



University of  
Stavanger

FACULTY OF ARTS AND EDUCATION

## MASTER'S THESIS

Programme of study: MLIMAS	Spring semester, 2017  Open
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Thesis title: Autonomous while reading: A quantitative and qualitative study of the relationship between Norwegian VG1 student's perceptions of Learner Autonomy and Reading Literacy.	
<b>Keywords: Learner autonomy, reading literacy, reading strategies, mixed methods.</b>	<b>No. of pages: 112 + appendices/other: 54</b>  <b>Stavanger, May 12/2017</b>



## Acknowledgements

I would like to start by thanking the students that participated in the study both with the questionnaire and interviews, without your feedback the study would have not been possible.

I would also like to thank my supervisor Torill Irene Hestetraet for her continued support and guidance throughout the process. Supervisions with you have always been a calming influence while writing and it is difficult to see how any of this would have been completed without you.

I would like to thank my fellow students for many thought provoking and inspiring discussions, guidance and overall support. You inspire me to do better.

To the staff that works at the university library, you have always been helpful and helped provide the framework necessary to complete the study. After years of studying I realise that the library and its staff enable students to do so much more than they could do on their own. Countless hours have been spent sitting in the library and your presence is both a comfort and assurance.

Writing a MA thesis is a long-winded and often stressful experience therefore I would like to thank my parents who have always supported me through the years, as my studies have presented their ups and downs. I would be where I am today if not for the two of you.

And to my many friends and fellow students, who have given me encouragement on a daily basis, thank you. Your sense of care and optimism has always been greatly appreciated.

Bent-Magne Koldal  
Stavanger  
May 2015

## Abstract:

The aim and purpose of this thesis is to explore and investigate the relationship between the student's perceptions of learner autonomy and reading literacy amongst Norwegian VG1 students of English. This was done through looking at how students perceived learner autonomy as a concept but also to what extent they perceived themselves to be autonomous, how learner autonomy affect the way learners read and what reading strategies they report to use. These aspects were examined using a mixed methodology approach making use of both a questionnaire and interviews with the learners.

Learner autonomy is in this study seen as the learner's capacity to take charge of their own learning. It is a key concept in facilitating independent and effective learning. It is based on the assumption that all learners have a natural inclination towards being autonomous and taking control over their learning. It has been given some prominence in key national curricula both for core curriculum and general English studies curriculum.

Reading literacy is the use, understanding and engagement with literary texts. Reading literacy is based on the use and proficiency of reading, a complex interplay of lower-level and higher-level cognitive processes. A way for learners to aid themselves in reading and improved their reading literacy, is employing reading strategies. A reading strategy is a specific tactic or solution to a problem involving the learner taking various measures to improve their comprehension or effectiveness.

The thesis tied to students in VG1, a total of 40 students participated from two different schools participated in the study. All 40 completed the questionnaire and out of these 8 were interviewed, after volunteering.

The results show that students care about learner autonomy. They perceive themselves to be autonomous, but that this changes depending on context. Learner autonomy to a certain extent affect the way the learners in that autonomous students are more perceptive of the ways they read and are more likely to be positively motivated towards reading. Learners also use a variety of reading strategies, often tailoring them to specific texts or tasks, but general have some they prefer to use frequently. Learners perceive learner and teacher roles distinct and different. However, they see them both as fluid identities. The results indicate that there is a connection between reading literacy and learner autonomy and they, when considering the factor of motivation, a have reciprocal relationship.

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## Glossary of translated key terms

Autonomy: Autonomi

Autonomous: Autonom

Learner autonomy: Elev-autonomi

Reading strategy: Lesestrategi

Reading literacy: Leseferdigheter

Reading comprehension: Leseforståelse

Learning strategy: læringsstrategi

Independence: Selvstendig

Interdependence: Uavhengig

Responsibility for your own learning: Ansvar for egen læring

Cognizant: Klar over

Meaningful: Meningsfylt

Understanding words by context: Forståelse ord basert på omliggende setninger og ord.

Initiative: Initiativ

Targets: Målene

Account for: Gjøre rede for



# 1. Introduction

The aim of the thesis is to explore and better understand the relationship between the student's perception of learner autonomy and their reading literacy, amongst Norwegian VG1 students of English.

This will be done by employing mixed methodology research to gather data related to reading, learner autonomy and motivation. The instruments to conduct the data gathering were a questionnaire and then follow-up interviews, conducted with students. The main focus of the study was to examine what aspects of learner autonomy are reflected in the students reading literacy in English, for instance by investigating what methods and strategies students employ and in what ways they are autonomous while working on text. Part of this process will be, looking at how students tend to tackle learning related challenges, on an individual level, but also how much they rely or cooperate with others, either that be learners or teachers. The research methods also inquired into what kind of expectations learners had towards learning, and specifically reading related skills and literacy. As much of the dynamic between learners and teachers are based on perceptions of their respective roles, the study will also aim to figure out how the students view themselves, in terms of their abilities and as learners.

## 1.1. Research questions and expectations

A number of research questions were devised to guide and direct the research, which will be addressed:

What are learner's perceptions of learner autonomy?

To what extent do the students perceive themselves as autonomous?

In what ways do learner autonomy affect the way learners read?

What reading strategies do they report that they use?

How do learners interpret learner and teacher roles?

The research questions all pertain to the main aim, of exploring and better understand the relationship between learner autonomy and reading literacy and will be addressed. It was believed that the research questions would elucidate key aspects.

Central to understanding how the two variables relate is understanding how learners perceive their own autonomy. It was expected that the learners would perceive themselves as mostly autonomous, but that this something skilled learners would express more strongly (Wong, Nunan, 2011). It was also expected that learners who considered themselves autonomous would also exhibit higher levels of motivation (Ushioda, 2011). In finding out more about how learner autonomy affected learning it was believed to be fruitful to figure out in what ways the learners were autonomous. It was expected that learners would be autonomous through their choices of working method and organisation of their own learning, but that this would not be applicable to everyone. In terms of the third research question it was believed that autonomy would manifest through use of strategies and selection of material. Finally, with the various dimensions of strategy usage in mind, it was believed to be of interest to figure out which reading strategies the learners used. It was expected that the students would mostly make use of traditional strategies such as note-taking and various forms of reading.

## 1.2. Background

"Understood as a capacity for independent behaviour, autonomy is the goal of all developmental learning" (Little, 2012:14). An important part of such a goal is making sure that learners and the teachers that aid their learning have the opportunity and the tools to do so. In doing so, not only will they acquire skills and abilities that will be useful for them as learners but they will also have grown as individuals, being able to care for themselves. Learner autonomy can be a powerful pedagogic tool for facilitating such learning, emphasising the learner's continual individual growth on both the learner's and the teacher's terms (Dam, 2011, 2008). This study seeks to contribute to the collective knowledge surrounding learner autonomy and reading literacy instruction.

Such independent learning can manifest in many ways, for instance, through reading literacy both in a school setting and reading outside of school. The act of reading is an activity that for many is intrinsically linked with their own personal ambitions, interests and goal (PISA,2013). Part of the reasoning for focusing on this topic is that one of the continual challenges schools is motivating students to read, and to do so in a way that further facilitates their continued learning process. Research have indicated that there may be a connection between reading strategies and reading motivation (De Neaghel, 2012; Matsumoto, Hiromori, Nakayama, 2013). By combining reading with autonomy, it may be possible to provide insight into how one may best promote a joy of reading. Autonomy is also a virtue in its own right, and is the principle goal of the educational system, creating independent functioning adults capable of functioning in society (Common core, 1993). There is arguably a space for inquiry into the effect of learner autonomy in reading literacy instruction and learning based

on research conducted in the area (Netten, Droop, Verhoeven, 2010; Urlaub, 2012). What has been less researched are the student's own perceptions regarding the relationship between learner autonomy and reading literacy. This study also differs from many other related studies in that it uses both a questionnaire and an interview, which can provide more detailed follow-up data. There has also been done significant research (Akkakosen, 2013; Kuzca, 2012) and developing theory (Oxford, 2003, 2013) into the use and effect of reading strategies and other forms of strategic oriented learning, but few have made an explicit link to the possible influence and relationship with learner autonomy.

### **1.2.1. Research context and key concepts:**

In this section the research context for the study will be briefly outlaid along with some of the core theoretical concepts and discourses within the key literature will be explained. Firstly, the concept of learner autonomy will be presented, then reading literacy will defined and explained, before how reading literacy relates to learner autonomy will be discussed. Then follows a section on methodology of the study and its relevance before the thesis structure is shown.

Various definitions of learner autonomy exists, emphasising different aspects of learner autonomy, depending on its use. This is perhaps due to learner autonomy being a rather general and wide-ranging term. An example being, "the basis of learner autonomy is acceptance of responsibility for one's own learning;" (Little 2012:11). This definition implies that learner autonomy is an implicit understanding of who should be taking responsibility, that this belongs to the individual and not, for instance, the teacher. The definition, arguably, to a certain extent, deals with attitudes and choice. In order to take on that responsibility, the learner must first be willing to do so and thus motivated. Other definitions emphasise the social nature of learning. "Learners assume responsibility for their own language learning progress in co-operation with the teacher and their co-learners." (Lennon 2012:9). Here the emphasis is on co-operation and how learner autonomy is something that is primarily created with others. There is however disagreement on the nature of learner autonomy itself within the research field, and thus the concept can be interpreted in different ways (Crabbe, 2012:5; Little, 2008:248-249). The following definition illustrates that "This term describes the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. In full autonomy there is no involvement of a 'teacher' or an institution." (Dickinson, 1987, in Benson, 2008:22). A somewhat different

perspective on learner autonomy, here learner autonomy is seen almost as a situation, self-contained, rather than a state which can be achieved. The learner is here fully independent, not interacting with anyone else. These are just some of the many definitions and views on what learner autonomy is.

The predominant view of learner autonomy, is that of it being considered a general capacity, which anyone can attain given the right means and conditions. "Learner autonomy can be considered as the natural end state of learning and general capacity that everyone possesses" (Little 2012:15). This "*end state*" where the learner is able to effectively take their development into their own hands. In order for this ability of meta-cognitive reflection to develop, it is necessary to reflect and examine the way we approach different tasks. Furthermore, Little (2012:12) makes the argument that "Not only is autonomy the intended outcome of developmental learning, however: it is also fundamental to its process." The two are not separate, this, Little (2012) claims is reflected in how we raise our children and in how they are expected to function as adults later on. In raising children they are to gradually become more independent in action and thought as they are steadily challenged.

Learner autonomy as a concept, under that name, first surfaced within the field of pedagogy during the late 1970s to early 1980s (Holec, 1981) and has been steadily getting more popular in the classroom and research has been ongoing for almost 35 years. Due to the diverse and sometimes abstract nature of learner autonomy it is, sometimes, divided into several key aspects of study or focus. Crabbe (2012:5) for one, in talking about the broader research field distinguishes between the *cognitive*, *meta-cognitive* and *social aspects* of learner autonomy. *Cognitive* here referring to the thought-processes and information processing that occurs constantly in the mind and in the context of learner autonomy, and the learners control over these (Benson, 2013:60). *Metacognitive* knowledge or awareness is a concept that concerns our understanding of what we already know and how to attain more knowledge. It involves being able to assess and plan one's own learning process in various ways and "...represents a basic way to understand learning strategies and, especially our explicit and conscious use of reading strategies." (Grabe&Stoller, 2013:40) The *social aspect* refers to situations where the learner must negotiate and make plans for their own learning with others (Benson, 2013:60). In a classroom setting the meta-cognitive aspect of learning will often manifest in the use of *learning strategies* and prompts used to make the students consider their own progress and how they work with materials presented to them. Particularly, learning strategies has become a favourite topic of study amongst many researchers in more recent years (Dörnyei, Skehan, 2003:608). Oxford (2003:8) defines learning strategies thusly,

"... L2 learning strategies are specific behaviours or thought processes that students use to enhance their own L2 learning." She further claims that in the case of school instruction such strategies can be useful if applied in situations where they are warranted (2003).

Learner autonomy and language learner autonomy are often used interchangeably in literature to talk about learner autonomy. Learner autonomy is not to be confused with language learner autonomy as they are slightly different in scope. Language learner autonomy concerns specifically the autonomy of the language learner, and is somewhat of a more recent addition to the field of learner autonomy. Little (2008:21-22) relates the concepts of language learning and autonomy by looking at the constructivist perspective of language learning. In talking about its proposed pedagogical implications, "The principle of learner involvement requires that the teacher draws her learners into their own learning process, making them share responsibility for setting the learning agenda, selecting learning activities and materials, managing classroom interaction and evaluating learning outcomes" (2008:23).

It can be interpreted as an attempt by theorists and researchers to further appropriate learner autonomy theory to deal with the more specific context and learning dichotomy of language learning, more seen as a sub-category of learner autonomy dealing with language production specifically (Macaro, 2008). As Ushioda (2011) claims, there is a very clear connection between a learner's sense of identity and the language they use, thus it is very important within the context of language learning that the students are given the autonomy to speak "as themselves", thereby fulfilling the possibility of fusing their sense of identity with their learning process (Dam, 2011). Learner autonomy will be the operative term used for this study.

As learners enter the classroom they start inhabiting a role, based on their own assumptions and what people around them expect of them (Riley, 2012). Generally speaking, in the traditional classroom students were seen as generally passive and someone who would just have to be filled with knowledge, a recipient, a vessel to be filled with knowledge by an omnipotent teacher (Crabbe, 2012:3). As such the learners may interpret instructions as "barriers" between learning and life if following curricula where this is the norm (Cotteral, 2012:49). This approach has had a negative impact on some students, leading them to becoming discouraged from developing their own abilities claims Borg and Busaidi (2012:2). This may also contribute to many becoming unmotivated, according to research into motivation (Deci & Ryan, 1999:59).

In order to present an alternative theorists and researchers have advocated for a change in both learner and teacher roles so that they both reflect a promotion of learner autonomy (Benson, 2013:14-16, 203). Riley (2012:31-38) argues that as social roles are to a significant degree constructed, we can change the learners perceptions of themselves by changing the way we talk about them as learners.

It is one thing to discuss the theoretical basis and underlying reasoning behind implementing and promoting learner autonomy, it is another thing to actually implement it successfully in a classroom setting. The notion of implementing learner autonomy is not entirely unproblematic. Cotteral (2012:101) suggests that the change in roles from the traditional teacher/student roles are often the primary issue for learners, who may struggle to adapt. This applies to both learners and teachers.

Another key theoretical variable within the study is reading literacy or reading comprehension, as it is sometimes referred to, and how it is affected by learner autonomy. The act of reading most often thought of as a complex set of skills with various definitions associated with it, for instance, but can also be put in more simple terms, "The Simple View of Reading states that reading comprehension is a product of two components; decoding and linguistic comprehension" (Netten, Droop, Verhoeven, 2010:414-415) Reading literacy is the application and use of reading as an ability. The OECD Programme for International Student Assessment, or PISA for short, defines it thusly, "Reading literacy is understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society." (PISA, 2009) This is a broad definition, one that not only emphasises the importance of reading literacy and understanding the text itself, but also the inherent use of that knowledge and how it can be used to engage and interact with society. This element of societal engagement illustrates that reading literacy can be viewed as an integral part of the broader student development, in preparing the learner for a life outside of school. The act of reading in itself can be an autonomous action in its own right. One reads to attain knowledge, to envelop oneself in another world, to perform tasks (Grabe & Stoller, 2013:5-10).

One may postulate that by facilitating learner autonomy it is possible to increase motivation for improving reading literacy. There has been some research done indicating the connection between learner autonomy and reading literacy, specifically how learner autonomy affects reading literacy. By providing strong links between reading proficiency and literacy with autonomy in relation to self-determination theory and motivation in particular (Neaghel, 2014). Using a number of questionnaires, teachers rating students on reading engagement and

a reading comprehension test they found, among other things, strong correlation between the teacher supporting autonomy and enjoyment of reading (2014:1017). In other words, students who are engaged with the text, perhaps having chosen the text or strategy for working with the text autonomously, are more motivated to read.

There are, however, many different ways that reading literacy and learner autonomy may interact. Reading strategies are a concrete and popular tool for increasing learners reading comprehension and improve their work habits while reading and working with texts. Urlaub (2012:297) in a study on reading strategies, gives the following definition: "Reading strategies are procedures that readers consciously apply to texts in order to facilitate and monitor their comprehension as they attempt to read a text." The learner, while interacting with the text uses a specific set of steps to aid in understanding and making use of the text. Urlaub (2012:298) looked at the effectiveness of self-generated questions used while reading amongst university level L2 students in the US. The results illustrated students showing clear improvement in reading comprehension amongst students who made use of self-generated questions (2012:300-301). One can also argue that it is related to both learner autonomy and reading literacy, as it is a method used by the individual learner to deal with a specific reading related problem.

Learner autonomy is often seen as having an interdependent relationship with motivation, in that it is both necessary for learners to be somewhat motivated but also, that in order for that motivation to become intrinsic it is often necessary for the learner to be autonomous (Ushioda, 2011:223). If the learner is doing it out of their own initiative, the action becomes more meaningful (Deci, Ryan, 1999:59). Motivation, that is, being motivated towards an end or activated towards something (1999:54), is very important to consider when talking about learners and their progression as learners. Intrinsic motivation is mostly defined as doing or performing an action for the "inherent satisfaction" of it, as opposed to extrinsic motivation, where the action is performed based on external factors of influence, such as punishment or monetary concerns (Deci, Ryan 1999:56). Motivation is arguably, key to understanding the nuances of learner autonomy and how it may in practical terms, be implemented. As part of her reasons for implementing a greater emphasis on autonomy, Leni Dam (2011:42) sites Barnes, (1976:81) on the distinction between school knowledge and action knowledge. School knowledge is something we are given but are unable to make our own, and thus is of little use to us in our daily life. Action knowledge is something we have learned ourselves for the purpose of incorporating into our daily lives. This relates to

motivation, in that when we learn things that are meaningful it becomes more motivating to learn (Deci, Ryan 1999:58).

### 1.3. Methodology

This section will present the methodology that were be used in order to gather data for the study. The data-gathering was conducted by first handing out a questionnaire to the students of two VG1 classes from different schools. Based on this data and which students volunteer some students were asked if they would be willing to be interviewed. Eight students were chosen for a semi-structured interview. Using a mixed methodology approach, both a questionnaire and interviews were used so that the data from the questionnaire could inform the data gathering conducted in the interview, by choosing informants for the interview based on those results.

Of particular interest is seeing how different strategies have been used in the classroom are received by the students and how does the decision-making process of the students take place when working with texts. In order to do this, a questionnaire was designed and handed out, to each of the two classes. The questions and questionnaire items were designed to be as relevant as possible by trying to eliciting to students to think in terms of metacognitive aspects of learning and reading literacy in the classroom. The questionnaire featured both close-ended and open-ended questions, examining reading habits, use of strategies, perception of autonomy, motivation, confidence, and learner roles amongst other topics.

### 1.4. Relevance and Contribution

This section will seek to explain what research niche the study belongs to as well illustrate how it may be considered relevant to research. The proposed thesis will hopefully provide valuable insights into how learners operate and learn at the upper-secondary school level in Norwegian L2 English classes by looking at the impact of learner autonomy on student literacy. There is a constant emphasis to try to appropriate the learning process to suit each individual learner (UDIR, 2006). While class sizes themselves remain roughly the same size as ever, learners are becoming increasingly heterogenous (Benson, 2011:19-20), posing a significant challenge. The underlying argument being, that one of the more constructive ways



of improving learning in general but reading literacy in particular, for each and every student, is to actively promote metacognitive reflection and skill through supporting learner autonomy.

