Bachelor thesis

Adapted teaching for advanced students in the EFL classroom

Tilpasset engelskundervisning for faglig sterke elever

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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), § 10.

Abstract

This study investigates teachers' background knowledge on what adapted education means and the importance of it. Adapted education is a central theme in teachers' education and is by Norwegian law to be dedicated to each individual student. Most research on adapted education is about the weaker students, and therefore in an attempt to fill in a knowledge gap, this thesis will look at the stronger students (advanced students).

The main objective of this study was to find which strategies teachers use when they adapt their teaching for advanced students in English. To take a look at teachers' perception of the importance of motivation is also a part of the thesis, due to how adapted teaching and motivation go hand in hand. Through a qualitative research design, four teachers (two from elementary school and two from lower secondary school) were interviewed.

This study found that teachers' knowledge about adapted education is that they consider all students, both the weaker and stronger ones. The teachers' perceptions of the advanced student are also different, however, essentially it is about a student who handles the basic skills above average, and who sees connections and context. The strategies that were used were different, however; group work/activities, presentations, leading activities and self-assessment were strategies that were used by the interviewees. The students were often used as a resource in class, which can be an advantage for themselves as well as the rest of the class. Motivation is essential in further development and interest in the English subject. The teachers' opinion was to play off the students' interest, and to make the teaching as interesting as possible was key to trigger motivation.

Sammendrag

Denne studien undersøker lærere sin bakgrunnskunnskap på hva tilpasset opplæring innebærer og viktigheten rundt det. Tilpasset opplæring er et sentralt tema i lærerutdanningen, og skal etter norsk lov tilegnes til hver enkelt elev. Det meste av forskning rundt tilpasset opplæring handler imidlertid om de svakere elevene, og derfor i et forsøk på fylle et kunnskapstomrom, ser denne oppgaven på de sterkere elevene (faglig sterke elever).

Hovedmålet med denne studien var å finne ut hvilke strategier lærere bruker når de tilpasser undervisningen for faglig sterke elever i engelskundervisning. Å se på lærernes oppfatning av viktigheten rundt motivasjon er også en del av oppgaven, da tilpasset undervisning og motivasjon går hånd i hånd. Gjennom et kvalitativt forskningsdesign ble fire lærere (to fra barneskolen og to fra ungdomsskolen) intervjuet.

Denne studien fant ut at lærernes kunnskap om tilpasset opplæring er at alle elevene blir tatt i betraktning, både sterke og svake. Lærernes oppfatning av den faglig sterke eleven er også veldig ulik, men i bunn og grunn handler det om en elev som håndterer de grunnleggende ferdighetene over gjennomsnittet, og som klarer å se sammenhenger og kontekst. Strategiene som ble brukt var forskjellige, men de som gikk igjen var gruppearbeid, fremføringer, lede aktiviteter og selvvurdering. Elevene ble ofte brukt som en ressurs i klasserommet, noe som kan være en fordel for både dem selv og klassekameratene. Motivasjonen til elevene er utrolig viktig i videre utvikling og interesse for engelskfaget. Lærerne mente at å spille på elevens interesser og å gjøre undervisningen så interessant som mulig var nøkkelen i å trigge motivasjon.

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1. Introduction

1.1 Aim and scope

After almost three years of studying to become a teacher, it is clear to me that adapted education is a big part of the profession, as "[a]dapted education is a tool for all to experience increased learning outcomes" (UDIR, 2018, my translation). However, in my teaching practice, I was asked to consider adapted teaching, and to focus on the students who struggle in class. In addition, I realized that most of the curriculum on adapted education also focuses almost exclusively on the weaker student. Therefore, I wanted to get more insight into how teachers work with advanced students. This study will therefore attempt to answer the following research question:

According to teachers, how and to what extent is the advanced student's right to adaptive teaching implemented, and which teaching strategies are reportedly used?

I use the term advanced students as a common term for stronger students. This includes students with great learning potential, gifted students and students who either are or come from a family of English native speakers. The teaching strategies used towards these students in adapted teaching will be my focus. Furthermore, how motivation interacts with advanced students' development is also investigated.

2. Theoretical background

In this chapter, the theoretical underpinnings of this thesis will be elaborated. First, I will discuss what *adapted education* is, and how *differentiation* and *inclusion* is a central part of it. Secondly, what it means to be an *advanced student* will be presented, which includes gifted children, as well as students who comes from English speaking countries or have close family with who they practise speaking English daily. Next, teaching strategies will be elaborated. Furthermore, I will investigate what *motivation* is and how *intrinsic* and *extrinsic* motivation work, in addition to the term *achievement orientation*. Finally, *teacher cognition* will be examined and related to the study.

2.1 Adapted education

According to Fasting, the term *adapted education* emerged in Norway in the mid 1980's, as a guidance for students who did not benefit from teaching (2012). To ensure students' social and educational development, teachers work with adapted teaching. Education Act (Opplæringsloven) states that "[e]ducation shall be adapted to the abilities and aptitudes of the individual pupil, apprentice and training candidate" (1998, § 1-3). Teachers are by Norwegian law required to adapt their teaching towards each individual in the classroom. However, it should be practiced through variation and adaptation to the diversity within the class (UDIR, 2018). According to Ekeberg & Holmberg, all students have different strategies and need to accomplish development in class, and through the method of adapted teaching, the teachers can ensure that they reach out to each individual (2001). However, this might be difficult since it is supposed to happen within the classroom. Therefore, teachers work with *differentiation*. Engelsen argues that

> [t]o differentiate means to separate or to distinguish, creating differentiation within an education. To use different tasks, differentiated teaching materials, intensity, organization, and teaching aids functioning by allowing one to focus on coeducational teaching to create optimal learning opportunities (2015, my translation).

In other words, differentiation is to vary teaching methods and strategies in class. This will ensure that the teaching reaches out to every student. Varying the degree of difficulty on tasks is important for challenging each student and to maintain their interest and motivation in class.

2.1.1 Ordinary education and adapted teaching

Ordinary education should be adapted to each student's level of development and learning abilities. In other words, the teaching should be adapted even though there is no specific need for special education. Engelsen argues that "[e]ducational theory emphasizes adapted teaching as a fundamental principle for all education given by the school" (2015, s. 186, my translation). It can be challenging to understand how to work with adapted teaching. To fully get to know your students is one of the most important factors in understanding how the students learn best. Furthermore, "[t]he teacher must identify the student's level of development, learning strategies and abilities, and figure out how to work with adaptation for the student to reach his/her goal of achievement and development" (Ekeberg & Holmberg,

2001, my translation). Therefore, it is essential to make sure the students vary their learning strategies, clarifying which ones suits them best. Adapted teaching does not have to include major changes. Some like to read out loud, and others like to read for themselves. Therefore, when varying between different methods and strategies, you make sure every student benefit from the teaching.

2.1.2 Special education

According to the Education Act (Opplæringsloven) §5-1, students who does not benefit from ordinary teaching are entitled to special education (1998). This involves students who cannot achieve the same learning objectives and aims in class. In other words, special education is all about adapting the teaching in a specific way for the student's needs. To be entitled to special education, the student must be evaluated, and his or her needs must be specified. The student's situation and standing in the ordinary teaching is evaluated, and if there are learning disabilities that must be ascertained. Special education may include extra help from an assistant, or he/she may be handed other learning aims. The students might not notice their struggles themselves, however; "[i]f the parents or the school itself, worries for the child's learning in class, the school shall adapt for the child's needs" (UDIR, 2018, my translation). Hence, there must be cooperation between the school and the child's home.

2.1.3 Inclusion and learning environment

Inclusion is a term that is widely discussed, thus, there are many definitions. According to Overland, "[i]nclusion means that all students should feel belongingness to its class, and to take part in the school community" (UDIR, 2015, my translation). In other words, every student should feel that they are part of something bigger and seen as much as any other student. Haug has divided inclusion into four sections: *togetherness, participation, cooperation* and *benefit* (my translation). *Togetherness* is the right to not be excluded based on background, gender, skills, interest or personal characteristics. *Participation* is participating in the communities and to feel acknowledgement. *Cooperation* represents that everyone should have a voice, and no one should be more authoritarian than others. Lastly, *benefit* concern the school's responsibility to use adapted education, to ensure each students' benefaction in class (2003, p.86-94).

