in the EFL
Classroom: A Mixed-Method Study

Adelén Wilhelmsen

Master's in Education and English Didactics

Department of Language, Literature, Mathematics and Interpreting

Supervisor: Hege Emma Rimmereide

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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.

Abstract

The Ministry of Education and Research implemented in 2020 a new interdisciplinary topic called health and life skills. Health and life skills is supposed to help the students prepare for life and promote knowledge about the subtopics within health and life skills. This MA thesis investigates English teachers' views on health and life skills in the English classroom, and which tools and materials the teachers use to implement the topic. This project focuses on five subtopics from health and life skills: *mental health, media use, sexuality, feelings, and economy*. The following thesis question and sub-questions are being investigated:

What are English teachers' views on the interdisciplinary topic health and life skills?

a) What focus are teachers giving the topics mental health, sexuality, media use, feelings, and economy in lessons about health and life skills?

b) How do teachers implement the interdisciplinary topic health and life skills in the English subject?

The method used to gather data for this research project is a mixed-method questionnaire. The results from the questionnaire are thematically analyzed with regards to Braun and Clarke (2016). Since this MA thesis is investigating teachers' views, the teachers' cognitions theory from Borg (2003 & 2015) is being used. The views the teachers have on the interdisciplinary topic health and life skills are also investigated with Goodlad's curriculum inquiry that shows different aspects of curriculums (Garmannslund et al., 2011, p. 9).

The results show that English teachers have divided and different views on health and life skills. This project narrows their views down to three different perspectives on the topic. Many of the English teachers define health and life skills as tool to help the students prepare for life and its ups and downs. The second perspective the teachers have is that the topic can be used as a language learning tool that can promote basic skills. The third view on to topic is that health and life skills can help students get to know their identities better and their relationships with others. Off the five subtopics this MA is focusing on, it is clear that the

teachers are paying most attention to feelings and mental health, opposed to economy, which is receiving the least attention by the English teachers. Lastly, the results from the questionnaire show that teachers are using websites and literary texts most frequently in their lessons on the topic health and life skills.

Sammendrag

I 2020 implementerte Utdanningsdirektoratet et nytt tverrfaglig tema kalt helse og livsmestring ved innføringen av LK20. Hensikten med det tverrfaglige temaet er å forberede elevene på fremtiden, og øke kompetansen om egen helse og livsmestring. Denne masteroppgaven undersøker engelsklæreres syn på helse og livsmestring i det engelske faget, og hvilke verktøy og metoder som brukes for å undervise om temaet. Denne oppgaven har satt søkelys på fem undertemaer fra helse og livsmestring: *mental helse, media bruk, seksualitet, følelser og økonomi*. Oppgaven undersøker følgende forskningsspørsmål:

Hvilke syn har engelsklærere på det tverrfaglige temaet helse og livsmestring?

- a) *Hvilket fokus gir lærere temaene mental helse, seksualitet, media bruk, følelser og økonomi i deres undervisning om helse og livsmestring?*
- b) *Hvordan implementerer lærere det tverrfaglige temaet helse og livsmestring i engelskundervisningen?*

Metoden brukt for å samle datamaterialet til dette prosjektet er en blanding av kvantitativ og kvalitativ forskning i form av en nettbasert spørreundersøkelse. Resultatene er tematisk analysert i henhold til Braun og Clarke (2006). Ettersom oppgaven omhandler læreres egne syn og meninger, brukes Teachers' Cognitions teori fra Borg (2003 & 2015). Synet lærerne har på det tverrfaglige temaet helse og livsmestring blir også belyst fra Goodlads læreplanteori som viser til ulike nivåer og forståelser av lærerplaner (Garmannslund et al., 2011, p. 9).

Resultatene viser at engelsklærere har et delt syn på helse og livsmestring. Oppgaven konkretiserer resultatene til tre hovedsyn. Mange av engelsklærerne definerer helse og livsmestring som en mulighet til å hjelpe elevene med å forberede seg på livet og håndtere både oppturer og nedturer. Den andre måten å definere temaet på er som et språklæringsverktøy for å praktisere de grunnleggende ferdighetene. Det tredje måten å definere temaet på er at helse og livsmestring kan bidra til å hjelpe elevene med å utforske

og forstå egen identitet og relasjoner til andre mennesker. Av de fem undertemaene det settes søkelys på kommer det frem at lærerne oftest tematiserer følelser og mental helse i engelskundervisningen, og sjeldent gir oppmerksomhet til temaet økonomi. Avslutningsvis viser resultatene fra spørreundersøkelsen at engelsklærere oftest bruker nettsider og litterære tekster i deres undervisning om temaet helse og livsmestring.

Acknowledgments

I cannot believe that the last five years of studying to become a teacher at HVL are almost over. There has been many ups and downs, and it is difficult to forget how the coronavirus influenced my time as a student. However, writing this master's thesis has given me insightful knowledge and experience, and I feel ready to start my journey as a teacher when I start my job in Nord-Troms this fall.

I would like to extend my gratitude to those who took time to participate in the survey. Without so many interesting and diverse views, my project would not have been the same. I would also like to thank my supervisor Hege Emma for all the guidance this year. To my family, thank you for cheering me on and supporting me through our conversations over FaceTime and during the holidays. I appreciate you all very much.

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1.0 Introduction

The school is a place where students come to learn, develop, explore, and grow. The purpose of this unique arena is to facilitate learning, help children grow, and prepare them for a life as citizens after school. There are suggestions that there is a health crisis going on amongst the younger generations, and the school as a setting can be viewed as a great opportunity for health and life skills promotions. This health crisis refers to the student's mental health, health in general, and physical health. Stress, obesity, illness, and boredom are topics mentioned in connection to this. With an increase in negative mental and physical health amongst the students, it can be more difficult for them to learn and achieve in school. It will also be more challenging for teachers to educate their students when the students' learning capacity is limited (Tjomsland et al., 2021, p. 41-43).

According to the new core curriculum implemented by the Ministry of Education and Research in 2020, all subjects are supposed to incorporate three interdisciplinary topics. One of the topics is called health and life skills, and the main idea is that health and life skills should prepare the students for their lives by gaining knowledge about physical and mental health. The topic of health and life skills also include subtopics such as *mental health, media use, sexuality, feelings, and economy* among others. This MA thesis will include these different subtopics primarily, due to their relevancy for students and interesting context.

Mental health is an important factor in the students' ability to learn and achieve in school. It also plays a crucial part in their enjoyment and happiness, both in and out of school. There are tendencies that students' mental health is showing a negative development the past years (Bakken, 2022). The students' feelings and friendships are also important to pay attention to for the student to be able to understand themselves and their mental health better, as friendships have proven to play an important role in their well-being (Antonopoulou et al., 2019). Students are also spending more time in front of a screen than earlier, and social media are therefore platforms where students can read, write, influence, and be influenced (Bakken, 2022). The students' ability to read, write, and use social media can be seen in correlation to the basic skills, and this correlation is important in terms of

health and life skills' place in the English subject (Utdanningsdirektoratet, 2020a). Economy is the last subtopic that will be researched in this project, and this topic is relevant for students due to its importance in life. Health and life skills is facilitating for learning about these topics, although it is not mandatory to do so.

This research project is examining teachers' views about the interdisciplinary topic health and life skills in the core curriculum, it is therefore relevant to see Goodlad's curriculum inquiry in light of this (Garmannslund et al., 2011, p. 9). Goodlad divides the way to understand the curriculum into levels which allows for different perspectives on the curriculum. The levels of Goodlad's curriculum inquiry (are the ideological curriculum, the formal curriculum, the perceived curriculum, the operational curriculum, and the experienced curriculum (Garmannslund et al., 2011, p. 9). This research project will pay most attention to the perceived curriculum as it takes the teachers understanding of the curriculum into consideration and is therefore relevant in terms of teachers' views on the topic health and life skills. The curriculum that is being used by the teachers today is LK20 (Utdanningsdirektoratet, 2020b), and this concerns the formal curriculum as it is the documents and competence aims the teachers follow.

As teachers' views are difficult to observe, Borg's theory on teachers' cognition (2003 & 2005) will also be paid attention to for discussing the teachers' implementation and understandings of the topic health and life skills. Borg's theory explains what teachers believe to do in the classroom, and how this correlate to what they really do in the classroom. The teachers' beliefs of what they do can sometimes be true as to what they do in the classroom, but not always. Factors such as experience and level of education can play a role in the disassociation that can appear between teachers' beliefs and their execution (2003 & 2005).

Using a combination of Goodlad's curriculum inquiry (Garmannslund et al., 2011, p. 9) and Borg's teachers' cognition theory (2003 & 2005) may lay the foundation to understand teachers' views on the interdisciplinary topic health and life skills in the English subject.

2.0 Theoretical considerations

2.1 Previous research

In order to position this thesis in the scholarly field of health and life skills, this chapter will provide a general overview of the current trends in methods and findings in the field in Norway.

The interdisciplinary topic of health and life skills was implemented in 2020 (Utdanningsdirektoratet, 2020b) in the core curriculum and there is consequently not much research on the matter. The available research consists of master's theses as well as books, some of which predate the implementation of health and life skills as part of the curriculum. A couple of the interesting findings from the master theses are from Mullaliu (2020), Fluge (2021), Narvesen (2019), Opedal (2022) and Thorkildsen (2021). The themes for these theses are interpretation, implementation, and understanding the topic health and life skills as a new interdisciplinary topic. A few of these projects also investigate how the schools and teachers practice the subject in general, and some of the theses focus especially on mental health.

Mullaliu (2020) researched how four middle school teachers understood, interpreted and implemented the topic of health and life skills in school and found a consensus among the interviewees that the subject is comprehensive, and that its role in the curriculum has not yet been clearly defined. The teachers also agree that the topic of mental health in school can mean a great deal to the students and impact their life in a way. They back this claim up by the fact that our society is evolving, and the school should also evolve with it. One of the teachers being interviewed mentions that the term mental health can automatically be associated with a negative word by the students, when in fact everyone has a mental health. At the same time, this teacher mentions how the school system has a job to educate and stay relevant according to what is portrayed by both the media and in social media. Another one of the interviewees mentions how the public is given more responsibility to raise children, taking focus away from the parents (Mullaliu, 2020, p. 44-47). Overall, all teachers in this study are positive to the fact that health and life skills is implemented in the

curriculum, but they show signs of confusion about the process and expectations (Mullaliu, 2020, p. 51).

Mullaliu's study (2020) concludes that the four teachers interviewed did not see the social and society-relevant perspectives of implementing the topic in school, as mentioned in the steering documents. Although all teachers were positive about the topic in general, they seemed concerned as to how it is supposed to be implemented in school. They do wish for more guidance in how to do so (Mullaliu, 2020, p. 62). Fluge (2021) shows similar results as Mullaliu (2020) and this study is also based on interviews with four teachers, but it looked at how teachers implement the topic into their everyday teacher's life. The teachers she interviewed interpreted the topic of health and life skills in a slightly different way, yet they were positive to the topic overall (Fluge, 2021, p. 71). The teachers agreed that the directions for implementing health and life skills were unclear. It is clear that the teachers were insecure about the process of implementation, and that this might have to do with the directions from the Norwegian Directorate for Education and Training, and that all changes to the curriculum in school takes time to become implemented (Fluge, 2021, p. 87).

Narvesen (2019) presents a more narrow approach, focusing on how the topic of life skills is taught specifically in science class. He interviews five science teachers about their understanding of the topic. The results show, just as in Fluge (2021) and Mullaliu (2020), that the teachers interviewed by Narvesen (2019) describe problems in regard to defining the content of the topic health and life skills. As a result, the content of the topic has broadened to include subject matters which are not included in the competence aims for that subject. Referencing science specifically, Narvesen (2019) cites topics such as "...physical health, stress, sleep, learning strategies, independence, self-feeling, critical thinking, emotional competence..." (Narvesen, 2019, p. 76). Although Narvesen (2019) studied teachers in science class, his findings can be relevant for all subjects in school.

Opedal (2022) is studying teachers' role in the process of incorporating health and life skills into the curriculum, with a focus on mental health through interviewing five teachers. In this study, as well as the ones mentioned above, the teachers seem positive to the implementation of the topic health and life skills. What stands out in Opedal's study (2022)

is that the teachers are mostly positive on behalf of the students but seem critical of how this topic will affect their roles as teachers. They mention the complexity of the added responsibility the topic will bring to the teacher role in general, and that teachers might receive even more tasks to do. It can seem as the interviewers agree that the role as a teacher is moving towards a role as a therapist, according to Opedal (2022). In general, the findings of this study are implying that the teacher's role should be defined carefully when implementing health and life skills in school (Opedal, 2022, p. 69-71). These results are also very similar to the results Thorkildsen (2021) found while she was interviewing five teachers and asking them about their interpretation of the interdisciplinary topic health and life skills. Very similar to the results mentioned above, Thorkildsen's (2021) results show that the teachers show positive attitudes towards the topic of health and life skills. They believe the topic to be an important one for the students to learn, yet they also believe it is difficult to implement it in their classes (Thorkildsen, 2021, p. 66).

The five master's theses mentioned above show quite similar results; teachers are positive to the implementation of the subject health and life skills, yet they show insecurity into how they are supposed to do so. The studies suggest that this uncertainty is a result of the definitions and framework of the subject as provided by the Department of Education and Research is not constructive in guiding the teachers in their implementation of the subject in schools. All studies mentioned above conducted interviews to collect data for their research where they focused on either four or five teachers in total. They were all therefore conducting qualitative research, and there is a need to conduct a study by using either quantitative or mixed-method research within this field.

As mentioned, the scholarly field exploring the consequences of implementing health and life skills in schools is small as well as recent. A quick search for the term *helse og livsmestring* in HVL's online library (Oria), limited to the years 2015-2022, shows 13 MA theses, one student essay, and one doctoral dissertation. This points to the fact that there is a need for more studies in this field in general. Seeing as there is no research, to the researcher's knowledge, that studies how the interdisciplinary topic health and life skills is implemented and taught in the EFL classroom, this study is seeking to fill this research gap. It is aiming to use a different method than qualitative research, and a different approach to

the data collection process. The method used for this MA thesis will be a mixed-method approach to aim for a broadened research field within the topic of health and life skills. The mixed-method approach can possibly illustrate new findings by researching the topic from a different angle and by using a different method. The method used for this research project will be explained in chapter 3 methodology.

2.2 Background

This chapter seeks to address central theoretical concepts and terms that are seen as relevant for this research project. The chapter addresses the curriculum renewal process, theory about the subtopics within health and life skills, and how teachers' cognitions can play an important role for the results of this MA thesis. The subtopics are *sexuality, mental health, feelings, social media, and economy*. Goodlad's curriculum inquiry (Garmannslund et al., 2011) is also included to address views on health and life skills in the curriculum from different levels. Teachers' cognitions theory (Borg, 2003) will be described to better understand how teachers are explaining how and what they do in the classroom. The theoretical concepts presented in this chapter will also be used in chapter 5.

2.2.1 The curriculum renewal

Health and life skills is one of the three interdisciplinary topics that were included in the core curriculum renewal by The Norwegian Directorate for Education and Training. The increased focus on public health and well-being was addressed in the Official Norwegian Report submitted to the Ministry of Education and Research in 2015 (NOU 2015:8). This report was the background, inspiration, and foundation for the new core curriculum that was firstly presented by Royal Decree in 2017, and further implemented in 2020 (Utdanningsdirektoratet, 2020b). The reports' focus on health and life skills is limited, but it is clearly stated that this topic within school should facilitate for students to be able to take responsibility of their own life. It is stated that "Knowledge about one's own body and health, including mental health, lifestyle, personal finances and consumption is an area that needs to be strengthened in school" (NOU 2015:8, p. 55). Food and nutrition are also mentioned as important areas to focus on within school, as well as obesity and mental disorders.

Health and life skills as an interdisciplinary topic is supposed to be implemented in each subject of school, from mathematics and science to Norwegian and English class. The interdisciplinary topic will be given a different focus in each class. Figure 1 below shows how the three interdisciplinary topics and the basic skills have a place in each subject.

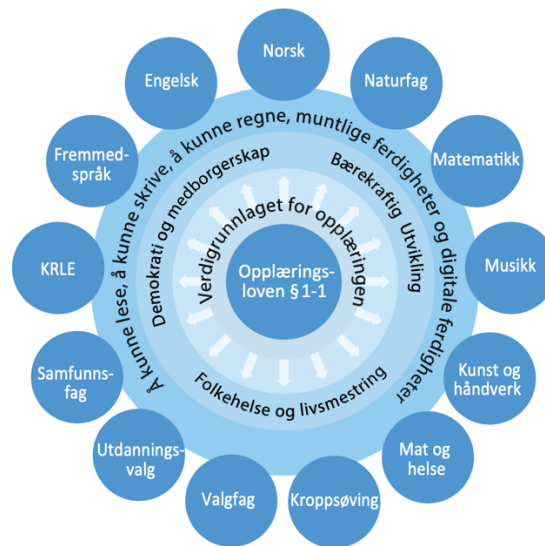


Figure 1. Illustration of classes and competence areas to focus on within school. From Meld. St. 28. 2015-2016.

Health and life skills in English class is supposed to aid the pupils and their abilities to express themselves when it comes to “... their feelings, thoughts, experiences and opinions...” (Utdanningsdirektoratet, 2020a). This is related to the basic skills oral and writing skills. For the students to be able to voice their opinions in English, they will have to learn the language and acquire the linguistic skills needed in order to do so. It is also stated that health and life skills in English can facilitate for a positive self-esteem and a strengthened self-confidence when the students are able to handle the English language and communicate by using it. There are competence aims’ that can be directly linked to the interdisciplinary topic health and life skills in English, and three of these after year 10 are:

- express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation
- ask questions and follow up input when talking about various topics adapted to different purposes, recipients and situations

- explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests (Utdanningsdirektoratet, 2020c).

The three examples above are relevant to health and life skills because they mention oral skills, one of the basic skills, which can be promoted through health and life skills lessons. Basic skills will be addressed further in chapter 2.2.4. Example three from the competence aims above mentions *media*, which is one of the subtopics in health and life skills. Media use will be addressed in chapter 2.3.3. Although health and life skills as an interdisciplinary topic is supposed to be implemented in English class to aid the students in their development of the basic skills, the core curriculum does not state how to do so. There are no specific guidelines for this implementation process, and the teachers interviewed in the previous research mentioned in chapter 2.1 find this implementation process unclear. It can therefore be interesting to investigate how teachers are implementing the topic health and life skills in the English classroom.

2.2.2 Health and life skills as an interdisciplinary topic

In general, health and life skills is an interdisciplinary topic that should be included in all subjects and create connections between the different subjects (figure 1). According to The Ministry of Education and Research (2020d), "The school's interdisciplinary topic health and life skills shall give the pupils competence which promotes sound physical and mental health, and which provides opportunities for making responsible life choices". The Ministry of Education and Research identifies relevant areas and subtopics that can support teaching about the subject of health and life skills beyond physical and mental health, and the topics mentioned are "lifestyle habits, sexuality and gender, drug abuse, media use and consumption and personal economy" (Utdanningsdirektoratet, 2020d). This study will focus on five of these subtopics, or similar areas within the topic, which are *mental health, feelings, economy, sexuality, and media use*.

Health and life skills is a term that can be understood and translated in different ways. There is consequently a need to address how it is translated and its connotation to this research project. The English term *health* differs slightly from the Norwegian term used to describe

the interdisciplinary topic. The Norwegian term “folkehelse” is translated to *health* in this research project but can be directly translated to *public health*. This term relates to the general health situation of the population in Norway, and it includes both physical and mental health, as well as the factors that affects physical and mental health both directly and indirectly (Ringereide & Thorkildsen, 2019, p. 11). The World Health Organization defines health as “... a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (WHO, n.d.). This definition acknowledges that health encompasses various aspects beyond the absence of sickness.

The Norwegian term “livsmestring” is translated as *life skills* in this project and is about both the understanding of how one can master one’s own life, and how to affect this. Life skills is in general about learning to handle both the positive and the negative factors that play a role in how one feel and master life in different situations (Utdanningsdirektoratet, 2020d). The subject deals with how one can handle our life situations right now and how to prepare for the future. It relates to setting realistic expectations for the students in school, and adjusting these expectations appropriately (Ringereide & Thorkildsen, 2019, p. 11).

There has been an increase in attention to the topic of health and life skills in schools, but in fact the issue is not new. The connection between the student’s health, mental health and capacity to learn, was realized already in the early 80s, and the focus on well-being have been growing for several years internationally (Klomsten & Uthus, 2020, p. 123). There are many studies that show how education about health and life skills, or similar topics, can provide the students with necessary tools to live a better life. One study done in Iran for example, concluded that education about life skills could “... promote the level of individuals’ general health, lower the incidence of depression, anxiety, physical problems...” (Sahebalzamani et al., 2012, p. 554). Another study from the U.S. focused on how life skills could play a role later in life. The results in this study suggest that the fostering and the focus on life skills early on can be associated with “... economic success, social and subjective well-being, and better health in older adults” (Steptoe & Wardle, 2017, p. 4354). There are therefore several prime reasons for teachers to contribute and implement the topic of health and life skills in their education, as they are also supposed to according to the core curriculum (Utdanningsdirektoratet, 2020b).

2.2.3 Tools and materials

Teachers are using different tools and materials when they educate their students. Books, websites, factual texts, hand-outs, and applications are some of the tools that teachers use. Seeing as the coronavirus sped up the process of teaching online, using the internet as a platform has become normalized in classrooms all over (Wang et al., 2021, p. 3). Teaching by using the internet can be considered efficient and “It is claimed that the innovative use of educational technology combined with appropriate pedagogical strategies can lead to improved student outcomes” (Wang et al., 2021, p. 14). There is also an increase in the time students spend reading texts or e-books online, both in school and at home, and Courage (2019, p. 23-38) has shown that students gain academic skills from their online. There are also claims made by Costa (2012) that “The future of learning and works is digital” (p. 21).

Despite the digital shift caused by the corona virus, analogue and authentic teaching materials are still commonly used. These materials can provide both the teachers and the students with many benefits such as less hesitancy amongst the students, they are easy and cheap to access, and they can help the students develop their English skills. Using physical newspapers and magazines as teaching materials might enhance the real-life experience of the students in the classroom (Rao, 2019, p. 3-4). Overall, there are several different tools and materials teachers can use in their classroom in order to teach different subjects appropriately.

2.2.4 Basic skills

The core curriculum concerns several areas in which the school should facilitate. One of these areas are the five basic skills which are reading, oral skills, writing, digital skills, and numeracy. These basic skills are relevant in all subjects in school, while some, numeracy for example, can be seen as more relevant in certain subjects like mathematics. Teachers are supposed to consider and connect the basic skills across different subjects and facilitate the student’s development in these areas. The competence aims in English after year 10 are weighing the basic skills heavily by using terms such as *express oneself*, *ask questions*, *digital resources*, and *understand words*. In general, the basic skills for ENG01-4 are oral skills, writing, reading, and digital skills (Utdanningsdirektoratet, 2020e).

Oral skills within the English subject are about “... creating meaning through listening, talking and engaging in conversation” (Utdanningsdirektoratet, 2020e). For writing skills, the students will have to be able to plan, formulate, and produce different types of texts to communicate. The reading skills the school should facilitate for are about the student’s ability to both understand and reflect upon different types of texts. Digital skills within the English subject involve using digital media, be critical about sources, “... exploring the language to interacting with others, creating texts and acquiring knowledge...” (Utdanningsdirektoratet, 2020e). The students’ development of basic skills is an ongoing process that starts early in their lives and continues throughout it both in and out of school. For students to be able to communicate and function as an active citizen in a globalized world, there is a need for them to acquire the five basic skills (Utdanningsdirektoratet, 2020e).

2.3 The subtopics

2.3.1 Mental health

Mental health is one of the relevant subtopics within the topic health and life skills in association with the core curriculum (Utdanningsdirektoratet, 2020a). Mental health can according to The World Health Organization be described as “... a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community” (2022). Everyone has a mental health although the term often can be associated with negative emotions. Being young today is not always easy, and teenagers are facing several different challenges. In Norway today, there is an estimation that between 15 and 20 percent of all younger students have a poor mental health status that to some level disrupts their ability to function (Bru et al., 2016, p. 258). This is a major number of students that are struggling, and this affects both their personal life and their life at school. Bakken (2022), together with employees at NOVA/OsloMet, prepared a study called ungdatabasen which gathers statistics on how the youth feels about being young today in Norway. The study collected answers from over 100 000 students from middle school and high school from all over the country. Although the study is showing signs of a post-pandemic society, it still allows for data collection about the youth’s feelings, health situation, and lifestyle with comparisons from the last decade. The ungdatabasen answers are put into different categories in the study, and the ones relevant to this MA thesis will be presented below and in the different chapters following, which are media use and feelings.