Research seems to support such an argument in terms of the positive effect of learner autonomy on the learning process. There has been quite a few research studies directly attributing pedagogical success to a focus and improvement on learner autonomy (Cohen, 2012; Legenhausen & Dam, 2012; Dam, 2011; Legenhausen 2003). Legenhausen (2003:71) found that students taught using learner autonomy performed better when producing idiosyncratic English production. The results indicated a strong correlation between use of learner autonomy and heightened test scores of the complexity of written composition. Cohen (2012:65) looked at the effectiveness of using strategies-based instruction or SBI in the classroom. The study was conducted by looking at 55 intermediary learners of French and Norwegian at the University of Minnesota, currently enrolled in a programme that emphasised strategies-based instruction. The rest received regular training. The students filled out a questionnaire and performed several writing and speaking tasks. With regards to the results, the experimental group outperformed the control group (2012:66). However, despite such examples most research conducted on learner autonomy is mostly theoretical in nature and as such this study provides something different. Research into learner autonomy is also usually conducted using questionnaires or comprehension tests with interviews being more seldom used, combining the two, an even more rare occurrence(ref?). Besides these trends, it is also fairly uncommon to focus explicitly on student perceptions and thoughts on learner autonomy in research.

The issue of and subsequent challenges associated with implementing learner autonomy and language learner strategies in education is highlighted in several curricula for the Norwegian school system.

In the English subject curriculum (Knowledge Promotion 2006, revised 2013) for general studies, the study programmes for students going to university, it is explicitly stated that students should be aware of strategies pertaining to acquiring language and how to set goals, e.g. "It involves a development of language skills, with an awareness of one's own learning goals and strategies." (English subject curriculum, LK06, 2006:3) Among the rest of the main subject areas, it is mentioned in the general mission of the programme, to choose and evaluate different strategies that deal with personal language development. As the thesis will also focus on literacy, and particularly reading, it is natural to draw links to the curriculum's focus on communication. The importance of being able to convey what one is trying to say in a precise and accurate manner, effective literacy acquisition, in the form of learner autonomy could

make a real difference. Aspects of learner autonomy are also referenced in "Læringsplakaten", which is the principle manifesto for studies at Norwegian schools (The learning poster, UDIR, 2015). One such aspect is that students are to be prompted to think critically and develop their own strategies and approaches to learning. Besides that, another relevant principle is that of providing an education that is engaging, varied and suited for the students (2015). Learner autonomy is perhaps seen as a good way of bridging the gap between what is expected of the students and fulfilling these goals.

As has been mentioned earlier, the notion of learner autonomy affecting L2 learners differently is not a new discovery. There has been some research into the concept of *Language Learner Autonomy* which in many ways tie together the concepts of reading literacy and learner autonomy. Language learner autonomy referring to the capacity for autonomy that specifically those learning languages may attain or possess (Little, 2007). As much of it has been focused on the learning of L2 in general, some it is quite useful for the purposes of this discussion. However, the research is still in a relatively early state and there has been several problems clearly defining the various constructs and delineating between learner autonomy and language learner autonomy. While Little (2007:26) does raise an interesting point, in that there are no reasons for the autonomy and language learning being viewed as separate, after all language is the very tool we use to become and use our autonomy. This makes the fact that learner autonomy still remaining mostly unused or at least very much untapped in its potential, that much more surprising (2007:15).

### 1.5. Thesis structure

This section details how the thesis itself will be organised, briefly giving an overview of the various chapters and their content. Chapter 1 is a literature review which looks at the theory and literature relevant to the topic. These theories and studies will also form the basis for the discussion of the results and the final analysis. What is more, a portion of the review specifically deals with relevant research projects where also methodology is discussed. After this, follows chapter 2, which is a section on methodology and what theoretical concerns need to be taken when considering how to best go about gathering data. In this chapter the underlying methodological premise and theory will be discussed and the instruments will be presented and deliberated. Towards the end of the chapter a part will be dedicated to discussing potential limitations of the methods used.

Following this the findings themselves are presented and illustrated in chapter 3. This is done for the most part using tables and graphs. Some of the results will be highlighted to point towards interesting aspects of the findings, that will be discussed later on. Chapter 4 is a discussion part where the data is analysed and reviewed with literature and theory in mind, thus closing the discursive loop by new research being integrated and considered in light of what has already been done.

Finally, chapter 5 is a conclusion chapter which summarises in brief terms what has been done and presents a section pertaining to potential avenues for further research and inquiry for future research to follow.

## 2. Literature review

This chapter will present and discuss theory and research related to the topics of learner autonomy, the learner role, reading literacy, reading strategies, motivation, transfer, various research done within the field and curricula. Throughout key terms and concepts will be defined so that a complete picture of the theoretical context can be presented. First comes a section which contextualises the theoretical premise of the study based on how learner autonomy is reflected in student's reading literacy in English, after this a brief historical account of learner autonomy is presented. The chapter will also cover the theoretical foundations of reading literacy and learning/reading strategies respectively, in that it gives a brief overview before showing some key research and theories related to the research questions.

What are learner's perceptions of learner autonomy?

To what extent do the students perceive themselves as autonomous?

In what ways do learner autonomy affect the way learners read?

What reading strategies do they report that they use?

How do learners interpret learner and teacher roles?

Following up, there will be a section dedicated to show how learner autonomy relates to reading literacy, attempting to show how they can possibly be connected. The rest of the chapter will be devoted to various studies, research papers and theses that are relevant to the topic. Part of this will be to illustrate some of the research methods used and to show the predominant research tradition within learner autonomy and reading literacy.

### 2.1. Learner autonomy

This section deals mostly with defining and illustrating various ways in which learner autonomy is defined, used and manifested. As learner autonomy is a wide theoretical construct central to the research questions it is important that it is properly introduced and understood.

Learner autonomy is widely recognised as an abstract term denoting the learner capacity to act in a manner that is largely self-reliant, taking charge of their own learning (Little, 2008:247).

Due to the diverse and abstract nature of learner autonomy as a concept some theorists have proposed dividing learner autonomy into three main aspects (McDonough, 2012, Crabbe, 2012, Little, 2012), these are:

The *cognitive aspect*, dealing with the direct mental processes that occur while learning.

The *meta-cognitive aspect*, dealing with the thinking about thinking that learners engage in while learning. The *Meta* aspect is used to denote how there is an ongoing internal thought process regarding how one should structure and revise one's learning in order to maximise the cognitive processes that take place while learning.

The *social or affective aspect*, dealing with the interrelational and motivational factors affecting one's learning process.

Learner autonomy at its core deals with all three of these proposed dimensions.

All three aspects of learner autonomy are relevant to the study, as they deal with the ways learners, think about their own learning, how they plan and organise their reading activities and how they use reading strategies. It also deals to a certain extent with learner motivation. *Meta-cognitive* in a general sense “involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study” (Schmitt 2007:839).

Learner autonomy was, arguably, at first mostly concerned with language learning, and this was the context in which it was first implemented as a means of improving language learning amongst European countries through the work of CRAPEL (“Centre de Recherches et d'Applications en Langues”) a research centre at the university of Nancy, and Holec (Lennon, 2012:20-21). The overall research scope, however, does today cover a rather wide theoretical framework and many theorists and researchers find it necessary, as mentioned, to narrow down the field that they want to cover (Crabbe, 2012). Learner autonomy is about taking charge of one's own learning and the decisions related to the learning process (Little, 2012:). The learner takes the responsibility for their own learn upon themselves.

It should be noted that separating learner autonomy into different components, such meta-cognitive, cognitive and affective/social, is simply an example of a way of organising key theories and research, it does not accurately represent how learner autonomy works in practice, where there is a complex continual interplay of all three dimensions.

### 2.1.1. Historical and societal context of learner autonomy

In this section the historical and cultural context of learner autonomy will be outlined for the purposes of discerning the greater context it belongs to. Learner autonomy, while being a rather new concept in the context of education, one may postulate, has roots stretching far back in time. However, as Gremmo and Riley (1995:151) states, it would be unproductive to try and trace learner autonomy back to a single source of origin, there being such a confounding myriad of possible influences. In education, as Little (2012:13-14) points out, learner autonomy has always been seen as the end goal of learning, to fully be able to integrate one's knowledge with the self. In their article Gremmo & Riley (1995:153) they look at the history and development that lead to learner autonomy and self-directed learning in general, they cite many different cultural developments, and by extension, educational developments, such as the increased focus on minority group's rights and technological developments throughout the 20th century, allowing for improved self-directed learning. Components of learner autonomy has arguably been present in the underlying influences driving educational reform in some way or another, these representing a general break away from the more behaviourist theories dominating educational discourse before the 1970s and 80s (Knaldre, 2015:10-17). Different important theories of learning and language acquisition reflect elements of learner autonomy, examples being the theories of *CLT* or *constructivism*. *CLT* or *Communicative language teaching* is a didactic approach to language learning, which is based on the basic premise that all language use is intended for communication and that language instruction therefore should reflect this (Richards & Rogers, 2014). As such, *CLT* holds that for learning to be meaningful the content must be authentic and have communicative intent (2014:154-155). Constructivism, on the other hand, refers to a general viewpoint about what it means to know something and how that knowledge is created. Knowledge in this sense is an attempt at understanding and solving the problems we encounter in life, continuously shifting and combining with old knowledge to make up new knowledge (Splitter, 2008).

To reiterate, learner autonomy as a concept first appeared by that name at least, in Henri Holec's "Autonomy and Foreign Language Learning" (1981), as a consequence of a project started by the Council of Europe at the start of the 70s. This was a tumultuous time in Europe, with many concerned with how one should best create a climate for cooperation and

integration in a joint European Union under development (Gremmo & Riley, 1995:152-154). One means of doing this is communicating in a common language. Thus, figuring out new ways of teaching and learning an L2 such as English became quite relevant, particularly making sure that the teaching of English reflected the needs for effective and self-monitored communication. This was part of a larger movement towards more self-directed learning. In a world where language education was becoming increasingly commercialised and more language learning was in demand, the perception of the learner changed. The learner became a selective participant, who, based on experiences and preferences, could pick and choose between methods and materials how to learn languages. (1995:154) In the EU where people were travelling between borders and switching from language to language it was important that they were able to acquire language skills that would allow them to communicate with each other, in doing so researchers and reformers were creating environments where learners could learn how to learn (1995:156-157).

A common thread across research and theoretical approaches alike is an emphasis learning how to learn, as can be seen in the research of Dam (2011), the theory presented by Little (1991) and Benson (2011) and others. Learning how to learn is a practical solution to dealing with what Benson (2011:19-20) describes as an increasingly heterogeneous population as a possible factor in making the use of learner autonomy effective, as it enables learners to deal with challenges better on their own, on their own terms. With so many different students, and there being increasingly many of them, this may contribute to learner autonomy seeming like a more cost-effective option as opposed to traditional instruction. Another possible influence in the development of learner autonomy was the theory and implementation of self-regulatory learning which Skehan & Dörnyei (2003:610-611) claim evolved from learning styles and strategies. Self-regulatory learning entails the student engaging in a continuous self-correction of their own learning (Pressley & Ghetala, 1990:19).

### 2.1.2. The nature of learner autonomy

Within the research community mostly dealing with the theoretical models of learner autonomy there is an ongoing debate regarding the nature of learner autonomy and this influences the ways it is implemented and researched. Key to this debate is whether learner autonomy is embedded in human culture or based on biological traits (Crabbe, 2012). This discussion regarding the nature of learner autonomy is based mostly on what can be considered biological universal factors of human cognition and what are relative factors of

social relationships and culture (Crabbe, 2012:5). Little (2012:12-13), for one, argues that autonomy can be considered universal feature or capacity of human cognition. He claims that we are all autonomous at some point, but the way it is manifested, varies drastically from person to person based on various factors. In other words, there is disagreement amongst scholars regarding what parts of autonomy are influenced by cognitive factors and what can be influenced by the environment. Some have also argued that mental aptitude plays a part in determining how well we are able to act independently while learning a L2 (Dörnyei, Skehan, 2003:603) Yet, personal factors also have a certain influence, this is in many ways a discussion of the nature of learning itself and is as such both complicated and contested. Based on research it seems fair to say that learner autonomy often involved form of meta-cognitive learning, learning how to learn, independently (Dam, Legenhausen, 2010; Chodkiewich, 2011; Pressley, Ghezzala, 1999). Little (2012:14) while arguing for the general usability of learner autonomy, refers to autonomy as a *second-order capacity*. This is seen as the capacity for an individual to reflect critically on his/her desires, wishes etc., and by exercising this capacity for autonomy, to "define" themselves and the nature of their being (Dworkin 1988:20, in Little, 2012:14).

### 2.1.3. Language learner autonomy

So far, the subject of autonomy has been covered in more general terms. Dealing with learner autonomy as such, implies dealing with autonomy in all settings of education. Researchers have however further specialised autonomy in creating learner autonomy theory specifically around language learners. Learner autonomy has within this context been adopted specifically for a language learning setting. Many use the two terms seemingly interchangeably or make no effort to distinguish the two, merely indicating the setting in which learner autonomy is dealt with. Language learner autonomy concern specifically the autonomy of the language learner (Macaro, 2008:52). It can be interpreted as an attempt by theorists and researchers to further appropriate learner autonomy theory to deal with the more specific contexts of language learning (Little, 2007:14). Language learner autonomy can be considered more a sub-category of learner autonomy dealing with language production specifically. Little (2007) postulates that there is much to be gained by not differentiating and creating a divide between learner autonomy and language learner autonomy, as the central elements within learner autonomy are naturally conducive with the process and aims of language learning.



“When they use the target language as the medium of task performance but also of metacognition and metalinguistic reflection, learners’ developing proficiency is an integral part of the autonomy that arises from successful task performance. That, as it seems to me, is the essential characteristic of language learner autonomy.”

(Little, 2007:23)

Essentially Little (2007) claims that there is no difference between learner autonomy and language learner autonomy, by using and learning a language the learner is by the nature of language learning autonomous. Using a language entails making decisions on multiple levels independently (Grabe & Stoller, 2013:11-13). With using the language itself as the vessel by which the learners gain increased knowledge in an autonomous fashion, they combine the virtues of the two, efficiently working towards a task goal continuously and at the same time improving their language proficiency in the long term. As Ushioda (2011) claims, there is a very clear connection between a learner's sense of identity and the language they use, thus it is very important within the context of language learning that the students are given the autonomy to speak "as themselves", thereby fulfilling the possibility of fusing their sense of identity with their learning process.

A similar case was made by Dam (2012), who argue the case that by allowing the students to make choices directly related to their own learning progress, they would be more invested and more motivated to learn. Learner autonomy may facilitate the learner’s capacity to exercise autonomy while using language.

#### 2.1.4 Roles of autonomy in education

Theorists argue that autonomy can fulfil many different roles in education and can be implemented in a number of ways (Benson, 2011, UDIR, 2015, Fogelman, 2002, Aspin, 2003). This section will be dedicated to discussing some of them. One of the key propositions are that learner autonomy in education should be extended to as many contexts as possible, due to all students having the capacity to be autonomous in some way or another (Little, 2012:4). If learner autonomy is an intrinsic good for students to achieve, "autonomous learning is more effective than non-autonomous learning" (Benson,2011:2). In other words, the development of autonomy implies better language learning. As mentioned for practical reasons, autonomy may conceivably also be seen a possible solution for teachers dealing with

increasingly heterogenous learners as it could enable learners to learn more effectively on their own (Benson, 2011).

Besides such concerns, in facilitating learners development into functioning adults, autonomy is seen a pedagogical stimulant and a way of providing students with mental frameworks for succeeding in society (UDIR, 2015, Fogelman, 2002:203). Bridges (1997:153) argues that autonomy in the form of *personal autonomy* can be seen as an important part of functioning in democratic societies, not always explicitly but often as an understated end goal where the student, as a result of education, is to become a self-sufficient asset to society in some form or another (Little, 2012, Fogelman, 2002). Personal autonomy refers to an individual's personal freedom to make choices independently of external factors (Dearden, 1972, in Bridges, 1997:155). As students enter their adult and professional lives, demands will be put on them and their sense of self-improvement to perform and act autonomously (UDIR, 2006), autonomy can be empowering for students and ultimately to encourage them to be more engaged and informed students who can in essence make more informed decisions for the better of society (Fogelman, 2003:204). Aspin (2003:248) provides four specific prerequisites for a democracy to function, two of them being closely related to autonomy, "(2) that citizens should be able to participate in its institutions and contribute to the direction of its affairs;" and "(4) that citizens should be free to use those social goods to choose and construct a satisfying quality of life."(2003:48) This is vital in all democratic countries and this is explicitly stated as part of the curricular aims for the Norwegian school system (Prothro, Grigg, 1960:279-280; UDIR,2015).

Autonomy can be seen in many ways as an important means for achieving greater democratic involvement not only by letting and encouraging students to think for themselves but, also to provide them with a template for involvement (Fogelman, 2003; Aspin, 2003). In an autonomous classroom such as the one described by Dam (2011), the students directly partake in a democratic process, within certain restrictions and clearly communicated expectations, regarding what they are going to do in class. The students are involved and it is reinforced that their opinion is of importance, which serves as a way of increasing their confidence. The function of autonomy in the classroom perhaps it not only that it enables student engagement but it also changes the dynamic between teacher and student (Dam, 2003:137). The roles change as the learners become more involved in the decision-making process and have their voices heard.

The role of learner autonomy also extend into a broader research scope. The implementation of and research into learner autonomy have had and may have many varied

wide-ranging consequences. In general terms, it may have led to an upsurge in the use and research of types of adapted learning in education, in the sense that it manifests in a greater focus on learning styles, learning strategies and investigating what makes good learners good. This is in line with some of recent trends and studies done in this context. Nunan & Wong (2011) have studied the characteristics in terms of learning styles and learning strategies that differ between effective and less effective learners. This particular study looked at learning strategies and learning styles in general and the subjects were Hong-Kong university level students attending a wide variety of fields. To do so they used an online questionnaire to gather data (2011:149). Interestingly enough, what was found was that although the more effective students generally favoured a more communicative approach as opposed to the less effective, more authoritative-oriented students, the main solution or proposed change was altering the affective stance of the less effective students, in other words increasing motivation. In describing effective learners in terms of characteristics, "These learners can be characterized as field independent and active" (2011:152). It seems pertinent to mention that besides this, an increased focus on reflection, engagement and "learning-how-to-learn" pedagogy or meta-cognition is emphasised as potential avenues for improvement (2011:155).

Learner autonomy arguably concerns motivating students to learn knowledge on a different basis. Learning how to learn knowledge is central to virtues of learner autonomy claims Dam (2011:42). As learners encounter problems of their own that they have to find solutions to independently, they develop a different kind of knowledge related to practical personal problems. To illustrate Dam cites Barnes;

"School knowledge is the knowledge which someone else presents to us. We partly grasp it, enough to answer the teacher's questions, to do exercises, or to answer examination questions, but it remains someone else's knowledge not ours. If we never use this knowledge we probably forget it. Action knowledge is different. We use it for our own purposes; we incorporate it into our view of the world, and use parts of it to cope with the exigencies of living." (Barnes, 1976:81)

Action knowledge is something we have learned to face a problem of our thus it is also relevant for us in a personal sense.