2.2 Advanced students – students with great learning potential

The term "advanced student" can be intricate to define. However, the Norwegian Directorate of Education and Training (UDIR) uses terms such as *talented students, strong students, highly intelligent students, high-performing students* and *students with academic talent* (2018). There may be multiple reasons for what makes a student advanced, thus, different terms are being used. Idsøe (2014) defines a student with great learning potential as

> [s]tudents with strong needs and potential within academics such as mathematics, reading/writing/language, science, technology, social science or creative subjects, and who can transform their potential to talent only if these needs are encountered in a rich and responding learning environment" (referred to in UDIR, 2019, my translation).

As the above definition suggests, there is a strong relation between an advanced student and a good learning environment. Another term is *gifted students*. Jarvis describes giftedness as "[i]ntellectual potential or academic performance significantly in advance of most children of the same age and requiring educational opportunities beyond what would usually be provided" (2010, p. 298). These are students who naturally understands concepts and structure much faster and in a more productive way than the average student.

Advanced students constitute about 10 to 15 percent of the Norwegian student population. It has already been said that it is difficult to correctly find a right term for the advanced student, and it is even harder to state his/her qualities. According to Sousa (2009), these students have a great function in our educational system, as well as being highly motivated in accomplishing tasks (referred to in UDIR, 2019). In addition, these students often work with greater acceleration, the pace of acquiring new knowledge faster than their classmates is typical for these students (Jarvis, 2010, p. 300).

The Norwegian Directorate of Education and Training (UDIR) describes qualities that the advanced student has compared to the average student. The advanced student

- can faster understand terms within "his or her field"
- can easier see connections
- has a more abstract and complex way of thinking
- is more curious
- invests more time in research
- has better concentration
- challenges the teacher or peers

- wants to progress in a fast pace

   (UDIR, 2019, my translation)

The qualities above generally describe how the advanced student might be structured. It is clear that these students will not be satisfied with the teaching that is addressed to the average student. Therefore, it is important that the teacher in an early stage starts adapting the learning material, thus the student can develop in his/her naturally pace.

2.3 Specially advanced learners of English

The above theory of section 2.2 is related to the general advanced student. It is not specified for the English subject. Therefore, it is relevant to investigate the advanced learner/student of English. There is little research on characteristics of these students. Nevertheless, Iowa Department of Education have listed some suggested characteristics about gifted learners of English. These students tend to acquire the second language rapidly. Furthermore, they show a high ability in mathematics, and this goes hand in hand with being able to think in both languages and translating at an advanced level (oral). To be able to see patterns in both languages and to put sentences up against each other, might have something to do with the mathematical skills. Moreover, these students have a cultural awareness, and understands diversity in other languages and cultures and appropriate behaviours (2008, p. 12).

Kuehn, an experienced teacher of EFL and ESL teaching, introduces ten qualities of a good language learner. Some of these qualities are being motivated to communicate and being uninhibited when communicating with the teacher. Furthermore, being able to be self-confident enough to monitor his/her own speech and correct themselves to maintain fluency and correctness in speech are typical characteristics (2019).

2.3 Teaching strategies

This study focuses on teachers' strategies in working with adapted teaching for advanced students. Choosing the right strategy can be vital in the progress of development fort these students. There exist countless strategies, and this section will elaborate some of the strategies that can be used.

2.3.1 Group activities

One of the most classic teaching strategies there is, is working with group activities. When students work in groups, they get another perspective on their work and how to solve tasks. According to Wilson, Brickman & Brame, group work increases the students' achievement, persistence and attitudes toward science. The collaboration between the students create a learning environment for sharing thoughts and ideas, which can develop communication and teamwork skills (2018, p. 1).

The Norwegian Directorate of Education and Training (UDIR) firstly states that *flexible grouping* in relation to interests, performance level, activities, learning preferences and special needs can be an alternative (2019). Varying between placing advanced students in groups of other advanced students, and placing them with weaker ones, can increase both interest and motivation. In groups with students with equal outcome, they will learn from each other. On the other hand, in groups with students at a lower level, they will be able to teach them and get a feeling of mastering the activity.

2.3.2 Material and task complexity

The next strategy is *tasks with different complexity*. The teacher gives the whole class a common theme or core skill, however, the level to work with the task can vary. For example:

Table 1: Tasks with different complexity

Task 1: Structured and teacher-directed.
Task 2: Teacher helps with just the structure of the task.
Task 3: Challenging, open questions, tasks the students have chosen themselves.

This is an effective strategy to reach every student and to ensure they reach their fully potential (Heacox & Cash, 2014, in UDIR, 2019). The advanced students should regularly be given tasks that can be challenging and open. As *Task 3* in Table 1 says, they should be able to choose themselves. This does not mean that they should decide everything themselves; but be able to choose how to solve it.

Norwegian schools work with different English learning material; however, most of the books provide a variety of task and material difficultness. *Stairs* is used at the elementary level and has divided the difficulty of material into three steps. Step 1 is about rehearsing and repeating

sentences about a theme. Step 2 is about reading sections of texts and to understand content. This part offers a dictionary of words in the back of the book. Step 3 provides more difficult texts and activities; however, there is not many texts of this level provided in *Stairs 5* (Thoresen & Unnerud, 2006, p. 5). *Stages* is another educational material but used in lower secondary level. As for Stairs which focus on reading, Stages focus just as much on tasks and reflection. Tasks are divided into *understanding, viewpoints, language lab, writing workshop, creative corner, explore more, math moves* and *speaking spot.* All of these provides different kinds of tasks and activities. *Understanding* is about understanding the text, *viewpoints* is about discussion, and the others represent reflection, language learning, developing writing skills, group work, mathematics in English, etc. (Løhre & Areklett, 2014). Providing all of these categories will lead to challenging and creative tasks, which advanced students can take advantage of.

2.3.3 Personalised learning

According to Jøsendalsutvalget, *personalised learning* is a term many countries use in adapted teaching, where the strategy is to catch the students' interest, ways of learning, how they cooperate with others and learning abilities (2016, p.24). When teaching advanced students, focusing on personal learnings processes can be very important. Despite that it mainly focuses on learning abilities, personalised learning can be related to the students' interest. Learning abilities can be about that the student learn better when the learning material is connected to the students' interest. This can increase the students' motivation, as well as understanding of context. If they can relate the learning material to their own world, it can become clear for them to see the importance of learning it.

2.3.4 Self-assessment

To be able to work with adapted teaching, it is important for the teacher to know what level the students are at. A strategy to achieve this, is to work with *classroom assessment.* Angelo & Cross (1993, p. 4) argues that classroom assessment improves learning by developing the student's metacognitive skills. The students also become more independent and responsible for their own learning. When the students become aware on how they learn, it is simpler for the teacher to use adapted teaching providing the best learning environment for the students. Boud and associates argue that "[s]tudents need confidence and competence in making

informed judgments about what they produce" (in Brown, 2015, p. 98). Assessing their own work will give them a wider perspective on where they are and what they must do to improve themselves. Using self-assessment as a strategy is therefore very important, especially for advanced students who often feel the need to know what they must do to develop and the need to be acknowledged.

2.4 Motivation

The foundation of a student's educational drive is based on motivation. Asbjørnsen, Manger & Ogden state that motivation is inner power, and essential for creating and maintaining learning. Furthermore, motivation in an educational perspective is affected by what occurs within and outside the classroom, as well as what happens inside the student mind (1999, p. 69). There are many reasons for why a student may perform; however, motivation is one of the most common reasons for achievement. The motivated student continues with his/her schoolwork and reads for pleasure and interest. This student finds the subject enjoyable, and this feeling of wellbeing will sprout great assumptions for further learning (Lillejord, Manger & Nordahl, 2013, p. 133).