When it comes to the student's health, both mental and physical, most of the students that answered the unidata study report to be satisfied and happy. At the same time, there is an increase in the percentage of students who have had mental health issues compared to the number in 2010. The tendency to have mental health challenges seems to also increase by the grade, where there are fewer students challenging in the 8th grade and the most reported challenges in senior year. More girls are experiencing these issues compared to the boys (Bakken, 2022, p. 32-35). Under the section for stress and pressure, over 50% of the students report to feel a great deal of pressure to do well in school. The numbers in this section, in the same way as with the mental health challenges, are increasing by their grade (Bakken, 2022, p. 36).

The educational system of today is under a great deal of pressure. There is an expectation that the school is to be responsible for the students' achievements and academic performances, as well as taking care of their physical and mental health, their upbringings, and their well-being. This is clearly stated in the core curriculum, and it is pointed out that "The pupils and apprentices shall develop knowledge, skills and attitudes so that they can master their lives and can take part in working life and society" (Utdanningsdirektoratet, 2020f). This pressure has been increased with time, and there are no signs to tell that this pressure will be lightened. At the same time as this pressure is increasing, the students experience less academical performances in school. Norwegian students are scoring lower on tests than students from other countries that Norway often is compared with. It can be seen as a challenging situation for the schools to focus on the academical achievements when, in fact, the focus must be on all the other aspects, like mental health, as well (Bru et al., 2016, p. 20).

Focusing on the other aspects of school, like mental health, is important. There seem to be tendencies to prove that the students' mental health situations and their performance in school are tightly linked together. This can be understood as an explanation to why our students are scoring lower on tests, since their mental health status is also showing negative tendencies. As a result of experiencing a poor mental health and struggling with different aspects of life, there has been a link with lower attendance and lower rates of completion of studies. Students who attend school can be mentally and emotionally unavailable to learn

and achieve. Mental health and the ability to learn in school are therefore two important factors that need to be considered and compared as equals when discussing students' academic performance in school (Bru et al., 2016, p. 21).

In a school environment where mental health plays such an extensive role in learning and performance, discussing health and life skills is essential. It is also stated in the Education Act under section § 9a-2 that "All pupils are entitled to a good physical and psychosocial environment conducive to health, well-being and learning" (1998), proving the importance of health and life skills as a topic in school. Putting the focus on topics within health and life skills have proven to decrease the number of students who struggle with different mental health issues, like anxiety and bullying (Bru et al., 2016, p. 259). Programs like 'Zippys venner' (Zippys friends) and 'VIP' (Veiledning og Informasjon om Psykisk helse, translated to guidance and information about mental health) are programs that were implemented in several schools before the new core curriculum introduced health and life skills as an interdisciplinary topic. These programs were both proven to address and educate students on health and life skills topics, and the results were mostly positive (Bru et al., 2016, p. 259, Neumer et al., 2018). This shows not only that health and life skills with a focus on mental health education is important, but that it also helps the students to navigate their own mental health.

Klomsten & Uthus (2020) conducted a study on students' experience with mental health education in school. They interviewed 16 students in 9th grade after they had been through a 25-week program led by a mental health nurse. This was in 2017 and 2018, before the new core curriculum was implemented. The main topic of each lesson was the overall subject health and life skills, and each lesson investigated a subcategory within this topic, such as feelings, stress, and mental health issues. Similar to the VIP-program and Zippys venner (Bru et al., 2016, p. 259), the results here were also positive. The students expressed to have gained insightful knowledge of their own mental health, both the challenges and possibilities they can accomplish. They learned the difference between being sad and being depressed, and how they in general have a bigger "... healthy potential..." (Klomsten & Uthus, 2020, p. 128) than expected. They experience a developed sense of self and self-consciousness, how to better handle stress, and a new understanding of their relations to others. The study

concludes that education about health and life skills can promote positive health values and help the students handle their own life better (Klomsten & Uthus, 2020, p. 133).

There are therefore several studies and programs that show that health and life skills with a focus on mental health education, have a positive influence on the students. However, Klomsten & Uthus (2020) point out that dealing with mental health implicitly may be equally as constructive as explicitly including the topic in the academic plan (p. 134). Nevertheless, the demand to focus on mental health in school has proven to help students out in a positive way and should therefore be taken into consideration when choosing topics for class.

2.3.2 Media use

Media use is one of the subtopics seen relevant to health and life skills in the core curriculum (Utdanningsdirektoratet, 2020d). It is also stated in the competence aims after year 4, 7, and 10 in English that the students should use digital resources “...in language learning, text creation and interaction” (Utdanningsdirektoratet, 2020c). Social media is also one of the categories in the ungdomsdata study (Bakken, 2022) that is relevant to mention in this research project in order to understand the importance of teaching this subject. As much as 57% of students in the study replied that they used two or more hours on social media every day. For clarification, social media does not refer to movies, series, gaming, or television. When looking at screentime in general outside school, 74% claimed to spend more than three hours in front of a screen. This is an increase of approximately 20% more students than what there were in 2014 with this amount of screentime (Bakken, 2022, p. 26-27). Overall, the amount of time students spend on social media and screentime is increasing every year.

Earlier this year, the Norwegian newspaper Dagbladet posted an article about a teacher in high school that researched his students' screentime (Gaarder, 2023). Amongst the nine students that participated, their average screentime was 6 hours and 29 minutes each day. One of the students used 59 hours and 41 minutes on their phone that week, and time was spent mostly on social media (Gaarder, 2023). Seeing as the students are spending a great amount of time on social media, there is a need to address this topic within school, and health and life skills is facilitating for this opportunity. Although Gaarder's (2023) research is

not academic, his findings can be seen anecdotally as a reflection on the screentime trends amongst today's students.

2.3.3 Sexuality

Teaching English can be quite comprehensive, but sexual education is most likely not the first topic people think about when thinking about English class. It can, however, be relevant for English education according to Svendsen and Furunes (2022). For the teachers undergoing teacher education at college or university level within the GLU 5-10. program, there are only direct competence aims about sexual education in science 2. Yet, two competence aims that can be seen relevant for sexual education in English class are:

- “The candidate is familiar with literature and other cultural expressions that can be used for teaching children and young adults
- The candidate can gather and use information about society and cultural topics that can be used for teaching, amongst other topics such as interdisciplinary projects” (NRLU, 2018, p. 25, mentioned in Svendsen & Furunes, 2022, p. 45).

Although English as a subject is not directly aimed towards sexual education, there are several different ways to bring up this theme. English teachers are “... actively using gay children's and young adult literature as a resource in the class” (Svendsen & Furunes, 2022, p. 46), and this can be a positive way to introduce important and sensitive topics within the language learning class. There is a need to enable the teacher education to prepare the students for sexual education, as “Teachers report less professional preparation and training in this area...” (Walters & Hayes, 2007, p. 27). Many teachers receive very little, or none, training within the area of sexual education (Walters & Hayes, 2007, p. 35). There are headlines in media about the poor sexual education in schools, as the Norwegian journalist paper VG can support. VG wrote an article earlier this year with this heading: “The sexual education gets slaughtered: should be implemented in teacher education” (Ertesvåg, 2023). It is clear through the article that sexual education is very important, it should be given a larger role in today's school and should be taught in all grades appropriately.

Scandinavian counties have proven that comprehensive sexual education can increase the students mutual respect towards others, use contraceptives correct, reduce the risk of

“...sexual transmitted infections, risk of sexual coercion or exploitation, and decreases in sexual dysfunctions” (Walters & Hayes, 2007, p. 42). Based on this, it should be acknowledged that sexual education in school is very important for the students to better prepare for situations involving their sexuality and educate them on the matter. There are claims that the education in Norway must improve (Ertesvåg, 2023). This is also highly supported by The Norwegian Directorate of Health which recommends sexual education in association with health and life skill education. The Norwegian Directorate of Health (2023, p. 2-5) also supports the claims mentioned above about the positive effects sexual education can provide.

2.3.4 Feelings and friendships

Feelings is one topic within the main topic health and life skills that is recommended by The Norwegian Directorate for Education and Training (2020) to teach about. In terms of friendship, which is an important factor that affects students' feelings, the percentage of students in middle school who feels like they have at least one good friend, has decreased by five percent over the last decade according to the ungdatabasen study (Bakken, 2022). Seven percent of the students feel like they have no friends to spend time with during recess. In general, the number of girls who reporting feelings of loneliness is twice that of boys (Bakken, 2022, p. 12).

Having friends in school can play an extensive role in improving students' self-esteem and overall wellbeing, extending beyond simply reducing feelings of loneliness. A study from Greece done by Antonopoulou, Chaidemenou, and Kouvava (2019) propose that students who feel accepted by their fellow pupils are more engaged in school. Factors like loneliness, peer relationships, and popularity were all proven to affect the students' ability to participate in school related activity and to help students gain better self-esteem (Antonopoulou et al., 2019, p. 339). This is also supported by a study done by Fan and Bellmore (2023). They show how support from friends can facilitate a more positive feeling towards going to school and the students' belonging in school overall (Fan & Bellmore, 2023, p. 1). A third study that backs these claims up shows how “...less conflictual school friendships and less problematic relationships with teachers were both linked with fewer feelings of stress at school and lower levels of problem behavior in the school context”

(Wang & Fletcher, 2016, p. 555). This study also suggests that teachers should receive training on how to handle emotional relationships with their students, as the student-teacher relationship also plays an important role in the students' ability to navigate emotions in relation to both their social and academic lives (Wang & Fletcher, 2016, p. 557).

The feeling of loneliness amongst the young in Norway has also increased overall during the past ten years (Bakken, 2022, p. 15). At the same time, the number of students who claim to enjoy being at their school is decreasing, and the percentage of students who feel bored at school increases. The numbers for the last-mentioned rose from about 66% to 80% over the last few years (Bakken, 2022, p. 19). When asked if the students believe they will have a happy life, only 66% of the girls answer yes, in contrast to the 73% of girls who answered yes in 2010 (Bakken, 2022, p. 25). The findings suggest that middle schoolers experience less enjoyment and more challenges compared to in the past.

Seeing as feelings and friendships are very important in terms of the students belonging and acceptance in school, the negative tendencies seen in the ungdatabasen study (Bakken, 2022) regarding an increase in Norwegian teenagers' experience of loneliness is destructive to the learning environment. It is therefore important to address these topics in school, and health and life skills can evidently aid for this.

2.3.5 Economy

Teaching economy in school can have a positive effect on the students' knowledge, and economy is one of the topics within health and life skills (Utdanningsdirektoratet, 2020d). There are studies that show that teaching about personal economy and economy in general in school can help the students to become more confident and have better knowledge about the subject, opposed to the students that did not receive lessons about the matter (Skeie & Transeth, 2016, p. 48). However, there is not much research to be found on the impacts education about economy in school can have. There are competence aims in other classes besides English, such as social studies and mathematics, which provide a basis for learning about personal finances. Nevertheless, teachers are supposed to help students to become active and functional citizens when they finish school, and economy can be seen as relevant in all classes. Many students are already interested in economy and how it affects their lives,

both when it comes to shopping for food or clothes, going on trips or vacation, housework, rent, and other aspects that directly influence their lives (McCall, 2017, p. 136). Teaching students about their own finances can help them prepare for their lives after school ends.

2.4 Central theoretical concepts

2.4.1 Teacher's' cognitions

This MA thesis aims to explore teachers views on their own teaching practices when teaching about the topic of health and life skills in the EFL classroom. Considering that the teachers are sharing an insight into their own practice, and in some ways are evaluating themselves on the subject, it is important to include theory on the matter of teacher cognitions. Simon Borg (2003) defines this term as “...the unobservable cognitive dimension of teaching – what teachers know, believe, and think” (p. 81). In general, teacher cognition aims to investigate the connection between the teachers' own thoughts about what they think they do in all aspects of their job, and what they actually do.

The theory of teacher cognition is relevant to the topic of this MA thesis due to fact that the teachers' views cannot be observed in any way. Instruments and methods like questionnaires, interviews, tests, and discussions are ways to analyze and measure their beliefs about their own practices (Borg, 2003, p. 102). This research uses a questionnaire as a method to collect data on the teachers' beliefs, and this is because the research is based on the participants own views on themselves and their practices. It also aims to study the teachers' beliefs about the topic of health and life skills. This study is not observing the teachers' actual practices in the classrooms and is therefore only representing their own views on the topic.

Borg (2015) investigated the cognitions of language teachers that are new teachers and the language teachers that have been working in the school system for a longer period of time. He compared these two groups through analyzing several studies in the field. Main findings between these groups will be presented in this section, as well as some of the relevant general findings. Overall, the less-experienced teachers tended to focus more on other aspects rather than the context of the class, for example classroom management. The more experienced teachers were more likely to improvise and not always stick to the lesson plan

based on their experience and the students' needs (Borg, 2015, p. 123). It is therefore important to take into account the level of experience of the teachers when analyzing the responses received in relation to the questionnaire applied in this thesis.

Furthermore, the level of education completed by the teacher may impact how they form a classroom environment, and especially when it comes to the decisions of choosing topics and subjects to talk about. Borg (2015) mentions "... that subject-specific coursework during teacher education can be a powerful influence on how teachers think about and teach their subject" (p. 93). This implies that how the teacher has studied teaching is a crucial factor in influencing methods and topics that the teachers will focus on later in their career. The topic of health and life skills was not implemented until 2020 (Utdanningsdirektoratet, 2020b), but teacher education programs did include this topic prior to 2020. It is not certain to what level they did so, however. This can therefore to some extent influence the answers from the questionnaire.

There is evidence that what the teachers believe to do in the classrooms and what their reported practices are, can correlate. This is not true in every study, however, but it is important to note that it can be true (Borg, 2015, p. 100). It is therefore no clear evidence to prove that what teachers state they do and what they actually do in the classroom is the same thing. This is also the case for when teachers answer questionnaires and for when they are being interviewed, "... teachers may express a particular belief when responding to a survey but state an apparently contradictory belief view when talking about actual examples of their practice" (Borg, 2015, p. 126). There is no clear evidence to why this disassociation appears, but factors such as teachers' education, situational factors, experience, social context, and complex interactions play a part in the reasoning. Teachers' cognition will further be addressed in the discussion chapter.

2.4.2 Goodlad's curriculum inquiry

John I. Goodlad formed a curriculum inquiry in 1979 to better understand all aspects of the curriculum (Garmannslund et al., 2011, p. 9). This research project is examining teachers' views about the interdisciplinary topic health and life skills which was a new topic in the core curriculum LK20 implemented in 2020, therefore it is relevant to see Goodlad's curriculum

inquiry in light of this. He has divided his classification into five levels dealing with various aspects of the curriculum: the ideological curriculum, the formal curriculum, the perceived curriculum, the operational curriculum, and the experienced curriculum. The first level of Goodlad's curriculum inquiry is the ideological curriculum. This level refers to ideas behind the curriculum, and how they affected it. Curriculums are commonly based on ideological ideas from politicians, scientists, and other professionals within the area of the curriculum's contexts (Garmannslund et al., 2011, p. 9). Looking at the ideological curriculum level in context with this research project, the curriculum renewal process that started in 2015 by the Official Norwegian Report 2015 (NOU 2015:8), was laying the foundation and the ideas behind the curriculum finished and implemented in 2020 called LK20 (Utdanningsdirektoratet, 2020b).

Goodlad's next level of his curriculum inquiry is the formal curriculum (Garmannslund et al., 2011, p. 9). This level has to do with the actual curriculum and the documents that follow. The curriculum is concerning the core curriculum, the values and practices, interdisciplinary topics, the competence aims, and all aspects of the curriculum (Garmannslund et al., 2011, p. 9). For this research project, the formal curriculum level is concerning the curriculum for the 10-year compulsory school in Norway.

The third level of Goodlad's curriculum inquiry is the perceived curriculum. This level explores how each teacher understands the formal curriculum, and how they interpret it. The perceived curriculum will be understood individually based on each teacher, and factors such as experience and attitudes will affect their perception (Garmannslund et al., 2011, p. 9-10). This level will further be discussed in chapter 5 discussion, taking selected results from the data into consideration.

The operational curriculum is level four of Goodlad's curriculum inquiry. This is where the perceived curriculum is implemented and practiced in the classrooms. Factors that can affect this level are equipment and other framework aspects (Garmannslund et al., 2011, p. 10). Results from this MA thesis related to framework factors and the operational curriculum will be discussed in chapter 5. The last level of Goodlad's curriculum inquiry is the individual students experience with the curriculum, formally called the experienced curriculum. This

level is based on how each student encounters the curriculum established by how the teacher is implementing it (Garmannslund et al., 2011, p. 10).

The experienced curriculum level is not relevant for this research project hence the project does not research students experience and will therefore not be discussed further.

2.5 Research question

Health and life skills is, as mentioned, one of the three interdisciplinary topics in the core curriculum. There are various subtopics to focus on within the main topic health and life skills, and the ones selected to be explored further in this research project are *mental health, media use, sexuality, feelings, and economy*. These subtopics are all individually important to focus on in English class and in school in general, as shown in the previous chapters. There is no mention however, in the core curriculum as to how teachers are supposed to implement these themes in English class. The previous research on the subject is mainly not addressing health and life skills in English class specifically, as stated in chapter 2. Based on these considerations, the research question and sub-questions that the thesis seeks to address are:

What are English teachers' views on the interdisciplinary topic health and life skills?

a) What focus are teachers giving the topics mental health, sexuality, media use, feelings, and economy in lessons about health and life skills?

b) How do teachers implement the interdisciplinary topic health and life skills in the English subject?

3.0 Methodology

This study aims to illustrate teachers' views on the interdisciplinary topic health and life skills in the English subject, and which tools and materials are being used in this process. This chapter reveals the methodical considerations of the study. It explains the reasoning behind the method of choice, how the sampling process was implemented, the reasoning behind the analysis process, the study's quality in terms of reliability and validity, and ethical considerations. It also explains how these methodical considerations affected and influenced the choices that were made in this research study.

3.1 Mixed-method study

Mixed-method research is a combination of both qualitative and quantitative research methods, and it is aiming to provide a more reliable and deeper understanding of the topic in matter. Seeing as most previous research on health and life skills was conducted by using a qualitative method, this study aims to use a different approach in order to obtain higher quality and broader data when answering the research questions (Cohen et al., 2018, p. 32).

The mixed-method approach combines elements from both qualitative and quantitative methods regarding data collection, analyzing the data, interpretation, and all other steps of which the research is undergoing. Using a mixed method when conducting research can lead to "... a more comprehensive and complete understanding of phenomena to be obtained than single methods approaches and answers complex research questions more meaningfully..." (Cohen et al., 2018, p. 33). There are various reasons to combine qualitative and quantitative methods. Seeing as both methods have their own strengths and weaknesses, combining these may balance out the weaknesses and give the researcher the opportunity to build on the strengths. A strength from qualitative research can be the value of the data gathered, considering the number of participants is often low, and their answers are often in-depth. Quantitative research can share the opposite strength: there are often a high number of participants, making it possible to receive answers from a large group. Using a mixed-method approach can be helpful with the explanations of both expected and

unexpected results since the researcher can use both qualitative and quantitative to explain them, offering a broader and more diverse view (Mackey & Gass, 2016, p. 278-279).

3.2 Questionnaire

The research instrument questionnaire is a very common method to collect data when conducting research. Many people are familiar with the layout of a questionnaire, both from school and online surveys. A simple yet proper definition of a questionnaire is “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (Brown, 2001, mentioned in Dörnyei & Taguchi, 2009, p. 3). Considering the fact that the previous research on the topic of this MA has mostly been conducted by using interviews, the demand to use a different approach to obtain new findings is appropriate. As other research instruments, the questionnaire has many strengths and weaknesses. Dörnyei & Taguchi (2009) mentions that a questionnaire’s greatest strength is also its greatest weakness, “People appear to take it for granted that everybody with reasonable intelligence can put together a questionnaire that works” (p. 1). Anyone can make a questionnaire, but knowing how to appropriately make and use it, require more knowledge.

There are several advantages to using a questionnaire. First, there are various free websites that will let one program and develop a questionnaire online. The cost of this process is therefore zero. Secondly, the researcher does not necessarily have to put a great amount of time and effort into the making. Although the entire process of making the questionnaire for this research project took several days, an hour can suffice to gather a tremendous amount of information from a lot of people in principle. To collect the same data by using interviews for example, one would have to invest a great amount of time and effort to do so. One would have to find participants to agree to be interviewed, create the questions for the interview, one must possibly travel to meet participants, conduct the interviews, and spend much time transcribing it afterwards. This method would also require instruments to record and store the data safely. A questionnaire is less time consuming in relation to interviews. A well created questionnaire can also be very flexible and adaptable for a great variety of people, making questionnaires an appropriate instrument to include diversity (Dörnyei &

Taguchi, 2009, p. 5-6). The questions can provide diverse response options and one can send the questionnaire to an enormous amount of people at the same time. The questionnaire for this research project was send out to thousands of people all at once. This will be elaborated later in this chapter.

Questionnaires can be either qualitative, quantitative or both, making them a flexible and appropriate data collection instrument. The questionnaire in this MA thesis was, as mentioned, a mixed-method questionnaire. Some of the questions collected statistical data about the respondents, for example in what grade they were teaching. This is considered a quantitative question considering it collects measurable data. Other questions asked the respondents to write their answers in a box, answering to questions such as what they believed health and life skills was. This is an example of a qualitative question. The whole questionnaire can be read below.

Although the questionnaire as a collective instrument has many advantages, it also has some disadvantages. Challenges that arise are importance of a sufficient and appropriate questionnaire design, the length of the questionnaire, and the trust that is given to the respondents to answer truly and correctly (Dörnyei & Taguchi, 2009, p. 7). The questionnaire for this research projects was carefully designed, and no aspects were left to chance. Reading up on theory about questionnaire design and taking this knowledge into consideration when creating the questionnaire, is a step towards a more accurate and appropriate questionnaire. The advised time to spend on the questionnaire for this research was 4-7 minutes. There is a great number of research on questionnaire design, and Anderson (1998) has made suggestions to follow for when designing a proper questionnaire. This will be discussed below.

Responders might not answer the questionnaire with a 100 percent truth, or they can simply forget what is true in that situation when asked a behavioral question. This can lead to unreliable answers in the research project and must be considered when discussing validity. Validity will be reflected upon in the validity chapter, 3.5. Dörnyei and Taguchi (2009) mentions that questionnaires can be considered as transparent at times, meaning that "... respondents can have a fairly good guess what the desirable/acceptable/expected answer is,

and some of them will provide this response even if it is not true” (p. 8). It should also be mentioned that people might simply feel bored and therefore, answer the questions randomly to finish it quicker. There is little to no ways to make sure as the researcher that the responders are answering the questionnaire truly, yet one must put their trust in the responders when using this research instrument (Dörnyei & Taguchi, 2009, p. 9).

Another challenge with questionnaires, especially online questionnaires, is the fact that responders might have follow up questions or the need for guidance when answering, but it can be challenging to contact the researcher (Wright, 2019, p. 1343). The questionnaire was posted online in Facebook groups, the respondents were able to see my full name and could comment on the post or message me through Facebook. The questionnaire was also distributed through e-mail, and they could therefore also respond to the e-mail if questions arose. This will be further elaborated on in the next chapter.

3.2.1 Designing the questionnaire

Anderson (1998) mentions that one must start with determining the questions for the questionnaire (p. 170). Creating the questions was therefore the natural beginning of designing process for the questionnaire of this MA thesis as well. One of the discussion topics for the questionnaire design process were to which extent the questions would contribute to answer the research question and the sub-questions. This brainstorming process was an extensive step, and the questions were thoroughly discussed with this project’s supervisor. As a result, the questionnaire was designed to have 11 mandatory questions and one optional. Aiming to reach a great number of people, the questionnaire for this research project was made online using HVL’s recommended survey program SurveyXact (HVL, 2020). With a focus on optimizing the answers, different question forms were used such as multiple-choice, lists, and Likert scales (Anderson, 1998, p. 171-174). Multiple choice questions give the responder several options to choose from, and they must at least choose one of the pre-determined options. This can limit the answers, and Anderson (1998) states that the normal number of options are between four and eight (p. 172). All the multiple-choice questions for the questionnaire in this research project (question 1, 2, 3, 4, 5, 8, 9, 10, and 11) had between four and eight options, except question 8 which had 11 options. Question 8 is illustrated below by figure 9. One can choose to display the multiple-


choice options in different ways, for example lines or boxes (Anderson, 1998, p. 173). The questionnaire in this research used a combination.

The two remaining questions, question 6 and 7, and the last optional box, were comment-on question forms. This form is appropriate for when the researcher wants an in-depth answer to a question. Comments-on is a form that is recommended to limit, however “Thoughtful use of the comment-on question will pay dividends later on if used appropriately” (Anderson, 1998, p. 173). It can also be challenging to analyze the answers from a comment-on question (Anderson, 1998, p. 173). However, to collect data about teachers views on the topic health and life skills, it was necessary to include comment-on questions to acquire their in-depth beliefs and views on the topic health and life skills. Due to these factors, the questionnaire for this research projects limited the comment-on questions to only two questions and an optional box at the end. This can be seen in figure 7, 8, and 13 below.