Learner autonomy represents a shift from traditional teaching. This does not necessarily mean an abandonment of responsibility as Little, cited in Dam (2003:137), points out, but rather continuous facilitation of environments and conditions were the students are

engaged and allowed to exercise their autonomy. Dam (2011:43), in another article, stresses the importance of keeping some clear rules and expectations of what the two parties in this interaction, the teacher and the students, are supposed to do. This is in many ways can represent a practical and somewhat realistic view of how learner autonomy can be implemented.

#### 2.1.5 The different forms of learner autonomy

Learner autonomy comes arguably in many different forms often influence by the teacher and the kinds of students that are in the classroom, teachers can end up greatly varying along a spectrum of how often and how they decide to influence the students and classroom interactions directly. This is sometimes by some theorists referred to as either the interventionist vs non-interventionist positions (Cotteral, 2012:44-45). Intervening in a classroom situation is something that all teachers do eventually, the point being made is that the times and conditions for involvement matter.

The example given of an interventionist stance is the use of SBI, or *Strategic Based Instruction*, where the students are autonomous but the teacher still interferes with the intention of correcting and making sure that the students do what they are supposed to do, often at the beginning of the session. (2012:45) The teacher is not regulating or controlling every facet of the classroom interaction, rather, the teacher deliberately presents the students with predetermined strategies and elements of instruction with a wider goal of allowing the students to work more effectively. "Strategies-based instruction or SBI is a learner-centred approach to teaching that focuses on explicit and implicit inclusion of language learning and language use strategies in the L2 classroom." (Cohen, 2012:62) Cohen further argues that SBI is a very effective way of transferring knowledge about learning and ways of learning to students (2012:63). To reinforce these claims, Cohen report on a study of 55 intermediate learners of French and Norwegian at the University of Minnesota. The comparison study looked at students attending a regular course in the same subjects. After conducting a questionnaire and several comprehension tests, the results indicated that the experimental group, instructed with SBI, outperformed the control group (Cohen, 2012:66).

On the other side of the spectrum there is the non-interventionist stance where the practitioner does not intervene out of a wish for the student's autonomy to be promoted and encouraged at all times. The assumption seems to be that if certain underlying strategic and pedagogical frameworks are in place, the students can still work autonomously and effectively

without the teacher having to constantly instruct and guide them (2012:64-68). Undoubtedly, there are good reasons for and against adhering to both of these underlying pedagogical positions, most teachers probably adhere not to one single stance, but are more likely to vary depending on the situation and their convictions regarding effective instruction.

Learner autonomy and the way it manifests in the context of reading literacy is also possibly affected to a greater and lesser extent by the advance and prevalence of modern media, and forms of digital distribution of written material in the 21st century. It is unlikely if not naive to assume that all students simply read or learn from a traditional physical book. Many consume written media in different digital formats such as e-books, digital articles, newspapers online, blog posts and many more. This has led to some theorists questioning whether the current, or at the time current, definitions of learner autonomy are reflective of the actual nature of the way students learn (Illes, 2012; Benson, 2008). Illes (2012), specifically decides to focus on the issue of the CMC (*Computer-mediated communication*) as her main argument for altering and effectively broadening the definition and function of learner autonomy for L2 speakers of English. She argues that in our increasingly global world the onus on effective communication and usage of English as a *lingua franca* places additional strain and requirements on the user's communicative competence (2012:509). "Changes in the use of English and the subsequent focus on communication processes imply that learner autonomy should include the ability to cope with the linguistic and schematic diversity, the fluidity, and the increased demand for negotiation that interaction in international contexts of use presents" (2012:509) Apart from such issues, Illes (2012:508) is also concerned with the amount of what she claims, is unquestioned autonomy and leverage given to students in teaching contexts. There truly is a lot that has happened in terms of communication and text-based media since the 1970s when learner autonomy was first conceived as a concept. Contact with literally millions of other L2-users are now just a couple of commands on your laptop away, the question is, is this development drastic and crucial enough to the function of English, that learner autonomy should reflect this.

#### 2.1.6. Learner autonomy and learning strategies

Oxford (2003) details a number of ways the L2 learner can attain control over their own language learning, these being for the most part the various forms of strategies used by learners. Strategy usage is connected to learner autonomy in that they both require the learner to take initiative of the learning process, arguably the learner must be autonomous to a certain

degree for learning strategies to be useful in the first place. In order to contextualise this, it may be useful to look at the concept of learning styles, which will not be major focus in the study. It is a possibly closely related concept in that it concerns the various ways in which learners learn and how certain factors such as personality, overall preference and aptitude affect their learning process (Oxford:2003, Skehan, Dörnyei, 2003:601-607). Learning styles will not a significant focus in the study, Learning styles concern .."the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others" (Oxford, 2003:2).

Learning styles which in many ways guide and govern the ways in which pupils learn, are grounded both in biology and development of cognition. Some learners simply learn better through physical experience, having kinaesthetic or tactile preferences. Other learners have auditory or visual learning styles (2003:3-4).

A learning strategy is a specific set of actions or plan performed in order to deal with a learning related problem (Wong, Nunan, 2011:146; Oxford, 2003:2). Oxford (2003:12-14) then goes on to list various strategies that fit within the cognitive, meta-cognitive and the affective spectrum, similar to what was described earlier with regards to the theoretical split of learner autonomy by some theorists. Learning styles influence the choice and implementation of strategy, to a significant degree.

Oxford outlays six possible categories for different types of strategies: *Cognitive strategies*, "enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures)" (2003:12). *Metacognitive strategies*, "Identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall". *Memory-related strategies*, are strategies that help learner retrieve and remember information. *Compensatory strategies*, "Guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing....help the learner make up for missing knowledge." *Affective strategies*, can be used to control and identify one's "mood and anxiety level". *Social strategies*, involve using communication to fill in gaps and acquire new knowledge with the help of others (2003:14).

In talking about reading strategies it is important to distinguish between *skills* and *strategies*. Skills are fairly automatic, if not completely automatic process, which we employ

unconsciously while reading (Grabe, Stoller, 2013:8). Oxford (2003:2-3) links the concepts of learning styles and learning strategies by pointing out the connection behind the underlying reasons for subconscious behaviour and preferences and the actual conscious thoughts and actions performed by students to improve their own learning experience.

## 2.2. Who is the "learner" and "teacher"

When talking about the various people involved in a learning situation, it is fair to say that we have certain preconceptions about how people normally should be and behave, what roles they would have and what characteristics they would have according to those preconceptions (Riley, 2012). Riley (2012:32) maintains that the way we perceive talk about the learners, to a large part determines how they behave. As mentioned before, one of the primary tenants of learner autonomy is that it is primarily a learner-centred environment where the roles have shifted somewhat (Dam,2011), not only has the teacher become less of a clear-cut, traditionally authoritative figure, practically directing every possible setting and being the one with agency in all interactions (Benson, 2013:186).

In understanding how this dialogue and role is created it also necessary to understand the teacher's role and preconceptions. In Chan's (2003) study of how teachers view learner autonomy, she found that while teachers felt to a certain degree responsible for what the students did at school, they felt no such obligation or duty towards what the students did at home. The study itself was conducted by using data collected from 508 undergraduate students at the university of Hong Kong, combined with the data gathered using the same questionnaire from 41 teachers (Chan, 2003:35). What is perhaps most interesting is that the teachers mostly had positive thoughts regarding the student's ability to exercise and make use of their autonomy, however, while there was a statistical correlation between teachers believing in the student's abilities and letting them have more responsibility and vice versa, the author also found a mismatch with regards to what the teacher wanted the students to do and what they actually did at home. Chan (2003:49-50) suggests that this is a result of miscommunication between the students and their teacher. Inhabiting a teacher role such as the one described in most learner-centric environments is difficult, requiring skill and confidence in one's ability to guide and strengthen the student's natural learning capabilities (Dam, 2003:143-145). To simply let the students have some measure of agency, is indicative of great faith in the student's decision making, and their potential as learners (2003:49). What

Chan's study hints at and which Chan (2003:50) herself points out, is the need to create a more flexible learning environment where both teachers and students are comfortable with the learner role expanding to include the ability to choose not only methods, but also materials, tasks and approaches. For this to be possible it is perhaps necessary to change some of those pre-conceptions that exist in relation to the role and relationship of learner and teacher. Oxford (2011:92-96) expresses similar sentiments when talking about the socio-cultural dimension of learning, stating that all communication is steeped and laden with meaning of both cultural and political significance, and it is the diverse socio-cultural contexts that shape the way and identity of the L2 speaker. She also goes a step further, "Instead of labelling the learner, we must consider the L2 learner's fluctuating social identity, which is related to how he or she perceives the power dynamics in the sociocultural context in which the L2 is being used..." (2011:95). This is very much in line with some of the current research regarding identity and communication, the individual is in focus rather than being simply generalised and put into a rhetorical box for the purposes of theoretical discourse, instead creating a discursive environment where learners are encouraged to think for themselves (Riley, 2012, Dam, 2011:43).

## 2.3. Reading literacy

### 2.3.1. Defining reading literacy

Reading is a skill we use and practice every single day of our lives and without it, we would be helpless in our text-laden world. Reading is described as a complex cognitive process by which we decode and process visual signs to form meaning (Grabe & Stoller, 2013:13). "Reading literacy is understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society." (PISA, 2009:23) Reading literacy as such covers all relevant facets of its use and application, whether that be use, discourse or other operations of reading. Every act of reading carries a certain intent (Grabe & Stoller, 2013:5-6). We read for pleasure, jobs or gaining information in general. As such one completes, or attempts to complete goals through the use of literacy. It is also important to note that there is some disagreement as to how to define reading and by that extension reading literacy. Grabe & Stoller (2013) for instance argue that simple definitions of reading, such as "...draw meaning from the page..." (2013:3) are too one-dimensional and do not cover the very varied nature of reading. For one thing they argue that



readers have many different reasons and purposes for reading, and that a large proportion of readers are not L1 readers and thus have an entirely different way of reading the texts themselves (2013:4-6).

Reading is a cognitive process making use of many separate sub-sets of abilities, that will determine how well one reads and understands what one is reading. It is made by coding ability, word recognition and others (Grabe & Stoller, 2013). These ultimately determines how well the learners handle the semantic, morphological and syntactic properties of language. But there are other predictors of reading literacy that go beyond word-level analysis according to research (Netten, Droop, Verhoeven, 2011:415). Reading literacy is in other words a rather complex set of skills but which generally manifests as the usage of and understanding of textual information. For a L2 learner the prerequisites for what can be considered literacy does not as much change, as the way it is possibly implemented (Grabe & Stoller, 2013:40-50). Many L2 learners often develop basic reading competency in their L2 later on in life and their scholastic careers, than can lead to difficulty for older learners who have to adapt to learning a L2 claims Grabe & Stoller (2013:42). Another example of how this connection between L1 and L2 can be found in a study looking at the influence of L1 proficiency on L2 proficiency, which found that there was a connection between strong ability in L1 and strong ability in L2 (Sparks, Patton, 2012). In particular, they found that there is a relatively strong link between the amount of print exposure in L1 and the levels of competency likely to be acquired in L2 (2012:26). This along with general proficiency in L1 literacy carrying over to the L2 later makes the authors point out that teachers should be aware of the importance of early L1 proficiency and how this may possibly have an impact much later on, in the student's L2 (2012:27). Much of this has already been looked at or at least inferred, but studies such as this only seem to strengthen the assumption that L1 and L2 is intrinsically linked, both through cognitive and environmental factors. It is only natural that someone learning a L2 language is slower at processing the information on the page and making use of it. Moreover, while the connection between L1 and L2 is there, having some kind of linguistic competence necessary in order to attain L2 reading proficiency. If, following, or at the very least borrowing from *language threshold* theory (Grabe & Stoller, 2011:43), the ability to process with a certain amount of fluency and having attained some linguistic competency frees up cognitive resources, which can be spent tending to other concerns, such as reading strategically paying attention to other aspects of the text itself (Grabe&Stoller, 2011:40-44). These concerns determine to a large part how L2 instruction is

implemented, perhaps requiring increased flexibility with regards to instruction, as these effects are likely to influence learners differently.

### 2.3.2. The relationship between reading literacy and autonomy

There are a number of ways that learner autonomy may exert an influence on reading literacy. When we read, we are constantly making decisions (Macaro, 2008:50; Grabe & Stoller, 2013:5). We choose what we want to focus on, which part of the text do we find the most interesting, the plot itself, sentence- and word-level analysis, what is the author/text trying to convey either through aim, setting or characters. All these processes and more play a part in how we perceive a given text. Many such decisions are unconscious and occur at the cognitive level of understanding (2013:3-32). In making these decisions it is important that we have the right tools to approach in the way that suits our learning preferences and context. Learner autonomy and specifically language learner autonomy arguably concerns the higher-level processes. They are considered higher-level processes in that it employing them entails taking a step back from the particulars of the learning situation and instead focusing on an overall process and understanding. Learning about the learning process, represents a meta-knowledge of learning (Oxford, 2013:14-21). These are above the level of lower-level, which are the baseline cognitive functions of reading, examples of this being, lexical access, syntactic parsing and semantic proposition formation (2013:14). Higher-level processes such as a textual or graphic representation of the text, allows the reader to assess and coordinate the main ideas and parts that represent the whole, and thus to understand its meaning (2013:20). Such higher-level processes can be influenced by the way we choose to read the text. As such, when trained in reading a text using one's own methods and techniques, via, reading strategies or generally taking charge of one's own reading it seems natural that such abilities would improve (Oxford, 2001; Grabe & Stoller, 2013:7-10).

Besides the way we function when reading, it is important to remember the affective dimension to our actions, this is no less the case when it comes to reading, and should be kept in mind when considering possible implications of promoting autonomy while working with reading literacy. Students who are involved and engaged with their work are more effective and motivated learners (Deci, Ryan, 1999; Dam, 2012; Oxford,2011). There are a number of ways for making reading more meaningful for the learner by involving them and giving them the opportunity to guide their own learning process such as the students in the study by Kuzca (2012). In this example the students were allowed to use and trained in making their own

comprehension questions, which illustrates just one way of involving students in reading and text analysis. This allows the students a greater amount of leniency in dealing with the text, it also promotes reflection and enquiry into what is important in a text, the questions being formulated not based on a pre-set plan or template but rather based on what the students themselves would like to focus on (2012:301).

It is also possible to focus on the materials used. Meister (2012:274), for instance, argues that the use of *authentic texts* in particular can be very beneficial in making students work autonomously and preparing them for the real world where they will encounter such texts. Authentic texts are texts that are intended for native readers to read and are not thus created with L2 readers in mind (MacDonald, Badger, 2010). Simply allowing the students to participate in choosing which texts to read can make reading more meaningful. This is something that in the context of learner autonomy can be very beneficial, allowing the students to choose the texts they are likely to encounter (Dam, 2012). It is necessary for the reading of the students to be meaningful, in order for them to see the value in being autonomous. As such, one might say that reading and learner autonomy have an interrelated relationship, one affects the other. Reading being more enjoyable leads to the students being more invested in, and finding the reading more meaningful, thus they become more willing to take charge of their own learning process (Little, 2008).

### 2.3.3 Reading strategies and learning styles

There are many ways of dealing with texts and approaching the sometimes difficult and complex task of understanding and utilising written information. This is reflected in the effort to make use of what many loosely refer to as "reading strategies". Reading strategies can be defined as the conscious actions and thoughts used and implemented by students wishing to improve their reading literacy and capabilities for reading (Grabe & Stoller, 2013:8-9; Oxford, 2003:2).

Reading strategies can be both a specific response to a given textual problem or a habit whereby the student has previously acquired ways of dealing with reading and texts. By applying conscious patterns of action to previously unconscious thought we can, to a certain extent, control our own reading process and the way we interpret and understand a text (2003:11). One is simply applying a particular strategy to a particular problem, in this case reading. In other words, using a specific strategy for a specific problem, as opposed to general purpose strategies. "The most effective strategy instruction appears to include demonstrating

when a given strategy might be useful, as well as how to use and evaluate it, and how to transfer it to other related tasks and situations." (2003:11) Reading strategies then, can best be described as a specific subsection of strategies related to reading, there are many and every single one is contextually may be appropriate in some way or another (Chodkiewich,2011:262).

As was mentioned earlier, there are many ways of reading a text that does not involve taking notes or writing besides reading (Grabe & Stoller, 2010:7). One common strategy, cognitive in nature (Oxford, 2003:12), used while working on a text is simply *rereading*, either the entire text or certain parts of the texts that are either too difficult or otherwise important for the sake of understanding its contents. To know when to use the strategy is a skill. Knowing when and how to decide which parts of the text deserve special attention requires a level meta-cognitive understanding of not only the reading as an activity, but also an understanding of one's own thought processes. To know when to use appropriate strategies, via meta-cognition, may aid memorisation, comprehension or understanding (Akkakoson, 2013:443; Oxford, 2003:9; Oxford, 2013:43-53). Another example of a reading strategy concerns what one should do when encountering a word one is unfamiliar with, what Oxford (2003:13) would refer to as a compensatory strategy. Some students will automatically look up the word in a dictionary. This can be time-consuming and take away the focus one has already devoted to reading. Therefore, most readers have developed the ability, either consciously or unconsciously, to infer the meaning of a word by looking at the words and sentences surrounding the word, a form of incidental word learning (Elgort & Warren, 2014:366). This requires a deeper understanding of the semantic nature of words and a certain level of vocabulary range. These two strategies can be considered higher-level strategies that deal specifically with comprehension and constructing meaning by the learner (Chodkiewich, 2011:259).

These can be contrasted with lower-level strategies, those that deal with decoding and word-recognition, lexical parsing etc. These are subconscious and occur all the time as we are reading (Grabe & Stoller, 2013:15-19).

What remains then is choosing the right strategy, and figuring out which parties in the classroom setting are best suited to make such a decision. There are also options with regards to how such strategies should be implemented, there can be benefits to allowing the students some freedom in this regard (Dam, 2011; Kuzca, 2012). These are all relevant considerations for both learner and teacher.

#### 2.3.4. Literacy in the digital age

Reading in the 21st century provides a host of unique and varied challenges. Some of those related to the topic of digital literacy will be covered in this section. For one thing, the way we read and the amount of time spent on each text is different from what it used to be (NOU, 2015:30). Most people read increasingly online in a world where pretty much all the information we could ever want is literally at our fingertips. As everything is online, as it were, we can access it from any place where we have connection to some kind of network. This means that a lot reading is done on the move and often in conjunction or closely situated with some other kind of activity.

As such, much of the reading we do in a digital format is not for meaning or just understanding. As was mentioned briefly in section 2.2.3 we can read in different ways. Often we skim for information, trying to quickly glean information at a glance or a short period of time. *Skimming* is a term that denotes reading quickly for the sake of getting an overall perception of what one is reading (Brown, 2001:394-395). One is not reading for specific information or necessarily deeper reading, one is simply trying to get an overview and get as much out of spending as little time as possible. *Close reading* on the other hand, is the act of reading thoroughly and closely making sure that the details of each and every part of the text is understood. For instance, if one is doing some form of analysis of a poem or short story, it would be natural to do a close reading of the text. This way of reading is also often associated with strategies such as note-taking, underlining and writing annotations. This is all connected to why we read a particular text, for what use we imagine it will have (Brown, 2001:392). Reading digitally, or digital literacy as it is often referred, is not a univocal exercise, but in terms of the capabilities granted by the technology used to show and process large amounts of texts, some new habits have been formed as a result of this (Sullivan, Puntebekar, 2015). One such habit is the ability of using most document- and word-processing software, to search for words, terms or sentences allows the reader to instantaneously navigate the text to find what they are looking for.