Abraham Maslow is known for his hierarchy of needs, a motivational theory. This theory suggest that the human being has needs that controls behaviour and motivation (Lillejord et al., 2013, p. 141). This consists of five needs, which can be divided into three areas. Figure 1 below shows the five needs consisting of *self-actualization* (self-fulfilment), *esteem needs, belongingness and love needs* (psychological)*, safety needs* and *psychological needs* (basic).
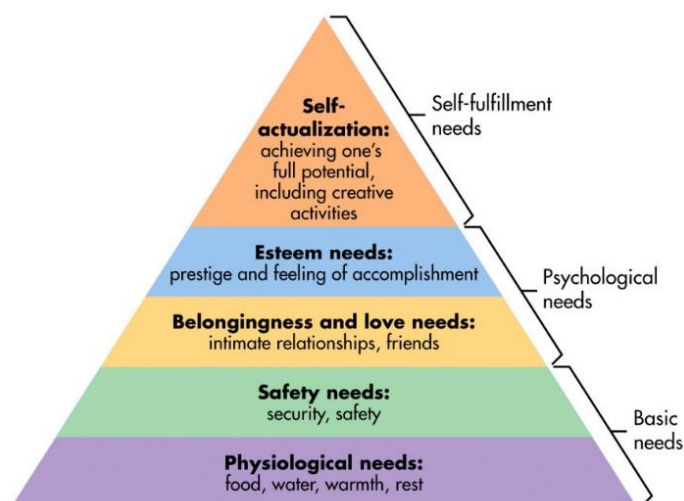
Figure 1. "Maslow's hierarchy of needs", 2018, by Saul McLeod.
(https://www.simplypsychology.org/maslow.html)

In Figure 1 we see Maslow's hierarchy of needs, and most of these are relevant for this thesis. However, for a teacher to make a difference for a student's motivation, it is self-actualization, esteem needs, belongingness and love needs that are most relevant. Safety and physiological needs can be a part of the teacher's responsibility as well, but those are factors that every student should have established at home.

2.4.1 Intrinsic, extrinsic motivation and achievement orientation

We distinguish between *intrinsic* and *extrinsic* motivation. According to Deci & Moller (2005) intrinsic motivation concerns interest for an activity, while extrinsic motivation is about the activity's instrumental value (referred in Lillejord et al., 2013, p. 134). For example, a Norwegian student might study English because he or she wants a good grade, thus show interest for the subject, hence outer motivation. On the other hand, other students might read and study for pleasure, and a genuine interest for learning English, hence intrinsic motivation. In many cases the intrinsic motivation is a result of the extrinsic motivation.

There are discussions on whether rewarding students with grades and other remarks should be prioritised. Studies have shown that rewards (outer motivation) weakens the inner motivation for learning (Lillejord et al., 2013, p. 135).

According to Reeve (2005), we distinguish between *performance orientation* and *mastery orientation* (referred in Lillejord et al., 2013, p. 137). Performance orientation concerns accomplishing positive evaluation of own competence compared to others. Students who are mastery-oriented thinks differently when working with their tasks. The major difference is that mastery-oriented students use their mistakes and errors as useful information to further develop, whilst performance-oriented students might be frustrated and let it be a hindrance in their learning (Lillejord et al., 2013, p. 137).

2.5 Teacher cognition

Borg (2003, p. 81) uses the term *teacher cognition* when referring to what teachers know, believe and think. Furthermore, Borg describes teachers as "active, thinking, decision-makers who make instructional choices by drawing on complex, practically-oriented, personalised,

and context-sensitive networks of knowledge, thoughts, and beliefs". In other words, a teacher will teach and make decisions for his/her students, based on his/her own background knowledge and personal beliefs. When interviewing teachers for this thesis, their cognition is important to understand their choices of strategies, as well as their understanding of adapted education. In the introduction to this thesis, the teacher college's focus on advanced students is brought to attention, and therefore the interviewees' knowledge (what they have learned) is interesting in answering the research questions.

2.6 Chapter summary

In this chapter, theoretical underpinnings of the present study were elaborated. Adapted education and adapted teaching were explained considering the Norwegian law and terms of *differentiation* and *inclusion*. Furthermore, the *advanced student* and his/her qualities was examined. In addition, teaching strategies for the advanced student were presented. Moreover, motivation in terms of *intrinsic, extrinsic* and *achievement orientation* were elaborated. Lastly, the term *teacher cognition* was explained and put in context of this thesis.

3. Methods and material

In this section, I will first introduce the overall research design of the present study, before I discuss the selection of research participants. Finally, I will discuss vital concerns for the research project: validity, reliability and ethics.

This study focuses on adapted teaching for the advanced student, and the methods were chosen in light of the following research question:

- According to teachers, how and to what extent is the advanced student's right to adaptive teaching implemented, and which teaching strategies are reportedly used?

The research question will be answered by analysing the interviewees' statements on questions about these topics in light of theory.

3.1 A qualitative research design

As a result of the research questions, I have chosen to use a qualitative design. A qualitative interview is flexible and gives the interviewer more detailed answers. The participants have the opportunity to give full answers, which makes them find the situation comfortable (Christoffersen & Johannessen, 2012, p. 77). This method of collecting data is suitable for this particular research, since my goal is to investigate teachers' strategies. The interview was semi-structured; hence with an interview guide. Brinkmann & Kvale state that a semi-structured interview is defined as "[…] an interview with the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena (2014, p. 6). Compared to a structured interview, a semi-structured interview gives the researcher the opportunity to go back and forth during the interview process (Christoffersen & Johannessen, 2012, p. 79).

3.2 Selection of research participants

In order to gather data materials on strategies used in the EFL classroom, the participants naturally are teachers, as this thesis focuses on the teacher perspective. However, as I wanted to get a perspective on if whether there were any recurrent patterns through the educational system, I decided to interview teachers from both elementary and lower secondary school.

From the elementary school, *Teacher 1* is a 37-year-old male who currently teaches the 5th grade in elementary school. He has been teaching English for about five years. There are 25 students in his class. He works at the school where I had my teaching practise. He was one of few teachers who had studied English in teachers' college.

Teacher 2 is a 41-year-old female, who currently teaches the 4th grade. She has been a teacher since 2003, and also has experience from lower secondary school. Throughout her period as a teacher, English has always been one of her subjects. There are 18 students in her class. This teacher also works where I had my teaching practise, however she stepped in as a back-up for another female teacher. The reason for not selecting her as a first choice, was simply that the other teacher had more credits of English.

From the lower secondary school, *Teacher 3* is a newly educated 25-year-old male. This is his first year as a teacher, and he teaches six classes in English. Three eight grades, two tenth grades and one *G-class*. A G-class consists of students who are mentally and physically

challenged. This participant is an acquaintance of mine, and due to my knowledge of his working situation, it was interesting to interview him.

Lastly, *Teacher 4* is a 28-year-old female. She has been teaching English for 6,5 years at the lower secondary level. She currently teaches the ninth grade, (as well as English specialization class). This participant is a family member. In my opinion she is a great teacher, and our relation would not affect the outcome of the interview, and therefore she was selected as a participant.

Table 2: Interview information

Participant	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Interview length	23 min 10 sec	17 min 7 sec	23 min 33 sec	27 min 15 sec
Transcription word count	2183	2673	3535	4215

Table 2 provides general information about the length of the interview and the transcription.

3.3.1 Data collection

After deciding what and how to research, I created an interview guide (Appendix, A). It was important that the questions were open, which would result in more detailed answers. Some of the questions were very similar, however, this was to make sure to get the most out of the interviewee. A similar question might trigger another answer. I chose to start with a question about their background and history of teaching English, to get information about the research participants, and also to create a safe atmosphere. It was important that the interviewee did not feel interrogated, but that it was a peaceful conversation about adapted education. The questions then became more detailed as they went from general adapted education to specific examples of adapted teaching for advanced students.

Wednesday the 13th of March I did my first interview with Teacher 2. However, due to interruptions I had to pause the recordings several times. After the interview I realised that the recording was damaged and unfunctional. Luckily the interviewee agreed to do the interview again the following week.

Monday the 18th of March, Teacher 1 was interviewed. This time I cleared with him before we started, that if someone was to interrupt, I could not pause the recording. Therefore, he

would have to leave the room to prevent any personal information about the school, students or staff to be recorded. This happened three times during the interview, and even though no personal information was recorded, I believe it might have affected the interviewee's focus.

Thursday the 21st of March Teacher 2 again agreed for another interview. This time the interview was about five minutes shorter, due to the fact that she already knew what the interview was about. In spite of this, her answers were similar to the first one, and this suggests her answers were reliable.