Questionnaires can measure factual, behavioral, and attitudinal questions, and the questionnaire in this MA thesis is measuring all the above. The questions that are asking about the respondents’ demographical information and background information are the factual question (Dörnyei & Taguchi, 2009, p. 5). Figure 10 illustrates question 9, which is an example of this. Factual questions are in general asked to receive an overview of who the respondents are. The behavioral questions are, on the other hand, “... used to find out what the respondents are doing or have done in the past” (Dörnyei & Taguchi, 2009, p. 5). An example of a behavioral question can be seen in figure 3 which illustrates question 2. The last category a questionnaire can measure is the participants attitudes. Attitudes concerns both their opinions, beliefs, values, and interests (Dörnyei & Taguchi, 2009, p. 5). The questionnaire for this research projects asked attitudinal questions several times, one example can be seen by figure 7 which illustrated question 6.

Anderson’s (1998) recommends pilot testing the questionnaire (p. 179). This was, as mentioned, done by me, my supervisor, and a fellow MA degree student. They gave feedback on both the questionnaire design, the layout, how the questions were asked, and what types of questions were asked. The questions were adjusted appropriately thereafter.

The final 11 questions and one voluntarily box to fill out of the questionnaire will now be presented below.

 Høgskulen på Vestlandet

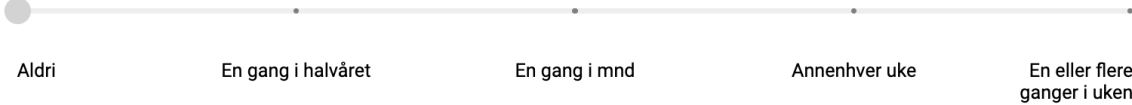
Teachers' views on the Interdisciplinary Topic Health and Life Skills in the EFL Classroom: A Mixed-method Study

Denne spørreundersøkelsen handler om engelsklærere sine holdninger til det tverrfaglige tema helse og livsmestring i engelskfaget. Det er til sammen 11 spørsmål, og det beregnes 4-7 minutter å fullføre hele. Undersøkelsen er 100% anonym. Tusen takk for at du tar deg tid til å lese og svare grundig på denne spørreundersøkelsen til min masteroppgave.

*Vennligst ikke oppgi noen form for personalia eller annen informasjon om din identitet, når denne spørreundersøkelsen skal være helt anonym. Spørsmålene markert med * er obligatoriske.*

I 2020 ble det publisert en ny læreplan (LK20). Denne inneholder et nytt tverrfaglig tema kalt helse og livsmestring, som kan omhandle temaer som seksualitet, økonomi, mental helse, media bruk og følelser, blant flere.

*1. Hvor ofte er helse og livsmestring temaet i din undervisning? Velg ett alternativ.



Aldri En gang i halvåret En gang i mnd Annenhver uke En eller flere ganger i uken

Figure 2. Introduction and question 1.

The introduction for this questionnaire was explaining the purpose of the questionnaire and the reason behind the research, as illustrated by figure 2. It gave the respondents information about the topic they were going to be asked, and how much time they were expected to spend answering it. It also told them which questions were mandatory, and which were not. Question 1 was a behavioral multiple-choice question, with five fixed answer options displayed as a line.

*2. Hvor ofte er helse og livsmestring temaet i din engelskundervisning? Velg ett alternativ.

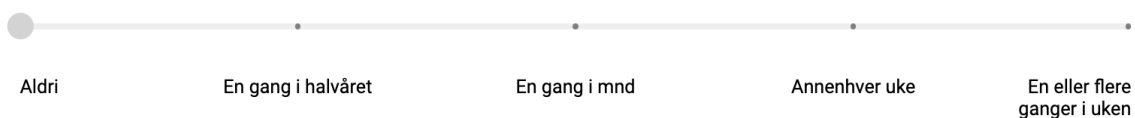


Figure 3. Question 2.

Question 2, as illustrated by figure 3, was also a behavioral multiple-choice question with five fixed answer options displayed as a line.

*3. Dersom du underviser i temaet helse og livsmestring i faget engelsk, på hvilken måte gjør du dette? Kryss gjerne av for flere.

- Undervisning med hele klassen
 - Gruppebasert undervisning
 - Gjennom lekser
 - Spill
 - Prosjektarbeid i engelsk
 - Prosjektarbeid på tvers av fag
 - Annet
-

Figure 4. Question 3.

Figure 4 illustrates question 3. This question was a behavioral multiple-choice question with seven answer options displayed by boxes. The same applied for question 4 and 5, illustrated by figure 5 and 6 below, except the option numbers varied.

*4. Hvilke hjelpemidler og verktøy bruker du i din undervisning om helse og livsmestring i engelsk? Kryss gjerne av for flere.

- Lærebøker
 - Litterære tekster
 - Faktatekster
 - Annen litteratur
 - Nettsider
 - Applikasjoner
 - Tredjepersoner
 - Brosjyre
 - Annet
-

Figure 5. Question 4.

*5. Hvilke av disse temaene innenfor helse og livsmestring har du undervist om i dine engelsktimer siden den nye læreplanen kom ut? Kryss gjerne av for flere.

- Seksualitet
- Økonomi
- Følelser
- Sosiale medier
- Mental helse
- Ingen av disse

Figure 6. Question 5.

*6. Hvordan vil du definere "helse og livsmestring"?

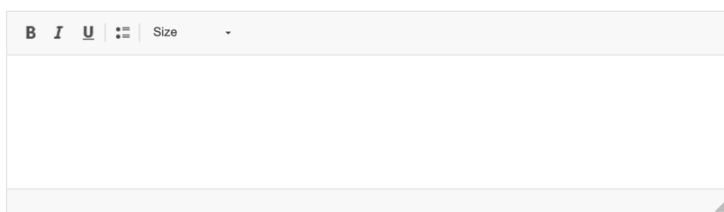


Figure 7. Question 6.

Figure 7 illustrated question 6 which was an attitudinal question. The responders would have to write their answers in the box, making this question a comment-on. The same applied for question 7, illustrated by figure 8 below.

*7. Hvordan mener du at undervisning om temaet helse og livsmestring i engelsk kan bidra til å styrke elevenes grunnleggende ferdigheter?

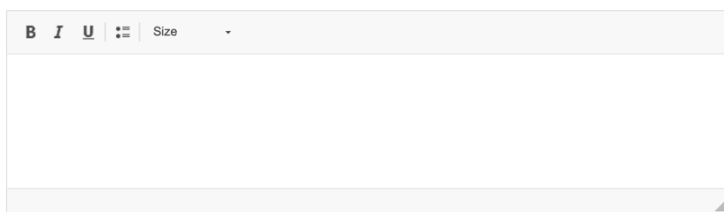


Figure 8. Question 7.

*8. Hvor mange års høyere utdanning har du?



Figure 9. Question 8.

Figure 9 illustrated question 8. This was a factual multiple-choice question with several fixed answer options. The same applied for question 9, 10, and 11, illustrated by figure 10, 11, and 12.

*9. Hvilket kjønn definerer du deg som?

Figure 10. Question 9.

*10. Hvilket trinn underviser du på?

Figure 11. Question 10.

*11. Hvor lenge har du jobbet som lærer?

1-3 år 4-6 år 7-9 år 10-12 år 13-15 år 16 år +

Figure 12. Question 11.

Her kan du utdype om ulike metoder, undervisningsformer, innhold eller annen informasjon du vil tilføye om temaet.

B *I* U Size

Tusen takk for at du tok deg tid til å svare på denne spørreundersøkelsen i forbindelse med min masteroppgave!

Figure 13. Optional box for elaboration and a thank you note.

The last response option for the questionnaire is illustrated by figure 13. This was a comment-on box where the responders could write what they wanted the researcher to know. This last response option will further be called option 12. The questionnaire was

finished after a thank you note at the end, seeing this as a polite way of ending a questionnaire.

3.3 Sampling

When the final design of the questionnaire was completed, it was posted in three different Facebook groups for teachers in general and English teachers specifically. Online surveys can benefit from using Facebook groups or other social network groups as they might receive responders from all over the country, making it more diverse, accessible, convenient, and inclusive (Wright, 2019, p. 1341). It was also emailed to seven different school administrators and asked to be emailed to all English teachers that were employed, considering that personalized invitations can increase response rates (Wright, 2019, p. 1346). The questionnaire was anonymous both to collect more respondents and to make the storage process easier, considering one need approval from NSD to handle sensitive personal data. It was not necessary to gather personal data to receive the answers wanted for this research project. The anonymity of the questionnaire is also positive in terms of self-report questions, making it easier for the respondent to tell the truth about themselves. This applies both to the factual, behavioral, and attitudinal questions. Nervous or concerned participants may find it easier to participate in an online anonymous questionnaire than in an face-to-face questionnaire or interview for that matter (Wright, 2019, p. 1345).

After the questionnaire was posted online for two weeks, there were under 20 responders. As a result, the questionnaire was reposted in the Facebook groups mentioned a second time which boosted its popularity. The date for when the questionnaire was going to be closed was also posted for the responders to be aware of in the second post, to aim for transparency and openness. The questionnaire ended up receiving over 200 respondents in total after this, and it was then closed for respondents and was therefore ready to be analyzed. The analyzation process will be explained below.

3.4 Method of thematic analysis

There are many different methods of analysis when conducting research. The thematic analysis method will be in focus due to its relevancy. This method is suitable for finding

patterns across the given data and is a widely used method. When dealing with large data sets, it can contribute to the organization process and group different data in themes. When conducting a thematic analysis, the researcher will need to play an active role for the themes to be discovered within the answers by making decisions for them to appear (Braun & Clarke, 2006, p. 79-80).

Generally, the researcher will have a research question they want to answer and their method of gathering data will vary. For a mixed-method study, the researcher gathers data that is both qualitative and quantitative. This is also the instance for this research project. For the purpose of using a thematic analysis for the qualitative answers, the researcher creates themes that can be suitable for the research question. A theme will be relevant when the researcher acknowledges a pattern across the responses, and several answers can be put in the same group that aims to provide insightful information about the research question. The researcher has to read through the answers repeatedly in order to capture a grip of what the responses are trying to address, and it is important for the researcher that the themes created represent what the responders are trying to convey in order to obtain correct findings (Braun & Clarke, 2006, p. 82).

There are two different ways of creating the themes: inductive and deductive. This thematic analysis is using an inductive approach. When using the inductive approach, the researcher will create patterns purely based on what the responses are. The patterns are created after reading and re-reading the response. There is not a focus on research question when creating patterns using an inductive approach, and "In this sense, this form of thematic analysis is data-driven" (Braun & Clarke, 2006, p. 83). When using a deductive approach opposed to inductive approach however, the themes will be created before one starts to read the responses based on the research question, and the researcher will look for these themes when reading the data. The deductive method tends to represent the responses in a less inclusive way than the inductive method (Braun & Clarke, 2006, p. 84).

Braun and Clarke (2006) made a list of the different phases for conducting a thematic analysis that can be helpful to follow. The first step is the read the data several times and transcribe the data if that is necessary. One can take notes during this phase on topics or

interesting things that stand out. This phase is in general in order to become acquainted with the data. Based on this, the answers gathered from the questionnaire was read through several times in this research project to create an overview of the general information and to acknowledge patterns between answers. Each single answer was transcribed into a shortened version of the answer, keeping the main meaning intact.

In phase two of Braun and Clarke's (2006) list of different phases for conducting a thematic analysis, the researcher should start consolidating the interesting aspect of the data into groups. The next phase is more specific with the groups. This is where the researcher starts to create themes within the previous groups, and phase four is checking whether the themes are appropriate in relation to the responses. After step four, the researcher will start to create definitions and specifying even more. Step five will narrow the themes and clarify the grouped themes. The last step, step six, is where the researcher finalizes the analysis by creating relation to the main research question, select examples from the data, and prepare a report (Braun & Clarke, 2006, p. 87).

Taking this into consideration, there was created a thinking map for each question with a focus on writing down ideas and possible themes throughout the reading process. Having the thinking map available each time the answers were read through, helped to gain an indication of which themes could be relevant for this research project, and to represent the data. Adding ideas and writing down possible themes throughout the whole process was important. Following the steps mentioned by Braun and Clarke (2006), there was eventually created potential themes for each question. Reading through again with the themes in mind assisted the process of finalizing the themes. Each answer was put into the appropriate theme, and examples were selected for each. Each theme received a definition to describe it as properly as possible. It can be clear to the researcher what the themes context is about, but not necessarily to the readers. It should be mentioned that many of the responses and examples presented below in chapter 4 findings could arguably be put into several of the themes that were created, because they are answering the same question. This process is influenced by a personal decision-making by the researcher, and the lines between the themes had to be drawn eventually. Each of the themes created for the comment-on

questions are striving to be representative for all the responses within that theme. The themes will further be presented in chapter 4, findings.

A thematic analysis is a complex process and will leave the researcher with a great amount of power over the data, considering a researcher will have a purpose of the research and might be looking for appropriate ways to answer their research question. This addresses the challenges that arises in terms of validity and reliability, which will be commented on below.

3.5 Validity and reliability

In educational research, it is important to acknowledge the terms validity and reliability. The terms meanings will vary depending on the method of the research, whether its qualitative, quantitative, or mixed-method research. This MA thesis is using a mixed-method approach, and the focus on validity and reliability will therefore be addressed appropriately to this method. It is key to understand that validity and reliability will always be a threat and addressing these terms by giving them focus might decrease the threat level and increase the effectiveness of the research. There are several different types of threats, but a threat is in general all factors that may influence the results. A threat can be an unreliable instrument that calculates the wrong statistics for example (Cohen et al., 2018, p. 252). There is also a need to address the term invalid. "If a piece of research is invalid then it is worthless" (Cohen et al., 2018, p. 245). Research can be considered invalid when there has not been given any attention to the term validity and how it affects one's research. This can be done by reading up on the term and education oneself on the matter. Validity is measured and must reach a certain acceptable level for the sake of it to be considered invalid. Reflecting upon validity and threats to validity will help gain reassurance.

Validity refers to the quality of the project's validness and logic. This refers to the nature of the project, its purpose, the implementation process, the interpretation of the data, and nonetheless, the way the researcher chooses to represent the data. When conducting quantitative research, the validity concerns the capacity to control, represent, and to be objective in the research. With qualitative research this becomes more challenging as the researcher will be more involved as they analyze the data themselves. The credibility of the

project relies more on the researcher, and staying neutral becomes important (Cohen et al., 2018, p. 246-248).

All key factors, meaning the reason behind the project, how the study is implemented, how the data is analyzed, and how the results are presented, are just as important to a mixed-method study. Some of the steps a researcher must consider to ensure validity is to have enough time to finish the project, use an appropriate method, choose a suitable instrument for gathering data, analyze the data in an objective manner, show a comprehensive selection of the data gathered, and many more (Cohen et al, 2018, p. 267-268). All mentioned steps are important to consider for raising the level of validity and increase the invalidity of the research, and they have carefully been considered during the process of this research project. For instance, this research project was set to have enough time considering a MA thesis is usually written over the course of two semesters. This is the instance for this project as well.

Reliability refers to the consistency and stability of a research project. In other words, it looks at how reliable the results are, and reflects upon the question if the same research project was retested, would it acquire similar results. This tells us something about how accurate the research is (Cohen et al., 2018, p. 268). Reliability can also be defined as "... the relative absence of errors of measurement in a measurement instrument" (Gideon, 2012, p. 399). The reliability may increase when using a mixed method (Cohen et al., 2018, p. 43), and is just as relevant to qualitative research as quantitative research (ibid, p. 268). However, it is important that the different elements used for qualitative and quantitative research can complement and support each other to gain a higher level of reliability and validity in a mixed method approach (Cohen et al., 2018, p. 43). The different methods should build on each other's strengths, not the weaknesses. The researcher has an obligation to aim for a trustworthy, dependable, and honest research project, and the terms validity and reliability should always be reflected upon during the whole process.

3.6 Ethical considerations

When conducting data collection from online surveys using questionnaires, there are several ethical aspects to consider. Ethical considerations will generally concern what a researcher

should do, and what they should not do. Issues relating to ethical aspects are often because of inconsideration and negligence. It is therefore important that the researcher is made aware of this and aims to educate themselves and reflect upon ethical considerations (Cohen et al., 2018, p. 112).

First of all, it is important to let the responders know that their participation is voluntary. They should be made aware that they have no obligation to answer the questionnaire under any circumstances, and if the researcher has a personal relationship with any responders, that relationship should not be affected based on whether they respond. During the survey, the respondent should be able to not answer a question if they do not want to (Gideon, 2012, p. 26). In the questionnaire of this MA thesis, most of the questions were obligatory except one. This was clearly marked with this symbol * and commented on in the information section at the beginning of the questionnaire (figure 2). It was also made clear that it was not mandatory to answer the questionnaire since this was stated in the Facebook groups' rules. The wording of the posts included this sentence: *I would appreciate if you had the time to answer my questionnaire*, and is therefore not implying that anyone must answer, only that it would be helpful if they wanted to.

Secondly, another important ethical topic to consider is the information the participants receive. The responders should be given correct information about what the answers will be used for, and the purpose behind the study. They should be made aware of topic of the questionnaire beforehand, who the researcher is, and the approximate length of the questionnaire (Gideon, 2012, p. 27). In this situation, the participants were made aware that the researcher was a master's degree student at Høgskulen på Vestlandet, and that the topic of the questionnaire was health and life skills. The respected time that was calculated to be spend on the questionnaire was 4-7 minutes after piloting the survey with several people. This information was given to the respondent both in the Facebook post and in the information section of the questionnaire. The respondents were also made aware of the given date the questionnaire would be closed for respondents. This was to create transparency for both the researcher and the potential responders.

A different aspect to consider is the design of the questions. One can choose to ask open-ended or closed questions, and the wording and tone of the questions may vary. These variations can to some degree affect how the results turn out (Gideon, 2012, p. 30). Gideon (2012) points out the importance of creating questions that are "... unbiased and does not present questions in a way that will provide support for the hypothesis the researcher is testing..." (p. 30). Keeping this in mind, the questions strived to be neutral in tone and there was a combination of open-ended and closed questions. One example of an open question is question 6 (figure 7), which was a comment-on box. Question 1 (figure 2) is an example of a closed question, considering this question contained five fixed response options were the responders had to choose only one response. The answer alternatives, which can be seen under chapter 3.2, for each question were broad enough to create options for responders and attempting to provide unbiased alternatives. For the questions with fixed response options, there were provided options to select the "other" or "none of the above" response. It was also possible to write one's own answer for many of the questions.

Ethical considerations concerning the responder's anonymity must also be reflected upon. The researcher has an obligation to the responders to protect their confidentiality and keep them anonymous. If the responders are told that their answers will be anonymous and that there will be no way to trace their answers back to them, this will have to be the researchers number one priority (Gideon, 2012, p. 27). Taking that into consideration, this questionnaire was designed and proceeded with the program SurveyXact. They guarantee the responders anonymity, and neither the researcher nor the employees at SurveyXact are able to track IP-addresses or find personal information about the responders (SurveyXact, w.d.). It was written in the Facebook post and in the information section in the questionnaire that the survey was 100% anonymous. It was also made clear that the researcher did not want anyone to write any personal information when answering the questions. This information was also written at the beginning of the questionnaire.

Ethical responsibility concerning the representation of the results must also be considered. It is important that the researcher represent and analyze the collected data in a consistent way that reflects the responders' truth. It can be difficult to ensure that the responders have answers truthfully, especially when it comes to online surveys, nevertheless the researcher

will have to present the results as transparent as possible (Gideon, 2012, p. 31). This has been the goal for when presenting the results. The results of the questionnaire will be found in the 4 findings chapter below, and the results will be discussed in chapter 5 discussion.

4.0 Findings

This chapter will present the results from the mixed-method questionnaire. It will provide an overview of examples of the answers from selected questions. Some of the questions have fixed options and will therefore be presented as graphs and commented upon. Other questions asked the respondent to write their answers in a box, also called comment-on questions. The method of analysis of the data material in question was analyzed by using thematic analysis, and each theme will be presented before each question and its results. The examples from these questions will strive to represent what most of the responses looked like, and at the same time show the diversity of answers. The answers will be presented in four different chapters, based on their contents, and discussed in chapter 5. The last optional box of the questionnaire was, as mentioned, not obligatory. Option 12 asked the respondents to write anything they wanted, if they wanted to add any additional information. Some of the responses from option 12 will be presented under the different chapters below, according to their content and relevancy. There were 33 responses for this box.

4.1 The respondents of the questionnaire

This chapter reveals who the respondents of the questionnaire were. The demographic questions asked in the questionnaire provides an overview of the participants' level of education, their sex, what level they taught at, and for how long they have been teaching for. This chapter is based on question 8, 9, 10, and 11 from the questionnaire.

The questionnaire acquired approximately 200 responses (figure 14). Not all responders completed and answered the whole questionnaire. As a result of the questionnaire being anonymous, it was not possible to exclude the answers from the ones who did not complete the questionnaire. Each question will therefore have a slightly different number of answers.

Overall Status

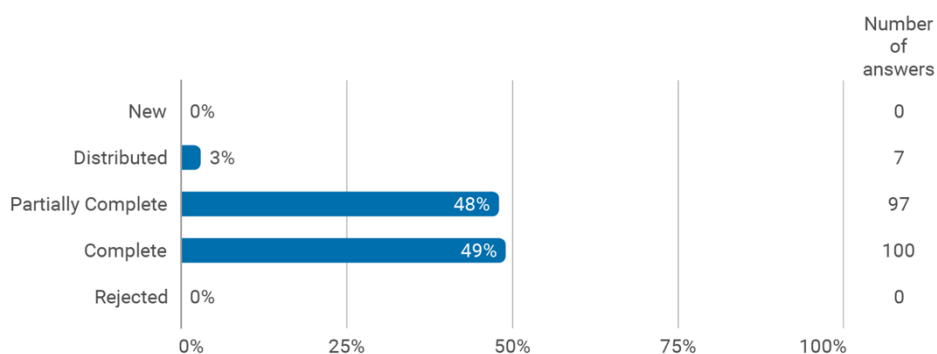


Figure 14. Overall status of number of answers from the questionnaire.

Figure 14 shows that 100 people completed the whole questionnaire and answered each question. 97 people partially completed it, and one cannot know which questions were not answered. The questionnaire was distributed to 7 additional people, and they did not respond.

*8. Hvor mange års høgere uddanning har du?

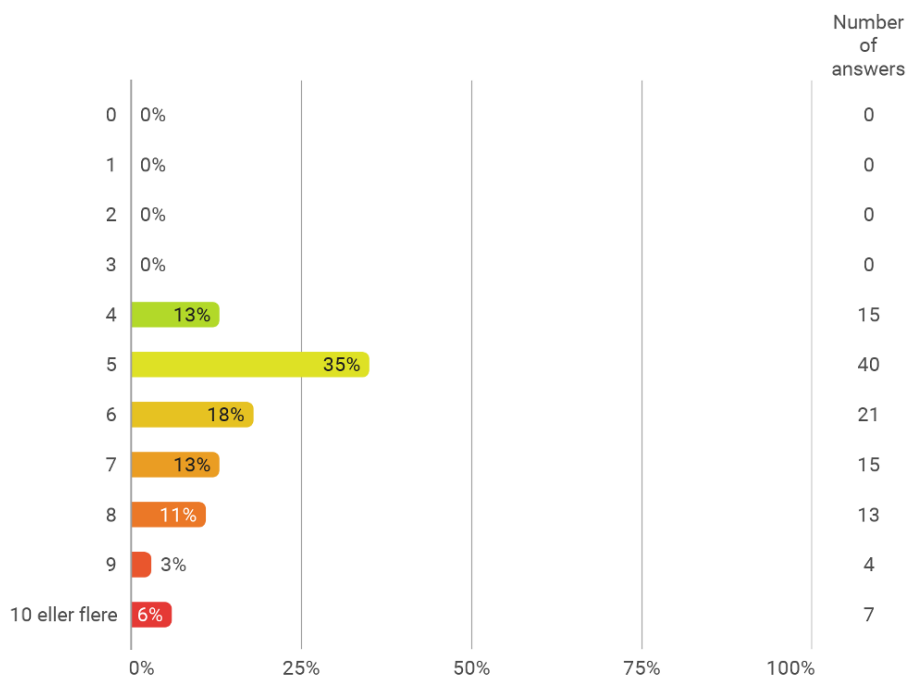


Figure 15. Question 8: “How many years have you studied at university or college level?”.

Question 8 asked the responders to clarify how many years they had studied at university or college level, and the results are illustrated in figure 15 above. The response options were fixed, and the responders could only choose one option for this question. A total of 115 people answered this question. For the options “zero years”, “one year”, “two years”, and “three years”, there were no responders who answered within these categories. 13%, 15 people, answered that they had studied for four years at university or college. A majority, 35% making up 40 people, answered that they had studied for 5 years. For the option “six years”, there were 21 people, 18%, who choose this option. 15 people, 13%, answered that they had studied seven years at university or college. 13 people, 11%, answered that they at studied for eight years. 3% of the responders, four people, answered that they had studied for nine years at university or college. The last option “10 or more years” received 6% of the answers. This equaled to seven people.