That is not to necessarily say that such developments are all necessarily to the benefit of the learner. Results of the PISA-tests of 2000 and 2006 did show that student's reading abilities were far from satisfactory, but whether this is tied to digital literacy, remains to be seen (PISA, 2000:69; 2006:6), however, reading literacy amongst 15 year old students have gone up again (PISA 2014:19). Reading in a digital format come with a host of challenges,

many of which we are just now starting to understand. Research also indicates that simply writing by hand, on a piece of paper or next to a text, a key component of close reading, one increases the chance of remembering the information one is receiving (Mueller, Oppenheim, 2014).

Such research illustrates a central dilemma with using digital resources in education. They attempt to answer whether the benefits of efficiency, availability and ease of use, justify the possible distractions that come from using such devices. The study, in short, entailed having students listen to lecture given on a screen while either taking notes by hand or by using a computer to the same (Mueller, Oppenheim, 2014:1160). The students were then given sets of tests designed to test to what degree they were distracted and how much they had retained of the lecture itself. The content of the notes themselves were also analysed. Interestingly the students performed the same with factual accuracy, but for conceptual understanding the notetaking students outperformed those that wrote on a computer (2014:1161). Thus, the authors in their remarks claim that "This study provides initial experimental evidence that laptops may harm academic performance even when used as intended" (2014:1162). Reading a text and watching a lecture are two quite different things, and while the general goal of both may be understanding or gaining new knowledge, the sub-specific goals might very different. It is however a facet of the reading instruction that is needed in our digital age along with giving the students the tools necessary to cope with the challenges of digital literacy.

The way information is organised online also exerts an influence on the way we read and work with texts, as texts often appear in clusters related by topic or relevance. This has led to a type of reading or rather a form of text, enabled by digital formats and how easy it to jump from one to another, in the form of *hypertext*. Hypertext or hyperlinked digital text is defined as the linking of different non-linear texts through connections, mostly semantic in nature (Sullivan, Puntambekar, 2015:299). This allows the reader to continuously shift between different texts based on suggestions or linkages based on similarities, often provided in the text itself. The reader is effectively reading many texts at once. This should further strengthen the belief that we must make sure students are capable of handling the vast flow of information available to them. Students with weaker reading ability, in the research cited generally performed worse. "Nevertheless, regardless of comprehension ability, the use of productive strategies, particularly strategies for navigating among digital texts in order to make connections, could have been improved for all students" (2015:301). This is key to the issue of reading in digital or non-book formats. Not only is it changing the way we view

written text, it is also changing quickly and the ways in which it is implemented are ever more nuanced and varied. The technology is also gradually becoming more intuitive and a greater part of life, from public transport, shopping to communication. The lines between "regular" life and the digital realm is blurring and this trend is likely to increase in force. In this new, digital, ever changing, world we need students who can quickly adapt and make good use of the tools at their disposal but also be conscious of what these changes mean for their own long-term development. Such sentiments have been pointed to in the core curriculum (UDIR, Common core, 1993). Learner autonomy is important in such a context as it encourages students to critically think and consider the material they are consuming and using (Kuzca, 2012, Müller, Verweyen, 2012).

#### 2.4. Motivation

*Motivation* is key to the learning process it is the catalyst which makes learners perform tasks with vigour and willpower and enables them to derive joy from the actions we take.

Motivation is, according to Deci and Ryan (1999:54), being activated and driven towards something. To be in a motivated state for a prolonged period of time has long been recognised as an important part of a productive learning environment (Bandura, Cervone, 1986; Dörnyei, Skehan, 2003:613). Students are likely to perform better when they are in control of their own learning and progress.

Some theorists have made the connection between *Self-determination theory* and reading motivation (Neaghel, Valcke, 2014). Self-determination theory or SDT is a psychological concept based on the theories of Deci and Ryan (1999) dealing with extrinsic and intrinsic motivation. Students who themselves provide their own empowerment and are the determining factor in their own future and agency of that future, are more motivated learners. Some researchers, such as Dörnyei, Ushioda (2009) have developed theories where the psychology of motivation plays a greater part. A lot of the theory is based around the concept of the motivational self, particularly *possible selves* and *future self-guides* (2009:10). Such concepts are based on the assumption and gradual realisation of how much our personality affects behavioural characteristics. Possible selves represent a person's thoughts and ideas about what they in the future can become, what they wish to become and what they are afraid they might become (Carver, 1994 in Dörnyei, Ushioda, 2009:11). The future self-guide can be interpreted as a guiding function, a "to-be-reached" scenario of the future. This, argues the author, is tied to the state of the *ideal self* which can closely resemble a goal or

desired end state. The same can also be claimed for the "feared self" as something to be avoided. There are also other theoretical dichotomies dealing with such representations of self, such as the difference between what we would ideally like to become and what society thinks we ought to become. As imagination is an important part of motivation, imagining oneself in the future can become a powerful motivating factor (2009:16). In terms of research, some have found a clear link between motivation and the use of L2 learning strategies (Dörnyei, Skehan, 2003; Wolters, 2003). There must be a balance, educators have a responsibility that go beyond simply allowing the students to do what they want. It must be weighed against such responsibilities. This is why a merger of motivation and autonomy through shared planning and responsibility can be so effective. It gives the students a larger stake in their own work (Dörnyei, Skehan, 2009:224).

#### 2.4.1. Extrinsic and intrinsic motivation

Research on motivation has progressed considerably in the 30 years or so, this includes delineating motivation (Skehan, Dörnyei, 2003). An important step with regards to motivational psychology was taken by Deci & Ryan (1999), when they developed the theories of extrinsic and intrinsic motivation. This was first proposed as a theoretical framework, a way of categorising and ranging the different forms for degree of internalisation of external factors of motivation. Extrinsic motivation and intrinsic motivation are conceptually polar opposites. Intrinsic motivation is ... "defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence" (1999:56) The action and the subsequent rewards for doing said action has become integral to the values and personality of the person doing it. It is inherently valuable to do. This means that the person performing actions such as for example reading will not be in constant need of outside reinforcement by ways of, for instance, pressure to perform, punishments, expectations etc. Extrinsic motivation is quite different, it concerns the doing of an action for external rewards and factors not integral to the person's sense of self (Deci, Ryan, 1999:8-9). The reason for focusing on extrinsic and intrinsic motivation is that not only is it highly relevant to motivation in general, but intrinsic motivation, and the way it manifests, share many of the characteristics of the motivations of the autonomous learner. The person or pupil in this case is not doing the action for inherent satisfaction or value but rather as a way of responding or achieving some kind of separate goal (1999:60). The issue which the authors also point to (1999:60), is that most actions or activities in a school setting are not designed to be



intrinsically motivating. Thus, it can often be rather problematic to motivate students to do such activities. However, the reality is slightly more complex than this, as some actions may be classified as extrinsically motivated but to a lesser degree than others, actions can be placed along a continuum according to the severity of the disconnect between a person's ideals and the actions they take. For instance, doing something out of the fear of punishment is considered far less connected to any the individuals ideals or aspirations. As Oxford (2011:66) mentions, for a long time we have seemingly favoured explanations dealing with the cognitive and meta-cognitive parts of learning. The affective dimension having been given less attention, despite its obvious significance for learning in any form either it be extrinsic or intrinsic. Every action is based on motivation in one form or another.

*Self-efficacy* is arguably another relevant concept to this discourse. Self-efficacy refers to the strength of belief in one's abilities to complete a goal (Bandura, Cervone, 1986:93). According Bandura and Cervone's (1986) study of its effect, looking at how it influenced the performance of subjects performing strenuous exercise over a long period of time. Such studies show how important motivation and belief in ones abilities can be for making people perform a task over a longer period of time and maintaining their willingness to do so. As reading is an activity that does take a long time to complete and that normally requires a steady and continuous processing of information, learners need to be committed to the activity at hand. Therefore, it may be argued that there are benefits to allowing students the choice of methods and materials to shape the reading activity themselves. Research certainly seems to indicate such (Dam, 2011, Kuzca, 2012).

That is not to say there are not certain literary topics and themes that should perhaps be prioritised by the teacher, however the way this is done leaves many avenues for interpretation.

#### 2.4.2. The relationship between autonomy and motivation

The general basis for the relationship between autonomy and motivation is that if students feel that their actions and production matter facilitated through autonomous behaviour, either in the form of tasks or just simply opinions, they are far more likely to have a more positive relationship with education and learning in general. Research reports and studies supports this perspective and point to that student engagement, often tied to the students finding their work meaningful are very important contributing factors (Dam 2011). Ushioda claims that in principle, autonomous learners are motivated learners:

"To put it simply, motivation and metacognition are highly interrelated, since the exercise of meta-cognition can occur only when the ability to control strategic thinking processes is accompanied by the motivation or will to do so (Ushioda 2007). In this respect, we might say that motivation has a primary role to play in the exercise of meta-cognition or autonomy." (Ushioda, 2011:223)

This may also apply to reading, in the sense that students that are autonomous and feel autonomous are far more likely to actively engage with the text and have increased levels of motivation associated towards reading (Neaghel, Valcke, 2014). In summary, there are many concerns and possible adjustments to be made to the student's reading instruction/self-instruction. Thus, possibly allowing for improved reading literacy instruction by combining the virtues of learner autonomy and reading literacy.

An article suggests that this is already happening in the Norwegian classrooms, and that it is increasing in use from previous years. According to Brevik (2014), who looked at Norwegian teachers' use of reading strategies and instruction, such strategies are being used more frequently than previously thought. However, this may be because strategy usage is not always talked about as reading strategies as such. In the paper it becomes clear to the teachers as they are asked to reflect on what they do in their classes that they make use of such instruction, it is just not considered reading strategies as such (Brevik, 2014:59-60).

Another factor to consider when looking at the effects of motivation on student engagement, particularly in the context of reading or learning a foreign language is the additional strain it can have on many learners to attempt to learn and master language in the same way they mastered their L1 (Grabe & Stoller, 2013:24). Reading literacy, requiring an efficient mastery of low-level processes, can make reading in an L2 a slow and arduous task. This particularly the case with weaker learners. Which may explain some of the individual differences between learners.

## 2.5. Transfer

Learner autonomy and its implementation may present a number of benefits for learners and teachers, both in the short term and in the long-term. One possible long-term benefit, is the ability to use "*transfer*". Haskell (2001:23) defines transfer as "how previous learning influences current and future learning, and how past or current learning is applied or adapted to similar or novel situations" This concept of transfer and the study of it has been increasing steadily and it is used in a variety of fields and pursuits (Middleton, Baartman, 2013:1-3).

An example of transfer can be the way one uses skills learned in a job, say accounting, when working as a manager later on. Parts of what one has learned before can usually be applied to other areas and fields. In order for a student to be autonomous and to be successfully so, he or she must, one could argue, personally have some measure of this ability to transfer knowledge and understanding from previous experiences to new ones. Transfer in the context of reading and autonomy can mean two different things. Transfer in the sense that elements of L1 learning is transferred into the L2 and utilised by the learner, and, in the sense that, transfer of skills and approaches from one area to another (Grabe, Stoller, 2013:35), in essence it involves applying principles that were once in use for something else to another use. This is transfer of the kind we will concern ourselves mostly with here.

The connection to autonomy becomes clear once we understand that both are but two sides of the same coin. Transfer in this sense is not only acquisition of new knowledge but also the adaption of that knowledge, similar in nature to the continually changing schemata that we form cognitively while learning (Oxford, 2013:48; Sullivan, Puntembekar, 2015:300-301). Autonomy is the capacity for exercising and thus further continuing to attain that knowledge within an individual setting. The position that Haskell (2001:32-34, 83) takes is that for the students of tomorrow to be prepared for the inevitable challenges they will face, and more importantly, the range of those challenges, they will need to be skilled in transfer. This being especially true in rapidly changing societies where our previous conceptions and fundamental ideas about the world are continually shifting and changing as our technology and culture evolves (NOU, 2015:20-21). Learning for learning's sake then, is perhaps another important part of transfer theory, the belief that some knowledge is valuable not only for its immediate use but also due to the possibility it might lead to further learning and understanding separate nodes of knowledge. The connections formed may not be predictable in a nominal sense and might take forms previously unknown to us.

It should be noted that transfer sometimes does not help the learner. If used in contexts where it is inappropriate, overzealous transfer occurs (OZT). Here the learner is so pre-occupied applying and looking for connections between nodes/areas of learning that new knowledge is impeded (Schwartz, Chase and Bransford, 1999 in Middleton, Baartman, 2013:2).

As with much of what happens when learning the important thing seems to be finding a balance. While transfer might look like a very abstract and broad concept, that should not discourage us from looking at the ways in which it can aid in understanding the complex interplay of motivation, autonomy and reading. Transfer as a concept seems to be most often

applied to the context of adult education or at the very least with older learners. This makes the theory surrounding transfer more interesting for those that look at how learning takes place amongst learners in upper secondary school.

## 2.6. Research projects and studies

This section will present some of the research projects and studies that are relevant to the various research questions and as a way of illustrating some of the characteristics of the research procedures used within the field. First of the work of Dam will be presented as it deals directly with learner autonomy in a practical setting. Then follows a section on Akkakoson's research into the field, looking at the connection between strategies and L2 reading proficiency. After this Kuzca's research is presented looking at how one can promote meta-cognition and more open-ended approaches to working with texts. Finally, a section detailing some theses looking at similar topics in Norwegian research context.

### 2.6.1. Dam, Longitudinal research into learner autonomy.

Dam (2003; 2010; 2011) has provided perhaps one of the most comprehensive research studies and explorations of learner autonomy in an authentic environment. Throughout her long career she has continuously experimented with and introduced levels of autonomy to her own students from kindergarten and then followed said students, from three different classes, until the age of 16 (Dam, Legenhausen, 2010:126). This gives Dam a unique insight into the effects and approaches related to autonomy over a long time span. This has resulted in several research papers concerning different facets of autonomy, ranging from examining the teacher role and how one can test as ambiguous as learner autonomy (Dam, Legenhausen 2010), to looking at what be practically done to promote learner autonomy in class (Dam, 2011). The project, broadly speaking, started in 1982 with a class in English that from age 11-16 were, through questionnaire data, tested for linguistic competence and how they preferred to work, amongst other things. This continued in 1992, with a new class in a similar age group. This time logbooks were used to explore the student's abilities and capabilities in setting goals for themselves. They also worked together and evaluated their own and others work. The final phase of the research project was conducted from 1997-2002 with students ranging from 10-15 years of age, looking at the student's personal relationship to linguistic production and their associated needs within that context (2010:126).

Some of the results from this longitudinal research, was used in a large scale research project, the LAALE project (Language Acquisition in an Autonomous Learning Environment). The LAALE project is built on Dam and other researcher's data to create models for constructing autonomous learning environments (Dam, Legenhausen,2012:89). One of the underlying reasons which Dam refers to, is the premise that learning is more effective if the learner finds it meaningful, such as seeing the knowledge attained as action knowledge as opposed to school knowledge for instance (Dam, 2011:42). Moreover, in pointing to the importance of meaningful learning, Dam also stresses why the choice and authenticity in the classroom matters. Perhaps the most pronounced part of her argument is that of the evaluation process of which the students themselves must be part of, using logbooks. As part of the project, some of the results and students were compared with other classes in different environments. In cooperation with Legenhausen (2003:68-69), they looked into the differences in production, specifically grammar and vocabulary between a Danish comprehensive school class, taught in an using many of the tenants of learner autonomy and a German Gymnasium class, instructed mostly through a traditional textbook-oriented method. Through tests of grammar and vocabulary proficiency results indicated that although the German students outperformed the experimental Danish group in terms of grammatical accuracy at the most fundamental level, when it came to pragmatics however, more advanced output requiring the students to draw on a wider breadth of knowledge, the Danish group excelled (2003:70). The same more or less applied to grammar proficiency. Legenhausen (2003:71), whom Dam worked closely with, also notes that one of the key differences were the nature of conversation between the classes. While the German group produced conversation that were far more formulaic in nature, the Danish group produced much more idiosyncratic authentic production (2003:72-73).

Learner autonomy involves the students taking on, arguably, a more active role in their own education (Dam, 2003). This is something also Dam argues for with regards to the use of learner autonomy in teaching the target language to students (Dam, 2011:44). The importance of the students being "genuine users of the target language". In order for communication to be effective the participants must see its use and outcome as beneficiary to themselves, thus, effectively, sharing many similarities with learner autonomy.

This somewhat pragmatic view of language teaching not only changing the impetus of the intent and aim of teaching, it is also, as part of an effort of making classroom teaching as authentic as possible. Some of the criticism towards learner autonomy has been that it

facilitates a pedagogic release where the learners are no longer required to fulfil obligations that are required in order for them to learn, similar to the criticism sometimes directed toward learner autonomy. Dam argues for deliberately take a stance against this particular position, that learner autonomy is not an abdication of responsibility and simply allowing students to do whatever they please. In its simplest form, learner autonomy is trying to provide students with an environment where they can be challenged, get a sense that their voice is heard and promoting a more authentic style of learning. There are clear guidelines and a shared expectation of what is going to be done, via, goal-setting and creating a constructive dialogue between teacher and student (Dam, 2003:136). This effectively forms a balance and what can be considered a system for feedback, a "feed-back loop" or as Dam refers to it as "the three circles" (2011:138) which illustrate the way a class can be set up.