Almost three weeks later I conducted my third interview. Teacher 3's interview was completed the 9th of April. A week later, on the 16th of April, Teacher 4 was interviewed.

3.3.2 Transcription

I decided to do a full transcription of the entire interviews. With over ten thousand words of transcription it is easier to find relevant information that can be used and analysed. The transcription was done in Norwegian, listening to the recordings in slow-motion. For the purpose of the thesis, it is translated into English. The challenges with this, is the unformal language that is used in Norwegian. However, I have chosen to best possible translate their statements, and structured them correctly. The original transcription that is used in this thesis is placed in Appendix C in Norwegian.

3.3.3 Coding

It was a challenge to find out how to best analyse the collected data. The best possible way to find out how was to start coding. Miles & Huberman state that "to code means to label or name extracts from the text. It can be individual words, sentences, sections or longer extracts of text that is named" (1984, in Christoffersen & Johannessen, 2012, p. 101). As I chose to transcribe the whole interviews, it was clear a lot of the transcription was not relevant for the thesis. Therefore, I labelled every word that caught my attention with a yellow marker. These were words that were connected to either theory or relevance of the research question. This made it easier when researching what the interviewees might have said about certain subjects.

3.4 Reliability and validity

When doing interviews, it is important to consider the validity and reliability. Brinkmann & Kvale state that

> [r]eliability pertains to the consistency and trustworthiness of research findings; it is often treated in relation to the issue of whether a finding is reproducible at other times and by other researchers. (Brinkmann & Kvale, 2014, p. 281).

The above quote states that reliability is about whether the research findings are trustworthy, and how we can know for a fact they are true. If the interview subject gives different opinions or changes his or her mind throughout the interview, there is a chance the data will not be reliable. Christoffersen & Johannessen also relate reliability to replication of studies. If the results are about the same, the reliability is high (2012, p. 23). One of the interviews of this thesis had to be conducted twice, due to technical failure, the recordings were not functional. However, when doing the second interview, the interviewee was consistent, and the answers were about the same. It suggests that the interviewee was honest, and her answers were reliable.

Validity refers in ordinary language to the truth, the correctness, and the strength of a statement." (Brinkmann & Kvale, 2014, p. 282). It is essential that the interview shows validity. When interviewing, the answers and arguments must be well-grounded and convincing. According to Christoffersen & Johannessen, *construct validity* is about the relation between the general phenomena that are researched, and the concrete data (2012, p. 24). How can we know that the data is valid? Using common sense (*face valid*) and understand that the teachers' statements are their perception, not facts.

3.5 Research ethics

It is essential that the researcher act after ethical considerations. Brinkmann & Kvale discuss ethical situations, such as the *interview situation, transcription* and *analysis.* During an interview the interviewee might feel stressed or have other emotions which can affect their answers, this must be taken in consideration when collecting data. When transcribing, it is important to be loyal to the oral statements of the interviewee. The analysis is done by the researcher, and the interviewee must trust the researcher to interpret the statements correctly (2014, p. 85-86). In this thesis it has been important for me to strive remain honest and loyal to the interviewees.

3.5.1 Protection by anonymity and sheet of consent

Since I chose to use a qualitative research design and to use interviews as a data collection method, it was necessary to get an NSD approval. NSD is an archive for research data, and assists researchers about data gathering, data analysis and research ethics. Before collecting data, it was important for me the researcher, the participants and NSD that no personal data was collected. The participants share little information on who they are, only age, gender and teaching experience are stated in the interview. However, since recording the interview, it was necessary to get an approval to keep these recordings throughout the project. As I stated in my NSD request, all personal data will be destroyed after the end of the project 03.06.2019.

Before interviewing my participants, they were given a sheet of consent to sign, which is the template NSD has created. Therefore, I have followed their guidelines, and the participants are fully aware of their anonymity and their rights to withdraw from the project at any time.

3.6 Limitations

It is important to stress that this study focuses on the selected teachers' perceptions and strategies. Their statements do not represent all teachers. In addition, the teachers that were interviewed were not from all parts of Norway, which mean they do not represent all Norwegian teachers. The participants are asked about their students' motivation. It is essential to use common sense and understand that they can never answer exactly how motivated their students are. They can only provide their opinion on how they experience the students' motivation.

When conducting the interviews, the teachers were asked in Norwegian about the term *faglig sterk elev* (Appendix A). As mentioned in the beginning of this thesis, the term *advanced student* includes talented, gifted, strong students etc. For the interviewees to answer to the Norwegian term *faglig sterk elev*, this can create a translation problem in meaning of that the two terms are not identical. Nevertheless, the main aim is to investigate the strategies that are used for advanced students of English.

4. Analysis

To answer the research question *according to teachers, how and to what extent is the advanced student's right to adaptive teaching implemented, and which teaching strategies are reportedly used?*, I decided to analyse their statements using a table. Working with coding as a tool in finding the essence their sentences, which resulted in key words (more explained in section 3.3.3). In table 3, the interview questions and *key words* are placed in the left column, and the participants and their answers in the columns next to it. Marking the essence of the sentences with yellow (coding), then placing them into key words underneath, allowed me to compile a collection of strategies, which later will be described and discussed in depth. Table 3 (p. 21) is an example on how the analysis was conducted. This procedure was used with other questions from the interview guide, such as *Can you provide examples on how you work with adapted teaching for advanced students?* The findings of the table analysis will be presented in section 5.3.

Table 3: Adapted teaching strategy analysis of interview data

Question / Key words	Teacher 1	Teacher 2	Teacher 3	Teacher 4
How do you customize your teaching for advanced students? (1)	Yes, I make higher demands from them. I expect more from them, expect that I correct them in another way (2).	[…] that they should show more of their knowledge to others. […] to lead activities. […] challenge themselves but use them as much as possible with the rest of the group (3).	I tend to place them, as often as possible, in the same groups. […] I like to have *conversation of subjects* (fagsamtaler). Where I divide them into groups, and they discuss themes, answering questions, talking in English on a recording, sending it to me (4).	[…] that I give them open tasks. Simply as that. That I in a way let them choose. […] then he can go in depth within the theme, and then to have a presentation, because he enjoys that (5).
Key words	High demands Expectations Correctness	Presentation Leadership Group activities	Group activities Conversation of subject Recording	Open tasks Participation Presentation

(Appendix C, 1-5)

5. Findings and discussion

In this chapter, the research findings will be presented. First, the interviewees' knowledge about adapted education is examined. As this study focuses on advanced students, it is interesting to look at which student group the teachers who are interviewed think of when working with adapted education. Next, the teachers' perception of the advanced student is investigated. As it is difficult to determine the qualities of an advanced student, it is important to get the teachers' perception to answer the research question. Most importantly, the strategies that were found in the analysis are elaborated. Lastly, the teachers' opinion of how motivation matters to the advanced student will be presented. In each section, the collected data is put first. Subsequently, the section will be discussed in light of theory.

5.1 The teachers' knowledge about adapted education

As this thesis focuses on the advanced student, it was important to build a context for the interviewees. The first part of the interview focuses on adapted teaching in general, to seek the teacher's cognition (Borg, 2003, p. 81), to find out how their background knowledge and personal beliefs are related to their work with adapted teaching. To the question "How do you understand the term *adapted teaching*?" (Appendix C, 6), the following answers were:

Table 4: Perception of the term *adapted education*

Teacher 1	[…] adapted to the level they are at. […] Adapted to the assumptions the kids have. Everyone is entitled to adapted education (7).
Teacher 2	Well yeah, adapted education is… something that should be for everyone. […] Not just the strongest, or the weakest. But everyone. Everyone has equal rights to learn at the level they are at (8).
Teacher 3	[…] It is about adapting the education for both the weaker and for the stronger ones. It is common that it is mostly the weaker ones who are thought of in that context. But we must not forget that also the stronger ones need to get adapted education (9).
Teacher 4	Adapted education is about seeing each and every student, what they achieve and what they must work with, and what they can reach. […] facilitate for each student to accomplish the sense of achievement […] (10).