***9. Hvilket kjønn definerer du deg som?**

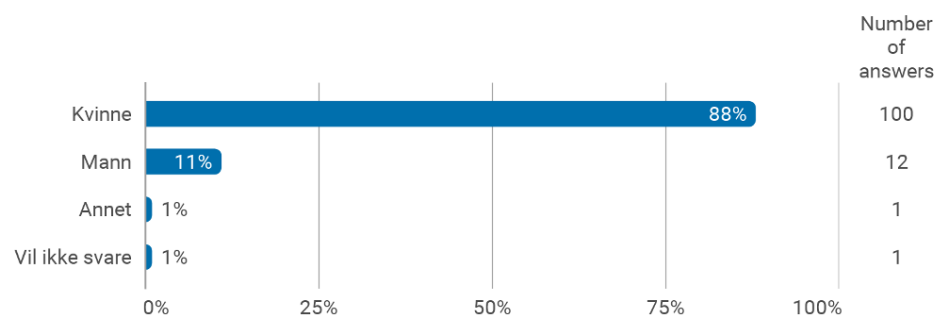


Figure 16. Question 9: “Which sex would you define yourself as?”

Figure 16 shows the results from question 9 which asked the responders to define which sex they identified as. A total of 114 people answered this question. 88% of the respondents answered that they define themselves as woman. This equaled to 100 people. There were only 12 respondents, 11%, who identify themselves as men. One person chose the response option “other”, and one person chose to not answer the question. The sex that was most represented in this questionnaire was therefore woman.

***10. Hvilket trinn underviser du på?**

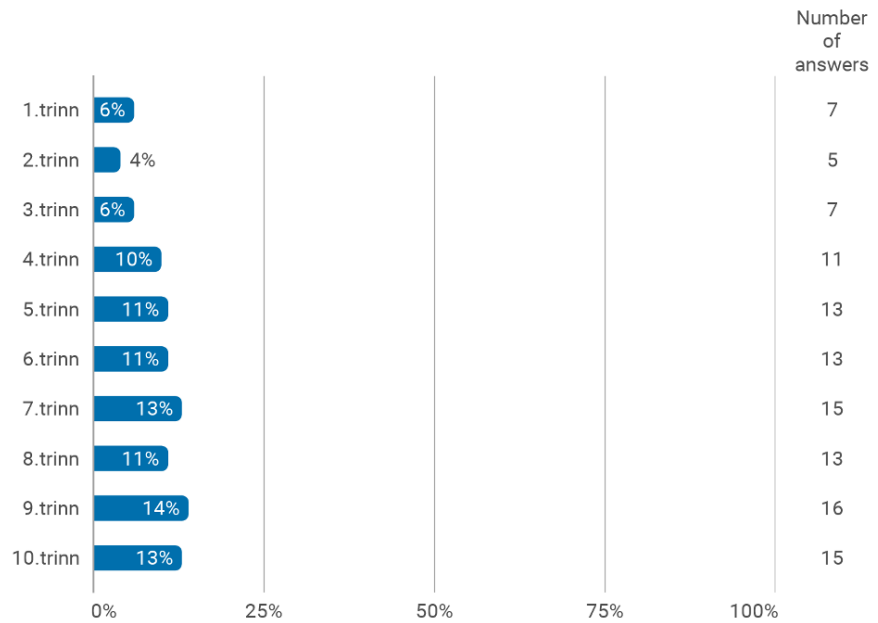


Figure 17. Question 10: “Which grade do you teach?”.

Question 10 is illustrated by figure 17. This question asked the responders to classify which grade they taught in. There were 10 fixed response options, and the responders could only choose one option. Starting from 1st grade, seven teachers, making up 6% of the responders, answered that they worked in this grade. There were 5 teachers, 4%, who answered that they taught in 2nd grade. 3rd grade represented the same number as 1st grade, 7 people. For 4th grade, there were 11 people who answered that they taught here. Both 5th, 6th and 8th grade had the same number of teachers who worked in those grades, 13 people, who made up 11% of the respondents. 13%, 15 people, answered that they taught in 7th grade. This was the same amount of people who answered that they taught in 10th grade. For the last grade, 9th grade, there were 16 people, 14%, who answered that they worked here. There was a uniform distribution amongst the responders that represented all the different grades mentioned. A total of 115 responders answered question 10.

*11. Hvor lenge har du jobbet som lærer?

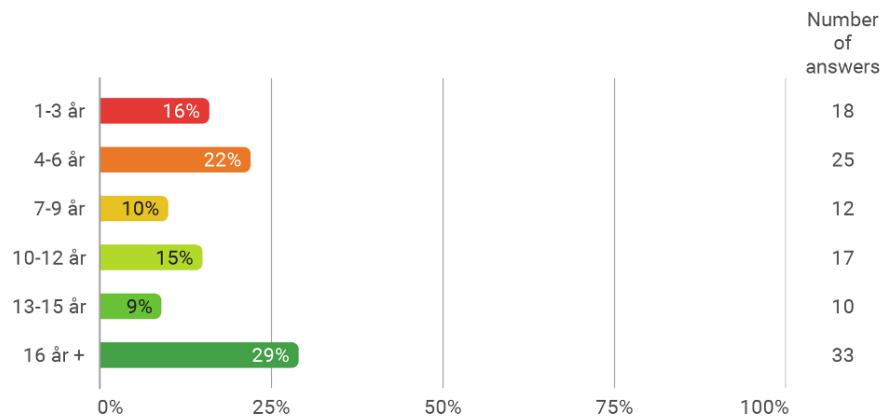


Figure 18. Question 11: “How long have you worked as a teacher?”.

Figure 18 shows the results from question 11 which asked how long the respondents had worked as teachers. The response options were fixed, and the respondents were only able to choose one option. A total of 115 people answered this question. 16%, 18 people, had worked as teachers for between 1-3 years. 25 people, 22%, answered that they had worked as teachers for between 4-6 years. 10% of the responders, 12 people, had worked as teachers for between 7-9 years. There was 17 people, 15%, who answered that they had worked as teachers for between 10-12 years. 9% of the responders, 10 people, had 13-15 years in the teacher profession. The last response option was for people have been working as teachers for 16 years or longer, and a total of 33 people, 29%, chose this response option. These results indicates that teachers who answered the questionnaire had a diverse experience teaching experience.

In summary, this chapter has presented the data from the questionnaire that revealed some information about who the responders of the questionnaire were. All the teachers that responded to the questionnaire had studied at university or college level for four years or more. A vast majority of the respondents identify as women, and only 12 people responded to identify as men. Amongst the 115 respondents who provided information regarding the grade levels in which they were employed, a uniform distribution was observed across all the grades. The respondents had worked as teachers between one year to over 16 years.

4.2 Teachers' definitions of the topic health and life skills, and their comments to cultivate basic skills using this topic

This chapter investigates the teachers' perceptions on the interdisciplinary topic health and life skills. It also explores how the teachers understand that health and life skills as a topic in English class can cultivate the students' basic skills, such as reading and writing. This chapter is based on question 6 and 7 from questionnaire. Question 6 and question 7, illustrated by figure 7 and 8 in chapter 3.2.1, were both attitudinal comment-on questions. They were asking the responders to write their perception about health and life skills in general, and how this topic could affect the pupils' basic skills. Each question was thematically analyzed and therefore put into different themes. These themes will be presented within each question and explained further. Each of the two questions and their results will be discussed in chapter 5.

Question 6: "How will you define the term 'health and life skills'?" This question received diverse answers. Since there were no further instructions to the question, the responders were able to write as little or as much as they wanted. Several of the responses explained what they believed health and life skills were in English class specifically, some took their explanation outside the school system and looked at the definition in association with life, and some of the responses addressed the term in relation to the school system in general. Certain responses were quite broad and comprehensive, and a few were very precise and straightforward. The following themes were created for the results; "manage life", "language and communication", "identity and relation", and "physical and mental health". There were also responders who did not answer the question. The process of creating the themes can be read in chapter 3.4 analysis. Each of the responses did either only fit into one theme or was broken up and was suitable for several themes.

The theme "manage life" includes all the answers where the respondents mentioned a variety of dealing with life, coping with life, getting ready for life, the challenges to come in life, living in general, and difficulty in life. These responses had in common that the responders described health and life skills by to a certain degree mention life, whether it was preparing students for their lives, helping students become capable to face and overcome challenges in life, or by describing the ability to acquire a better life. There was a

total of 58 different answers that mentioned some form of managing life when defining what health and life skills were, making this theme the largest theme in terms of number of responses. Subsequently, there will be presented three examples from the responses from within the theme of “manage life”. All examples are translated to English from Norwegian, and this applies to all examples used further. For the Norwegian examples, see the appendix. These three examples were chosen both to aim to represent most of the answers, they differ in context, and these responses answer the question asked.

Example 1: *It is about creating tools so that you can master life, and what’s to come.*

Example 2: *The ability to reflect, evaluate, and make choices that lead to a higher life quality.*

Example 3: *Working with topics that contribute the students to be able to master their own life.*

The next theme that was created for question 6 was “language and communication”. This theme includes all answers that in some way mentions language, communication, the school system, The Norwegian directorate for Education and Training, the core curriculum or the competence aims, expressing oneself, and the interdisciplinary topics. The common between these responses within this theme was that they defined health and life skills in an academic way. They looked at this term from a teacher’s perspective, and did not, as the responses from “manage life”, look at the term from an angle that included all aspects of life. The teachers saw health and life skills as a tool to help students express themselves, either by reading or conversating. The words “utdanningsdirektoratet”, “core curriculum”, and “competence” were repeated throughout the responses. There was a total of eight different answers that correlated to this theme. Three examples will now be presented. These examples strive to be representative of all the responses.

Example one: *We don’t teach directly about the core curriculum topics, but they permeate the other topics we work with in different classes. We don’t teach about the interdisciplinary topic democracy and citizenship either, we teach about democracy,*

politics, elections, British Empire, slavery, segregation etc. We have divided the school year into three different periods: one for each interdisciplinary topic. In the topic of health and life skills, it is natural to work with subjects that bring up humans and human interaction, like for example identity, love, relationships, sexuality, ya literature, school life etc.

Example two: From the Norwegian Directorate for Education and Training 7.th grade: express oneself orally and in writing in English... Confident in English = strengthened self-confidence/safety.

Example three: As in the core curricula.

The third theme “identity and relations” was created for all the answers that related to identity, relations between one another, personality, feelings, social life, and friendship. These answers had in common that defines health and life skills by looking at the topic from an interpersonal perspective. The responses within this theme were influenced by self-understanding, self-growth, and the connection between humans. The respondents saw health and life skills as a topic that described personal concepts and inter-personal concepts. There was a total of 42 different answers that mentioned something related to the theme of “identity and relations”. There will be presented three examples from this theme below that strive to be representative for all answers in this theme, and these responses answer the main question itself.

Example one: Learning to become an active citizen, social skills in a community.

Example two: Everything that relates to being human and young. Feelings, sexuality, identity, compassion, and showing that it's normal that life is like a roller coaster.

Example three: Health and life skills is the ability to understand oneself and others and accept differences.

“Physical and mental health” was theme number four. This theme includes all the answers that mentioned physical or mental health, or both. It also includes the responses that mentioned thoughts and thought process, nutrition, and physical activity. Although all the responses within this theme were mentioning physical and mental health for describing health and life skills, the contexts of their description varied. Some of the respondents wrote about physical and mental health in a general matter, and a few of them were looking at it from a teacher’s perspective that focused on supporting the students with their physical and mental health. There was a total of 46 answers that mentioned something in the lines of physical and/or mental health, making this theme the second largest them in terms of the number of responses. There will be presented three examples from within this theme that endeavor to be representative for all responses in the theme of “physical and mental health”.

Example one: To live a healthy and good life, both physically and mentally.

Example two: Interdisciplinary topic in school that should give the students the competence that promotes good physical and mental health.

Example three: It is about giving children competence and experiences that helps them to physically and mentally be in a good state.

The remaining 13 responses were those who did not write an answer to what question 6 asked for. The respondents wrote either the symbol -, or wrote a few letters that did not make up an answer. This question was mandatory, therefore, to continue with the questionnaire, the responders would have to write something in the response box.

Question 7: “In which way do you believe that teaching about the topic health and life skills in English class can promote the students’ basic skills?” This question was asked with the desire to acquire specific examples of how the students’ basic skills could be promoted through teaching the topic health and life skills. As mentioned in chapter 2, health and life skills in English class is meant to promote the students’ reading and writing skills based on the core curriculum (Utdanningsdirektoratet, 2020a). The answers for this question were

divided into four themes based on the reasoning behind the responses, opposed to the themes created for question 6 that were based of the responses' context. The four themes will now be presented with three examples from each theme.

The first theme includes all the answers that gave a direct example of how health and life skills in the English subject could promote the students' basic skills, and the theme was therefore called "direct examples". These answers mention the basic skills specifically by using words such as *reading, writing, vocabulary, grammar, digital skills* and/or *oral skills*. Some of the answers within this category also mention detailed examples of tools and materials teachers use in the promotion process of basic skills. A total of 39 answers were included in the theme "direct examples". There will now be presented three examples from the answers in this theme.

Example one: Teaching about this topic can facilitate for great opportunities to develop the basic skills that are defined in LK20 English. This could happen through writing and producing texts (writing skills), have open discussions in groups (oral skills), or through reading both analog and digital texts (reading skills) that thematize elements that are relevant for the topic within English as a class.

Example two: Basic skills are a part of health and life skills. So, practicing reading, writing, calculation, digital, and oral skills is a part of the training to become a human who can navigate the world.

Example three: If reading, writing, calculation, oral skills, and digital skills are counted as basic skills, the topic of health and life skills in English class would potentially strengthen the students' oral skills by talking about difficult topics and challenges. The topic of health and life skills would facilitate for this and challenge the students to put their feelings and challenges into words. One could for example work with YA-texts that bring up situations a student might find themselves in, perhaps questions around identity and sexuality (for example "Love, Simon"). Basic skills in English class, like reading and writing, would be promoted.

Opposed to the first theme, the second theme was created for those answers that were less specific about how teaching health and life skills could cultivate the basic skills, but these responses still gave an answer to question 7 to a certain degree. The second theme was then called “general answers”. The answers in this theme were vaguer and did not include examples, as the responses in the first theme. Many of the answers in this theme did not include instructions on *how* the topic of health and life skills could promote basic skills in English class, rather *that* it could. Overall, there were 33 answers included in theme two “general answers”. There will now be presented three examples from the second theme of question 7. These examples aspire towards a representative portrayal of the responses.

Example one: The students will acquire a broader vocabulary and a deeper understanding of the topic by including this in English class as well.

Example two: This topic is highly relevant for children and young adults, and English class is a great place to include all the basic skills.

Example three: The students must get to know themselves and their own thought process in order to strengthen the basic skills. More students can get an aha-experience through the lessons on health and life skills that can contribute to a broader and better understanding of themselves amongst other things.

The third theme included all answers that did not actually give an answer to question 7 and was therefore given the name of “did not answer the question”. These responses did not mention how basic skills could be promoted through the topic of health and life skills, but the responses involved the respondents’ views on the topic of health and life skills in general. One could argue that these responses encompass insight into how the basic skills could be cultivated since many of the responses mentions “learning English” or “learning language” and language learning is about reading, writing, and so on, yet they did not mention basic skills by name or any specific methods. This was the reason behind this theme. Many of the answers in this theme would have been better suited for answering question 6 instead. There will now be presented three examples from this theme, that acquired a total of 30 different answers.

Example one: *I think that learning the English language is a life skill, considering that in today's society it is essential to have knowledge about the English language.*

Example two: *I find this hard to answer. The only thing I can think of right now is that students with a good health and the ability to master their life will have a better starting point to master things in life (including classes/school).*

Example three: *By learning to understand other cultures, and to see the correlation with your own culture, the students can become better prepared to meet other people in a more appropriate way.*

The remaining 22 responses from question 7 contained the answers that wrote about being unsecure, or the ones that found the topic to be irrelevant. Some of the responses included only the symbol -, since this question was obligatory and had to be answered in order to complete the questionnaire. Although many of these answers did not include anything relating to the question, a few of them give an insight into the teacher's thoughts on the topic health and life skills and was therefore worth presenting. The responses can in some ways be viewed just as relevant to the research project as the ones that did answer question 7. There will now be presented three examples of the remaining responses.

Example one: *I think this is irrelevant for English class, it's an artificial task from above.*

Example two: *I work in first grade, and I don't think that English class contributes to much. I think this is more relevant for the higher grades.*

Example three: *It's more important to include the topic in Norwegian class where the students can express themselves with a full vocabulary. Only a little in English as an interdisciplinary topic.*

Chapter 4.2 has examined teachers' perceptions of the interdisciplinary topic health and life and how it can enhance students' basic skills. The chapter was based on questions 6 and 7

from the questionnaire. The responses were thematically analyzed and presented in this chapter with examples from each theme. For questions 6, some of the respondents describes health and life skills in correlation to how students can become prepared for life, while other described it as an academical tool to help students express themselves. There were also descriptions of health and life skills that related to personal and interpersonal concepts, and many of the respondents wrote that physical and mental health was related to the term health and life skills.

For question 7, respondents were able to provide information on how basic skills could be promoted through teaching the topic of health and life skills. Some responses gave direct and concrete examples of methods, like reading and writing texts that are about the topic health and life skills. Other responses were more vague yet mentioned a correlation between the basic skills and the topic of health and life skills. Certain responses from teachers made it clear that they did not believe basic skill promotion to be relevant.

4.3 Frequency and implementation of health and life skills in EFL class

This chapter will investigate the results related to methods of implementing the interdisciplinary topic health and life skills in EFL class. It will also look at how often the teachers are declaring to teach the topic in general, and specifically in English class. The sub-topics of health and life skills *sexuality, economy, feelings, media use, and mental health*, see chapter 2, are presented in this chapter as the context of the responders' lessons. The questions presented in this chapter will be accounted for by presenting graphs that illustrates the responses, and some of the questions will also include examples from the responses. The findings in this chapter are based on questions 1, 2, 3, and 5 from the questionnaire.

*1. Hvor ofte er helse og livsmestring temaet i din undervisning? Velg ett alternativ.

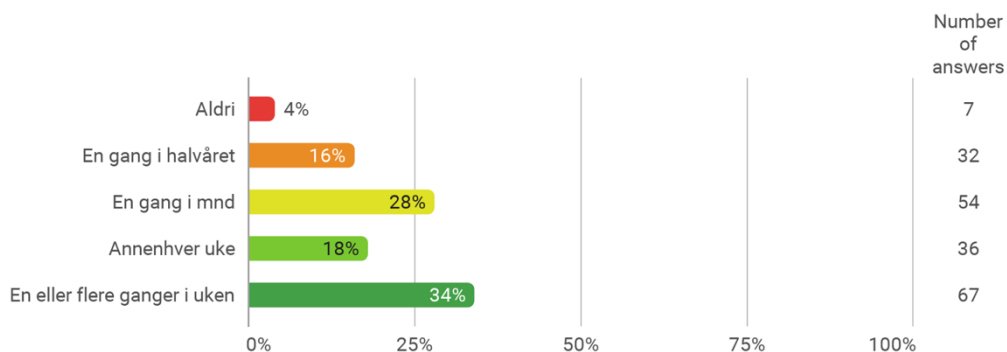


Figure 19. Question 1: “How often is health and life skills the topic in your class? Choose one alternative”.

Figure 19 presents question 1 and its answers. This question asked for how often the teachers believed health and life skills to be the theme in their class, and the five different response options were fixed. Seven people, making up 4%, answered that health and life skills never were a topic in their class. 32 people answered that it was main topic of their class once each semester, they represented 16% of all responses. The number of people who answered that health and life skills was the topic of their class once a month were 54 people, 28%. There were 36 people, 18%, who answered that it was included as a topic in their class every other week. Lastly, 34% of the respondents, 67 people, answered that health and life skills was the topic in their class once or more times each week. This response option got the most answers. A total of 196 people answered question 1.

*2. Hvor ofte er helse og livsmestring temaet i din engelskundervisning? Velg ett alternativ.

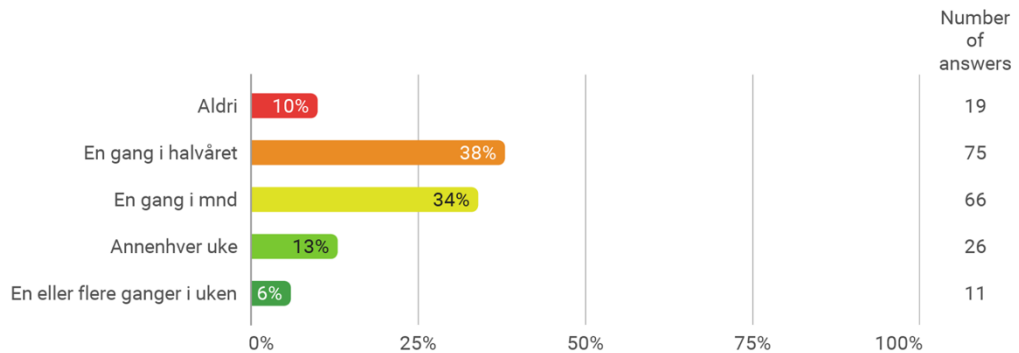


Figure 20. Question 2: “How often is health and life skills the topic in your English class? Choose one alternative”.

Question two (figure 20) is rather similar to question one (figure 19,) but this question specifies how often health and life skills was the topic of their *English* class, not other classes in general. This question did also have five fixed response options, and the respondents could only choose one option. The results reveal that 19 people, 10%, answered that it was never the topic of their English class. Most of the teachers that answered, 75 people that equals to 38%, answered that health and life skills was the topic of their English class once each semester. For the response option “once a month”, there were 66 people, 34%, who answered within this category. There were 13%, 26 people, who responded that health and life skills was the topic of their class every other week. The response option with the fewest answers was the last option, at least once a week or more. 11 people, 6%, chose the last option. There was a total of 197 answers registered to question 2.

***3. Dersom du underviser i temaet helse og livsmestring i faget engelsk, på hvilken måte gjør du dette? Kryss gjerne av for flere.**

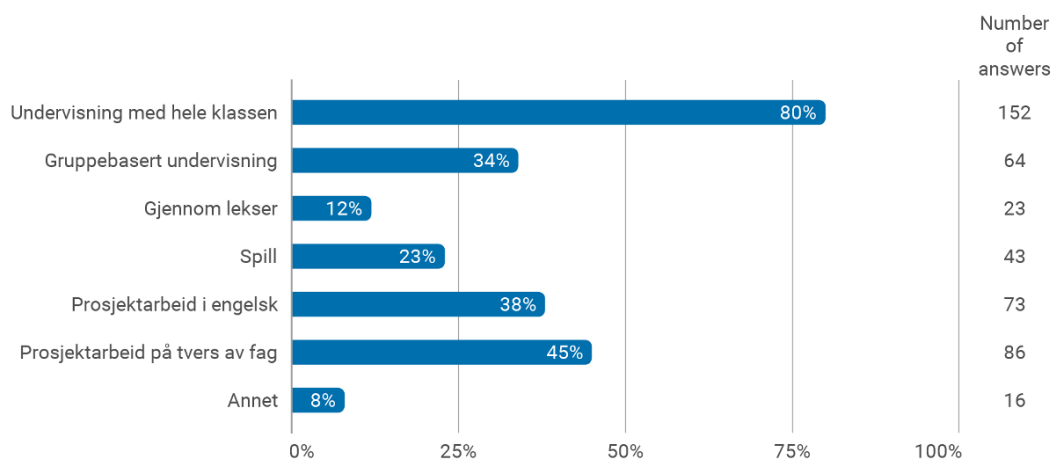


Figure 21. Question 3: “If you are teaching the topic of health and life skills in English class, how are you doing this? Please choose several options”.

Question 3, as represented in figure 21, had seven different response options where the respondent could both choose the fixed response options and/or write their own response. This question asked for the methods the teachers used for when they were teaching the topic of health and life skills in English class. 152 people answered that they did this with the whole class. 64 people responded that they taught the topic of health and life skills in smaller groups. Using homework as a method was also an option, and 23 people chose this alternative. 43 people answered that they used games as a method to teach the topic. 73 respondents answered that they used projects in English specifically for teaching the topic of health and life skills, while 86 people answered that they used interdisciplinary projects for this. 16 people chose to write their own answers within the “other” option.