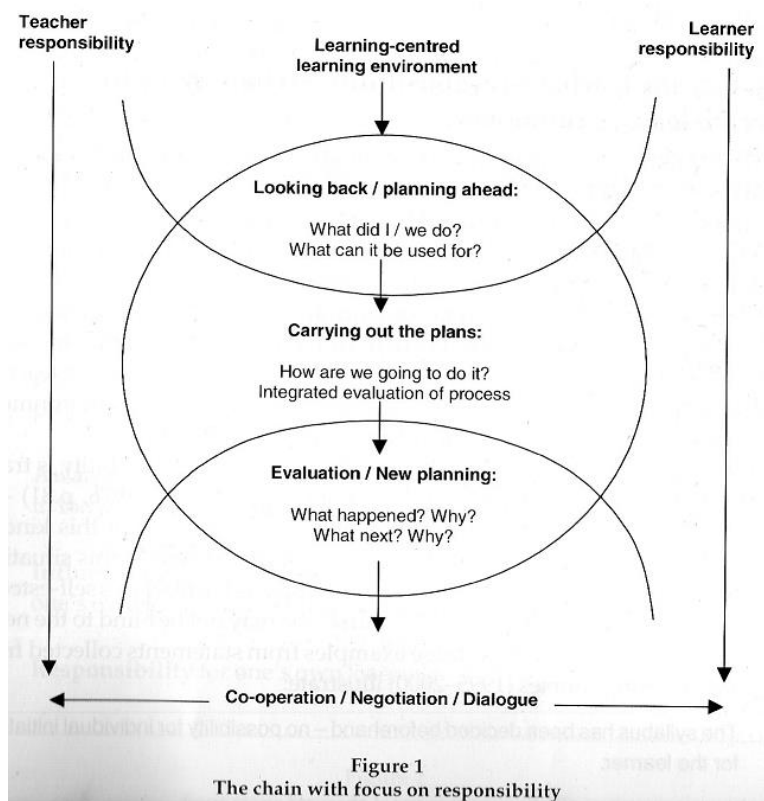


Figure 1.0 "The three circles, (Dam, 2003:137)"

Dam,2003 (in Little, Ridley, Ushioda, 2003, p. 137)

### 2.6.2. Akkakosen, Research into connection between strategy use and L2 reading proficiency.

In the study by Akkakoson (2013), the author looks at the connection between the use of strategic instruction and strategy use and L2 reading proficiency. To achieve this he tested, via pre- and post-test, 144 Thai university students attending a 16-week general English course. Besides the standardised tests, portfolios were used as written records made by the students themselves while reading (2013:425). The study employed a quasi-experimental research setup with one experimental group that were introduced to strategies and told how to use them and one control group that went through a very much traditional reading course. The author describes this group as mostly passive recipients of knowledge (2013:430). The pre-test consisted of various comprehension tests and a questionnaire about strategies (2013:425). For testing of the actual usage of reading strategies, the students in the experimental group were required to send in portfolios as part of their out of school assignments. Here the students had to account for the strategy they had used (2013:426). Finally, the students underwent post-test procedures, similar to the pre-test, to show possible progression or lack thereof (2013:430). The results themselves did support the assumption that instruction of reading strategies did on average improve comprehension amongst the experimental cohort but not for the control cohort. Interestingly the results also allowed for the differentiation of different types of learners by proficiency and their characteristics, for instance, only the high-level learners could in detail explain their reasoning for using a particular strategy and show an understanding of the "purpose" and "merit" of each strategy (2013:432-436). Low-level learners did not display any such deeper understanding even in the experimental group. What is more is that the study found that high-level learners did not spend time checking the validity and correctness of their choice of strategy as was found by other similar studies. The author speculate that this is because the students were confident in their English abilities (2013:439).

### 2.6.3. Kuzca, Effects of having students formulate questions to deal with texts.

Kuzca published in 2012 an article dealing with learner autonomy and reading by focusing on an alternative way for students to work with texts (Kuzca, 2012:299). Instead of making the students answer questions dealing with theme, setting and plot, the students were given the chance to create the questions themselves. The aim being to increase comprehension of the text they were working on. Also, in referring to other research, "They argue that teacher-

generated questions are typically targeted at the average student, the result being that such questions are, on the one hand, not challenging enough for good readers or linguistically talented students and, on the other hand, weak readers / students are not able to cope with them" (2012:300). Thus, such an approach may also increase student involvement as it is more easily tailored to each individual student according to the proponents of the method. The final results were gathered by looking at 11 German students part of an experimental group comprising of 22. Over a period of 2 weeks the experimental group read and worked on the text creating questions designed to help with comprehension of the text. These questions were by the end quantified and rated based on their incisiveness. The control group were tested using a standardised test on how well they understood the text. These results were then used to contrast those of the experimental group achieved through scoring their questions. Of all the different results gleaned from the experiment, four perhaps stand out. 1. That in order for students to create good, thoughtful questions it is required that also they receive some form of instruction in doing so (2012:310). 2. There was a marked difference in the performance of boys and girls, as many as 73% of the boys in the experimental group produced some kind of incorrect question (2012:311). This leads the author to consider male readers as a high-risk group, in need of additional support. 3. Concerning the ability to discuss and to understand the deeper meaning of the texts, the experimental group outperformed the control, but only on this task (2012:314) 4. Overall the quality of the questions posed by the students did not live up to the expectations of the teachers and author, "The analysis shows that 12 (55%) out of 22 students who completed the assignment got a grade 4 ( sufficient ) or worse. This slender majority can be called a risk group since their reading skills hardly make it possible for them to understand the text; they grasp the main ideas in the story very superficially." (2012:314) This leads Kuzca to suggest that this is due to mostly a lack of practice with such methods and by allowing the students to familiarise themselves, with such, an open-ended approach to reading they could increase their skill. Despite this it is also striking how many of the students reported that they were enjoying this way of working with the text, which in itself is no small feat, and that they found it useful (2012:319).

Making the students change their approach from simply answering questions to answering them seems like a fairly straightforward and not particularly complicated way of working with texts. However, this clearly lead to a very distinct change in the learners approach to the text and the way they think about them. Arguably being a top-down approach, as the students are asked to take a step back in level of abstraction and engage with the text at a meta-cognitive level.



#### **2.6.4. Comparable master theses: Castillo, Knaldre and Rønnestad**

In this section some of these studies will be discussed so as to get an overall impression of the research scope into related topics within the context of Norwegian research and master theses. There have been some research projects and theses conducted on the topic of learner autonomy, and reading literacy especially, but rarely combining the two.

In Norway relatively few theses have been conducted on the topic of autonomy in particular. One exception to this is the master thesis of Knaldre (2015) which looked at the Norwegian national curriculum more closely examining, through textual analysis, what elements of learner autonomy was represented. Among the findings, for instance, he found that the Norwegian curricula is based in many ways on a social constructivist view of learning (Knaldre, 2015:49). Knaldre (2015:58) also found other influences of learner autonomy in the curriculum, among other aspects, recognising the virtues of adaptive learning and the variety of learner characteristics. However, as theses go, reading and reading habits have been given far more exposure. An example of such an inquiry is the thesis by Castillo (2010) looking into the reading habits and reading strategies of Norwegian VG1 students of English. This was done by employing data gathered from a questionnaire, answered by 143 VG1 students (Castillo, 2010:70). The thesis is interesting for many reasons. For one it is fairly recently published and as such is a relevant source of information regarding current theories and methods in looking at reading literacy.

The students also fall within the same age bracket as the students that this study looks at and the approach is in many ways similar to the one used for this study. In terms, of results, it was found that students that read more at school also read more at home (2010:91). Also, very few visit the library and 67% of them read something on the internet every day. When it comes to reading strategies and their use, very few, as few as 5.7% thought about the text before they started to read (2010:92). They also often read the text in detail and utilised strategies such as summarising, both mentally and writing it down. One finding, that is particularly interesting is that as many as 80% guess the meaning of words rather than looking them up (2010:91-93). This suggests that both skilled and unskilled learners utilise this strategy. There also been done research within the field of *adapted learning* which arguably is in many ways connected to learner autonomy. A recent example of this, is the MA thesis of Rønnestad published in 2015. Here she looked at the perceptions and impressions of adapted learning of 82 students in the 10th grade in Norway (Rønnestad, 2015). Using a

questionnaires and follow-up interviews she were able to investigate what the students thought about their English education. When it came to results, she found that most of them were quite pleased with the subject, but that quite a few of them did not really understand or had previous knowledge of what adapted learning was. Another finding, was that due to lack of adapted learning, many of the more skilled students were not challenged sufficiently (2015:102-104).

## 2.7. Curricula

This section will cover some of the key curricula within the Norwegian school system governing the learning process and guiding the everyday classroom interactions that the students partake in. The elements that relate to the topics of learner autonomy and reading literacy will be discussed. Four main documents will be highlighted. The general curriculum (Common core, 1993), The English subject curriculum (UDIR, 2006), "læringsplakaten" (The learning poster, 2006) and "The school of the future" (NOU, 2015).

### 2.7.1. The core curriculum

The core curriculum is the overarching curriculum for the entire scholastic system in Norway up until university level, also referred to as the "common core" (Common core, 1993). After being first implemented in 1993 it has remained an influential framework for the Norwegian school system, although this has diminished in influence over time as competency aims have become more relevant in the last ten years or so.

In the core curriculum there are several elements that arguably relate to the concept of learner autonomy, for instance, with regards to the principle aims for the upper secondary school. "Prepare pupils for life at work and in society, to provide a foundation for further education" (Common core, 1993). Arguably related to the learner autonomy as the principle long term aim of learner autonomy is to enable students to learn how to learn, presenting them with tools for acquiring knowledge later on in life, for instance by presenting action knowledge rather than school knowledge (Barnes, in Dam, 2011). Autonomy being a skill that will be useful not only in a school setting.

The basis for the curriculum is the separation of human flourishing and existence in several different key areas; The Spiritual Human Being, The Creative Human Being, The Working Human Being, The Liberally-Educated Human Being, The Social Human Being,

The Environmentally-Aware Human Being, The Integrated Human Being. Of these elements of human flourishing covered by the curriculum, perhaps "*The Working Human Being*" and "*The Liberally-Educated Human Being*" are the most relevant as they deal with elements of learner autonomy through emphasis on self-regulated learning and taking responsibility for ones learning (Common core, 1993:18-20, 28). For example, sections in the curriculum pertaining to topics about "personal initiative" are interesting.

"Good teaching will give pupils evidence of succeeding in their work, faith in their own abilities, and the heart to take responsibility for their own learning and their own lives." (Common core, 1993:18) Such a statement emphasis the long-term benefits and goal of learner autonomy, to create independent fully functioning adults who can take care of their own development. There is also a broader emphasis on adapted learning and its virtues, echoing many of the underlying sentiments that form the theoretical basis for learner autonomy.

### 2.7.2. The English subject curriculum

The present English curriculum covers, in this case, the English subject as taught to students in upper secondary level who are to specialise in further academic studies (English subject curriculum, Knowledge Promotion, 2006). The English curriculum was developed as of the reform of 2006 and alternations were made to said reform, in 2011 and further revised in 2013. As was mentioned in the introduction, there are several aspects of the English curriculum that pertain to both learner autonomy and reading. In practical terms the curriculum is mostly made up of competency aims which guide the learning process and make sure that the students receive a varied and useful education within the subject, enabling them to become competent users of the language. There is also a list of basic skills that the students are supposed to have at the end of their education, such as "being able to express oneself orally or in writing" and "being able to read" (English subject curriculum, 2006:4-5). It is a very influential tool, but by including competency aims and being mostly focused on basic skills it leaves most practitioners remarkably free to choose how to arrive at the goals set out by the curriculum.

Of the competency aims there are several that stand out as relevant to the discussion of learner autonomy and reading literacy, but there are a couple that stand out. For instance, under the heading of "Language and language learning", one of the aims is that the student is to be able

to "give an account of his or her own language learning strategies and language learning outcomes" (2006:5).

This is clearly tied to the use of strategies and generally being able to plan foresee how one's learning unfolds. In context of digital literacy and being able to use digital tools in the services of learning, the following aim is also quite relevant. "use digital tools in an independent, critical and creative manner in the gathering of information, and in the communication and presentation of his or her own material" (2006:5) The key word here, is "independent" and "creative" both of which possible denote a connection to autonomy.

When it comes to reading literacy there are several competence aims that relate to reading literacy but perhaps most relevant are "evaluate and use suitable reading and writing strategies for the purpose and type of text" (UDIR,2006) and "understand the main content and details in texts of varying length about different topics" (2006). The first related to the use of reading strategies and understanding their use, the other emphasises general reading comprehension.

### 2.7.3. Other extra-curricular directives, The Learning Poster and The School of the future

"Læringsplakaten" or "the learning poster" is the principle manifesto for the Norwegian school system and details in broad strokes what the key tasks and directives are for the system as a whole (The quality framework, 2006). The learning poster was part of the overall reform in 2006 and in many ways it is summary of the most important points in curricula as a whole and is applicable across all subjects. As such it indicates the overall direction of the curricular aims. There are parts dealing with individualised and adapted learning, independence and autonomy, and the socialisation process in general and how one of the aims of the education system is inspire students to become democratic citizens who have adopted values synonymous with such an ideological outlook (The quality framework, 2006:2). Learner autonomy is present in several aspects of the manifesto, such as, "The school and the apprenticeship-training enterprise shall:..." "stimulate pupils and apprentices/trainees to develop their own learning strategies and critical-thinking abilities" (2006:2) and "stimulate the stamina, curiosity and desire of pupils and apprentices/ trainees to learn" (2006:2). With regards to the last vow, arguably by promoting learner autonomy one is also facilitating curiosity and desire to learn by giving them the tools to acquire language more independently.

As recently as 2015 a report was published, called "the school of the future" in which the Norwegian Official Report (NOU), an official committee, delivered a report on the current

state of the school system in Norway and the expected challenges facing the educational system (NOU, 2015). One of the many things that the committee point to is that in the following years to come it even more important that the students end up with the means of coping with an ever more rapidly changing world in which the advent of modern media and technology has speed up this process considerably (2015:8). In order to deal with this the committee suggests an emphasis on language acquisition and learning how to learn.

"To acquire new knowledge and deal with changes and restructuring in working life and other arenas, pupils need competence in learning. This means that they must develop awareness of what they actually can do and know, and how they can use it, and that they master relevant learning strategies."

(2015:22)

The committee also have several suggestions with regards to reading literacy, pointing out the importance of the skill, as it has many different uses, but also the importance of recognising the many very different types of texts that the learners will have read with regards to digital literacy (2015:30).

## 2.8. Summary

This section of the chapter will summarise what has been covered so far within the literature review. In summary it would probably be fair to say that learner autonomy and reading literacy both respectively has seen many interesting developments in the last 50 years. Learner autonomy from its infancy as a new development born out of other fields such as self-access, constructivism, CLT and others represents perhaps one of the most prescient overarching educational theories guiding teachers and theorists alike in attempting to meet challenges associated with learning in the 21st century. These are only some of the myriad of influences on learner autonomy, making it difficult if not impossible to distinguish a single point of origin. However, the central ethos of learner autonomy has always been a feature and an implicit goal of education (Little, 2012:12). While the definitions and various uses of learner autonomy are many, for the context of this particular study, taking charge of ones learning seems both succinct and appropriate. Learner autonomy while scrutinized heavily from around the 1970s and onwards seems to have managed to garner more positive associations than negative (Dörnyei, Skehan, 2003).

The debate concerning the future and current use of learner autonomy is in many ways a philosophical one. As Benson (2012:1, 20-21) points out, many feel that learner autonomy, used in its principle full effect will do more harm than good, as learners, especially at a very young age, are not always considered mature enough to benefit from the level of freedom offered. Such a position is often opposed by those that consider learner autonomy as an integral part of learning and as such, something which is irrefutable. Others such as Dam (2011) or Cohen (2012) have exercised autonomy in more practical terms based on the conditions of the class itself. The students are given a clear basis for common understanding, they are not free to do whatever they want, however they are incentivised to participate in the planning and the classes themselves (Dam, 2003). Such diverse perspectives are found along the contingent of weak and strong autonomy represent the sheer diversity of opinion found in interpretations of learner autonomy within the context of education (Smith in Benson, 2008:24). While learner autonomy is widely recognised as powerful tool for pedagogical improvement it is far from easy or swiftly achieved. From practical examples and attempts it seems that it required extensive and thorough follow-up within a supportive framework for it to become attainable for most students (Dam 2011; Pressley, Ghazala, 1990; Cohen, 2012).

Reading literacy on the other hand has been clearly defined and extensively researched for quite some time. Research still goes on, as to the best ways of learning reading literacy, some developments are also found for instance, dealing with how digital literacy affects reading habits and literacy amongst, as well as how it can be successfully implemented in a classroom setting. Learning strategies and by extension reading strategies have also been much researched, but as Skehan and Dörnyei (2003:608-609) points out there is are many who argue that much of the theoretical basis for learning strategies and particularly learning styles, in particular, were too inconsistent. Reading as an activity continues to be a crucial aspect of our daily lives, and its implementation and instructions associated with reading will most likely be an even more important part of our lives as we as a society transition into one of greater means, wealth and driven by technological advances within the robotic industry. Much of the future of reading literacy is connected to how it will be changed and affected by said technological advances, a part of this development is digital literacy which is likely will play an even bigger role in the future. Considering the message in much of the curricular documents being circulated in the Norwegian school system, this seems very likely (NOU,2015).

Good reading strategies may be an important step in presenting the tools necessary for the students to attain satisfactory proficiency, and as such the concept of "transfer" may be

relevant. The theory of transfer represents an exciting new avenue for learning and looking at meta-cognitive abilities.

### 3. Methodology

#### 3.1 Overview/Introduction of the chapter

In this chapter the research methods used in this study about the student's perceptions of learner autonomy and its relationship with reading literacy will be presented and discussed. It will also be explained why those particular methods were chosen and some of the concerns that were considered, so as to make them best suited to build on the research questions, such as figuring out in what ways learners perceive autonomy, in what ways they are autonomous, in what ways do learner autonomy affect the way learners read and what reading strategies do the learners use. Also, to figure out how the learners interpret learner and teacher roles.

The reasons for choosing the methodological approach also will be explained. Following this, an overview of and reasoning for the research design will be conducted. Details regarding the sample and the selection of that sample will be covered. As such, the section will also cover basic information about the procedure, such as average time spent on interviews, how many answered the questionnaire and more. Lastly, a brief discussion will be conducted of prevailing research practices and to what extent these influenced the decisions, using some examples of other projects and studies.

#### 3.2 Methodological approach

The choice of a methodological approach is important in determining the nature and focus of a research study. As Creswell states the approach should be based on

"the philosophical assumptions the researcher brings to the study; procedures of inquiry (called research designs); and specific research methods of data collection, analysis, and interpretation. The selection of the research approach is also based on the research problem or issue being addressed..."

(Creswell,2014:3)

Forming the research approach two primary concerns were important to consider, feasibility and appropriateness of methods. With respect to such concerns it was decided to employ mixed research methodology. Mixed methodology is a research approach where both

qualitative and quantitative methods and instruments are used, where the both types of data are analysed and integrated in order to answer the research questions (2014:14-15, 217-219). The main point of and strength of mixed methodology research approach is that it allows for correcting or at very least strengthening potential weak aspects of the research (Dörnyei, 2007:45). As the study would be looking at students and attempting to see connections between their sense of autonomy and how they worked with reading of texts, it seemed beneficent to use mixed methodology. It was believed that using a singular method, and given the complexity and nuance of the area looked at, it would present more challenges than advantages. Learner autonomy in particular is a very often vague and theoretically diverse topic and by gathering different forms of data it was believed that it would provide a more accurate understanding.

As qualitative and quantitative methods each gather different kinds of data, they also have different strengths and weaknesses, qualitative data being more detailed and in depth in that the data gathered is not numerical and directly relayed from the respondent, but often not supported by a large sample size as qualitative data gathering is time consuming to conduct (Dörnyei, 2007:34-35). Quantitative data is far more generalizable and easier to statistically analyse, partly due to the larger sample size but also due to the *closed-ended* numerical data being far easier to code and interpret. Closed-ended data is data that can be predicted or narrowed down significantly in advance, it is usually in the form of boxes or Liker-scales where the choice of responses are pre-determined (Dörnyei, 2010:26.) Open-ended items are the opposite, here the answers can be anything the respondent sees fit to write down or say (2010:36). Closed-ended items do however lack in depth and the total amount of information is often less.

Mixed methodology seeks to mitigate such weaknesses while keeping the strengths, for instance the implied strength of quantitative methodology would perhaps be less suitable to investigate a complex context sensitive topic like learner autonomy, but by combining statistical data with qualitative data and integrating the two, a more nuanced understanding may be arrived at. This is by Dörnyei (2007:165) referred to as the *development function* of mixed methods, that one method strengthens another. By using a quantitative method first, as a way of getting a sense of the general state of the student's relationship with learner autonomy and the ways they read, the data could be used to further develop and tailor the interview used later on in the process.