(Appendix C, 7-10)

As Table 4 indicates, all four teachers mention that *adapted education* is for all students. Education Act (Opplæringsloven) state that all students are entitled to adapted education, therefore the teachers' statements are not very surprising (1998, §1-3). However, Teacher 3 mentions that it is the weaker students who often are thought of in this context. It is reasonable to believe that one in general think of the weaker ones, because it is those who struggle. Nevertheless, the aim was to find out if any of the teachers did not even mention the stronger students, but that was never the case.

5.2 Teachers' perception of advanced students

One of the challenges for this thesis is to determine what an advanced student is. As for the theoretical background (section 2.2), which focused on students who are gifted (Jarvis, 2010, p. 298), talented or those who perform more than expected from an ordinary student, the interviewees had a different perception. For Teacher 1 the advanced student manages to master the basic skills of reading, writing and oral skills, and understands the content in texts. Furthermore, when answering questions, he/she speaks with fully structured English sentences, actively participating by speaking in English (Appendix C, 11). Teacher 2 argues that the advanced student knows the learning aims, in addition to the content. Not only being book smart, but to be able to draw parallels and see connections in what they do (Appendix C, 12). Teacher 3 has similar opinions as Teacher 1. He focuses on the basic skills of oral and writing. He as well, states that the advanced students are orally active, and this is usually how you figure out they are academically strong (Appendix C, 13). In addition, he states that in general the advanced student is "above average" (Appendix C, 14). Lastly, Teacher 4 argues that these students understands immediately what they are supposed to do. Furthermore, they can carry out the given tasks, and do not struggle with the content. However, she claims that even though they are academically strong, they still are in need for help. It is more about how they put their mind into tasks and activities, rather than being exceptionally talented (Appendix C, 15)

First, three out of four teachers conclude that the advanced student has a great understanding of the content. They do not just write sentences because the teacher says so; but, to understand that these sentences makes sense because of the topic, context etc. Second, whereas Teachers 2 and 4 suggest more advanced skills such as draw parallels, understand and to carry out tasks, Teachers 1 and 3 were focused on the basic skills. Both focus primarily on oral skills,

about speaking in long and advanced sentences. There are some clear connections in these findings to the theory. As for understanding the content and draw parallels, advanced students "easier see connections" and have "better concentration" to carry out tasks (UDIR, 2018). Nevertheless, as this thesis focuses on strategies, it is clear that the strategies that are found in the data are aimed at both "exceptional students" and "students above average". In sum, these are the students who in the eyes of the interviewees are advanced or academically strong.

5.3 Adapted teaching strategies for advanced students

The analysis of table 3 gathered a collection of key words that were relevant for this study. Nevertheless, the strategies that were selected to be presented and discussed were *group activities* (section 5.3.1), *presenting* and *leading activities* (5.3.2), *self-assessment* (5.3.3), *task complexity* (5.3.4), *open and challenging tasks* (5.3.5), and *alternative activities* (5.3.6).

5.3.1 Group activities

A strategy that is commonly used by the research participants is group activities. Three out of the four teachers that were interviewed use group work often in class. Teacher 1 did not mention using groups once during the interview. However, Teacher 2 often use group activities in class because the weaker ones can listen to the stronger students' pronunciation when learning language (Appendix C, 16). As Teacher 2 puts advanced students in groups with weaker ones, Teacher 3 does the opposite. When placing advanced students with advanced students, they tend to support each other, and there is high quality of work. He argues that when placing the students in groups of the same level, "no one who can hide, and no one who can lean on others. […] and it is the same way with groups of advanced students, everyone wants to step up […]" (Appendix C, 17). These ways of placing students in group corresponds with The Norwegian Directorate of Education and Training's *flexible grouping,* in relation to performance level (2019).

Teacher 2 also provided an example of how group work with roles can be used as an adapted teaching strategy. This is "[t]o get as much explanation and oral communication as possible from it" (Appendix C, 18). For example, when working with a text, the students are given a role which includes different tasks. *Figure 2* shows a map of four roles: *read, interpret, solve* and *evaluate.*
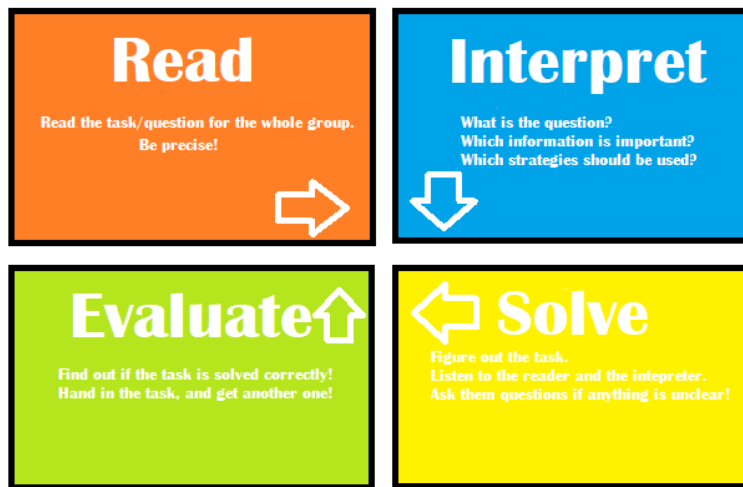
Figure 2: Map of roles. (Source: my creation, inspired by model shown by Teacher 2)

Giving each student a role, will vary their learning strategies. The students will rotate their roles. This way the teacher can ensure that the students cooperate, as well as that everyone gets to show their strong side. If a student is not a good reader, but a good solver, then he will at some point feel the sense of achievement during the task.

Both teachers mention works with group activities, as it develops the students' communication and teamwork skills (Wilson, Brickman & Brame, 2018, p. 1). These two ways of using group work function in two ways. The strategy of placing strong students with weak students can be an advantage for both. Whilst the weaker ones get an insight into how words and sounds are supposed to be pronounced, the advanced student gets the sense of achievement. However, to use strong students with strong students every time as Teacher 3 did, might not be too functional for the rest of the class. Even though the advanced students might work well together, placing weaker students in the same groups every time will probably not be beneficial. There will not be any strong leaders or students who are confident learners to secure the quality of the product. To vary between these two strategies will secure the learning quality of both advanced students and the rest of the class.

5.3.2 Presenting and leading activities

It is important for advanced students to be acknowledged as strong students, and teachers 2 and 4 both focus on presenting as a strategy. Teacher 2 says "[…] that they can show more of

their knowledge to the others. I also think that it is a great opportunity to lead activities" (Appendix C, 3). In other words, to either make them present a theme or subject, or to use them as resource in class. Teacher 4 states that she often

> [f]acilitate and boast their achievement. Like he who can present it for his class. Or in groups. An then I use him as a resource, or there are many I do this with. […] Then they can help their peers, because they learn by teaching (Appendix C, 19).

Both teachers from elementary and lower second level use this strategy for both making sure they feel the sense of achievement, as well as a resource in teaching their peers. Some of these students might be performance-oriented, and this way they get to show their competence, and achieve new motivation to strive for more development (Lillejord et al., 2013, p. 137). On the other hand, it is important that the students do not feel pressured to perform in front of their peers, but it must be an agreement.

4.3.3 Self-assessment strategy

Two of the teachers mentioned the usage of self-assessment; however, in different ways. Teacher 4 actively works with self-assessment as a strategy. During projects her students write down columns of evaluation criteria. In this way, the students know what they must do to achieve the best grade. Then they use self-assessment to look at their own work in the light of the evaluation criteria. The students then know what they are good at, and what should be improved. In addition, in tenth grade her students read their text to each other in groups of three, and together they help each other find out where they are according to the evaluation criteria, as well as giving tips for improvement. Teacher 2 does not directly use the word self-assessment; however, she talks about the importance of her student's metacognitive skills. She argues that their learning must be set in a metacognitive perspective. When they are aware of what they are doing and why they are learning it, they can be able to achieve more (Appendix C, 20). Teacher 2 talks about the metacognitive perspective in a more practical way. It seems that to use activities where they become aware of their own learning or the perception of their level is another way to use self-assessment. She argues that it is important that the students "[f]ind out, okay, I am very good at that, but maybe not so much at that." (Appendix C, 21). Teacher 2 did not mention in a more specific way how they worked with self-assessment, but since it is at the elementary level this can be done through conversations and practical activities. This is a simpler method than Teacher 4 uses at lower secondary level.