Three examples from the answers that were written in the “other” option will now be presented. As stated in chapter 3.4, these answers have been thematically analyzed and sorted into groups. The four themes for this question were: “do not teach the topic”, “different method”, “not a relevant answer”, and “includes the topic in general”. 6 people wrote why they for some reason do not include the topic of health and life skills in their classes. Three people mentioned a different method except the ones provided by the options for this question. Three people gave answers that were not relevant for the question, and two people answered that they include this topic in general in their classes.

These examples strived to be representative for all answers within the “other” response option.

Example one: *I have not included this topic in my English class.*

Example two: *This is not relevant for the students in 1st grade.*

Example three: *Playing.*

*5. Hvilke av disse temaene innenfor helse og livsmestring har du undervist om i dine engelsktimer siden den nye læreplanen kom ut? Kryss gjerne av for flere.

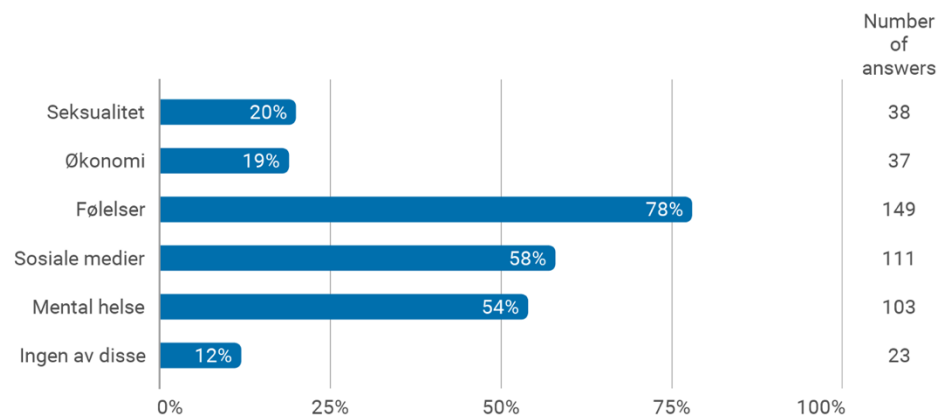


Figure 22. Question 5: “Which of these subtopics within the topic of health and life skills have you taught about in your English class since the new core curriculum came out? Please choose several options”.

Figure 22 displays question 5. This question asked which subtopics from the topic of health and life skills the teachers have taught about in their English class. The response options were fixed and the respondents could choose several options. There was no option to write their own answers for this question, but one could choose the option “none of the above”. For the subtopic sexuality, 38 people answered to have taught about this in their English class. 37 people answered that had taught economy, and 149 people answered that they had taught the subtopic feelings, making this response options the one with the largest number of responses. For the option “social media”, 111 people answered that they had included this in their English class. 103 people answered that they had taught mental health

as a part of their English class on the topic of health and life skills. A total of 23 people answered that they had not taught any of the subtopics above, and this response option received the least number of answers.

Response option 12 obtained 21 answers that wrote either about methods the teachers used for teaching the topic of health and life skills, or specific content and subtopics they focused on when doing this. Some of the answers from response option 12 will now be presented. The examples presented below were chosen due to their relevancy for this chapter.

Example one: Having lessons with half the class. Focus on recognizing feelings and how to read other people's feelings. Working on collaboration in all classes. Especially in PE where you can work on focus and teamwork that can help create focus and collaboration in the more theoretical classes.

Example two: Group work so that the students can discuss and reflect together. Watch movies, make books in bookcreator, explore topics, use facts, make questions for one another, make wallpaper etc.

Example three: Roleplay, digital resources, games, a lot of dialogs, writing about everything, use English outside etc.

In summary, this chapter explored how the teachers are implementing the topic of health and life skills in their lessons, the methods they use, frequency, and contents of their lessons. In general, most of the responders answered that they teach health and life skills once or more every week. When it comes to English class specifically, the frequency is less often. The response option with the most answers for this question was once each semester. 80% of the respondents answered that teach the topic of health and life skills mostly with the whole class present. For the content and subtopics, the majority, 78%, claimed to teach the topic of feelings the most. The topic that received the least number of responses when it comes to context in English class, was economy. The finding from this chapter will be discussed in chapter 5 discussion.

4.4 Tools and materials used for implementing health and life skills in EFL class

This chapter examines the tools and materials the teachers responded to use in their lessons in English for implementing health and life skills. It is mostly based on question 4 from the questionnaire, but relevant examples of answers from response option 12 are mentioned as well.

***4. Hvilke hjelpemidler og verktøy bruker du i din undervisning om helse og livsmestring i engelsk? Kryss gjerne av for flere.**

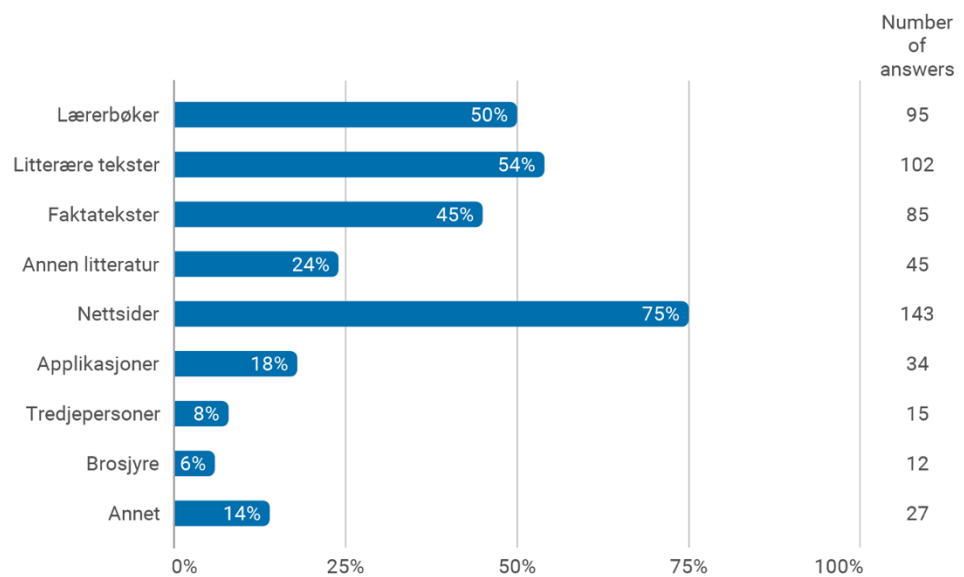


Figure 23. Question 4: “Which tools and materials are you using when you teach about the topic of health and life skills in English class? You may tick several boxes”.

Question 4, displayed by figure 23 above, asked the respondents which tools and materials they use when teaching the topic of health and life skills in their English class. Similar to question 3 displayed by figure 21, this question had fixed options for the respondents to choose from, but they could also choose the option “other” and write their own answer. The response option with the fewest answers was brochure where 12 people answered. 15 people answered that they used a third parties for their classes on the topic of health and life skills in their English class. 34 people answered that they used applications, and 45 people used other literature. Factual texts were also an option, and 85 people answered that they used this tool for their lessons. 95 people answered that they used textbooks for their lessons on the topic health and life skills, and 102 people answered that they used literary

texts for this. The response option with the largest number of answers was the option for using websites. 143 people answered within this category.

There were 27 responders that chose to write their own answer in the “other” category. These answers were thematically analyzed and put into four different themes. The themes were: “do not teach the topic”, “video, photo and film”, “make their own tools and materials”, and “other”. In the theme for “video, photo, and film”, 10 people answered something relevant to this. Three people wrote that they make their own tools and/or materials. Seven people answered that they do not teach the topic, and four people answered within the category for “other”. Three examples from the answers will now be given.

Example one: *Relevant tv-series and YouTube clips.*

Example two: *I have used a short story game that brings up topics like outsidership and mental health.*

Example three: *I do not teach this topic in English class.*

Response option 12 received examples of tools and materials the teachers recommended to use, or specific books or games that they use themselves. Three examples from response option 12 will therefore be included due to relevancy for question 4.

Example one: *We are now having a Harry Potter themes topic where the students are writing about meeting their biggest fear.*

Example two: *Amongst these (digital narrative games) are “Gone Home” and “A Normal Lost Phone” (thematize for example LGBTQ+ topics) and “Lieve Oma” (thematize outsidership).*

Example three: *I love using fiction as an opening to the topic. These books are for example a good way to talk about sexuality. "The boy and the bindi" and "From the stars in the sky to the fish in the sea".*

This chapter has investigated which tools and materials the teachers use when teaching the topic health and life skill. The most used tool the teachers responded to use was websites, where 75% of the responders answered. The second most used tool was literary texts that 54% of the responders answered to use. The two least used tools were brochure and third parties. Response option 12 also received responses that were about the tools used for teaching health and life skills, and specific examples like digital narrative games were presented. The given examples of topics and materials used included "Harry Potter", "Gone Home", "A Normal Lost Phone", "Lieve Oma", "The boy and the bindi", and "From the starts in the sky to the fish in the sea". It is worth mentioning that specific topics and materials have been mentioned in other examples, for example "Love, Simon" from question 7.

5.0 Discussion

This chapter is based on the results from the questionnaire that were presented in chapter 4. It builds on the theory from chapter 2 theoretical considerations and discusses the findings. The findings will be discussed based on context and importance to the research project, in addition to addressing the limitations for this research project. The main attention will be given to the results from question 6 and 7 from the questionnaire, as they are considered most relevant and interesting for this research project, yet most of the questions' results will be mentioned. The reason behind this limitation is the focus of the research questions and what this MA thesis is investigating. The research question and sub-questions are as follows:

What are English teachers' views on the interdisciplinary topic health and life skills?

a) What focus are teachers giving the topics mental health, sexuality, media use, feelings, and economy in lessons about health and life skills?

b) How do teachers implement the interdisciplinary topic health and life skills in the English subject?

The focus of this discussion is to create an overview of the general understandings the English teachers have about the topic health and life skills. Seeing as their definitions of the topic are quite miscellaneous, the aim is to narrow the perspectives down to gain a clearer view on the topic and its place in the English classroom. A focus for this discussion is to investigate how the teachers connect the topic health and life skills to the English competence aims, the core curriculum, and the school's mandate. Attention is also given to the tools, materials, and methods the teachers use for their lessons about the topic. The focus is to review and outline the most used tools and materials and try to understand why these methods are chosen. It is also a goal to state the place and attention the English teachers are giving to the five subtopics within the main topic health and life skills, *sexuality*, *economy*, *mental health*, *feelings*, and *media use*. The topic *mental health* will be addressed in chapter 5.1.1., *media use* in chapter 5.1.2, and *feelings* and *sexuality* will be addressed in chapter 5.1.3.

This research project is based on the core curriculum LK20 that was implemented in 2020 (Utdanningsdirektoratet, 2020b), with a focus on the interdisciplinary topic health and life skills. The previous research on this topic was narrow and limited. Therefore, with the aim to broaden the research field, this MA thesis used a mixed-method questionnaire that received over 200 responses from English teachers, opposed to the previous master thesis mentioned in chapter 2 that all used qualitative interviews as their methods (Mullaliu, 2020; Fluge, 2021; Narvesen, 2019; Opedal, 2022; Thorkildsen, 2021). Using a different method does not mean that the research field has been broadened automatically, yet there are reasons to believe this MA thesis has researched new areas within the field of health and life skills.

Before discussing the results of the questionnaire, it is important to acknowledge who the responders are. About 200 people responded to the questionnaire, and although this is quite a large number of people, one cannot assume that their presumptions about the topic health and life skills are representative for all English teachers. However, based on the methodology, the researcher is supposed to trust their responders when collecting data

(Dörnyei & Taguchi, 2009), and the 200 answers received can therefore reveal some implications of how English teachers view health and life skills. Of the 200 responders, there were teachers from all grades between 1st -10th grade, and there were a variation of novice teachers and teachers with longer experience. This can imply that the diversity of opinions is representative for the diversity of English teachers. At the same time, only 12% of the responders were men. This means that the results are based on 88% of women and are therefore not equally representative for all genders.

5.1 Teachers' views on the interdisciplinary topic health and life skills

This chapter will discuss the findings concerning teachers' views on the interdisciplinary topic health and life skills. Teachers' views will be considered in correlation with teachers' cognitions: "...the unobservable cognitive dimension of teaching – what teachers know, believe, and think" (Borg, 2003, p. 81). By asking the respondents from the questionnaire to define health and life skills, several suggestions on how to define this topic were gathered. The question did not include any other instructions or implications for wanted definitions and was therefore left open for interpretation. Since the previous research on this topic suggested that teachers have a diverse view on health and life skills (Mullaliu, 2020; Fluge, 2021; Narvesen, 2019; Opedal, 2022; Thorkildsen, 2021), it was expected to find similar results here as well. The teachers defined the topic of health and life skill very differently, and therefore supported the diverse views from the previous studies.

Health and life skills considering Goodlad's curriculum inquiry can be looked at from different angles (Garmannslund et al., 2011, p. 9). The ideological curriculum is based on the ideas behind the curriculum and are the reasoning behind the context of it. The curriculum renewal process, mentioned in chapter 2, is concerning the ideological level. Goodlad's second level, the formal curriculum, is where health and life skills are supposed to be an interdisciplinary topic that is given attention in all different subjects in the Norwegian schools (Garmannslund et al., 2011). There are many ways to include health and life skills in English class and the competence aims linked with this topic are several. In the English subject, health and life skills is supposed to promote students' well-being, self-esteem, prepare them for the future, and help them learn the language through relevant topics (Utdanningsdirektoratet, 2020a). The competence aims and the core curriculum are both

specifying that health and life skills have a natural place in the English subject. There are therefore formal suggestions as to what health and life skills are meant to be in the English subject, but no clear instructions as to how one can teach this.

Goodlad's third level of curriculum inquiry, the perceived curriculum, is an important aspect to consider in relevancy with research project, as it focuses on the teacher's apprehension of the formal curriculum (Garmannslund et al., 2011). Every teacher will understand the core curriculum in a slightly different way, and their teaching methods and chosen topics in their class will therefore be influenced by their perception. The perceived curriculum is clearly emerged as important from the results of the questionnaire. The teachers define the term health and life skills in very different ways, the frequency of when they include the topic varies greatly, and the focus on the subtopics are also dissimilar.

Teachers' views on health and life skills will be explored from three main perspectives to reflect on the fact that the teachers have such different definitions of this topic. The three perspectives are: health and life skills as a tool to help prepare students for life, health and life skills as a tool for language learning, and getting to know one's identity and relationships to others through health and life skills. These focuses were chosen based on their relevancy for this research project and the research questions as the perspectives directly aim towards answering them. Two of the perspectives, preparing students for life and exploring identities and relationships, are chosen as topics mainly because they were the two largest themes created from the results from question 6, and can therefore be seen as most representative. The third perspective, learning language in order to communicate, was chosen due to its' relevancy for English teachers as this project is based on English teachers' perspectives. This can show how subjective understandings can affect what teachers decide to focus on in class as a result of Goodlad's perceived curriculum, and that the topic of health and life skills is quite comprehensive (Garmannslund et al., 2011, p. 9). This MA thesis is aiming to narrow down the teachers' definitions to better understand their overall perception, consequently, all definitions and views on health and life skills will not be included.

5.1.1 Preparing students for life

A majority of the teachers that responded to the questionnaire defined health and life skills as a way to help student prepare for life, or as the ability to master life. This correlates with the definition given by the Norwegian Directorate for Education and Training about the topic of health and life skills, as it focuses on promoting physical and mental health to make useful life choices (Utdanningsdirektoratet, 2020d). As one of the English teachers wrote, health and life skills is *The ability to reflect, evaluate, and make choices that lead to a higher life quality*. To be able to help students prepare for their life and its' ups and downs, it is important to mention mental health. The results from the ungdatabasen study showed that students today tend to struggle more with mental health issues than earlier (Bakken, 2022). There are also tendencies that show how students' well-being and mental health can play an important role in their learning abilities in school (Klomsten & Uthus, 2020). There were many of the responders who answered that mental health was one of the topics they had included in their health and life skills lessons in English, as much as 54%. On the one hand, this percentage can imply that most of the responders see mental health as an important topic within health and life skills. 46 teachers answered to believe that mental health is directly linked with health and life skills and can be used as a way to prepare the students for their life, when they described the term. Health and life skills as a topic can possibly help students to understand their mental health, how to deal with challenges and possibilities in life, and further prepare them for it, according to the English teachers' perspective.

On the other hand, 46% of the teachers answered that they had not included the topic of mental health in correlation with their lessons on health and life skills. This can imply that almost half of the English teachers do not believe that mental health is either a) an important topic to include when teaching health and life skills, or b) mental health is not important in English class specifically. The questionnaire does not ask further questions for the teachers to elaborate about mental health in English class, it is therefore difficult to explore the reasoning behind these numbers and results. One possible explanation behind the lack of including mental health in English class can be the competence aims in the subject, as they do not mention mental health (Utdanningsdirektoratet, 2020c). One alternative explanation can be the lack of remembering or understanding the topic, which can also be explained by teachers' cognitions (Borg, 2015), as the teachers' cognitions are

not always portraying what has been carried out. Mental health is a wide term that can encompass several subtopics, and it is possible that teachers who answered not to have included the topic did not remember to have done this or were not aware that they had included this topic in their class already. The fact that responders can answer untruthfully, or not remember what their truth is, is also supported by Dörnyei and Taguchi (2009).

One of the definitions of health and life skills stated that health and life skills can essentially lead to *a higher life quality*. This can indicate the comprehensiveness of the topic health and life skills, as teachers believe this topic to have the ability to help students and their well-being. The importance of health and life skills education have in fact been proven by several researchers (Bru et al., 2016; Neumer et al., 2018; Klomsten & Uthus, 2020; Sahebalzamani, et al., 2012; Steptoe & Wardle, 2017) and many of the responders from the questionnaire agree to the importance. Acknowledging that the topic health and life skills can promote higher life quality can signify that English teachers have the ability to make a change in their students' life and help them grow while preparing them for life after school. This can be directly linked with the purpose of the education which indicated that the school should prepare students to become active working citizens who can master their own lives. Simultaneously, the Education Act (1998) mentions that the school should promote students' well-being, and it may seem like health and life skills can justify for this based on the results from the questionnaire. This is an important finding from this study, seeing as a teacher's job is helping support students and prepare them for their life. 58 of the teachers believe that health and life skills can directly be used as a tool by English teachers to aid with this, and the topic of health and life skills is seen as a very important and impactful topic.

In light of the fact that these researchers mentioned above and a majority of the responders from the questionnaire view health and life skills as a very important topic in school that can help students prepare for life, it can be considered remarkable that several of the English teachers believed health and life skills to be irrelevant for English class. A few of the teachers that answered the questionnaire wrote *I think this is irrelevant for English class*, or something similar to that. This statement can also be supported by the results from question 1 and 2 of the questionnaire. When asked how often health and life skills was to topic of the teacher's class in general, 34% answered that it was the topic once or more often each

week. When question 2 asked specifically how often health and life skills were the topic in their English class, only 6% answered the same response option. There were more teachers that replied that health and life skills were never the topic of their English class, than the amount who replied that health and life skills were never the topic of their classes in general. This indicates that teachers are paying more attention to the topic health and life skills when teaching different subjects than English, and that several teachers view health and life skills as irrelevant for English class.

It can be difficult to understand why some English teachers see health and life skills as an irrelevant topic for English class while others described the topic to have the ability to *lead to a higher life quality*. By looking at most of the definitions on the topic from the results, several teachers shared an insightful definition and included many subtopics within the topic of health and life skills. The teachers who did not find health and life skills as relevant may not have understood the topic properly. As the interdisciplinary topic health and life skills was implemented in 2020, there is a possibility that the teachers have not had enough time to fully comprehend the topic and its possibilities. Lack of perception can be one reason for not seeing health and life skills as relevant for English class. Another reason can be that a couple of teachers already include this topic without knowing. It is common to use books and literature when teaching different subjects (Rao, 2019), and there is a possibility that these books might have brought up subtopics from health and life skills without the English teachers being aware of this. Topics such as feelings, friendship, sexuality, and mental health are common topics in several books, as seen from the answers given by teachers in the questionnaire. This can indicate that the teachers who do not see health and life skills as relevant, might lack the knowledge needed to understand what health and life skills concerns.

On the other side, health and life skills is a comprehensive topic so it is understandable that English teachers, who is mainly trying to teach a language, see the topic of health and life skills as irrelevant for the language learning class. Areas such as vocabulary and grammar are possibly more important to focus on when teaching a new language, than topics such as sexuality for example. Based on this, there are grounds for an understanding of why some teachers do not see the relevancy of health and life skills in English class. It might also be the

case that the teachers who do not see health and life skills as relevant in English class fully understands the topic and are just sharing their opinions.

Goodlad's perceived curriculum level (Garmannslund et al., 2011, p. 9) and the results of the questionnaire can be seen in association with Borg's theory about teachers' cognition (2015). The teachers understand health and life skills very differently, as some see it as a tool to help students prepare for their lives, while other see it as irrelevant for English class. Borg (2015) mentions that the teacher's education can play an important role in their teaching. Teachers can decide to bring up certain topics, such as mental health, purely because mental health was a topic during their teacher education. Other factors such as experience can also impact how teachers see different topics. Borg's teachers' cognition theory (2015) shows that novice teachers paid more attention to framework factors such as classroom management, while the teachers with more experience could focus more on improvisation of topics. This might be an explanation of why the teachers are looking at health and life skills in such different ways, considering the responders from the questionnaire had a mixed level of experience and different lengths of their education.

5.1.2 Learning language in order to communicate

Beyond being defined as a topic that can lead to a higher quality of life, health and life skills is also viewed by teachers as a tool for language learning. Oral skills and writing skills are both important when learning a new language, to be able to communicate with others, and when expressing oneself using that language. This chapter explores the teachers' views on how health and life skills can be used as a tool in language learning and is mainly using the results from question 6 and 7 from the questionnaire.

Although some of the teachers are viewing health and life skills as irrelevant for English class, the topic is meant to promote basic skills and therefore have a natural place in the subject. For the theme created for question 6 regarding language and communication, there were eight responses that defines health and life skills as a tool that could help students create ways to express and communicate. Although eight definitions are not a majority of amongst the 200 responders, this theme was created based on its importance for the English subject and the core curriculum. These definitions relate directly to health and life skills'

place in the English classroom and how it can engage the competence aims. They are also important views of how teachers define health and life skills, and how they use this topic in the English classroom to facilitate for language learning.

The eight responses for the theme “language and communication” focused mostly on how learning the English language could help the students acquire a better life by being able to express oneself and communicate. They were directly linked to the core curriculum and the competence aims, and the teachers saw the correlation between the importance of health and life skills and the ability to master one’s life through language learning, as seen in this example, *The students will acquire a broader vocabulary and a deeper understanding of the topic by including this in English class as well.* As the core curriculum mentions, the basic skills are supposed to help the students engage and understand the English language better (Utdanningsdirektoratet, 2020a), and as the example above shows, the teachers can see the link between the topic health and life skills and the core curriculum.

There might be a different reason behind the responses that mention the basic skills. The teachers who chose to define health and life skills by linking the term to the Norwegian Directorate for Education and Training in some ways, might have done this due to the context of the questionnaire and the aim for this MA thesis. Considering the responders knew what the researcher was focusing on, they might have been influenced by this and therefore chose to define health and life skills from a perspective that included the core curriculum, or the competence aims. This does not mean that the teachers do not see the correlation between health and life skills and the core curriculum however, but the nature of this research project could affect the answers and this point should be made clear. Yet, the teachers mention that learning the English language can help strengthen the students’ self-confidence and be a life skill overall. One of the responders wrote, *I think that learning the English language is a life skill.* This indicates that the teachers understand the impact health and life skills can have in the English subject.

Since students are spending many hours on social media and that their screentime is increasing yearly (Bakken, 2022), it can be seen important to help the students foster their basic skills to better understand what they are reading on social media. Basic skills are, as

mentioned, important to function in a society and in a globalized world. To function in society today, it is important to acknowledge that social media and the internet are common places to interact and socialize both in and out of school (Wang et al., 2021). When the English teachers were asked about the topics they include in their lessons about health and life skills, 58% responded to have included the topic of social media. This can indicate that most English teachers see social media, and therefore health and life skills, as important topics that are relevant for the students. Promoting basic skills in English class through teaching topics such as social media can have many positive outcomes. As one of the teachers wrote, *The topic of health and life skills would facilitate for this and challenge the students to put their feelings and challenges into words.* Health and life skills can also give the students broader vocabulary in English, and many students might see the topic as relevant and therefore more interesting.

A few of the teachers did not define health and life skills or how this topic could facilitate for basic skills promotion, rather implied that this topic was more relevant in other subjects, as one responder commented: *It's more important to include this topic in Norwegian class.* Although there were not many responses like this, it can be considered as an important and interesting finding. Both English and Norwegian class are language learning classes, and their competence aims do not differ greatly. One possible reason for believing that health and life skills is more important in Norwegian class could be that most of the students speak Norwegian fluently as it is their main language. When someone is more comfortable with a language, it can be easier to express and discuss topics within health and life skills. If there is a lack of vocabulary to express yourself, it can be difficult or impossible to do so properly with a different language. On the contrary, health and life skills as a topic in English is supposed to promote the students' basic skills and learn the language. If this is being done, the students will acquire the vocabulary needed in order to express themselves fluently. Health and life skills have a natural place in English class according to most teachers, but as seen in the example above, which represents others, not all English teachers agree.