This relates to the issue of validity. Firstly there would have been a greater risk of decreasing overall research validity in the sense that using only interviews could lead to both



threats to *qualitative validity* and *qualitative reliability* (Creswell, 2014:201). Qualitative validity refers to whether the results accurately represent what is happening through checking the data, for instance, whether the use of certain questions in an interview guide accurately portray what is being researched. This can be remedied by employing another method from which the data can be analysed and used to strengthen the procedure. Qualitative reliability on the other hand refers to whether the approach and measures are consistent with other research projects and to what degree we can expect them work the same across multiple settings and contexts (2014:201).

There are many ways of conducting a mixed methodology study. Much of this has to do with how the data gathering part of the study is planned and conducted, and different projects will conduct elements in different orders. As Creswell states (2014:231-233) it can be difficult to determine what order to conduct collection of different databases in or to simply collect them all concurrently. For this particular research project it seemed most natural to conduct sequential research much in line with Creswell's own reasoning on the topic, "For quantitatively oriented field, the explanatory sequential approach seems to work well because the begins (and perhaps is driven) by the quantitative phase of the research" (2014:232). In that qualitative phase can be seen as a catalyst for the rest of the research. For practical reasons the combined research effort was not sequential but the two individual datasets were gathered sequentially. This allowed for the methods to be the same across both groups but also having the questionnaire inform the interviews, along with facilitating the development function of mixed methodology mentioned earlier.

### 3.3. The nature of the data gathering

Research projects and studies analyse data differently based on what they want to achieve, part of this process is identifying how the different variables, in this case learner autonomy and reading literacy, relate and to that end choosing an overarching research design is "crucially important" (Bordens & Abbot, 2005:97). The study concerns two primary variables, learner autonomy and reading literacy, and how these interact and influence each other, which makes the study in itself is a *correlational* study. A correlational study is explained thusly in Bordens & Abbot (2005:99) "Correlational research involves observing the values of two or more variables and determining what relationships exist between them". With the basis of the research conducted being exploring the relationship between learner autonomy and reading literacy, it was believed necessary to develop questions within the

questionnaire and interviews that dealt with specific parts of the relationship. One example being, to what degree are students conscious of the benefits and disadvantages of working on their own versus getting help from teachers to solve problems related to learning. Due to the exploratory and abstract nature of the study the sub-questions were not developed immediately. This is fairly common within qualitative research (Maxwell, 2013:73). Starting to develop such elaborate details would have been counter-intuitive before knowing the full extent of what to look for and what one were looking at. As for developing the questionnaire items to guide and make up the core of the quantitative method, these were mostly connected to reading and reading strategies, with some questions centred around trying to see what motivational levels the students had. The questionnaires and interviews were constructed in such a way that they would allow for multiple points of comparison and discussion of several different relevant themes.

### 3.4 Sample

In the study two different Norwegian VG1 classes in the Rogaland county in Norway were elicited to take part in the project. All of participants were attending the "general studies" study programme, designed to prepare the students for further academic education. All were participating in the basic English course offered at that level. In the classes, there were a total of 52 students; 23 in one class and 29 students in the other. Of these, 40 chose to participate in the project. As such 40 of the students completed the questionnaire and 8 of them attended the interview. There were 23 students from one class and 17 students from the other class participating in the project.

Out of these 40 students, 18 of them were male and 22 were female, which made for a reasonably representative sample all in all in terms of gender. In the interviews there were 5 male and 3 female participants. Originally the plan was to have 4 of each sex, but one of the participants were ill the day of the interview so another participant were recruited. These 8 interviewees were recruited out of a sample of 16 students who volunteered for the interview. The sample was selected mostly out of convenience, as time constraints and lack of options made it difficult to choose with any more particular care which schools were going to participate.

Recruitment of the sample was initialised by me personally contacting the relevant schools, teachers via email and enquiring about the possibility of conducting a research

project. Schools were selected in the nearby area that would represent as wide a demographic as possible, that would also be practical to work with.

#### 3.4.1. Recruitment of interviewees

As was mentioned 8 out of the 40 students who participated were selected for the follow-up interviews. They were chosen on the basis of their representativeness in relation to the other students. The questionnaires were, after being gathered, quickly analysed and reviewed in order to get a sense of the overarching trends and tendencies, such trends being based on the results from the questionnaire. Based on this info it was possible to select students that were the most representative of the total sample base and would thus give the most relevant and accurate data, thus the method itself increases the likely validity of data (Dörnyei, 2007:63).

#### 3.5 Anonymity and consent

This section will detail the procedure taken to ensure anonymity and research ethics for the participants of the study.

After initial contact and confirmation was made with two teachers, consent forms were sent out for the parents to sign to each of the respective classes. During the project no directly identifying information was gathered. However, in order to have more variables to analyse the data and contextualise findings, age and sex were added to the questionnaire.

In order for the questionnaire to be linked to the interviews, a numbering system was used. Each questionnaire had a number attached to it which was used to find the place where the student sat during the questionnaire. This allowed for the students who were being interviewed to be found without using or recording their names. There were also possible inferences based on the linking of questionnaire data and interviews but such traces were deleted shortly after the interviews were finished. There can of course not be full anonymity in a project such as this, but given how the topic was not particularly personal in nature and that the data in itself was devoid of direct identifying markers, it was deemed reasonable to simply remove sections of published data that could be deemed compromising in order to make sure that the students would remain anonymous.

## 3.6. Methods

### 3.6.1. The questionnaire

Questionnaires are an extremely popular form of data collection. They constitute a versatile and efficient way of gathering large amounts of data, usually of quantitative nature (Dörnyei, 2010:xiii). Due to such factors, a questionnaire was created and used in the study. The word "questionnaire" is used broadly to refer all manners of written research test items, as such it can often be given a very general and broad definition. One such example being, "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, 2001:6 in Dörnyei, 2007:102).

The questionnaire was designed for the purposes of investigating and gathering data regarding the student's sense of autonomy, their reading habits, motivation, understanding of learner and teacher roles, their use of reading strategies and other methods for working with texts. As most of these items were dealing with attitudes and opinions towards several of these factors, a *Likert scale* was used. A Likert scale is an instrument, named after its inventor, Rensis Likert, used to elicit closed-ended responses of given statements, related usually, to some form of sentiments (Dörnyei, 2007:105). Likert scale instrumentation would likely yield more accurate data than other close-ended options. Likert scale items are also considered simple, reliable and versatile (Dörnyei, 2010:27). Other close-ended questions focused on identifying the students reading habits such as average time spent reading in and out of class, such as "Time spent reading, outside of school, regardless of language". The other items specifically dealt with the student's understanding of autonomy with relation to learning and reading.

Besides using a Likert scale, two open-ended questions were used. These concerned what the students would consider taking responsibility for their own learning to be and how they perceived the concept and similarly, an open-ended item about what taking responsibility for their own reading would entail according to themselves. Open-ended items having been chosen specifically to elicit a variety of options. In designing a questionnaire it is important to consider the respondents and their preferences and priorities in order to get the most out the procedure. As Dörnyei (2010:12) points out, "most questionnaires in the L2 field concern topics that have a low salience from the participant's perspective, and in such cases the optimal length is rather short". With this in mind, the questionnaire itself ended up consisting

of mostly Likert scale statements and other close-ended items, which would be not be too demanding to complete for the respondent. A total of 33 questionnaire items were used. Of these, 22 were Likert-scale statements, 2 items were introductory close-ended items for age and gender, 2 close-ended items for identifying frequency of reading, one item for listing frequency of strategy usage and finally one close-ended item for volunteering for the interview later on. The choice of using mostly Likert scale statements for greater number of questionnaire items was that as much of the information elicited would deal with attitudes and sentiments which would be closely related to the research questions, specifically finding out more about student perceptions of autonomy.

### 3.6.2. The interview

Interviews are another very popular way of gathering data, but of a qualitative variety (Dörnyei, 2007:134). Dörnyei describes the interview, quoting Kvale (1996) as "a one-to-one "professional conversation" that has a structure and a purpose "to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena" (Kvale, 1996:5, in Dörnyei, 2007:134). To follow up on the questionnaire, interviews were held with students from the two classes. The purposes of the interview was to elicit more detailed data regarding their perceptions of learner autonomy in general and their habits with reading English texts. An example of something that could be explored in greater detail was if the respondents were cognizant of different ways of reading and to what degree they consciously employed reading strategies. It was designed to build on the data yielded from the questionnaire. As was mentioned, each questionnaire paper was marked with a number which would allow for connecting the questionnaire to the interviews so that there would be a possibility of connecting the data. An interview can further be categorised by the type of structure or lack thereof and the length of the interview itself. To fit the specific parameters of this particular project, a semi-structured form of interview was chosen. This would allow for some flexibility in manoeuvring from topic to topic while also adhering to a somewhat fixed structure of key themes and points that needed to be addressed (Dörnyei, 2007:136).

In order to prepare for the interview, an interview guide was created. The purpose of the interview guide was to provide a template and an aid for possible prompts to be used should it be necessary. The questions were not fixed but some of the questions were used in

almost all of the interviews, for instance, a question such as "how would you describe a good student?" was used to elicit thoughts by students on the roles of teachers and learners.

As much of the elemental data had already been gathered in the first part of the data gathering process, such as attitudes towards English, learning and habits, a semi-structured interview would be more suited for evoking more nuanced and detailed responses and thoughts from the students.

In order to acquire the data and record it, an audio-recording device was used. Choosing to use a recording device was based on an assumption that it would be more efficient and would allow the interviewer to be more present and engaged in the interview itself. As the nature of the interview was conversational, having to take notes would have drastically affected the ease of conversation. Dörnyei (2007:139) argues quite strongly for the use of recording devices, "There is general agreement in the literature that if we want to use the content of a semi-structured or unstructured interview as research data, we need to record it-taking notes is simply not enough as we are unlikely to be able to catch all the details...". These recorded data were later transcribed. The transcribed data was then analysed in conjunction with the questionnaire data and on its own so that one could extrapolate more salient information. The interviews themselves were not given a fixed time limit, the semi-structured nature of it, allowing for flexibility. If the interviewee had more to say on a particular subject they would usually be allowed to talk for longer. The average time spent in each interview was 19:43.

### 3.7. Use of native language

Dörnyei (2010:48) claims that it is often preferable to use mother tongues so as to provide the data with the most quality, in that it has more depth in information. For both strictly practical and theoretical reasons the student's native language was used rather than their target language, English. As such both the questionnaire and interview were administered and conducted in Norwegian. It was also believed that it would be easier for the students to relate to and understand concepts such as autonomy and student/learner roles, which can be perceived as somewhat vague and challenging if they were in their mother tongue. Adding the strain and unfamiliar vocabulary of using a second language seemed counter-productive in this context. That is not to say that the students were generally not proficient in English, most of the students were quite well versed in the language. However, some were not, and it may

have proved challenging for them to be able to contribute more fully if they had to use their second language.

This does, however, present some drawbacks, namely that the quality of the data itself only becomes as good as the translation of it. Besides this, translation from a practical point of view is often time consuming. Dörnyei presents two primary concerns. A) "the need to produce a close translation of the original text so that we can claim that the two versions are equivalent, and (b) the need to produce natural-sounding texts in the target language, similar to the words people would actually say" (2010:51). Thus, making a decision on whether or not to use mother tongue versus the use of target language is a balancing act of convenience and the wish to get the best data possible.

In choosing whether to use mother tongue or L2 for research purposes the context in which the data is used is important to consider. Given that the aim and scope of the project is not necessarily primarily about the use of written English, written production as such, it is not their L2 production that is of interest. Rather it examines how the students as readers are influenced by their sense and understanding of autonomy. If the project examined the degree to which concepts such learner autonomy and language learner autonomy affected their prowess in the L2, it would have been a different matter entirely. As is, many of the themes and conceptions that the students use and consider about themselves and reading overlap between their L1 and L2 (Grabbe, Stöller, 2011:35).

### 3.8. Validity and reliability

In order to see whether the data gathered and processed through a research project is accurate, and by extension useful, it is necessary to check and test *validity* and *reliability* of the data gathering methods used. As the data was gathered through both qualitative and quantitative methods, there are several sets of concerns, related to the different nature of the information collected. Validity, in the context of quantitative research refers to whether the data presented accurately represents the real world and reality (Creswell, 2014:201). To check for this, certain measures were taken, one of them being the interviews themselves. The interviews serves a check for whether or not questionnaire has validity in terms of the results gathered. If the results are consistent, and correlate across different instruments then it gives a strong indication that the data gathering has validity across multiple methods and contexts. Underlying biases from the researchers point of view is another way of checking for validity, potential issues can arise if the researchers have a vested interest in the results turning out one

way or another (2014:202). Creswell (2014:223) makes an important point in saying that one of the key aspects affecting validity in mixed methods is whether or not the concepts and variables are more or less the same across the different methods. If there is a large discrepancy between concepts and variables, it is difficult to draw accurate comparisons and integrate datasets. Conceptually the themes and topics discussed were quite similar, both methods dealing with learner and reader autonomy, reading strategies, attitudes towards reading and English in general being the aims of the study. In terms of variables used, in the questionnaire, the variable mostly dealt with attitudes towards various facets of learner- and language learner autonomy based on the research questions. Beyond that, the students were measured by how much they read and the nature of that reading, both in terms of material, aims and techniques used while reading.

### 3.9. Limitations and drawbacks.

In this section the various difficulties and limitations that surfaced during the process of gathering the data will be discussed. If there were any arguably, elements, or poorly executed aspects lacking from the process or the thesis itself, these will here be disclosed and discussed with methodological practices in mind.

An important contributing factor to a study's methodological strength is its relative sample size (Dörnyei, 2010). A larger sample size is more likely to lead to more valid data as it is most likely more representative. The total amount of gathered data and its nuance is also likely to be greater. This is dependent on the purpose of the study and what it is trying to accomplish. The total sample from the study were 40 students. This is, in a quantitative research setting, is not a large quantity. Eight of those 40, however, who participated in the questionnaire, were interviewed allowing for greater depth of information. Such a relatively small sample overall makes it difficult if not impossible to extrapolate generalities based on the results gathered. It may be used to make suggestions and infer certain characteristics and tendencies, but anything more concrete than that would be disingenuous. In terms of sample size there are various concerns, often different based on the type of data being gathered. Dörnyei argues that a "basic requirement in quantitative research is that the sample should have "normal distribution", and Hatch and Lazaraton (1991) argue that to achieve this the sample needs to include 30 or more people."(2010:100) However in order to run certain statistical procedures it is advised that one has at least 50 or more (2010:62-63).



Research is not only determined by the methods by which the data is gathered or the data itself, but also the researcher who has conduct the data gathering and analyse the data, not mention choosing how to organize the process. A mixed method study entails utilising both qualitative quantitative research methods, and is thus usually demanding from the researcher's perspective. It requires knowledge and experience in both types of research forms and is often quite time consuming (Creswell, 2014:21; Dörnyei, 2007:46). Piloting is an important part of ensuring the validity of the research (Dörnyei, 2010:53-56). In piloting the instruments, the questionnaire were tried with a few people and the feedback used to adjust some items. Similarly, the interviews were conducted two times on a trial basis in order to see if it the overall layout for the interview worked as intended and if there were any parts of the interview guide that needed to be adjusted.

As is always the case when creating instruments for gathering data, it is very important to be careful about how items are worded and thus perceived, making sure that they are both clear and do not influence the respondent to make certain decisions or answer in certain ways (Dörnyei, 2010:40-44). This may have presented a potential problem with regards to the open-ended items were the respondents had to answer by interpreting two lines of texts representing certain concepts, the issue being that one of the words used, "responsibility", in the context of learner autonomy, has certain meanings and connotations associated with it. This may increase the chances perhaps that the respondents would be biased in a certain direction of interpretations in their responses. The reasoning for constructing the open-ended items in this fashion, was that it was necessary to word the concept, using words and phraseology that the students would understand. The phrasing used was similar to how it would have been phrased in their mother tongue, which was thought to increase comprehension and make the respondents more comfortable espousing their interpretations. If this skewed the results, is difficult to know for certain. It is true that the most frequent interpretation of the expression was an understanding of it as one of traditional responsibility, based from looking at the responses themselves. However, this could also be interpreted as simply a true reflection of how the students view and perceive autonomy.

In this section the methodology of the study has been presented and discussed. In choosing a methodological approach, the preference for using mixed methodology has been explained with the nature of the research questions in mind. Describing the study as correlational based on the variables interaction together as opposed to investigating a causal relationship, in this case how learner autonomy and reading literacy interact. The two methods used in the study have been detailed, both in terms of procedure and justification for using

these methods. The use of native language in both the questionnaire and interviews as opposed to using L2 has been debated. In discussing whether these methods had merit on basis of validity and reliability such metrics were discussed and assessed. Finally, some of the possible limitations of the study were detailed.

## 4. Findings and results

This thesis attempts to investigate learner perceptions about the relationship between learner autonomy and reading literacy amongst Norwegian VG1 students of English. In doing so, it looks more closely at what elements of learner autonomy are found in the student's reading literacy practices and how they think about, work and approach reading. The data gathered for the thesis is based on the questionnaire conducted on 40 respondents and 8 follow-up interviews with some of these respondents.

In this section of the thesis the actual findings and results from the study will be discussed and presented. The two datasets, based on the questionnaire, from the two groups have been combined into one and will be presented in order to give an overview of what has been done and the results based on this. These will then be analysed with the aim of providing analysis in terms of trends, similarities, differences based on the results. This forms part one with additional comments and explanations of what the data is and ways of reading it. Part two deals with the open-ended responses, in the form of open-question items from the questionnaire and shows how the data has been quantified and analysed and what the results of this is. Part three concerns the interview data, represented in the form of summaries and extracts from the transcribed record. As was mentioned in the methodology chapter, the data gathering was conducted in Norwegian, both the questionnaire and the interview which means that the data presented here has been translated from Norwegian to English.

### 4.1. Questionnaire data

As has been stated earlier, in the introduction and methodology chapter, two school classes partook in the study. They were each given the same questionnaire, consisting of closed-ended items eliciting opinions and habits and open-ended items dealing with student perceptions of autonomy and autonomy in reading. The data from these questionnaires will be presented here. The questionnaire itself was designed to deal with several categories or main topic headings and as such, there are Likert-scale items for most of these with some frequency scales for reading habits in between. As was discussed in the methodology chapter, 22 out of a total 33 questionnaire items were Likert-scales. Most of the data can be classified as *ordinal*, data in the form of numerical ranked numbers that can be placed along some sort continuum as in the case of the Likert scale (Dörnyei, 2007:207-208), from "I fully agree" being given

the number 1 to "I fully disagree being given the number 5 in the data-file, allowing for calculation of mean. The open-ended items on the other hand are qualitative data that does not correspond to any numeral value but instead are given values based on the category to which they belong, thus becoming categorical. In all the tables and graphs presented in this chapter, N=40.

#### 4.2 Similarities between the two datasets (Questionnaire)

Most of the data from the two groups of respondents forming the two datasets stayed more or less the same, scoring roughly the similarly on the questionnaires. This applies to most of the Likert-scale items and the other tables in the questionnaire. Most of the students for instance, seem to like English and find that the tasks they do related to reading in English beneficial to their understanding of English. The students also reading roughly the same amount every day, and having similar preferences for reading material. This pattern continues for most of the Likert-scale items, often with very close distribution, in that the responses, in terms of percentage closely aligned across various response options.