How Teacher 4 work with self-assessment is in accordance with theory. As her students assess their own work, and in addition discuss the criteria with their peers, they are developing confidence and competence in making judgements about what they produce (Brown, 2015, p.98). It is necessary for students to be able to evaluate themselves, as well as they get a greater understanding of why the teacher gave them their grade. This can be a good strategy for advanced students, as they might perform at a high level, but not have the confidence to know it themselves, and therefore discussing their work with peers can be effective. Teacher 2's statements point to research on how classroom assessment improves metacognitive skills (Angelo & Cross, 1993, p.4). She argues the importance of the students to be aware of what they do.

5.3.4 Task complexity strategy

As the teachers should work with adapted teaching, the work- and textbooks clearly work as a helping hand. It can be difficult to adapt the lessons for 25 students, and therefore working with different task complexity is a good way to make sure every student gets challenged. Teacher 1 argues that a simple way of working with task complexity, is to use the English material's variations of task difficulty. Furthermore, if he wants to create a task complexity himself, he shortens the homework of reading material. While the advanced students will read the whole text, the less strong ones can read half or even less (Appendix C, 22). He did not mention more about how he works with the textbook's task complexity; however, he mentioned how he shortens some of the student's homework. This is a strategy that makes sure everyone at least does something at home. Despite this, Teacher 2, interestingly, mentioned that this was something you should not do. She stresses that cutting pages, giving them half of the content, will not be effective. Making a student read the first part and not the last, will only confuse the student, and there will be no context (Appendix C, 23).

Teacher 4 worked with the textbook Stages. She explained that "[…] task 1 is usually about understanding. Specific search and find tasks. Then there is number 2, which is a discussion task. Discuss what is in the text. […] Then there is an analysis or reflection task, more in a higher form, compare to something else, or find out more about this… […]" (Appendix C, 24).

For the advanced students the highest difficulty of tasks would be the naturally choice. However, what if those are too simple as well? Teacher 3 talked about his experiences with

advanced students, and he offer the students who seeks for more challenges, tasks on a more advanced level. Again, there was no more information provided on what kinds of tasks it entails, nevertheless, he mentioned handing out more work in class as well as more homework (Appendix C, 25).

Teachers 1 and 2 have different opinions about how cutting pages can lead to confusion and the product of what they are supposed to learn will be unclear. However, in some situation this might be one of few options to get them to read their homework. Both of these teachers work in elementary school and use *Stairs* as learning material. Section 2.3.2 showed that this textbook provides texts of different levels. Therefore, a solution can be to give the advanced students texts from Step 2, and the opportunity to read Step 3. For the weaker ones, make them read Step 1, and not just parts of Step 1 (Thoresen & Unnerud, 2006, p. 5). It is important that when teachers hand out more work for the students, it should be interesting and challenging. To hand out even more of the same material just because they were finished early would not help at all. This might end up with the student losing interest, and it becomes boring. It should not be a punishment to be efficient. However, the teacher should hand out even more challenging tasks in the beginning of the lesson, to students he knows will find the original material easy. To provide different kinds of tasks will be further discussed in the next section.

5.3.5 Open and challenging tasks strategy

Advanced students need to be challenged to maintain interest (Jøsendalsutvalget, 2016, p.19). It is when the task becomes too easy, we risk losing them. Sousa mentioned that these students are highly motivated to accomplish tasks (in UDIR, 2019), and therefore teachers must find alternative options for those who want to explore more. Teacher 4 mentioned she has a student with Asperger's syndrome in her class, and she consider him as a brilliant student, even though his writing skills are not at a high level. For this student she creates extra tasks to maintain his interest, she says

> […] Then I create extra tasks for him, more like a research task, it is more open. So that he can choose how he solve the task himself. When he can look into it, look online, see in his book, draw parallels and kind of just write (Appendix C, 26).

In other words, when the other students are learning about for example the United States national day from the textbooks, this student can go in depth to investigate the history of it, or

how it is celebrated in modern times, etc (my example). As these students acquire new knowledge faster than their peers (Jarvis, 2010, p. 300), learning the basics of a topic might not provide them with any challenges, thus, it becomes dull and tedious. Therefore, creating research tasks such as Teacher 4 provides for her student, is a strategy to prevent the student from thinking less of the task, as it is the student who chooses how to grasp the content (Heacox & Cash, 2014, in UDIR, 2019). These students want to invest more time in research and can have a more abstract and complex way of thinking (UDIR, 2019), and a task with little flexibility might kill the curious mind.

5.3.6 Alternative activities

Three out of four teachers mentioned stepping away from the book and being creative. It has already been discussed that an advanced student might for example be brilliant in oral skills, but not so much in writing skills. It can be the same with digital skills. Students grow up with computer games and social media, constantly providing them with English language in their everyday life. Teacher 2 argues that students in 2019 who play videogames often are advanced students. In her class she also has gifted students who handles language naturally, but she also sees a pattern of the students who play videogames (Appendix C, 27). She sees gaming as an advantage instead of a bad habit, as some teachers might do. Therefore, she constantly uses digital activities in her teaching, to catch these students' interest and get them into an environment where they can relate to their everyday life. In addition to using the computer and websites, she also has a greenscreen available at her school. This makes it easier for her to use her imagination, and she states that

> […] [t]he more creative you are, with plays, we have movies on greenscreen in the science room. […] So, the different dialogue plays, sites, oral presentations, much of plays and dramatizations (Appendix C, 28).

She argues that for the students to have a greenscreen available, it become much more realistic and fun to do roleplay in plays. Teacher 1 had another way to make the teaching more interesting and realistic. As he likes to visit England several times a year, he always brings something back to his students. He says

> I use things I have created myself, of things I want to tell them about, try to use something that is applicable. […] Try to bring something from an English-speaking country, leaflets, pictures, experiences. […] Then to use it in the teaching (Appendix C, 29).

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He argues that the books might not always be relevant to real life and finds it more important to teach them something that they can use if for example they visit England themselves. Additionally, the students seem to be more interested in learning more about England, and it becomes more fun to speak English about authentic objects.

Focusing on fun activities and the interest of the students is extremely important. All four teachers make the teaching joyful and life relevant for the students. As personalised learning is an essential part of adapted teaching (Jøsendalsutvalget, 2016, p.24), using alternative learning activities will most likely cover many students interests and learning techniques. However, even though focusing on what is relevant for you as a teacher, or for your students' interests, it is important to stay true to the curriculum, and to make sure the students learn about the material that is not as relevant as you might like. Nevertheless, there are ways to make these subjects enjoyable as well.

5.4 Motivation

When reading articles about advanced students, the term *motivation* often occurs. As an example, in the first section of The Norwegian Directorate of Education and Training's (UDIR) article about adapted education for students with greater learning potential, motivation is already mentioned as an argument for why teachers need to adapt for these students (2019). In the interview guide (Appendix A), the interviewees are asked how they believe motivation is a factor in adapted teaching, in addition to what they do to motivate/maintain the student's motivation.

Teacher 1 argue that his class has an atmosphere for competition, and the students strive to be best, which can be motivating for many. To maintain the motivation, he tries to be creative and not use the English textbook (Appendix C, 30). One example of his creativeness is how he brings possessions back from English-speaking countries to motivate his students (Appendix C, 29). In addition, he plays off the student's interest by connecting the teaching to a common interest, as for example football (Appendix C, 31). Teacher 2 argues how the learning material can be very easy for advanced students. If the teaching does not motivate, they can fall into a "standby"-mode, where they do not strive for development. She expresses that the teaching resources and tasks should match the students and their interest (Appendix C, 32). Teacher 3 stresses that motivation is important, and he refers to an experience with an advanced student of his. As the student did not get enough challenges, she ended up being

indifferent and lowering herself, and the situation became a problem of attitude. Furthermore, he states that for tenth graders are motivated by getting good grades on the exam. Lastly, he also mentions how stepping away from the textbook and using other learning aids can be a way of motivating (Appendix C, 33). Teacher 4 bases on her experience by connecting motivation to facilitation. The teaching has to be facilitated for the student, so that particular student gets motivated. She mentions a student of her who flourished and enjoys being at school after she was more determined to focus on facilitation (adapted teaching). To maintain their motivation, she expresses the importance of boasting their achievements. In specific examples, she talks about how to vary different video clips and to use an oral activity (Appendix C, 34).