5.1.3 Exploring identities and relationships

When describing and defining the term health and life skills, some of the responders chose to include words such as *identity* and *relationships*. Facilitating for learning about oneself

and how relationships with others can affect one's mental health, can be seen as an important part of the health and life skills education. One of the themes created for question 6 addressed all results relating to identity and relations, and there were 58 responses in this theme. The teachers defined health and life skills as a tool to help students become more self-aware, and how they affect people around them, as seen in this example, *Health and life skills is the ability to understand oneself and others and accept differences*. Many of the definitions of health and life skills were about helping the students to get to know themselves better. This can be seen in association with chapter 2 feelings and friendship. Students are feeling lonelier, and they have fewer good friends than what students reported to have before. They experience less happiness with life and claim to have more challenges now than what they had before (Bakken, 2022). Many of the teachers that responded to the questionnaire defined health and life skills as a tool to help students get to know themselves and their relationships better, possibly aiming towards helping the students to overall feel better.

One of the definitions of health and life skills defined by a teacher in question 6 used the words *feelings, sexuality, identity, and compassion*. These terms are quite comprehensive, yet imperative. Several studies mentioned (Antonopoulou, 2019; Fan & Bellmore, 2023; Wang & Fletcher, 2016) have proven that addressing issues such as friendship and feelings in school can have a positive outcome for the students. When asked about the different topics teachers had included in their English lessons on health and life skills, 78% answered the topic *feelings*. This is a majority of the responders and can indicate that the topic *feelings* is seen as quite meaningful. It is also suggested that when students are happier and feel that they have good friends who support them, they can focus and achieve better in school (Bakken, 2022). In sum, there are many factors that points to the fact that health and life skills education can be seen as important both for the student's well-being and their achievements in school, as many of the English teachers agree to.

The fact that 58 teachers defined health and life skills with concerns about identity and relationship is showing that their understanding of the topic is quite important. Being able to understand oneself and how one interacts with other is important for the students both when they are in school, and afterwards when they are becoming citizens. One of the

schools' mandates written under the Education Act § 9a-2 (1998) is to help the students to become active citizens, and there is a fundamental importance to recognize behaviors, social clues, and appearance as important factors in order to do so. These teachers do therefore recognize health and life skills as a greater issue and responsibility for teachers in correlation to the school's mandate and the entire society.

When it comes to sexuality, there have been made claims that teachers do not have enough education about the subject, and that the sexual education in school is not proper enough (Walters & Hayes, 2007; Ertesvåg, 2023). The importance of the subject, however, is great. Sexual education has been proven to show several positive results, such as fewer sexually transmitted diseases (Walters & Hayes, 2007). The fact that there were some teachers that included the word *sexuality* in their definition of health and life skills is proving that sexuality is an important subtopic within the main topic health and life skills. There were 20% of the teachers that responded to have included the topic of sexuality in their English lessons. One way to view this is that 20% of the teachers is a great number, considering sexuality is not specifically mentioned as a competence aim or a topic that naturally takes place in English class.

On the contrary, as students' sexuality is such a huge part of their identity and mental health, it could be proven positive to see even more English teachers include this topic in their class. Although the topic sexuality does not necessarily have a natural place in English class, some English teachers are "... actively using gay children's and young adult's literature as a resource in the class" (Svendsen & Furunes, 2022, p. 46). This is supported by several of the responders from the questionnaire. One of the teachers wrote: *One could for example work with YA-texts that bring up situations a student might find themselves in, perhaps questions around identity and sexuality (for example "Love, Simon")*, and another of the teachers wrote: *I love using fiction as an opening to the topic. These books are for example a good way to talk about sexuality. "The boy and the bindi" and "From the stars in the sky to the fish in the sea"*. The responders of the questionnaire are therefore not agreeing on the importance that the topic sexuality have in English class, and this could be explained by Borg's theory on teachers' cognition (2015). The responders are educated to different

degrees and have a variation of experience. These factors might explain their different views.

5.2 Teachers' methods for implementing health and life skills

Research question b) addresses which tools and materials teachers use in their classes for implementing the topic health and life skills. This chapter will therefore discuss the results according to tools and materials from the questionnaire and compare the results with the theory from chapter 2. There are numerous different tools and materials that can be used in the classroom, and they have different purposes (Wang et al., 2021; Rao, 2019). The tools and materials used by the teachers can be seen with regards to Goodlad's operational curriculum, as this level concerns what the teachers do, and how they implement the curriculum (Garmannslund et al., 2011).

When asked about the different tools and materials the teachers use for their lessons on the topic health and life skills, the majority (75%) answered the use of websites. Using the internet and different websites for teaching can be a great tool to facilitate for learning. It is perhaps not surprising that the majority uses the internet, seeing as it brings endless possibilities through different websites, there is an easy access to it, and, as mentioned before, the coronavirus shifted the classroom to a digital one in many ways (Wang et al., 2021). It is also very relevant to use the internet as a tool since the students are spending a great amount of time on social media (Bakken, 2022). This gives the teachers the opportunity to address issues related to social media and the internet and teach them proper ways to navigate the digital world while learning English. Learning about the digital world is important in order to prepare the students for the future as active working citizens, which is what health and life skills is supposed to promote (Utdanningsdirektoratet, 2020). There were three answers in total from question 6 and 7 that specifically mentioned *social media*, these can be read in the appendix.

The second most used tool for teaching health and life skills in the English classroom is literary texts. 54% of the English teachers responded that they use literary texts for their lessons, and 50% answered that they use textbooks. These results are not surprising taking into account that the usage of books and texts can be seen as common in school. They can

benefit the students by giving them a break from reading online, as most schools have libraries with different reading opportunities, and the textbooks are designed to fit the competence aims and the core curriculum. Health and life skills are mostly taught by English teachers using both the digital world and textbooks, as the results from the questionnaire show.

There were given seven specific examples of games, books, websites, and alternative materials the English teachers use in their lessons about the topic health and life skills. The examples will be mentioned here with their intended subtopics and themes, however due to the scope of this MA thesis, the examples will not be investigated further. The English teachers use *Harry Potter* as a way to bring up fear and feelings, *Gone Home*, *A Normal Lost Phone* that thematizes sexuality and LGBTQ+, *Lieve Oma* thematizes outsidersness, *The boy and the bird* thematizes sexuality, *From the starts in the sky to the fish in the sea* thematizes sexuality, and *Love, Simon* that also thematizes sexuality. The questionnaire did not ask the teachers to name specific examples like these mentioned, it is therefore difficult to say anything about how these examples are representative for English teachers. Either way, the teachers that mentioned these does probably believe that they are great ways to bring up health and life skills and can as a result be seen as important for this research project.

5.3 Limitations

This research project, as all projects, need to acknowledge its limitations. One important aspect to point out is the method of sampling the data from the questionnaire, in fact Facebook. Although the questionnaire was posted in Facebook groups that are supposed to be only for either teachers or English teachers, the researcher cannot guarantee that all the responders were in fact English teachers. It is important to acknowledge this to obtain a reliable research project and to stay transparent. One way to avoid this issue would be to collect the questionnaire data by asking English teachers face-to-face. This would have taken a whole lot of time and effort, while posting the questionnaire online is a more efficient way to collect larger amounts of data. Considering this research project aimed to use a mixed method, instead of a qualitative method that had been used previously in this field of research, the project decided to trust the responders to answer truthfully.

Another limitation was the questionnaire design. The aim was to use a mix between open-ended and closed questions and apply as many response options as possibly needed. It was difficult to predict all the response options needed, and there were therefore limitations for each question. One example of this is question 10 (figure 11) where the responders were asked which grade they worked in. They were only allowed to choose one response option, while in fact lots of teachers work in several grades at the same time. This was feedback received in the comment section in one of the Facebook posts. When becoming aware of this issue, it was too late to change the questionnaire design as it was already posted and started receiving responses.

Considering the theory about the methodology from Cohen et al (2018), there could possibly be aspects of validity and reliability that challenge this research project. The researcher has taken as many precautions as possible and tried to aim for a reliable research project, yet it is possible that the subjectiveness of the researcher is challenging the research. Reading up on theory, aiming towards a valuable and reliable project, and having a supervisor are measures taken by the researcher to aspire towards a proper and reliable research. The researcher tried to choose examples from the results that were both representative and reliable in order to project the truth. The researcher chose the topic of health and life skills due to personal interest, and there could be prejudiced opinions about the topic that affects the research methods and selection of both results and discussion topics. By following the steps by Braun and Clarke (2006) that concerns the thematic analysis, the researcher has intended to use the correct method of analysis in order to ensure reliability.

Chapter 5 has investigated the different ways English teachers are defining health and life skills, and how they view the topics' place in English class. The overall findings suggest that the teachers' views on the interdisciplinary topic health and life skills is divided and diverse.

This discussion has limited the views of the teachers to three main perspectives:

1. English teachers view health and life skills as a tool they can use to help students prepare for life, handle challenges, and to become active working citizens.
2. English teachers use health and life skills as a language learning tool that can promote basic skills.

3. Health and life skills as a topic in the English subject can help students to get to know their identities better and their relationships with others.

Contrasting to these three perspectives, some English teachers find the topic of health and life skills as irrelevant to English class, or better suited for another subject. The subtopics mentioned by the English teachers and examined in this chapter are mental health, media use, feelings, and sexuality. Economy is the only subtopic to not receive any focus by the teachers who answered the questionnaire. It is clear that these subtopics receive different amount of attention in English class, and teachers' cognitions (Borg, 2015) might explain this.

This chapter has also investigated the tools and materials English teachers mostly use in their lessons about the interdisciplinary topic health and life skills. The tools that are used the most are websites, literary texts, and textbooks. The tools are quite common to use in the classroom, and using the internet for teaching purposes has become more normal after the coronavirus made classes go online (Wang et al., 2021). It is not surprising that the internet is the most used tool, since "The future of learning and works is digital" (Costa, 2012, p. 21).

Specific examples for materials that English teachers use has also been given. Through this, the subtopics sexuality and feelings has been mentioned as a topic the teachers use in their lessons. The only subtopic to not receive any attention by the teachers' answers from the questionnaire at all is economy. This can indicate that the teachers do not find economy to be an important subtopic in English for teaching health and life skills. Lastly, the project's limitations have been addressed. The limitations include aspects of validity and reliability, the questionnaire design, and the Facebook groups in which the questionnaire was posted.

6.0 Conclusion

This research project has aimed to investigate English teachers' views on the interdisciplinary topic health and life skills. The data was acquired through a mixed-method online questionnaire that received answers from about 200 English teachers. The research question and sub-questions this project has been investigating are:

What are English teachers' views on the interdisciplinary topic health and life skills?

a) What focus are teachers giving the topics mental health, sexuality, media use, feelings, and economy in lessons about health and life skills?

b) How do teachers implement the interdisciplinary topic health and life skills in the English subject?

The study shows that English teachers have a diverse view on the interdisciplinary topic health and life skills. The English teachers' views are studied from Goodlad's perceived and operational curriculum inquiry level (Garmannslund et al., 2011, p. 9). To narrow and concretize the teachers' views on the topic, their views were sorted into three main themes. These themes are: health and life skills as a tool to help students prepare for their life, health and life skills as a tool in language learning that promote basic skills, and health and life skills as a tool that can help students get to know their identities and relationships better. These three ways of viewing health and life skills are the most prominent ways according to the English teachers. The study also reveals that a few English teachers view health and life skills as an irrelevant topic in English class. This is an important finding, although most of the English teachers finds the topic health and life skills as important one. The different views' on health and life skills can be explained by teachers' cognition theory (Borg, 2003), as the responders have a variation of experience as teachers, their level of education varies, and their cognitive abilities to remember what have been done can vary.

The findings concerning sub-question a) suggests that English teachers focus most on the subtopics *feelings, mental health, and media use*. The English teachers give least attention to

the subtopics *sexuality* and *economy*. They thematize these subtopics in their teaching by using websites and literature most frequent. Brochures and third parties are the least used methods for thematizing the subtopics for teaching about health and life skills in their English lessons.

Sub-question b) aimed to investigate how the English teachers implemented the interdisciplinary topic health and life skills. The results show that the frequency of implementing health and life skills in English class varies amongst the teachers. The findings suggest that most of the English teachers give attention to the topic health and life skills in their class once each semester. 10% of the English teachers do not teach health and life skills at all. Health and life skills is the topic of their lessons each week for 6% of the English teachers. The most common method to teach the topic health and life skills is with the whole class, and the infrequent way to do so is by implementing the topic in the student's homework. The English teachers give more attention to health and life skills in different subjects than in the English subject.

Overall, the main findings suggest that English teachers' views on health and life skills are diverse, yet their definitions on health and life skills can be sorted in three main themes. The teachers implement the topic of health and life skills with different frequencies and methods, and the attention they give the subtopics varies greatly. There were also a few English teachers that do not include the topic health and life skills at all in their lessons, and a few English teachers that do not think it is relevant to do so either.

The findings from this study can enhance English language teaching by giving insight into the English teachers' views on health and life skills. Having an insight into the teachers' views on health and life skills can help other teachers understand the topic better, and the whole profession might better understand what should be done concerning health and life skills teaching. As seen in previous research in the field (Mullaliu, 2020; Fluge, 2021; Narvesen, 2019; Opedal, 2022; Thorkildsen, 2021), teachers wish for more guidance on how they should implement the topic health and life skills. This study has investigated how English teachers do so, although there is no official guidance about this except using health and life skills as a language learning tool to promote the basic skills. Sharing data on how many

English teachers that does not follow the core curricula recommendations in terms of health and life skills teaching, can possibly create awareness around the issue that some teachers are not including the topic health and life skills at all in their lessons. It would be positive to see more English teachers include the topic health and life skills in their lessons, considering that the topic can aid students in positive ways such as language learning, identity and relationship knowledge, and better preparation for life to come.

As all research project, this study is affected by both strengths and weaknesses. This study's strengths are firstly the mixed-method approach. The mixed-method approach could possibly strengthen the results concerning the teachers' views by sharing both qualitative data and quantitative data. By researching the topic using mixed-methods, the data can support each other and build on the methods strengths. Considering the previous research on the topic health and life skills were mostly quantitative, this research project investigates the topic from a different angle, involving qualitative data. Secondly, the researcher has spent time and efforts to consider validity and reliability for this research project. As mentioned by Cohen et al. (2018), efforts should be made in order to ensure a valid and reliable project. Giving the informants information about the project, choosing representative examples from the results, and using appropriate methods of analysis are all factors made by the researcher to ensure a valid and reliable project.

While validity and reliability may be assets to this project, they can also be weaknesses. The researcher has tried to take all measures possible, such as staying objective, to produce a valid and reliable project. But seeing as the researcher typically will be subjective to some level, it is difficult to state the projects level of validity and reliability. It might influence the project in some ways depending on the researcher's opinions about health and life skills. Another weakness of this project is the online questionnaire posted in Facebook groups. As mentioned earlier, these Facebook groups had group rules which stated that all members must be teachers or English teachers. It is difficult, however, to know if all members were teachers. The researcher asked only for English teachers to answer the questionnaire, but the researcher cannot know with certainty that all responders were English teachers.

Lastly, attention will be given to implications for further research in this field. Overall, the research field on the topic health and life skills is limited. In order to better understand the topic health and life skills and its possibilities and limitations, more research in general would be recommended. Considering this research project investigated health and life skills from the teachers' perspective, it would be interesting to examine students' views on the topic. Taking Goodlad's curriculum inquiry into consideration, this research project focused mostly on the perceived and the operational level, and the experienced curriculum level was not the focus (Garmannslund et al., 2011, p. 9). The experienced level could possibly be interesting to research through students' views on health and life skills.

Some of the responders of the questionnaire mentioned specific books or games that they use to thematize topics in health and life skills. Due to the scope of this research project, it was not possible to examine these further. Research on specific books and games that are used in lessons about health and life skills can possibly be noteworthy to investigate, both to better understand how these books and games bring up the topic health and life skills, and how they might affect the students. Further research on how health and life skills is being thematized in *Harry Potter*, *Gone Home*, *A Normal Lost Phone*, *Lieve Oma*, *The boy and the bind*, *From the starts in the sky to the fish in the sea*, and *Love, Simon* can be interesting.

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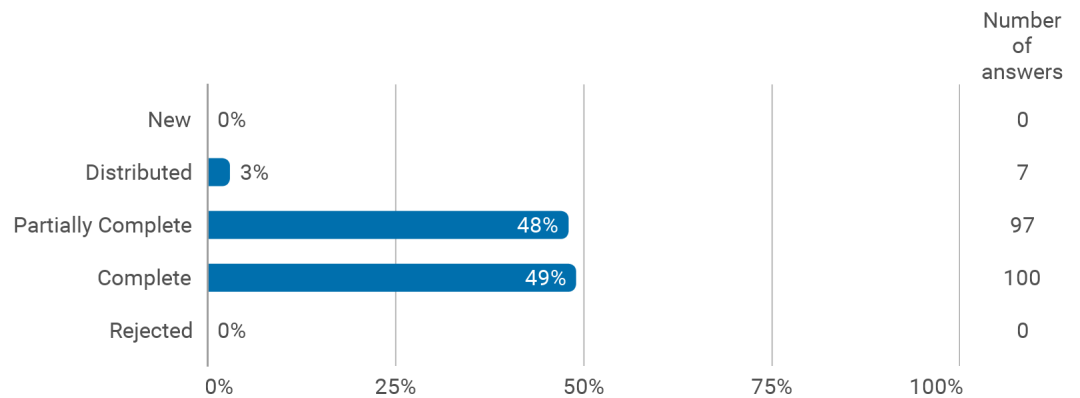
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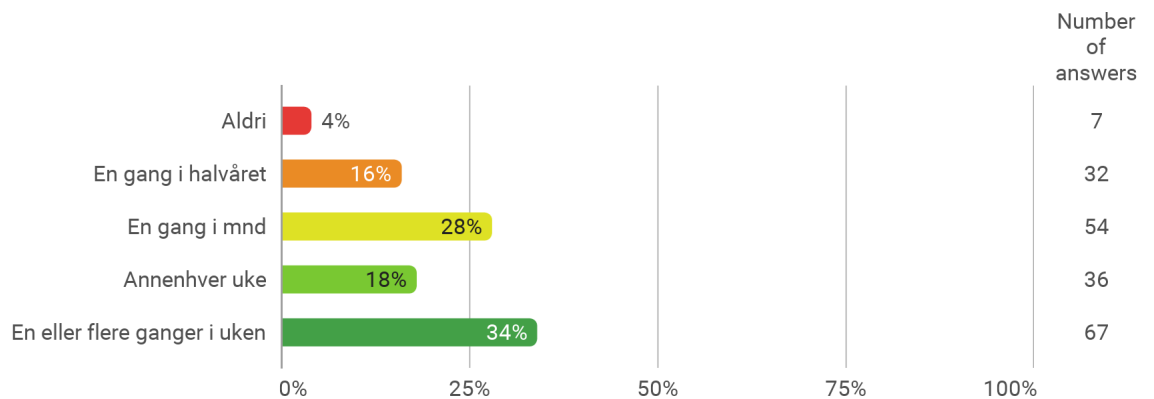
Appendix

Appendix 1: All responses from the questionnaire.

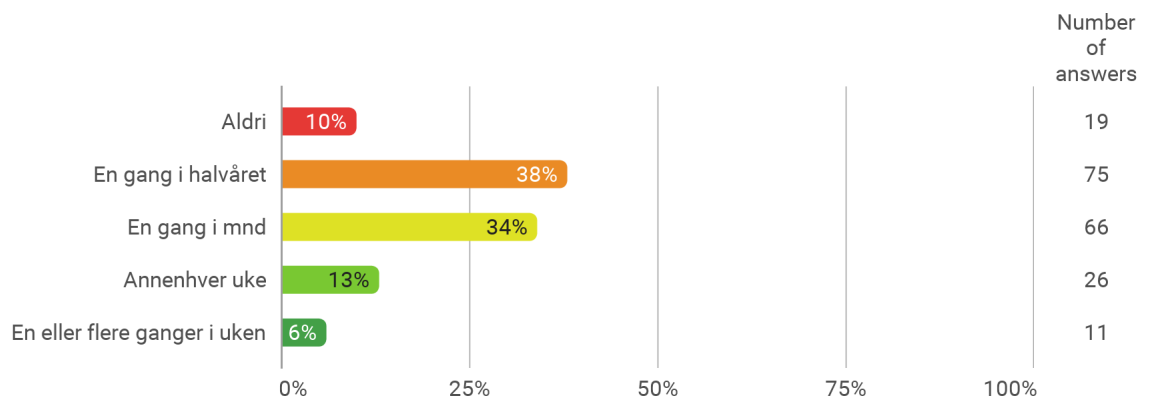
Overall Status



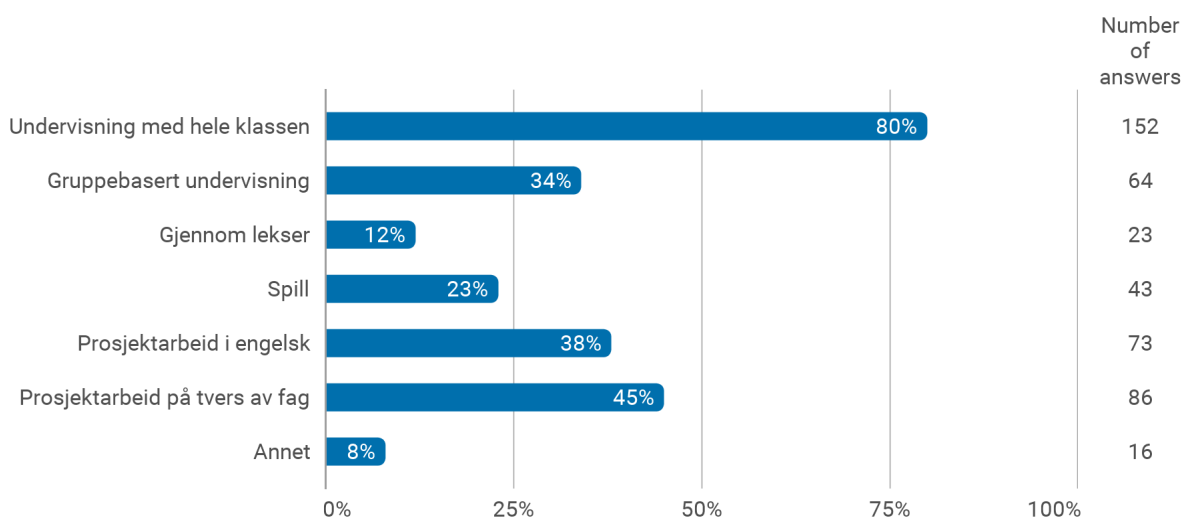
*1. Hvor ofte er helse og livsmestring temaet i din undervisning? Velg ett alternativ.



*2. Hvor ofte er helse og livsmestring temaet i din engelskundervisning? Velg ett alternativ.



*3. Dersom du underviser i temaet helse og livsmestring i faget engelsk, på hvilken måte gjør du dette? Kryss gjerne av for flere.



***3. Dersom du underviser i temaet helse og livsmestring i faget engelsk, på hvilken måte gjør du dette? Kryss gjerne av for flere. - Annet**

Underviser ikke i dette i engelsk

Samtaler

Lek

Kahoot, stasjoner

Jeg har ikke undervist om det i engelskfaget

Ikke relevant i 1.trinn

Ikke noe.

I

Har ikke undervist om dette i engelsk

Har ikke nødvendigvis undervisning i bare dette, men inkluderer det i all generell undervisning.