For the items pertaining to readings strategy use (Table 1,5) and frequency (1,6), the results from each of the groups were remarkably similar with an almost completely equal distribution.

#### 4.3. Differences between the two datasets (Questionnaire).

While most of the dataset, received similar scores for the questionnaire items, there were a couple of items where one could see perhaps, a distinct difference, for instance the responses to the open-ended items varied quite a bit in character and overall focus. The open-ended items being seemingly differently perceived by the two groups resulting in more variations of interpretations to the two concepts of how they interpret taking responsibility for their own learning and reading, respectively. By looking at the results one can see that group 1 heavily preferred a stated interpretation based on responsibility and duty, whilst group 2 had a much more varied response and interpretation. Then there were questionnaire items in a couple of the tables that were markedly different. For instance it is clear from looking at the data that group 2 reads more overall, but that the difference is less pronounced in terms of reading English text specifically. Apart from this there were a couple of Likert-scale items that had

different distribution of responses but nothing altogether completely out of line with the other dataset.

#### 4.4. Likert scale responses for category 1, "English as a subject and attitudes towards reading":

Table 1.0 in the form of Likert-scale items, start out with dealing with basic background information about what the students generally thought about English and whether they liked some of the activities associated with English and reading in English. Table 1.0 includes percentage numbers and has had the columns "I fully agree" and "somewhat agree" and "I somewhat disagree" and "I fully disagree" collapsed. There is also mean score indicating overall trend, calculated by giving the various response options numerical values, such as "I fully agree"=5, "I fully disagree"=1. Mean score is shown in the furthestmost right column.

Table 1.0 "English as a subject and attitudes towards reading"

N=40

Table 1.0 "English as a subject and attitudes towards reading"	Somewhat disagree/fully disagree	Neither agree nor disagree	Fully agree/somewhat agree	Mean score
1. «I like English as a subject»	2 5%	6 15%	32 80%	4,025
2. «The work I do is meaningful to me»	2 5%	15 37,5%	23 57,5%	3,7
3. «I think that reading in order to understand English is important»	0 0%	2 5%	38 95%	4,75
4. «I think the tasks I get, related to reading, helps me to understand English»	8 20%	5 12%	27 67,5%	3,65
5. «I believe we enough time to work with texts»	5 12,5%	6 15%	29 72,5%	3,75

Table 1.0 "English as a subject and attitudes towards reading"

From looking at the table a number of observations can be made. One such observation is that all the statement results fall within the "Fully agree/somewhat agree" bracket with the lowest mean score being 3,65 for statement 4 and the highest being 4,75 for statement 3. English is generally a well-liked subject with 80% of respondents agreeing either fully or somewhat and most students finding the work meaningful with 57,5% agreeing with statement 2. The highest scoring item is for statement 3, where as many as 95% agree that reading is important to do in order to understand English. The lowest scoring item is for disagreeing with the aforementioned statement with 0% disagreeing with statement 3.

There are some interesting points to be made. Firstly, there are despite an overwhelming majority of respondents who agree that they like the subject of English, 80%, with regards to statement 1. Yet, given the results of statement 2, there are quite a few, 37,5 % who are without an opinion or at least not willing to take a stance on whether or not the work they do is meaningful for them. Secondly, as can be seen from the data there is an apparent contradiction with respect to how many seem to think of reading as an important activity for learning to understand English(95%) yet quite a few seem less ready to agree to believe that the tasks related to reading help them understand English, 67,5%, looking at statement 4. Then there is also statement 5, where some respondents either did not hold an opinion or where not sure(15%), or disagreed(12,5%), with regards the amount of time spent reading, which in the context of the previous statements do not quite add up. However, the overall trends to be not too far off the rest.

#### 4.5. Habits and time spent reading texts in general and specifically English text over the course of a day

These next items highlights another important part of the questionnaire, figuring out what the students reading habits and preferences were. In table 1.1, the findings indicate in which grouping of 4, the students believe they fall, with regards to how much they read during a normal day. The respondents ticked off one of these. In table 1.2 the same information was sought but for English texts specifically.

Figure 1.0. "Time spent reading, outside of school, in a day, regardless of language"  
N=40

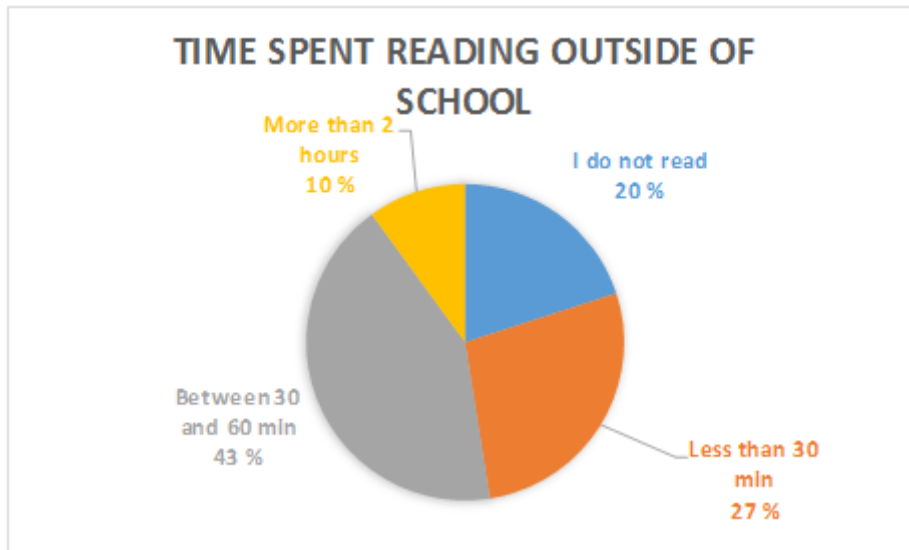


Figure 2.0. "Time spent reading, outside of school, in a day, regardless of language"

Figure 2.0. "Time spent reading English, outside of school, in a day"  
N=40

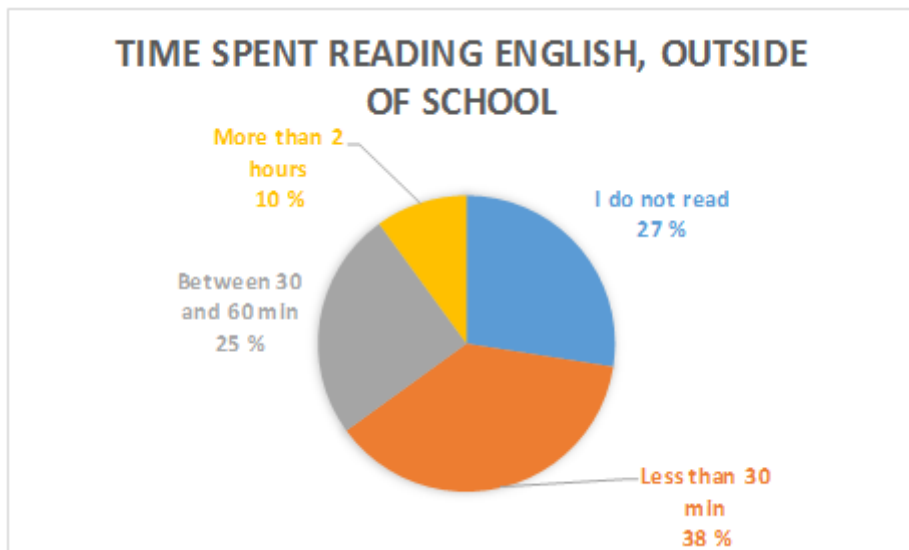


Figure 3.0. "Time spent reading English, outside of school, in a day"

As can be seen from these figures the respondents generally belong to the two categories of "Less than 30 min" and "Between 30 and 60 min", 70% belong within these two categories for reading texts in general. 10% read more than 2 hours in a day, both for general reading and reading English text scale. Based on the figures presented here, it would probably be fair to say that the students on average read for longer and more often in Norwegian or other L1s. There are more respondents who simply read nothing outside of school if the text is in English. However, one might also surmise that based on the data, English reading does make up a significant portion of the student's reading time.

4.6. What genres/types of literature do you prefer reading in English, at home and in your spare time?

The following data item reports on the findings of table 1.1, which was used to figure out what types/genres of literature the students preferred reading while at home or generally, in their spare time. The respondents could tick of any number of items.

Table 1.1 Preference of genre and type for reading in English  
N=40

"What genres or types of text do you prefer reading in English at home and in your spare time?"

Genre/type	Number of responses	% total
Article	22	<b>18,97 %</b>
Novel	19	<b>16,38 %</b>
Fantasy	18	<b>15,52 %</b>
Crime novel	15	<b>12,93 %</b>
Other	12	<b>10,34 %</b>
Blog	8	<b>6,90 %</b>
Short story	7	<b>6,03 %</b>
Comics	6	<b>5,17 %</b>
Biography	5	<b>4,31 %</b>
Magazine	4	<b>3,45 %</b>

Table 2 "Preference of genre and type of text"

From looking at the table we can see that there is a significant degree of preference towards the genres/types of "Articles"(18,97%), "Novel"(16,38%) and "Fantasy"(15,52%), these were the highest scoring items. There were also a fair amount who read "Crime novels" and "Novels" in general. The lowest scoring items were "Magazines"(3,45%), Biography(4,31%) and "Comics"(5,17%). 6 respondents also ticked of "Other"(10,34%), where they underneath



were asked to specify what that was, some respondents did do this, but some did not. The respondents that did answer gave the following responses, two wrote “Facebook posts” and one wrote “factual text”.

Interestingly, according to the data, aside from "Article", which can vary greatly in length, one can see that longer form texts are the most popular for the most part.

#### 4.7. Likert scale responses for category 2, Reading and reading strategies.

Presented below is table 1.2, used to determine the student’s attitudes and thoughts towards reading as an activity and the way they work with the texts. It is made up of Likert-scale statements, dealing mostly with reading motivation, how they liked working with texts and about the use of strategies. Finally, some of the statements concern whether the students are cognizant of how they have various ways of reading and understanding them.

Statement 5 was removed as it by mistake is just a copy of another statement and therefore not relevant.

Table 1.2 Responses to statements regarding reading and reading strategies.  
N=40

Statement	Fully disagree/ somewhat disagree	Neither agree nor disagree	Fully agree/Somewhat agree	Not given	Mean score
1. «I like reading generally»	9 22,5%	6 15%	25 62,5%	0	3,725
2. «I like to read English»	11 27,5%	12 30%	17 42,5%	0	3,425
3. «I like reading English books»	10 25%	11 27,5%	20 50%	0	3,475
4. «I like doing reading-related activities in class»	9 22,5%	14 35%	17 42,5%	0	3,35
5. Deleted	0	0	0	0	0
6. “I feel that I am proficient at reading English by understanding the content.”	4 10%	3 7,5%	33 82,5%	0	4,25
7. “I have my own ways of reading texts”	3 7,5%	18 45%	19 47,5%	0	3,6
8. “We have talked, in class, about different reading strategies”	20 50%	15 37,5%	2 5%	3 7,5%	2,15
9. “I feel that I can use reading strategies to work with texts”	3 7,5%	9 22,5%	28 70%	0	3,85
10. “I believe that we get enough time to work on texts”	5 12,5%	13 32,5%	22 55%	0	3,55

Table 1.3. "Reading and reading strategies"

With regards to statement 1 and the associated data, it should be clear the most of the respondents like to read in general, with a mean score of 3,735. The respondents still like to read in English, with regards to statement 2, but not as clearly in agreement, with a mean score of 3,375. Perhaps this overall attitude is following a similar trend to the respondents reading habits. Most of the respondents seem to like reading English in book form. There is generally a trend in the affirmative when it comes to reading-related activities in class. Statement 6 seems like somewhat of an outlier with a very large proportion belonging to either the "somewhat agree" or "fully agree" category, suggesting that the students themselves believe they understand what they are reading. Quite strongly so, given a mean score of 4,1. With regards to statement 7, it does also seem like most of the students do believe that they have their own way of reading, although quite a few are not sure either way. In terms of whether they have in class, talked about reading strategies specifically most of them disagree with the statement, but a lot them also do not seem to know either way. An interesting data point within the data surfaces when looking at statements 2 and 3 together. In statement 2 as many as 23 in total either do not hold an opinion or are not sure or disagree with the statement that they like to read English. But if we look at statement 3. the number of respondents agreeing with the statement "I like to read English books" is higher compared to statement 2. Perhaps suggesting that the activities are perceived as different. A possible contradiction, or at the very least an interesting trend, appears when looking at statement 8. and 9 together. According statement 8 only 5% agree, either fully or somewhat, with the statement that they have talked about reading strategies in class. The rest are either unsure or disagreeing with that particular statement. However, as many as 70 % agree that they know how to use reading strategies.

#### 4.8. Reading strategies used by respondents

Shows the data collected using table 1.5, used in the questionnaire in order to specifically figure out what strategies were used, and which were used most often. The respondents were free to choose how many strategies they ticked off, but on average each respondent picked 4,1 strategies.

Table 1.3 Use of reading strategies  
N=40

Reading strategy	Number of responses	% total
Summing up	28	<b>17,07 %</b>
Guessing meaning from context	25	<b>15,24 %</b>
In depth reading	20	<b>12,20 %</b>
Take notes	19	<b>11,59 %</b>
Skimming	19	<b>11,59 %</b>
Scanning	19	<b>11,59 %</b>
Split the text into parts	14	<b>8,54 %</b>
Underlining	11	<b>6,71 %</b>
Thought-map	9	<b>5,49 %</b>

Table 1.4. "Use of reading strategies"

As we can see here the predominant strategies, as it were, are "Guessing meaning from context"(15,24%), and "Summing up"(17,07%), either that be written or mentally. It does seem like the strategies which involve structuring the text in some way or another, like splitting the text in parts, underlining or making some sort of thought-map, making up only 6,71% and 5,49 % of the total, are less used. Taking notes does however seem like a widely used strategy. Apart from this it does seem like the students like to employ different ways of reading the text itself, employing "Skimming"(11,59%), "In depth reading"(12,20%) and "Scanning"(11,59%) relatively often.

#### 4.9. Stated frequency of reading strategy usage

The data presented here is from table 1.6, which examined and identified the most frequently used reading strategies employed by the students. Table 1.6 shows the data collected in the questionnaire using a listing option for respondents to select the 4 strategies that they used the most. Then to rank them from the most used to the fourth most used.

Table 1.4 Frequency of strategy usage by respondents  
N=40

Reading strategy	Total number of responses	Given frequency out of 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> and 4 <sup>th</sup> most used.
Guessing meaning from context:	19	1 <sup>st</sup> . 9 2 <sup>nd</sup> . 6 3 <sup>rd</sup> . 3 4 <sup>th</sup> . 1
Splitting the text into parts:	13	1 <sup>st</sup> . 1 2 <sup>nd</sup> . 2 3 <sup>rd</sup> . 5 4 <sup>th</sup> . 5
Take notes:	20	1 <sup>st</sup> . 6 2 <sup>nd</sup> . 6 3 <sup>rd</sup> . 2 4 <sup>th</sup> . 6
Underlining:	8	1 <sup>st</sup> . 1 2 <sup>nd</sup> . 1 3 <sup>rd</sup> . 4 4 <sup>th</sup> . 2
Thought map:	4	1 <sup>st</sup> . 0 2 <sup>nd</sup> . 0 3 <sup>rd</sup> . 1 4 <sup>th</sup> . 3
Skimming:	20	1 <sup>st</sup> . 0 2 <sup>nd</sup> . 9 3 <sup>rd</sup> . 7 4 <sup>th</sup> . 4
In depth reading:	18	1 <sup>st</sup> . 12 2 <sup>nd</sup> . 3 3 <sup>rd</sup> . 2 4 <sup>th</sup> . 1
Summing up:	20	1 <sup>st</sup> . 3 2 <sup>nd</sup> . 3 3 <sup>rd</sup> . 7 4 <sup>th</sup> . 7
Scanning:	19	1 <sup>st</sup> . 4 2 <sup>nd</sup> . 5 3 <sup>rd</sup> . 5 4 <sup>th</sup> . 5

Table 1.5. "Frequency of strategy usage by respondents"

As is shown by the data, the methods "In depth reading" and "Guessing meaning from context" are very much popular and also most often frequently used more than other strategies. These being the highest scoring items, in terms of frequency with 12 respondents reporting "In depth reading" as their most used strategy while 9 respondents reported using "Guessing meaning from context" most frequently. Besides this "notetaking" and "scanning" are frequently used by many. "Summing up" is also interesting as an a data-point, certainly it is used by many but not frequently. Other outliers here are clearly "Underlining" and the use of "Thought-map", which are not used frequently at all and not used by many in total. Both "underlining" and "thought-map" involve the use of materials and resources besides the book itself.

Just by looking at the data we can also see that 3 out of the 5 most popular both in total number of responses and frequency are various techniques of reading.

4.9 Likert scale responses for category 3, Autonomy, roles and responsibility for you own learning:

This item shows the results of from table 1.7 which investigated the student's attitudes towards autonomy and the roles of students and teachers. Used to figure out what the respondents thought about autonomy both in general and specifically, within the English subject, dealt with for instance self-perceived levels of independence. Some of the items deal with other various aspects of autonomy, from being allowed to choose topic to being allowed to choose how to approach the task from a more methodological standpoint. In terms of perceptions around student- and learner-roles some items dealt specifically with this.

Table 1.5. "Autonomy, roles and responsibility for your own learning"  
N=40

Statement items:	I fully disagree/I somewhat disagree	Neither agree or disagree	I somewhat agree/I fully agree	Not given	Mean score
1. "I am allowed to choose what we worked on in English class"	23 57,5%	9 22,5	7 20%	0 0%	2,45
2. "I am allowed to choose how we work in English class"	19 47,5%	7 17,5%	14 35%	0 0%	2,825
3. "I prefer being able to choose for myself what I am going to do in class"	7 17,5%	13 32,5%	20 50%	0 0%	3,4
4. "I prefer the teacher telling me what to do in class."	6 15%	7 17,5%	26 65%	1 2,5%	3,65
5. "I feel independent when I work in English class"	6 15%	5 12,5%	29 72,5%	0 0%	4,025
6. "I think that it is important that we are allowed to choose what we read in English class"	5 12,5%	8 20%	27 67,5%	0 0%	4
7. "I think that it is important that the teacher is available to help me."	1 2,5%	0 0%	38 95%	1 2,5%	4,525
8. "I believe that it is important to be able to give feedback to the teacher on what we have done in English class."	0 0%	7 17,5%	33 82,5%	0 0%	4,3

Table 1.6. "Autonomy, roles and responsibility"

The data presented here shows a number of things. The highest scoring values were recorded for statements 7 and 8, due the number of respondents agreeing with the statement that it is important that the teacher is available to help them(95%). Also due to the number of

respondents agreeing with statement, that it is important that the students are able to give feedback to the teacher on what has been done(82,5%). Besides this, a very large majority agrees that having the teacher available for help is important, which may at first glance appear contradictory given the results for statement 3, where as many as 12,5% fully agreed that they would like to be able to choose and 37,5% somewhat agreeing. Another interesting data point, regarding statements 1. and 2. is that the students perhaps get a sense that they are granted greater leniency and autonomy when choosing methods rather than the material itself. By just looking at the mean score one can clearly see that statements 1(2,45) and 2(2,825) have a clearly lower mean score than the others. Amongst the respondents, 7,5% of them fall into the disagree bracket for participation of choice of what to work with in class and 47,5% fall into the disagree bracket for statement 2, dealing with how the students work in class. Also, it is interesting seeing how many, as many as 32,5 %, neither agree nor disagree with statement 3. Although it is to be expected, it is somewhat striking/distinct how overwhelming the majority of the students fully agreeing to the statement of having the teacher available to help, as high as 70%. With regards to statement 8, most of the respondents clearly view that having the opportunity of being able to give feedback to the teacher on what has been happening in the classroom as important, mean score being 4,325.