The questions that were asked about motivation were not directly pointed to *intrinsic* motivation, and therefore their statements are mostly about *extrinsic* motivation. Despite this, in many cases the intrinsic motivation is a result of the extrinsic motivation (Lillejord et al., 2013, p. 134). Teachers 1, 2 and 3 focused on extrinsic motivation when working with activities that the students found interesting or joyful. On the other hand, should there be more focus on intrinsic motivation? The main aim for an English teacher should be to make the student enjoy speaking and writing English but focusing on extrinsic elements such as bringing material from England, can be trigger the lust for more learning. However, it is important to not use such elements just for fun and to make the lessons go fast, but it should be a start of something greater, such as a project etc. Teacher 1 also states that his students strive to be best, and they compete against each other. This can be motivating for many; however, it is important that the teacher creates a safe environment, and that the students become mastery-oriented instead of performance-oriented (Lillejord et al., 2013, p. 137).

In sum, all of the teachers agree that motivation is key for development of the advanced student. They use different methods in triggering or maintaining their motivation, as it is vital for the students' interest in English.

6. Conclusion

This study aims to answer the research question: *According to teachers, how and to what extent is the advanced student's right to adaptive teaching implemented, and which teaching strategies are reportedly used?* There were assumptions before this study; that advanced students were less prioritized and even forgotten, when working with adapted teaching. Nevertheless, all four interviewed teachers said that this was not the case, and all students are equally entitled to adapted teaching. However, it was mentioned that the weaker students tend to be thought of the most.

In conclusion, the main aim of the study was to investigate and elaborate teaching strategies that the participants work with. After analysing their statements, several strategies were revealed. First, three out of four teachers mentioned using *group activities* as a strategy. Two of them specified how they grouped the students, one usually placed advanced students with weaker ones, and the other placed them with peers of same level. Second, two out of four teachers let the advanced students *lead activities* and hold *presentations*. This makes the students feel the sense of achievement, and they get to use their qualities and knowledge in helping others. Third, *self-assessment* can work as a strategy to develop metacognitive skills and to acknowledge the advanced students learning level. Next, working with *task complexity* was mentioned by two of the teachers, one using *Stairs* and the other *Stages*. Letting the students work with tasks and texts created for their level. Moreover, giving them *open* and *challenging tasks* was a strategy several of the teachers used to give the students room for developing and to be creative, in addition it can trigger motivation. Last of the strategies are *alternative activities.* This strategy's intentions were to let the advanced student be creative and to make them interested in English. Using variations of digital tasks can be a way to catch the student's attention, and to personalize their learning. All of the participants agreed that *motivation* is key to make the advanced student develop and express his/her qualities of English.

These findings show that the selected teachers' perception is that the advanced student's right to adapted teaching is well implemented, and the strategies presented were used by most of them. Conducting this study made me more comfortable in knowing that advanced students are taken care of. A further investigation could be to see the advanced students' perception of the same matter.

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Appendix A: The interview guide – English & Norwegian

Introduction:

- Thank the research participant for accepting to be interviewed.
- Present the subject and what will be discussed.
- Inform about the purpose of the interview.
  a) Anonymity.
- Emphasize that the interview is entirely voluntary, and one can disengage or choose to not answer questions at any time.
- Inform the research participant about the roles of him/her and the interviewer during the interview, as well as the interview process.

Background questions

- The teacher's experience/history of teaching English.

Main section

1. What do you add to the term/concept of adapted teaching?
2. How do you work with adapted teaching?
3. Can you talk about how you work with adapted teaching for specific students?
4. What do you add to the term "advanced learners/students"?
5. In what way do you facilitate advanced students learning?
6. Can you give examples on how you use adapted teaching for advanced students?
7. Which factor/assumptions…
8. In your opinion, how is motivation a factor in adapted teaching for advanced students?
9. What do you do to motivate/maintain their motivation? Why?

Conclusion

- Can you talk about your opinions on the importance of adapted teaching for advanced learners? In what grade is it as important as for students with disabilities?
- In your opinion, do you believe your education has prepared you enough for this type of teaching?

Norsk

Introduksjon:

- Takke deltakeren for at han/hun vil delta.
- Presentere temaet og hva vi skal snakke om.
- Informere om formålet med intervjuet.
  a) Anonymitet.
- Understreke at intervjuet er helt frivillig, og at man når som helst kan trekke seg eller velge å ikke svare på et spørsmål.
- Gjøre rede for intervjuprosessen og rollene til intervjuer/deltaker.

Bakgrunnsspørsmål:

- Lærerens erfaring/historie ved engelsk undervisning.

Hoveddel:

1. Hva legger du i begrepet tilpasset opplæring?
2. Hvordan arbeider du med tilpasset opplæring?
3. Kan du fortelle om hvordan du tilpasser undervisningen for spesifikke elever?
4. Hva legger du i begrepet «faglig sterke elever»?
5. Hvordan pleier du å legge til rette undervisningen for faglig sterke elever?
6. Kan du gi eksempler på hvordan du tilpasser undervisningen for faglig sterke elever?
7. Hva må til for å tilpasse undervisningen for faglige sterke elever? Ressurser? Optimale forhold?
8. Hvordan mener du motivasjon spiller inn hos faglig sterke elever? Hva er dine erfaringer her?
9. Hva gjør du for å motivere/opprettholde motivasjonen? Hvorfor?

Avslutning:

- Kan du fortelle litt om dine synspunkt på tilpasset undervisning for faglig sterke elever, i forhold til elever med ekstra behov? I hvilken grad mener du tilpasset undervisning er mer viktig for den ene eller andre?
- Hvordan mener du din utdanning har forberedt deg til denne type undervisning?

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Vil du delta i forskningsprosjektet
"Adapted teaching for advanced learners in the EFL classroom"?

Formål

I dette prosjektet vil jeg se på hvordan lærere på barne- og ungdomstrinnet tilpasser undervisningen i engelskfaget. Formålet er å se på hvilke strategier som blir brukt og hvorfor, i tillegg til å se på forskjeller mellom trinnene. Det vil også bli diskutert hvilke elever som trenger mest tilpasset opplæring og hvorfor. Dette er en bacheloroppgave, og intervjuet vil bli oversatt fra norsk til engelsk, ettersom oppgaven skrives på engelsk.

Hvem er ansvarlig for forskningsprosjektet?

Høgskulen på Vestlandet er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Utvalget består av 1-3 engelsklærere fra barnetrinnet, og 1-3 engelsklærere fra ungdomstrinnet. Målet er se på forskjeller mellom engelsklærere på hvordan de tilpasser undervisningen, så derfor vil utvalget bestå mellom 2-6 lærere.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du samtykker til et intervju der det vil foregå lydopptak. Intervjuet består av rundt 10 hovedspørsmål, men det vil også komme oppfølgingsspørsmål. Svarene vil bli oversatt til engelsk i selve oppgaven.

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil bli anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Det vil kun være student og veileder som har tilgang til opplysningene.

- Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data.