Har aldri undervist om dette i engelskfaget

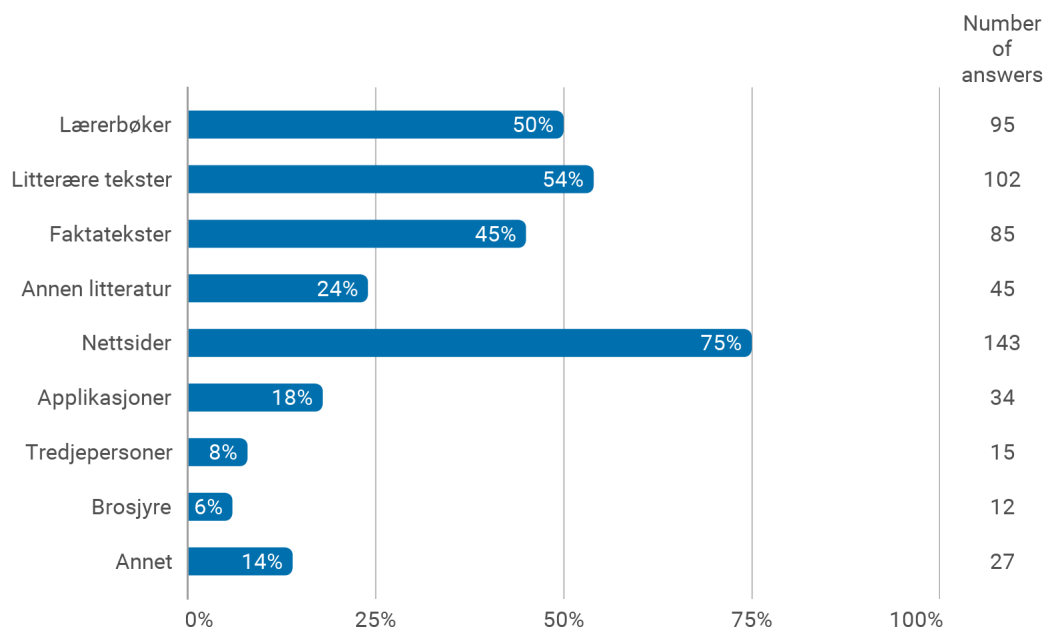
Har

Du kan ikke ha dette som obligatorisk felt når premisset er "dersom".

***3. Dersom du underviser i temaet helse og livsmestring i faget engelsk, på hvilken måte gjør du dette? Kryss gjerne av for flere. - Annet**

Denne overordna delen går veldig hånd i hånd med tema jeg synes er viktige å inkludere i undervisningen

***4. Hvilke hjelpemidler og verktøy bruker du i din undervisning om helse og livsmestring i engelsk? Kryss gjerne av for flere.**



***4. Hvilke hjelpemidler og verktøy bruker du i din undervisning om helse og livsmestring i engelsk? Kryss gjerne av for flere. - Annet**

oppskrifter

Video

Underviser ikke om dette i engelskfaget

Underviser ikke i temaet

Underviser ikke i dette i engelsk

Selvlaget

Relevante tv-serier, YouTube klipp

Nyhetene på TV

Netflix

Meg selv

***4. Hvilke hjelpemidler og verktøy bruker du i din undervisning om helse og livsmestring i engelsk? Kryss gjerne av for flere. - Annet**

Lek

Jeg har ikke undervist om det i engelskfaget

Ikke relevant i 1.trinn

Ikke relevant

Har ikke undervist om dette i engelsk

Har brukt et novellespill som tar opp tema knyttet til bla. utenforskap og mental helse

Filmer, serier

Film e.l.

Film

Film

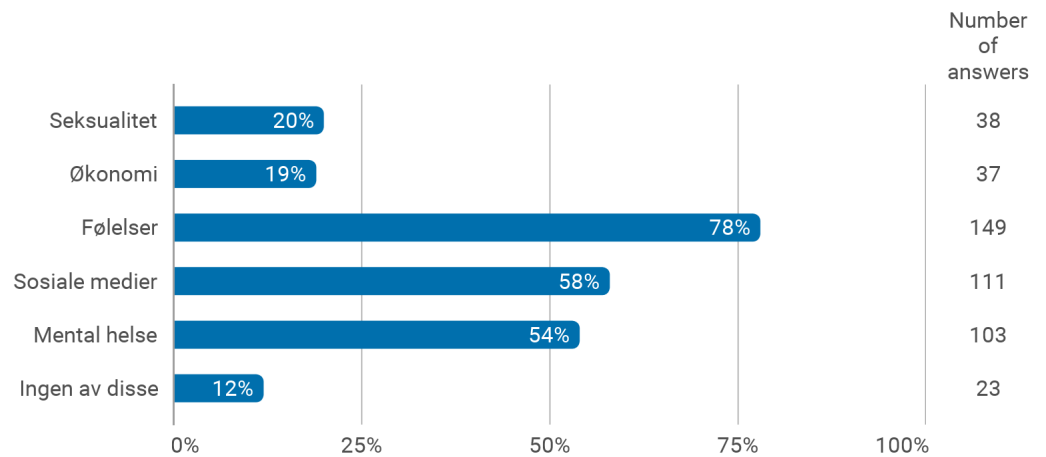
Film

Faglig samtale/diskusjon

F.eks videoer e.l.

Egen erfaring

*5. Hvilke av disse temaene innenfor helse og livsmestring har du undervist om i dine engelsktimer siden den nye læreplanen kom ut? Kryss gjerne av for flere.



***6. Hvordan vil du definere "helse og livsmestring"?**

Å takle livet

Å takle livet

Å ruste for livet.

Å leve

Å leve et sunt og godt liv, fysisk og psykisk. Tåle motgang, lære seg å være en aktiv samfunnsborger, sosiale ferdigheter i et fellesskap

Å leve et liv både individuelt og i samhandling med andre på en måte som gjør en rustet til å møte og håndtere utfordringer i livet både psykisk og fysisk.

Å kunne ta vare på seg selv og ta gode valg, og klare å komme gjennom ulike situasjoner en kommer opp i i løpet av livet på en ok måte

Å kunne mestre å ta vare på seg selv selvstendig

Å kunne klare seg bra i hverdagen.

Å kunne håndtere livets opp og nedturen både psykisk og fysisk

***6. Hvordan vil du definere "helse og livsmestring"?**

Å håndtere livet både fysisk og psykisk. Det å kunne kommunisere på ulike språk er også viktig her

Å ha ressurser til å takle livet på en god ...adekvat måte

Å ga god helse. Fysisk og psykisk helse. Å mestre eget liv. Levevaner.

Å arbeide med temaer som gjør elevene i stand til å mestre egne liv.

tverrfaglig tema i skolen skal gi elevene kompetanse som fremmer god psykisk og fysisk helse

det handler om å gi barn/unge kunnskap og opplevelser som gjør at de fysisk og psykisk har det bra.

Yes

Uttrykke tanker og følelser rundt det å være til

Ut fra udir 7.trinn: uttrykke seg muntlig og skriftlig på engelsk... uttrykke egne følelser, tanker, erfaringer og meninger... nye perspektiv på ulike tenkesett og kommunikasjonsmønstre, egen og andres levemåte. Trygg i engelsk = styrket selvfølelse/trygghet

Ulike aspekter ved å være og utvikle seg som menneske.

Tverrfaglig emne som skal styrke elevenes møte med livet i og etter skolen mtp mental og fysisk helse

Temaer som gir kompetanse og mestring i grunnleggende ferdigheter i større og mindre valg, forståelse om seg selv og andre samt noen praktiske ferdigheter.

Takle livet

***6. Hvordan vil du definere "helse og livsmestring"?**

Synes ordne er tydelig nok. Helse både psykisk og fysisk, og livsmestring - det å være selvstendig

Sor

Som i læreplanen

Som et overordnet tema som handler om mennesker og menneskers hverdag.

Man underviser ikke direkte i overordnede temaer, de gjennomsyrrer andre tema man jobber med i ulike fag.

Man underviser ikke i det tverrfaglige temaet Demokrati og Medborgerskap heller, man underviser om demokrati, politikk, valg, British Empire, slavery, segregation osv. På min skole har vi delt skoleåret inn i tre perioder; en for hvert tverrfaglig tema.

I perioden med Health and Life Skills så er det naturlig å jobbe med emner som tar for seg mennesker og mellommenneskelige relasjoner, som feks temaer som identity, love, relationships, sexuality, ya literature, school life osv.

Snakke om følelser og relasjoner i forhold til familie og venner

Psykisk og fysisk helse. Det å ha verktøy som kan hjelpe til å mestre livet i medgang og motgang.

Psykisk og fysisk helse, og hvordan få maksimalt utbytte av livet

Om jeg lykkes i undervisningen, skal elevene på en bedre måte kunne møte livets utfordringer.

Måten man takler livet på.

Menneskers forutsetninger for å takle livet. Trening i å tenke rundt dette. Oppmerksomhet rundt egen og andres livssituasjon, rundt våre reaksjonsmønster, følelser og samhandling.

Læren om hvordan livet kan leves best mulig privat og sosialt.

Læren om livet, båret det som er godt og det som er vondt. Livet er en berg og dal bane, og det er viktig at elevene forstår at det er lov til å ha dårlige dager, men at hvordan en velger å møte motstand har noe å si for ens mentale og fysiske velvære i hverdagen. Identitet, seksualitet, mangfold, rasisme, rusmidler, sosiale medier og mestring er viktige nøkkelord.

***6. Hvordan vil du definere "helse og livsmestring"?**

Lære om hvordan ein tek vare på seg sjølv og tek omsyn til andre.

Livsmestring handlar om at skulen må arbeidde for at elevane blir rusta til å meistre liva sine. Folkehelse handlar om at elevane har ei god helse til å arbeidde og leve gode liv.

Kunnskap til å møte hverdagen på en god måte.

Kunnskap og kompetanse til å mestre livet med balanse mellom egenpleie, egeninnsats og felles bidrag inn i familie og samfunn. Kunne håndtere ubehag og legge til rette for endringer til det beste for seg selv og andre.

Kunne takle motgang og leve et godt liv med seg selv, venner og familie og som aktiv medborger i samfunnet

Kort sagt at elevene er «klar for livet» med alt det innebærer.

Kompetanse i å ta vare på helsen sin og mestre alle livets utfordringer.

Kjennskap til og kunnskap om hva som er god fysisk og psykisk helse, samt å beherske og mestre verktøy for å klare seg i det samfunnet man lever i. I det ligger å mestre sitt eget liv, men også å bygge en genuin tro på egen framtid.

Jobber på småtrinn. Der tykkjer eg å snakke om kjensler, mangfold og vennskap er viktig. Dette kan fint gjerast i engelsk også.

Jobbe med å utvikle elevenes selvbilde - bra nok.
Jobbe med mellommenneskelige relasjoner, å kunne sette grenser og respektere andre.
Kunne håndtere tanker, følelser og relasjoner til andre.

Jeg mener at helse og livsmestring betyr at elevene skal lære om egen og andres helse, hvordan ulike faktorer påvirker egen helse og hva man kan gjøre for å styrke egen og andres helse. Med livsmestring tenker jeg at elevene skal tilegne seg verktøy og metoder som gjør at de kan lykkes i aller fleste aspekter i livet.

Jeg er enig med udir, og siterer: "I engelsk handler det tverrfaglige temaet folkehelse og livsmestring om å utvikle elevenes evne til å uttrykke seg skriftlig og muntlig på engelsk."

***6. Hvordan vil du definere "helse og livsmestring"?**

I engelsk vil jeg si at det å kunne bruke språket er livsmestring på småtrinnet.

Når det kommer til helse så vil det være å kunne gjennomføre en aktivitet, kunne navn på ulike kroppsdel, kunne litt om mat/navn på matvarer evt å kunne handle i en butikk er knyttet til helse.

I en engelskfaglig kontekst vil jeg definere dem som det å reflektere og tenke over både muntlig og skriftlig på engelsk hva som f.eks kjennetegner god fysisk og psykisk helse og deres evne til å diskutere ulike aspekter som er relevante i deres dagligdagse liv (eks. seksualitet, fysisk/psykisk helse, økonomi). Gjennom å gjøre dette gir det elevene mulighet til å reflektere og diskutere hva slags ulike former for «livsmestringsstrategier» man kan anvende seg når man står ovenfor disse situasjonene (f. eks, hva som kan fremme god fysisk/psykisk helse, hvordan man motvirker utenforskap etc.).

Håndtering av livet og hendelser som måtte angå det. Både positive og negative. At elevene skal lære seg å takle sosiale, mentale og fysiske utfordringer som oppstår i livet.

Hvordan takle å vokse opp, hva er tenårene, hva er forskjellen på å være tenåring og det å faktisk være psykisk syk.

Hvordan klare seg i hverdagen

Hva som er god fysisk og psykisk helse og hvordan man kan ha det bra i livet sitt. Hvordan ta gode valg, finne vennskap og opprettholde disse. Samt kosthold og fysisk aktivitet.

Hjelpe elever med å mestre hverdagen i voksen alder, både fysisk og psykisk.

Helse omfavner både vår fysiske og psykiske helse. Med livsmestring mener jeg det går i å bli støttet og selv utvikle ferdigheter til å kunne møte utfordringer som en møter i livet.

Helse og livsmestring fokuserer på alle typer helse (fysisk og psykisk) og gir verktøy for å forstå og håndtere livet og dets utfordringer.

Helse og livsmestring for meg handler om å kunne se ulike sider av eget liv. For eksempel kunnskap om psykisk helse, fysisk helse og hvordan man kan hjelpe seg selv å håndtere ulike situasjoner man kommer opp i gjennom livet.

Helse og livsmestring er evnen til å forstå seg selv og andre og tolerere ulikheter

***6. Hvordan vil du definere "helse og livsmestring"?**

Helse handler om både den mentale og fysiske helsen, som det de siste årene (heldigvis) har blitt rettet mer fokus mot. Livsmestring handler om å gi elevene gode grunnstøtter de kan ta med seg videre i livet, og forhåpentligvis bruke når de kommer i ulike situasjoner. Handler i bunn og grunn om å lære barna ulike teknikker for å mestre livet.

Helse er en tilstand som er knyttet til fysisk og mental velvære.

Livsmestring utvikler ferdigheter som kan hjelpe mennesker å håndtere positive og negative livshendelser.

Helse - fysisk, sosialt, mentalt

Livsmestring - verktøy for å kunne håndtere, delta og bidra i egen hverdag og i felleskap med andre, samfunnet.

Helse - fysisk og psykisk helse.

Livsmestring - hvordan man kan takle livet. Dette kan innebære alt fra personlig økonomi til hvem man skal kontakte hvis man blir utsatt for mobbing.

Ha god helse fysisk og psykisk, og hvordan forholde seg til livets opp og nedturer

Grei fysisk og psykisk helse. Teknikker for å håndtere problemer som oppstår i livet.

God fysisk og mental helse for å kunne mestre livet og utfordringene det kan by på

Gi kunnskap om hvordan man kan ta vare på seg selv og de man har rundt seg, både fysisk, mentalt, økonomisk, ernæringsmessig og gjennom fysisk aktivitet.

Få kunnskaper om og verktøy til å takle ulike sider av livet. Forståelse for andre mennesker og hvordan dagens samfunn kan påvirke oss.

Fag som får elevene til å sette fokus på fysisk og psykisk helse. Det blir nært, så de reflekterer og skaper identitet over livet sitt.

FOLKEhelse og livsmestring: god psykisk og fysisk helse, og gode ansvarlige livsvalg.

***6. Hvordan vil du definere "helse og livsmestring"?**

Evnen til å ta kloke valg for egen helse og psyke.
Å oppleve å få selvbildet sitt speilet og utfordret.

Evnen til å se seg selv som et individ i samspill med andre individer. I den sammenheng mestre egne følelser og tanker, samtidig som man forholder seg til andres følelser og tanker.

Evnen til å reflektere, vurdere og ta valg som fører til økt livskvalitet.

Evne til å leve et godt og meningsfylt liv som barn og voksen.

Evne og kompetanse til å ta vare på seg selv.

Et tema som favner om mentale verktøy elevene kan ha behov for videre i livet. Fysisk og psykisk helse.

Elevene skal kunne lære å håndtere det som de møter på i livet.

Det å lære seg selv og andre å kjenne. Selvinnstekt og medlidenhet kommer en lang vei. Samtidig som forståelse ovenfor egne og andres grenser.

Det som skal til for å komme seg frem i eget liv og mestre det, samtidig som man tar vare på sin egen og de rundt seg sin helse (både fysisk og mental).

Det handler om å skape verktøy slik at man mestrer livet, og det som kommer.

Det handler om at elevene skal klare å mestre livene sine, og takle følelsene sine. Be om hjelp om de trenger det.

At man klarer å håndtere situasjoner som oppstår i livet, både helse og helse, konflikter,

Altså alt som kan relateres til å være menneske og ung. Følelser, seksualitet, identitet, nestekjærlighet, og å vise at det er vanlig at livet går i berg- og dalbane. Mennesker, og særlig unge mennesker er sårbare og full av drømmer, eller har ingen drømmer. Begge deler er normale.

***6. Hvordan vil du definere "helse og livsmestring"?**

Alt som skal mestres for å være et velfungerende menneske i samhandling med andre

Alt som omhandler verktøy, ferdigheter og forståelse for å mestre livet på best mulig måte.

Alt som man kan se for seg er relevant for elevene å ha med seg videre når det kommer til å ta vare på seg selv og egen helse

Alt som har med å takle emosjonelle, praktiske utfordringer, samt det å være en del av et samfunn

Alt som har med mennesket å gjøre

Alt mulig man kan komme utfor i livet. Lære å mestre eget liv best mulig ut ifra egne forutsetninger.

Alle tema som går under fysisk og psykisk helse, og alt som går under det å fungere i seg selv og med andre! Rett å slett ting du trenger for å «få til» livet!

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***6. Hvordan vil du definere "helse og livsmestring"?**

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***7. Hvordan mener du at undervisning om temaet helse og livsmestring i engelsk kan bidra til å styrke elevenes grunnleggende ferdigheter?**

Å lære å kjenne seg selv og de rundt seg bidrar til å styrke elevenes ferdigheter på alle områder. Også de grunnleggende ferdighetene.

Å lære om livet forbereder en på å leve. Kort og godt.

Å kunne kommunisere med andre deler av verden er helt nødvendig i vår tid, å uttrykke seg skriftlig og muntlig er også med på å utvikle den psykiske helsen.

Yes

Vokabular og grammatikk i alle tekster, også disse.
De skriver og leser engelsk.

Vise at livet består naturlig av opp og nedture. Det å øve på å leve er som å øve på å spele fotball. Prøver du klarer du det.

Viktig å sette ord på din egen og andres følelse og helse

Vi må ha med dette i alle fag siden det gjør elevene tryggere og mer reflektert rundt forskjeller, ulike utgangspunkt i livet, ulike forutsetninger. De kan bli rausere og gi hverandre mer «slack» i skoledagen.

***7. Hvordan mener du at undervisning om temaet helse og livsmestring i engelsk kan bidra til å styrke elevenes grunnleggende ferdigheter?**

Vi bruker engelskverket Link! Dette verket tar for seg ulike tema som har helse og livsmestring som fokus. Eksempelvis kvinners/jenters rett til å være med i sport, hvordan kjenne følelsene hos andre, utestenging.

Ved å variere undervisningen og sette fokus på de grunnleggende ferdighetene.

Ved å styrke deres relasjoner til hverandre (vennskap), gjør man plass til mer av det rent faglige i et fag. Derfor blir det heller mindre av det faglige hvis man ikke hele tiden har fokus på mellommenneskelig relasjoner.

Ved å forstå andre lands kulturer, og se i sammenheng med sin egen kultur, kan elevene bli rustet til å møte andre mennesker på en bedre måte

Ved å dra inn slike momenter også i engelsk vil elevene få et bredere begrepsfelt og en dypere forståelse for temaet.

Ved at elever får uttrykke seg skriftlig og muntlig om hvordan de har det, at de kan søke opp informasjon om ulike tema på Internett bl.a.

Vanskelig spørsmål... blir de bedre til å lese, uttrykke seg skriftlig og muntlig, regne og får de bedre digitale ferdigheter av undervisning i FOLKEhelse og livsmestring? Opplever eleven god mental helse vil det ha påvirkning på hele skoledagen deres. Opplever de trygghet og mestring vil kanskje det styrke de grunnleggende ferdighetene.

NB! Ang spørsmål 10. Det går bare ann å velge et trinn som en underviser på. Det blir misvisende. Som regel underviser en på flere trinn.

Usikker

Usikker om jeg forstår spørsmålet. Hvis du mener grunnleggende ferdigheter som regning, lesing, skriving, så kan de styrkes slik de kan uansett hvilket tema du jobber med. Det kan være repetert lesing, bruk av skriverammer, læringsverktøy som feks tankekart og venndiagram. Vi har jobbet mye med identitet. Hvem er jeg? Samtidig som vi jobber med å lage gode avsnitt.

Undervisninga styrkar læringsmiljøet og dermed læringa.

Undervisning rundt dette temaet kan tilrettelegge for store muligheter til å utvikle ulike grunnleggende ferdigheter som er definert i LK20 Engelsk. Blant annet kan dette skje gjennom å skrive og produsere ulike tekster (writing skills), ha en åpen diskusjon i grupper (oral skills), eller gjennom å lese både analoge og digitale tekster (reading skills) som tematiserer elementer som er relevante for temaet innen engelskfaglig kontekst

Tenker temaet ikke passer i engelskundervisningen

***7. Hvordan mener du at undervisning om temaet helse og livsmestring i engelsk kan bidra til å styrke elevenes grunnleggende ferdigheter?**

Temaet kan være engasjerende, får vokabular som kan være bra i møtet med litteratur og populærkultur,

Temaet er svært aktuelt for barn og unge, og engelsk er et ypperlig fag å inkludere i læringen av alle de grunnleggende ferdighetene

Større ordforråd ved å prate om eget/ andres «virkelige» liv

Styrkes fordi de kan lære ord, uttrykk og begrep på engelsk som brukes innenfor temaet. Mye engelskspråklig litteratur om temaet.

Styrke evnen til å gi uttrykk for egne tanker/følelser/ønsker både skriftlig og muntlig

Språk er viktig for fremtiden.
fungerer ofte best i tverrdaglige moduler.

Se svar på forrige oppgave.

Se svar i sp. 6.

Se hvordan andre samfunn fungerer, lese tekster for å få flere perspektiver på mellommenneskelige forhold.

Ry

På lik linje som i andre fag. Jeg bruker engelsk i alle fag, så for min del går dette hånd i hånd med mer enn kun engelske kompetansemål. helse og livsmestring kan bidra til å øke grunnleggende ferdigheter ved feks. å lære de kildekritikk (dig. ferdigheter) om temaet. «Denne forskningen sier dette, mens denne sier dette».

Prøver å implementere i all type undervisning, flere ganger i uka, og ikke nødvendigvis et tema som er dette, men baker det inn. Og dette er også viktig for å takle konfrontasjoner og uenigheter som oppstår, ofte daglig.

***7. Hvordan mener du at undervisning om temaet helse og livsmestring i engelsk kan bidra til å styrke elevenes grunnleggende ferdigheter?**

Om lesing, skriving, regning, muntlige ferdigheter og digitale ferdigheter regnes som grunnleggende ferdigheter, vil tema helse og livsmestring i engelsk potensielt kunne styrke elevenes muntlige ferdigheter i form av å kunne snakke om vanskelige temaer og utfordringer. Tema helse og livsmestring vil kunne legge opp til dette, og utfordre elevene på å legge ord på følelser og utfordringer. Man kan f.eks. jobbe med YAF-tekster som tar opp ulike situasjoner og vanskeligheter en som ungdom vil kunne finne seg i, kanskje spørsmål rundt identitet og legning (eksempelvis «Love, Simon»). Grunnleggende ferdigheter i engelsk, som lesing og skriving vil da kunne styrkes. Vi har også jobbet med tekster om photoshop og «netttroll». Hvordan vi oppfører oss mot andre på nett og i virkeligheten, selvbilde og selvtilit knyttet til sosiale medier (og ellers), samt kildekritikk vil da være naturlige temaer. Her vil også digitale ferdigheter kunne styrkes.

Når elevene jobber med og får uttrykke seg om egne interesser og temaer som opptar dem, bruker de språket på en annen måte enn tidligere, derfra kan lærer bygge videre på kompetansen de innehar.

Mestring av skolearbeid, frister, grensesetting osv.

Mener det vil variere stort ut fra aldersgruppe. Undervisning i helse og livsmestring for de yngste består mye i lek, sosial trening, øvelse i å snakke om følelser, løse konflikter osv, uavhengig av fag.. her har man også ofte de fleste fag i egen klasse og får totaloversikt på en annen måte.

Lettere tilgang på artikler på engelsk. Forståelse av at dette er et internasjonalt tema

Kunnskap om forskjeller i samfunn, kan hjelpe til å øke elevens kunnskap innen matematikk og språk.

Kommer jo an på vinklingen en har på temaet og hva du har som mål for undervisningen, men digitale, lesing, muntlige og skriftlige ferdigheter kan brukes for å nå et mål

Kan være med på å skape trygghet i klasserommet som kan overføres til livet ellers. Og dermed at elevene tør å ta muntlige ferdigheter i bruk i alle deler av livet

Kan fenge flere og få flere til å delta, blant annet muntlige og digitale ferdigheter!

Jeg tenker at det å lære det engelske språket i seg selv er livsmestring, i og med at i dagens samfunn er det essensielt å ha kunnskap i og om det engelske språket.

Jeg synes dette er litt vanskelig å svare på. Det eneste jeg kommer på akkurat nå er at elever med god helse og evne til livsmestring har et bedre utgangspunkt for å mestre ting i livet (inkludert fag/skole).

***7. Hvordan mener du at undervisning om temaet helse og livsmestring i engelsk kan bidra til å styrke elevenes grunnleggende ferdigheter?**

Jeg synes det er irrelevant for faget, og et kunstig pålegg fra oven.

Internasjonale begreper
kommunisere med flere
bygger kompetanse på linje med andre fag
rom for mye samhandling
jobber med temaer etter gruppens behov

Her har jeg nok ikke vært så god til å koble livsmestring til grunnleggende ferdigheter. Men det å være i stand til å snakke om følelser, kunne uttrykke seg skriftlig og muntlig, kunne bruke digitale verktøy er noe som er nødvendig i dagens samfunn. Og det å være kritisk til hva de leser på sosiale medier, og kunne bruke lesestrategier vil være en del av dette.

Helse og livsmestring er viktig i alle fag, men spesielt fag der man skal uttrykke seg og kommunisere. Tenker derfor at ved få kompetanse om temaet i engelsk vil det kunne fremme elevenes uttrykkningsformer, både muntlig og skriftlig.

Helse og livsmestring er viktig for alle mennesker uavhengig av nasjonalitet og kultur, om enn det er ulike ting å fokusere på ulike steder i verden. En kan benytte dette perspektivet inn i undervisningen blant annet når elevene skal presentere «alt og ingenting» i løpet av skoleåret. De grunnleggende ferdighetene ligger oftest i bunn i det meste vi arbeider med.

Helse og livsmestring er så store temaer at det er helt naturlig å touche innom i alle fag - også engelsk. Her kan både muntlige, skriftlige, digitale, regne- og leseferdighetene brukes og videreutvikles, så lenge man sørger for å bruke varierte læringsaktiviteter.

Hele faget bidrar til helse og livsmestring. Muntlig og skriftlig: kunne kommunisere med ikke-norskspråklige Lesing: finne informasjon og bli underholdt av engelske tekster online/offline, digitale: mye på nettet finnes kun på engelsk - kan du engelsk så kan du kommunisere og lære om/av hele den engelske språkverdenen

Grunnleggende ferdigheter er en del av folkehelse og livsmestring. Så å trene på å lese, skrive, regne, digitale og muntlige ferdigheter er en del av å trene på å bli et menneske som kan navigere i verden.

Gjør elevene tryggere på seg selv, i elevgruppa og ellers.

Gjennom å bruke det

Gir eleven flere " verktøy" til å mestre livet sitt.

***7. Hvordan mener du at undervisning om temaet helse og livsmestring i engelsk kan bidra til å styrke elevenes grunnleggende ferdigheter?**

Følelser, relasjoner og positivt selvbilde er med på å styrke elevenes tro på seg selv og utvikle en positiv relasjon til andre på tvers av kjønn, rase, religion. Dette er med på å gjøre elevene til reflekterte mennesker som de kan bygge videre på.

For det første føles ofte disse temaene veldig relevant for elevene, og skaper derfor ofte engasjement og motivasjon, som igjen gjør at å jobbe med ting føles mindre «tungt» og gir mer motivasjon generelt.

For det andre, kan gjerne elevene selv bli mer obs på ting og få tips og råd i løpet av disse timene/temaene, som igjen kan gi mindre uro i hodet og kroppen.

For det tredje, bygd videre på det forrige punktet, kan gjerne noen elever oppleve å bli skikkelig sett av disse temaene! For eksempel om noen av elevene er skeive, vil inkludering av identitets relevante tema (spesielt seksualitet og kjønn), oppleves som mer aksept av lærer / skole / klassen, og igjen gi mer ro til å fokusere på grunnleggende ferdigheter.

Et tema som kan og bør fenge elever til både å delta, men også se nytten og relevansen i opplæringen. Det bidrar til å bygge muntlig kompetanse, skriftlig gjennom å lære seg å uttrykke seg, lesing gjennom å utforske og finne informasjon om de ulike emnene. Regning gjennom statistikk, prosenter o.l., samt digitale ferdigheter i å kunne bruke, analysere og anvende relevante digitale kilder, apper og andre digitale funksjoner.

Er i 1.kl. og tenker ikkje at engelskfaget bidreg så mykje. Tenkjer det blir viktig på høgare klasstrinn.

Enklere å finne sange og blogginnlegg som elevene følger fra før. Gir temaet et ekstra dimensjon at man ser det utenfra

Engelsk er høyt verdsatt og engelsk er et globalt språk.
Engelsk åpner dører både utdanningsmessig og yrkesmessig.

Elevenes muntlige ferdighet i engelsk kombinert med forståelsen av å være et individ i møte med andre, styrker både mestring av engelsk muntlig ferdighet og følelsen av å være seg selv i møte med andre.

Elevene vill ha et videre begrep og forståelse. Spesielt med tanke på muntlige- og leseferdigheter.

Elevene skal lære å argumentere og reflektere i alle fag, også engelsk, både skriftlig og muntlig. Det å drøfte egen helse, både muntlig og skriftlig, er positivt. Dette kan lett gjøres tverrfaglig og inkludere digitale ferdigheter gjennom å f.eks la elevene skape videoinnhold eller vurdere ulike kilder opp mot hverandre.

Elevene får input i flere fag samt fagspråk.

***7. Hvordan mener du at undervisning om temaet helse og livsmestring i engelsk kan bidra til å styrke elevenes grunnleggende ferdigheter?**

Elevene er mer motivert i undervisningen når vi har om temaer som de opplever er relevante for dem.

Eleven må bli kjent med seg selv og egen tankegang for å kunne styrke grunnleggende ferdigheter. Flere kan oppleve å få aha-opplevelser gjennom temaet helse og livsbetingelser som kan bidra til en bredere og bedre forståelse av blant annet seg selv.

Det å vise til tekster som ungdommene (jeg underviser på ungdomstrinnet) kan fortelle dem at de ikke er alene. Samtidig finnes det nye ting som de blir opptatte av, nysgjerrige på og vil veldig gjerne lære mer om. Er slikt som vekker interesse også en del av undervisningen, tror jeg at det vil være med på å styrke deres grunnleggende ferdigheter.

Det vet jeg ikke om jeg syntes det gjør

Det kan være engelske tekster om helse og livsmestring som elevene må lese eller skrive om.

Det kan styrke de grunnleggende ferdighetene dersom man jobber med temaet gjennom å lese/ skrive ulike tekster, finne informasjon og snakke med andre om fysisk og psykisk helse.

Det kan gjøre dem tryggere, muligens mer motiverte, og samtidig styrke dem i lesing, skriving, muntlig aktivitet og digitale ferdigheter.

Det kan bidra gjennom variert tematikk, nytt vokabular og nye refleksjoner til både lesing, regning, skriving og digitale ferdigheter.

Det integrerer engelsk inn i skolehverdagen, der helse og livsmestring er i fokus flere ganger i uken

Det hjelper å diskutere vanskelige tema i flere settinger, men på småtrinnet er det ikke så enkelt å bare diskutere mental helse med elevene på engelsk. Der mener jeg man må få inn basis i den grunnleggende ferdigheten først

Det handler om å kunne kommunisere egne tanker og følelser, og lytte til andres. Barn i dag uttrykker seg i stor grad på engelsk - i vårt flerkulturelle samfunn. Viktig med livsmestring på engelsk.

Det er universelle tema som kan vere overordna for arbeidet i engelskundervisninga. Desse tema er noko elevane kan ha forkunnskaper om. Ein kan arbeide med lesing og skriving knytt til desse tema.

***7. Hvordan mener du at undervisning om temaet helse og livsmestring i engelsk kan bidra til å styrke elevenes grunnleggende ferdigheter?**

Det er sammensatt, men dersom gruppen man underviser er raus og det ikke blir latter dersom noen sier eller gjør feil vil jo det gi mestring og derfor være med på å styrke elevens grunnleggende ferdigheter.

Det er ofte relevant for elevenes interesser. Dette skaper motivasjon til å jobbe med temaene og dermed bruke GF i arbeidet

Det er naturlig å snakke om et tema f.eks vennskap også i engelsk. Noen ganger er det aktuelt å snakke om kultur i engelskspråklige land knyttet til tema innenfor helse og livsmestring. Hvordan ulike land forholder seg til for eksempel homofile eller menneskerettigheter.

Det er avhengig av hvordan man jobber med temaet. Mye skriving hjelper på skriving, diskusjon hjelper på muntlige ferdigheter osv.

Det bør oppleves relevant, noe de får behov for.

De kan lære å kommunisere på engelsk i en hverdagslig situasjon.

De bør møte på det i flere fag. Hos meg er ikke det en planlagt undervisning alltid, det er det det blir når jeg opplever uro psykisk og fysisk hos de.

Dagens ungdom er svært aktive i sosiale medier, og både i klasserommet og i gangene hører jeg snakk om alt kjendiser, sminke, kjærlighet, hvordan de kan skaffe hasj til kontroversielle temaer. Språket de møter i disse mediene er engelsk, og da er det også naturlig å legge til rette for disse temaene i undervisningen. En legger vekt på å forstå begreper og slang, lese mellom linjene, reflektere og analysere. Økt språkkunnskap gir elevene makt når de lytter til det som blir sagt av mennesker de ser opp til, makt til å tenke selv og ta egne valg i stedet for å følge blindt. Engelsk blir mer og mer utbredt i det norske samfunnet, blant annet gjennom reise, fritidsaktiviteter og krig. Det er dermed naturlig at helse og livsmestring får større plass i engelskfaget.

Bredt tekstutvalg for og om ungdommer som de gjenkjenner seg i og vokser på - lese, skrive, muntlighet og digitale ferdigheter.

Best på norsk der de kan uttrykke seg i fullt ordforråd. Kun litt i engelsk som tverrfaglig

Barn som har det bra lærer bedre. Vi voksne rundt barn må gi de verktøyene for å håndtere følelsene sine og leve sunt. Følelser er også en sterk motivasjon for skriving og muntlig kommunikasjon, og man kan kjenne seg igjen eller ta andres perspektiv gjennom lesing av litterære tekster.

Arbeid med engasjerende temaer

***7. Hvordan mener du at undervisning om temaet helse og livsmestring i engelsk kan bidra til å styrke elevenes grunnleggende ferdigheter?**

Aktuelt og personlig tema som skaper interesse og motivasjon for utdannelsen.

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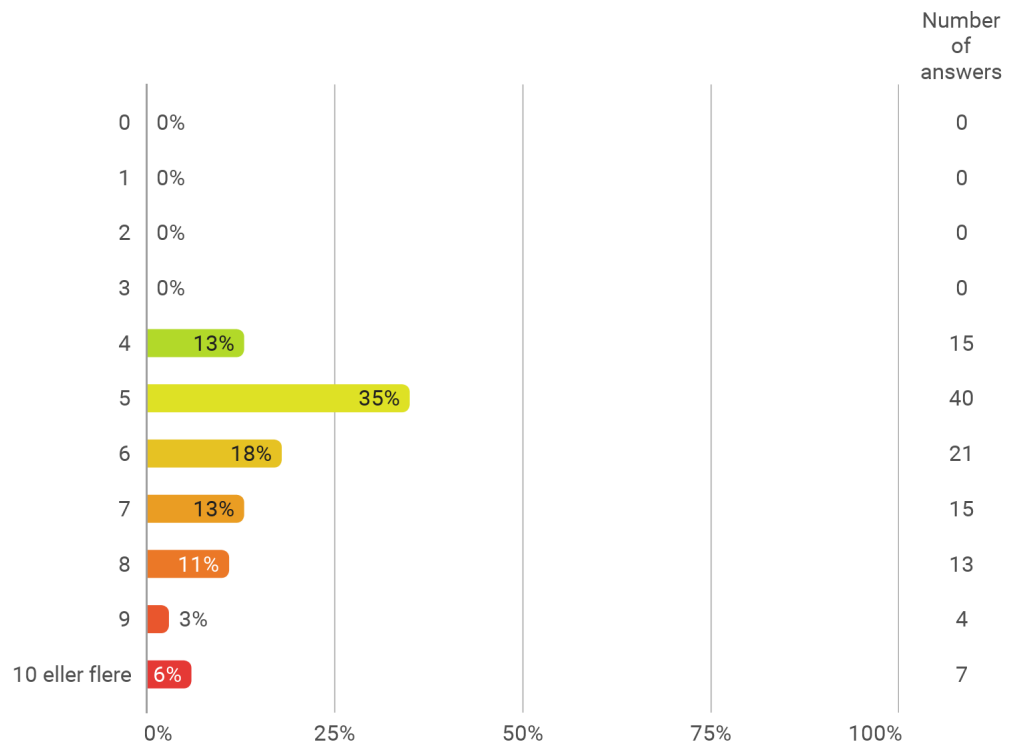
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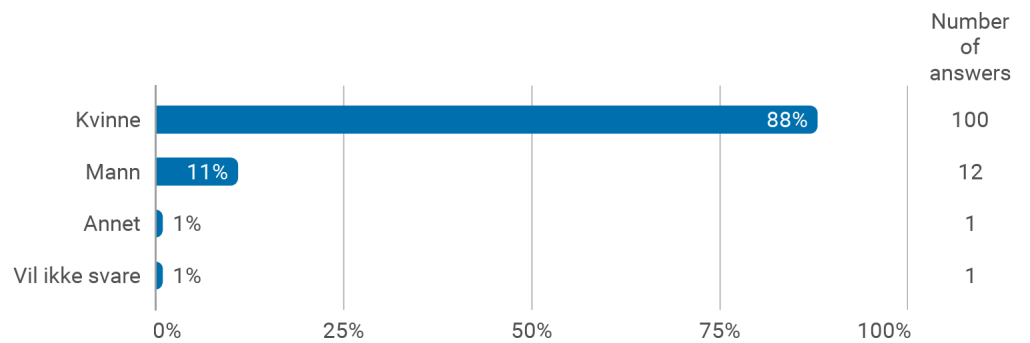
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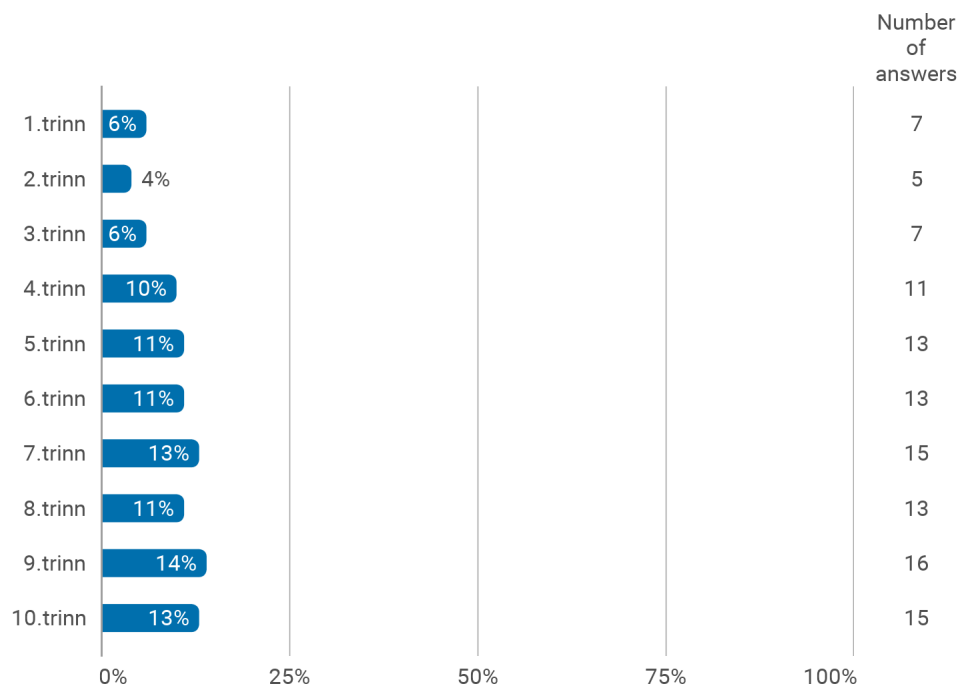
***8. Hvor mange års høyere utdanning har du?**



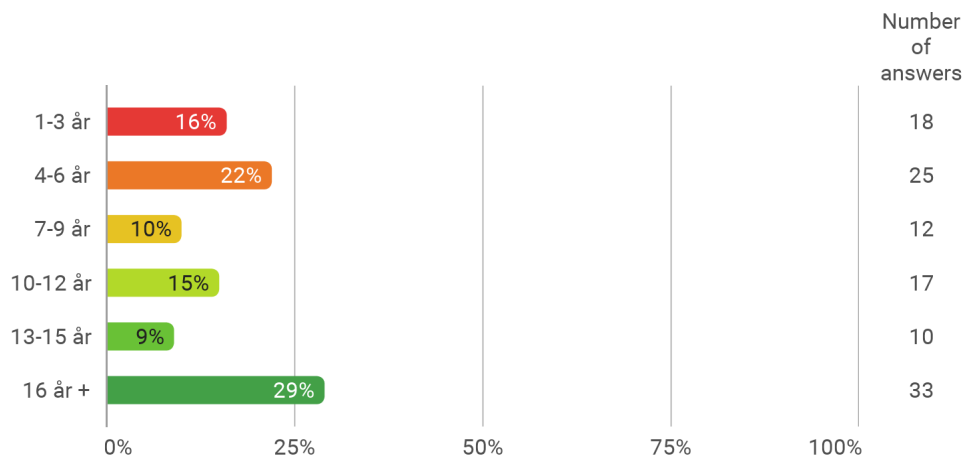
*9. Hvilket kjønn definerer du deg som?



*10. Hvilket trinn underviser du på?



***11. Hvor lenge har du jobbet som lærer?**



Her kan du utdype om ulike metoder, undervisningsformer, innhold eller annen informasjon du vil tilføye om temaet.

Vi har snakket en god del om identitet, inkludering og utenforstående, og lest tekster om temaet både på 8. og 10. trinn.

Nå har vi et Harry Potter-tema der elevene skriver historier om å møte sin verste frykt. Vi skal også ha rollespill der elevene får oppleve å være fullblods, halvblods og gompefødt - å bli forhåndssamtykke ut fra "familie".

Veksler mellom undervisningsformer etter kva som fenger elevane. Har så lang undervisningspraksis at eg har moglegheiter til å skifte på sekundet. Eg har faget i ryggmargen og er ikkje redd for å spørje om hjelp hos andre lærarar. Det viktigste er å like faget og ha det kjekt medan ein underviser.

Her kan du utdype om ulike metoder, undervisningsformer, innhold eller annen informasjon du vil tilføye om temaet.

Undervisning i halv klasse. Fokus på å gjenkjenne følelser og hvordan man kan lese andres følelser. Jobbe med samarbeid i alle fag. Særlig i kroppsøving kan man jobbe med fokus og samarbeid, som kan hjelpe på fokus og samarbeid i de mer teoretiske fagene.

Tverrfaglig undervisning tenker jeg kan være hensiktsmessig.

Rollespill, digitale verktøy, spill, mye dialog, skrive om alt mulig, bruke engelsk ute osv

På skolen vår jobber vi seks uker med kursing i hvert enkelt fag. Alle har samme overordnet tema, feks identitet. Etter seks uker har vi to uker med prosjekt. Da oppløses timeplanen og elevene velger seg ett prosjekt ut fra ca fem de har å velge mellom. Dette øker motivasjonen til elevene og de får jobbe på mange forskjellige måter.

På 1.trinn går det mye på muntlige samtaler samt å lytte til tekster. Elevene har kun 30minutter engelsk i uken, så det er begrenset med tid. Derfor prøver man også å dra inn litt vær dag. Det å kunne sette ord på ting fra 1.trinn er viktig.

Psykologisk førstehjelp er et prosjekt som kommunen har investert i, og kan brukes i flere fag og flere situasjoner. Viktig å prate om dette tema ofte, men trenger ikke å gjøre det som et eget fag, heller ta opp ofte og i korte bolker.

Omvendt undervisning
prosjektarbeid ut i fra egeninteresse
barnelitteratur
tankekart, presentasjoner, intervjuer

Nei

Mental helse

Lærebøkene har lite om dette, muligens tekster som kan brukes som utgangspunkt for givende prosjekter.

Kortfilmer med samtale etterpå.

Her kan du utdype om ulike metoder, undervisningsformer, innhold eller annen informasjon du vil tilføye om temaet.

Jobber på både 5. og 7.trinn. viktig å få fram at å jobbe med helse og livsmestring skal integreres i undervisningen - ikke som eget tema.

Jeg har bla. brukt digitale narrative spill som tematiserer ulike elementer som nevnes i «Folkehelse og livsmestring»-seksjonen i LK20 Engelsk. Blant disse er «Gone Home» og «A Normal Lost Phone» (tematiserer bla. LGBTQ+-tematikk) og «Lieve Oma» (tematiserer tema om utenforskap).

Jeg elsker å bruke skjønnlitteratur som inngangsport til tema. Bllant annet er disse bøkene fine til å snakke om seksualitet. The boy and the bindi og From the stars in the sky to the fish in the sea - som forøvrig er en absolutt favoritt og som kan brukes på utallige måter.

I engelsk er det først og fremst viktig å bygge elevenes trygghet i å bruke språket. De fleste har en grei leseforståelse, og de fleste et OK muntlig språk - men flere er redde for å bruke det. Ved å trygge elevenes språk bygges mestringsfølelse, og gjennom det bygges motivasjon for faget. Blandet med å gjøre faget relevant kan man begynne å utforske og gjøre engelsk til et artig fag for flere. Bruker man da også teknologi og plattformer elevene er kjent med og mestrer fra før kan man også lære mye. Livsmestring og folkehelse bakes så inn som et overhengende tema i flere emner - der elevene er med på å definere hvorfor et emne passer inn i det overordnede temaet.

Hei!

Jeg håper at jeg tar feil når jeg blir litt urolig for prosjektet ditt. Noen av spørsmålene her får meg til å tenke at du kommer litt på siden i forståelsen av læreplanene. De tverrfaglige temaene gjelder alle fag, men det er ikke slik at det skal undervises i seksualitet i mattetimen. Håper du har en god dialog med veileder om prosjektet og ønsker deg masse lykke til.

Har brukt learn lab, lest bøker, noveller og billedbøker, gruppearbeid, elevene har lagd podcast om temaet. Stasjonsarbeid

Gruppearbeid så elevene kan diskutere og reflektere sammen. Se film, lage bok i boocreator, utforske temaet, bruke fakta, lage spørsmål til hverandre, lage veggavis f.eks.

Følg med på det som skjer rundt oss - snakk sammen i ulike metoder og jobb med stoffet i det engelskspråklige klasserommet.

Få med klassen i samtalen! Ikke føre en monolog, men heller bruke alle de fantastiske elevene vi har til å bidra inn i temaer.

Fordype seg i tekster/roman
Filmer/dokumentarer
Prosjrktarbeid

Her kan du utdype om ulike metoder, undervisningsformer, innhold eller annen informasjon du vil tilføye om temaet.

For vår del jobber vi med å tenke mer tverrfaglig med utgangspunkt i blant annet helse og livsmestring, og der jobbes det stadig med å bedre og øke engelskfaget sin rolle til dette. Hele skolen har fokus på det, ikke bare jeg som lærer eller trinnet. Vi føler med i nyhetsbildet og lytter til elevenes interesser og bruker dette i timene for å skape engasjement og interesse for faget samtidig som vi ufarliggjør det å bruke det engelske språket fordi vi får det inn i en mer naturlig setting. En form for "klassens time". Vi er ikke gode nok enda til å knytte sammen de tverrfaglige temaene og fagene på skolen, men vi er bevisste og jobber med det hele tiden.

Mange lærere med tiår bak seg i læreryrket ser på det som et tapt prosjekt fordi det kommer til å endre seg med neste kunnskapsløftet, og det kan til tider være slitsomt å måtte forsvare å ta i bruk de tverrfaglige temaene, deriblant helse og livsmestring, i undervisningen. Mange henviser til norskfaget som ansvarlige for disse temaene, men det er viktig at også engelskfaget tar ansvar. En finner ikke bare utdanning i helse og livsmestring, men også danning.

Engelsk har flere ord for å beskrive følelser. Et tema vi har jobbet mye med i år på ulik måte. Jeg har fem elever som er fra flerspråklig hjem. Da har engelsk vært en naturlig støtte i arbeidet med tema

Det går fint an å tenke både super faglig (eksempel grammatikk) og dette overordna temaet samtidig. Eksempel fra meg som underviser i engelsk på mange trinn: når du snakker om pronomen og lærer opp elevene til dette på engelsk, kan du fint dra inn dette med personlige pronomen, å respektere dem, det at du ikke alltid kan se på folk om hvilke pronomen de bruker om seg selv og alle som finnes.

Det burde vært tatt høyde for at mange jobber på flere trinn, så man kunne krysset av flere.

De første spørsmålene her var litt vanskelig å svare på, det blir ikke helt rett å si at jeg underviser om helse og livsmestring en gang i måneden eller annenhver uke. Når vi har temaer som dette blir det kanskje alle engelsktimer i noen uker, og deretter perioder helt uten. Mye bruk av temaet tverrfaglig over lengre perioder.

Cafe undervisning, debatt og lage blogginnslag

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