Du som deltaker vil ikke kunne gjenkjennes i oppgaven, da det kun vil være alder, kjønn og arbeidserfaring (hvor lenge du har undervist engelsk) som vil bli opplyst av personlig informasjon.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 03.06.2019. Etter dette vil det ikke være nødvendig å lagre personlig informasjon og lydopptak, så dette vil bli slettet.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *[sett inn tittel]*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å delta i *[sett inn aktuell metode, f.eks. intervju]*
- ☐ å delta i *[sett inn flere metoder, f.eks. spørreskjema] – hvis aktuelt*
- ☐ *at lærer kan gi opplysninger om meg til prosjektet – hvis aktuelt*
- ☐ *at mine personopplysninger behandles utenfor EU – hvis aktuelt*
- ☐ *at opplysninger om meg publiseres slik at jeg kan gjenkjennes [beskriv nærmere] – hvis aktuelt*
- ☐ *at mine personopplysninger lagres etter prosjektslutt, til [beskriv formål] – hvis aktuelt*

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. *[oppgi tidspunkt]*

(Signert av prosjektdeltaker, dato)

Appendix C: List of statements

1. Forsker: Hvordan pleier du å legge til rette undervisningen for faglig sterke elever?
2. Lærer 1: Jo, jeg stiller høyere krav til dem. Og forventer mer av dem, forventer at, jeg korrigerer de på en litt annen måte.
3. Lærer 2: […] at de skal få vise mer av deres kunnskap for de andre. […] å lede aktiviteter. […] utfordre de selv, men bruk de så mye som mulig i sammen med resten av gruppen.
4. Lærer 3: Jeg bruker å plassere dem, så ofte som mulig, i samme grupper. […] Jeg er veldig glad i å ha fagsamtaler. Der jeg deler dem inn i grupper, og de diskuterer tema, og svarer på spørsmål og prater engelsk i en lydfil og sender til meg.
5. Lærer 4: […] jeg gir dem litt mer åpne oppgaver. Rett og slett. At jeg lar de få på en måte være med på å velge. […] da kan han fordjupe seg i noe innad i de temaet, og så gjerne ha et undervisningsopplegg med en presentasjon, for det digger han.
6. Forsker: Hva legger du i begrepet tilpasset opplæring?
7. Lærer 1: […] tilpasset noen lunde det nivået de er på. […] Tilpasset de forutsetningene barna kanskje har. Alle har krav til tilpasset opplæring.
8. Lærer 2: Eh ja, tilpasset opplæring er … noe som skal være for alle. […] Ikke bare de sterkeste, eller de svakeste. Men faktisk alle. Alle skal ha lik rett til å lære på de nivået de er på.
9. Lærer 3: […] Så da handler det om å tilpasse opplæringen både for de svake og for sterke. Det er jo vanlig at det er mest de svake som blir tenkt på i den sammenhengen der. Men vi må ikke glemme også at de sterke trenger å bli tilpasset.
10. Lærer 4: Tilpasset opplæring handler om å se hver enkelt elev, hva de får til, og hva de må jobbe med, og hva kan de klare å nå. […] tilrettelegge for at alle elever skal få ha en mestringsfølelse […].
11. Lærer 1: […] klarer å beherske både lesing og uttale, og forståelsen av innholdet i tekst. Skriving. Og kan snakke engelsk når de blir oppfordret til det. […] men svarer I think that, og så med hele setninger.
12. Lærer 2: Da kan du det som står i læringsmålet […] de kan dra litt sånn paralleller mellom ting. De kan se sammenhenger […]. Det er litt mer enn å bare være boksterk.
13. Lærer 3: Nei det er ofte de som er flinke og dyktige i både engelsk muntlig og engelsk skriftlig. […] Muntlig aktive sant, det er ofte det første tegnet en lærer får på hvor en elev er hen.
14. Lærer 3: Faglig sterke elever, det tenker jeg er elever som på en måte er over gjennomsnittet da […]
15. Lærer 4: Det er en elev som forstår med en gang hva han skal gjøre. Og klarer å utføre den handlingen, og ikke strever med innhold da. […] kanskje han kan være sterk og også trenge litt hjelp? Altså, du kan fortsatt være sterk, det handler om at du får til det du setter deg til å prøve å få til.
16. Lærer 2: I engelsk bruker jeg veldig mye gruppeundervisning, for det fungerer veldig bra med språk, for da kan de svake høre de sterke snakke.
17. Lærer 3: Da er det ingen som kan gjemme seg bort, ingen som kan lene seg på noen andre. […] og sånn er det også i grupper med faglig sterke elever, der vil gjerne alle ta tak […].
18. Lærer 2: For å få mest mulig forklaring og muntlig ut av det.
19. Lærer 4: Tilrettelegger og skryter av hva de får til. Som han som kan vise det for klassen. Eller i grupper. Og også, så bruker jeg han som en ressurs, eller flere jeg gjør det med da. […] Så kan de hjelpe medelevene sine, for de lærer av å lære bort igjen.
20. Lærer 2: Så mye at dere læring blir sånn meta på det, altså hvordan lærer jeg, hva bør jeg lære mer av. […] Og at de også får det metaperspektivet på seg selv. For det et da man kan heve seg et nivå, på at man blir bevisst på egen læring, og hva er det jeg eh, hva er det jeg får til.

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21. Lærer 2: Finne litt ut, okei, jeg er veldig god på det, det og det, men kanskje ikke det.
22. Lærer 1: Den enkle måten er at når vi bruker engelskboken vi bruker nå, så har vi sånn step 1, step 2, step 3 ekstra. Den enkle varianten er når de har leselekser, så får de fleste alle sidene, mens de som ikke er så veldig flinke i faget, de kan gjøre halvparten.
23. Lærer 2: […] men innholdet må jeg aldri ta fra dem, innholdet. Bare kutte sider. Les bare de to, ikke ta slutten. Da vil det aldri bli sammenheng. Det må man ikke finne på å gjøre.
24. Lærer 4: […] oppgave 1 er som regel understanding. Spesifikt finn og let oppgaver. Så har du nummer 2, som er en discussoppgave. Diskuter hva som står i teksten. […] Så har du gjerne en analyse eller refleksjonsoppgave, mer i høyere form, gjerne sammenlign med noe annet, eller finn ut mer om dette […].
25. Lærer 3: […] gi ekstra arbeid. Og på en måte gi de som er faglig sterke muligheter til å utvikle seg rett og slett. Da blir det gjerne i form av hjemmearbeid.
26. Lærer 4: […] Da lager jeg ekstra oppgaver til han, mer som en forskningsoppgave, den er mer åpen. Sånn han kan velge litt hvordan han løser oppgaven selv. Når han kan få finne litt ut, se på nettet, se i boken, trekke paralleller, og på en måte skrive da. […] og det er han som får sette grenser for oppgavene sine da.
27. Lærer 2: […] Jeg har begavede elever som bare tar språk veldig lett, nå i 2019, så har jeg jo elever som spiller mye.
28. Lærer 2: […] Jo mer kreativ du er, med skuespill, vi har filmer på greenscreen inne på forskerrommet. […] Så de ulike type dialogspill, nettsider, muntlig fremføringer, mye sånne skuespill og dramatiseringer.
29. Lærer 1: […] Jeg bruker ting som jeg har laget selv, av ting jeg vil fortelle om, og prøver å ta noe som er aktuelt. […] Prøve å ta med noe fra et engelskspråklig land, brosjyrer, bilder, opplevelser. […] Så bruke det i undervisningen.
30. Lærer 1: […] Mange har et konkurranseinstinkt i dem, så mange kniver om å være best. […] Ja, jeg bruker jo ikke engelskboken så mye, sant?
31. Lærer 1: […] Mange barn er opptatt av fotball, prøve å koble det litt mot fotball.
32. Lærer 2: […] Det kan gå veldig lett for de, noe som betyr at de kanskje ikke jobber så hardt for å få ting til. Men det betyr at de går litt i kvilemodus […]. Så motivasjon er kjempeviktig, finn opplegg som passer, ehm, både interesse, men gjør alle typer oppgaver med en liten twist, så gøy som overhodet mulig.
33. Lærer 3: Motivasjon spille veldig mye inn. […] en elev som er ekstremt sterk faglig, og hun klaget ofte på til meg og andre lærere at hun ikke fikk nok utfordringer. […] Hun endte litt opp med å bli likegyldig. Nesten senke seg selv. […] Og da prøvde lærerne å gi henne ekstra oppgave, ja, det utviklet seg til å bli et holdningsproblem. […] Ja det er jo i tiende det er eksamen. […] Læreren jeg tok over for brukte aldri læreboken. Hun underviste kun ved jelp av andre hjelpemiddel, sant?
34. Lærer 4: Eh, min erfaring er at om du ikke tilrettelegger, så kommer de til å miste motivasjonen. [...] Så jeg fikk et ekstremt fokus på det. Og nå blomstrer han og synes det er gøy å være på skolen for han har alltid utfordringer. […] Tilrettelegger og skryter av hva de får til. […] jeg varierer jo undervisningen ved å finne filmklipp. Har alltid en muntlig aktivitet.