#### 4.10. Open-ended responses

The final two items, related to data gathering, in the questionnaire were two open-ended items. The first asks the students to interpret and explain what they think about a specific concept often used as a mantra in Norwegian schools. "Ta ansvar for egen læring" or "To take responsibility for your own learning" This allowed for a wide array of different responses emphasising different aspects of responsibility and autonomy. Thus, the responses were quantified by what primary attribute they focused on and this became the primary variable for each of them as a way analysing trends. The open-ended responses included in full here are either representative by statistical representability in the sense that they show the possible range of responses, or by the responses them being clear outliers and therefore interesting in their own right.

The second open-ended item dealt with reading and taking responsibility for your own reading. It was framed in a similar manner to the other item. The wording being "hva betyr det for deg å ta ansvar for egen lesing" or "what does it mean to you, to take



responsibility for your own reading" and similarly deals with how they perceive and understand the concept in itself. A similar process of categorisation was employed looking at what the primary attribute or traits were in focus in the responses.

#### 4.10.1. Open-ended response 1, "Take responsibility for your own learning"

Table 1.6 “Types of interpretations of “take responsibility for your own learning””  
N=40

Primary trait/attribute	Number of responses
Motivation	3
Organisation	5
Sense of autonomy	11
Learner-teacher role	5
Responsibility	16

Table 1.7. Types of interpretations of “take responsibility for your own learning”

The respondents interpreted and identified with the concept mostly on a basis of taking responsibility, perhaps not surprisingly. Many also perceived it as being something tied to a sense of autonomy with how they worked. This involved for a few to set specific goals or outlay plans for themselves.

A possible outlier here is motivation, which few respondents associated with the concept of taking responsibility for your own learning, which dictates the amount of effort put into the task. On the whole, however most of the respondents viewed it as a responsibility they themselves needed to integrate and to take action for the sake of their own learning. Just doing it, without having someone else having to influence their decision to do so. There were quite a few who also looked at it as being able to take teacher instruction or assignments and following said instructions and guidelines in a satisfactory manner, either by performing the action correctly or integrating teacher instructions into one's own learning.

The examples included here, were chosen on the basis of their interesting nature but also because they illustrate the myriad of ways a concept such as learner autonomy can be

interpreted. Thus, it may possibly illuminate the nature of learner autonomy and language learner autonomy respectively.

In terms of translation of key terms a translation key is included at the beginning of the thesis for clarity, see section ....2,

Examples from open-ended item 1. "how do you interpret "taking responsibility for your own learning"?:

1. To take responsibility, means to me, to have control and knowing what to do if I do not understand something. To go back afterwards."

This example shows how some are likely to think of learner autonomy as connected with organisation and organising your own work. First off, like the respondent here highlights, one can get an overview and idea of current progress and having some plan or understanding if something needs to be comprehended. The last line perhaps indicating one way of working on a problem related with reading a text, namely going back again to review or reread.

2. "That I can work independently and achieve the results and target I have. That I see what needs to be done."

This respondent interprets the concept as having mostly to do with independence and by extension, working autonomously. This entails setting goals or "targets" tied to the "results" that they need to achieve. Besides this, it is important to have the ability to review current progress or state and seeing what needs to be done in the future.

3. "To take responsibility for your own work entails that you yourself must plan and account for what one must/want to learn and at your own initiative finish this. One is thus not dependent on some third party to get through the learning."

This example is probably indicative of the most prevalent consensus among the respondents. The act of recognising the responsibility of the work entails understanding the importance of undertaking responsibility. That doing so means that you are not reliant on a "third party" in the learning process. A somewhat pragmatic perspective on learner autonomy and taking responsibility for one's own learning.

4. "To me it is important to take responsibility for my own learning because it is me that needs to learn something and knows best how I acquire knowledge. I understand the

term "responsibility for your own learning" as in using strategies and taking initiative to learn even without instructions from the teacher all the time."

The examples highlights another aspect of learner autonomy and taking responsibility for your own learning, the individual nature of the learning process itself. The respondent recognises that they are the most knowledgeable individual when it comes to their own learning, part of this is understanding which methods work best for acquiring new knowledge.

5. "Responsibility for your own learning to me is that I have responsibility for wanting to learn. It is still the teacher's job to teach, but if the student not is set on learning, there is little that can be done. I have a responsibility to learn the material, be there, pay attention in class and so on, with and without help from the teacher."

Talks about not only taking on responsibility but also about what kind of roles the student and teacher would inhabit within such a dichotomy. The teacher is seen as perhaps more of a resource which the student can use to learn but that the will to learn must come from the learner themselves. The learner also has certain obligations as a "learner" which the teacher cannot be held responsible for, such as being on time and paying attention in class.

6. "To "take responsibility for your own learning" I interpret to mean that I work independently. The teacher can answer questions, give recommendations and tips, but it is the student who has the responsibility to use these aids. The student is, to a large extent, in charge of how much they want to learn."

This interpretation, arguably, stresses the element of autonomy that comes with working independently and autonomously in general. The teacher is the facilitator, the learner executes. Lastly the respondent mentions that the students is the one who determines how much they want to learn, but also stressing the element of motivation.

#### 4.10.2. Open-ended response item 2, "Take responsibility for your own reading"

Table 1.7. "Types of interpretations of "take responsibility for your own reading""

N=40

Primary trait/attribute	Number of responses
Motivation	6
Method	10
Sense of autonomy	4
Material	0
Learner-teacher role	2
Sense of responsibility	18

Table 1.8. "Types of interpretations of "take responsibility for your own reading""

Judging by the results the respondents interpreted the concept as one of responsibility and in a sense a commitment to simply read, and perhaps, read more. This is something the students clearly see cannot come from the teacher alone, but that it is often tied to the assignments they have received. For many this was clearly connected with making sure that one understood what was read and could be able to make use of that information. Not reading for the sake of reading only. Many also saw it as important to make sure that one read books and texts that one personally found interesting as a way of maintaining higher levels of motivation. For a few, reading could also be interpreted as a way of expanding one's overall English prowess and as such it is a responsibility beyond simply honouring a sense of duty and responsibility towards the teacher but also taking on and understanding what it takes to improve one's own literacy and abilities. Similarly, to the responses for the first open-ended item, some saw it as important to read and to read in such a way that it would aid in scholastic efforts, but also the other way around. That it was the student's responsibility to make use of means granted to them by the school and their teacher.

Examples from open-ended item 2, "how do you interpret "taking responsibility for your own reading":

1. "To take responsibility for my own reading to me means that I read thoroughly through the material."

Interprets the concept as one dealing primarily with methods and the pragmatics of reading. In this case just making sure that they read through the text thoroughly and then presumably understanding what is being read.

2. "It means that in addition to reading the curriculum, maintain ones reading literacy and reading comprehension by reading English texts during leisure time."

Several elements of autonomy are on display here, both organisation and responsibility. The respondent interestingly sees the responsibility for ones reading as a long term continuous effort, which can and needs to be maintained through contact with reading material also during leisure time. It is simply not enough that the respondent only reads the prescribed curricular material.

3. "Responsibility for you own reading is that you must take care of what and how much you want to read."

Based on this response it would perhaps be fair to say that the respondent views "taking responsibility for one's own reading" as tied to making choices regarding what one reads but also making sure that one reads the appropriate amount of text. Such thinking can be indicative of a general view of autonomy where the respondent seem to value the possibility of choice both in terms of material and method.

4. "To take responsibility for you own reading means that one must oneself take initiative to read during leisure time so that one can become a better reader. Then it is also important to use different reading strategies and read in multiple languages."

This respondent seem to focus on two primary aspects of interpretation regarding autonomous reading, these being a sense of innate interest in reading outside of school, reading for the sake of becoming a better reader and using concrete tools for organising and working through the reading process using strategies. Also, interestingly, suggests reading in multiple languages as a way of structuring the learning process and presumably challenging oneself as a reader.

5. "Responsibility for your own reading is just the same as with the learning. When you read you get a larger vocabularic range and after a while better at constructing sentences. To read at home regularly is important to learn this."

Based on this response, the respondent seems to view responsibility for one's own reading as something to do with how one structures the reading and therefore the learning process. This is clearly in the service of improving one's writing, according to the interviewee. This is a fairly unusual interpretation and is suggestive of a more nuanced understanding of the concept where the respondent sees the link between reading and writing and how they influence each other. Part of this development is reading regularly.

6. "It means that I must take initiative and sit down and read. If what I am reading is engaging, the motivation often comes on its own."

First off, taking responsibility for your reading was by many respondents seen as simply taking initiative to read. Secondly, having motivation to read comes when what is being read is engaging and perhaps by extension interesting. So perhaps, the underlying premise at play here is that it is necessary to find something engaging to read in order to enjoy it.

#### 4.11. Interviews group 1

Here some of the results from the interview part of the data gathering will be presented. As it would be impossible to include the full transcripts from the interviews, some highlights and examples have been picked out to either illustrate key points and general trends or because they are interesting in their own right. As was mentioned in the methodology chapter, there were a total of 8 interviews conducted. They will all be presented in the form of an overarching summary for each, with some examples.

At the start of each interview, some basic questions were asked about the student's outlook and expectations towards language learning. This was used to get a general sense of their background and the context of their language learning. Then, the themes central to the study were discussed with the aim of eliciting their thoughts and responses to the issues of reading, learner autonomy, language learner autonomy, learner and teacher roles etc. Some of the discussion is partly inspired or based on the interviewee's questionnaire responses but mostly the conversation flowed naturally.

All the interviewees have been given fictional names, to make it easier to talk about them in a natural manner and to avoid divulging their identities.

Table 1.8. Overview of interviewees with key characteristics:

Jakob	Cecilie	Tore	Per Olav
Likes English. Also as a subject. Mostly autonomous. Does not want more autonomy. Likes to work in groups. Not an avid reader. Reads digital texts. Uses cognitive strategies.	Likes English. Also as a subject. Autonomous if activity is engaging. Wants more autonomy. Likes to work in groups. Not an avid reader, but does read. Reads digital texts mostly. Uses different strategies.	Likes English. Also as a subject. Autonomous. Wants more autonomy. Likes working alone. Not an avid reader. Reads digitally. Does know about strategies. Prefers not using them.	Does not like English. Likes the subject. Somewhat autonomous. Does not seem to want more. Likes working with other people. Not an avid reader. Prefers movies or TV-series. Does know about reading strategies, but seems to use more goal-oriented strategies.
Leif	Rikkard	Ragnhild	Trude
Likes English. Also as a subject. Fairly autonomous. Wants a bit more autonomy. Likes working in groups. Not an avid reader. Prefers audiobooks. Knows about reading strategies. Uses some of them.	Likes English. Also as a subject. Autonomous. Seems to want a bit more autonomy. Likes to work alone. Avid reader. Reads both regular and digital texts. Knows about strategies. Uses mostly non-elaborate strategies.	Likes English. Also as a subject. Autonomous. Would like to be more autonomous. Like both working in groups and alone. Avid reader. Reads both regular texts and digital. Knows about reading strategies. Prefers instead broader goal-setting and learning strategies.	Likes English. Also as a subject. Autonomous. Content with amount of autonomy. Likes groupwork and working alone. Avid reader. Has knowledge of strategy. Uses some, particularly notetaking.

Table 1.9. "Overview of interviewees"

## Interview 1, Jakob

Jakob sees the use of English in mostly practical terms, in that it has communicative purposes, and although he struggled with some of the aspects of the class, enjoys the subject. When asked about how, and to what degree he would describe himself as an autonomous learner the student stated that he viewed himself as an autonomous learner. Similarly when asked about the class as a group and if he would describe them as autonomous, he stated that they are mostly autonomous and independent in the classroom, but that it is very much context-dependent. For instance, when asked about if he could provide examples of situations where he would like to work on their own and situations where he would like to work in groups, Jakob replied like this:

"Interviewee: I would like to work on my own if it is tasks, reading a text and then doing the tasks. And then, I would like to work together on presentations, then it is fine.

This particular student was not an avid reader and seemed to think that other alternative forms of entertainment were preferable. This was particularly evident in how the he seemed to talk about reading and the literature available in class and related to school.

"If I get a book of about 5-600 pages I just can't be bothered"

Jakob did consume digital text but mostly in Norwegian, not in English, this being due to the content mostly being about sports and that it was more convenient to visit websites, which aggregate English news stories, translate them and post them all in one place. Jakob did say, however, state that he could see the potential value in reading more, but that this was unlikely to happen, as there were other more interesting activities available. In terms of working with the text, Jakob seemed somewhat cognizant of the various ways of approaching texts but did not seem to have given much thought as to the different texts idiosyncrasies when it came to reading. While acknowledging that there were advantages to approaching certain texts differently, he did raise the point that this was something that for him happened automatically, not necessarily requiring additional instruction or structure. What did resonate with Jakob, concerning language learner autonomy, was that it would be very helpful to be able to choose more of the material that he read.

Interviewee: "Yes, it has to be something that interests you, you are already at school and then you get texts that are incredibly boring."

He did not use "elaborate" reading strategies frequently and seemed to prefer those that did not require additional materials or complexity. Instead, Jakob preferred to mentally



work through the text and sum up what he had been reading, which of course is a strategy unto itself. It also seemed like the student felt that the time and effort required to use strategies that were more elaborate were not worth it.

## Interview 2, Cecilie

Cecilie quite liked English as a subject and clearly viewed it in a favourable light, not just a subject, but also as a language. When asked about her preferences in terms of learning, she stated she was more comfortable talking and discussing rather than writing and working on their own. There are however times when she does prefer working on her own. In terms of general autonomy, she sees clear links between her autonomy and motivation. When asked if she considered herself autonomous:

Interviewee: "Yes and no, it fully depends on what I am doing..... If it is a very fun task. That I want to try, spend time on and that I think is interesting, and that sort of thing, then I am very independent. .... But, if it is a very boring task, and it also happens to be in a subject that is not the most interesting, then things can develop negatively"

Building on such topics it was then discussed what characterises a good student. For one thing, Cecilie did seem to think that all good students are autonomous to a certain degree. Beyond this, a good teacher was also described as someone who not only knew how to give the learner the freedom to do what they want but also tries to generally look after the learner and keep things moving along.

"Interviewee: That kind of helps them with tasks and guides them like that"

"Interviewee: Not too strict, so that he gives you time to be autonomous while he has eyes in his neck, that way he can take care of you."

In terms of reading, she also remarked that it would be preferable if she had more texts to choose from and perhaps could select some literature themselves. While engaging with the text she also made a note of how it was not possible to use some reading strategies. For instance underlining or generally writing in the margins was not possible due to the students not owning the books they were reading. Given that she feels that this would be beneficial, is interesting.

"Yes, I see that myself when I am working, then I usually write it by hand myself. Or on the PC and printing it out. And then usually have one of those markers to run, then I feel, that for some reason or other, it sticks more to my brain than if I just read it regularly."

### Interview 3, Tore

Tore seems to like English well enough and sees the practical uses of being proficient in it but still would not say that he loved it or preferred it significantly over other subjects. He also characterised himself as being a mostly solitary learner who prefers to solve problems on his own rather than working together. He seemed to have a very pragmatic view of the subject and working with English in general. Also seemed able to recognise how different subjects tend to shape the working process, in terms how the classes are organised or how certain difficulties are solved. He was not an avid reader but does read English texts occasionally. Does prefer to read digital texts, and then mostly about videogames and news related to this, in some way or another tied to one of his specific interests.

"Interviewee: There is, we do have those reading projects at school. There we have read, and are reading a book, I read one and then we have some test about it. And then I am reading..... It is ok, yes.

When asked if working on a reading project like this motivated him:

"Interviewee: Yes, because then I look more closely in the books to get a good grade..... The last book was a bit more about arguments in the book because it was one those travelogue and then we looked at how the author wrote the book and what kind of writing-aids."

Tore recognised that he used certain reading strategies unconsciously but did not seem overly enthused about the prospect of using them more actively. He did however say that he modulated their usage of strategies to deal with more difficult and dense texts layered with more information. Another thing that was discussed was the quality and variety of available texts for students to read and work with, here the interviewee remarked that he did not find

neither the materials nor their quality particularly impressive. When asked what he thought could be done, he answered like this, echoing many of the other interviewees:

"Interviewee: Could have been found more, a bit more varied, so that everyone finds something that interests them."

This is something that probably most would like, both teachers and students. However, it may present certain challenges, which the respondent recognised:

"It might be a bit difficult for everyone, everyone being so different." The fact that everyone have different preferences clearly making it more difficult to find enough varied materials.

#### Interview 4, Per Olav

Per Olav was not fond of English as a language but seemed to find the subject itself more enjoyable partly due to how it was framed and taught at that particular school. Generally, stating that he was not being all that proficient at languages, he had previously struggled more with English but now, after spending more time watching TV-series and movies, felt that he had gotten more of a handle on the language. He did realise that he was perhaps not the strongest student and that was partly the reason why he preferred to work more in groups where he could use other students as resources and not have to rely on the teacher too often. Seemed quite cognizant of this and described the perceived level of autonomy, with English as a subject being different from perhaps other subjects.

"I do think I am rather independent, but in English, I can quickly become rather dependent on others."

What is interesting then is that despite wanting to work together in groups, he preferred being by himself during evaluations where he did not affect other student's performances.

Per Olav was not an avid reader and did not really like to read in general. There were however certain ways in which the he did prefer to read:

"Interviewee: Yes, well the thing is, if I pick a book myself, then I might spend a lot more time on that book. Because if I am enjoying myself then I do spend more time and just kind of calms everything down. And just reading like this, when you have a book at 200, 400, 500 pages, it becomes kind of like reading a text. You kind of read as fast as

you can understand it. Instead of like with those books from that series with 150 pages each book, then you can really take your time and get all the details, instead of just getting the general information."

Reading is a very individual activity, and these preferences for ideal reading conditions makes it difficult for the interviewee to enjoy reading in an environment where there is a clear time constraint.

In terms of how he worked with texts, he would take notes and reread but apart from this seemed to not really see the use of reading strategies or other elaborate ways of approaching texts. What was interesting was how he nonetheless had a clear goal by reading, to steadily increase reading speed and comprehension, reading specific books that catered to such needs.

#### 4.12. Interviews group 2

Interview 5, Leif:

Leif liked the English language in general and the subject well enough but did have some issues with reading. He preferred instead audiobooks when that alternative was available. In terms of autonomy and independence, he did consider himself to be somewhat autonomous in the sense that he did try not to make use of the teacher unless there was something he were struggling with. Leif in light of this, produced some interesting comments regarding the nature of autonomy in different subjects, such as English and history.

"Interviewee: "But in a way I would say that, because in the English subject there is a lot you can infer on your own. The historical bit we get presented to us in the form of texts, presentations and that kind of thing."

While he did not really like reading on its own, he did have some thoughts about how a good teacher ought to interact with a student. Communication and being able to focus on the concrete aspects of language learning being key.

Interviewee: "A good teacher is considerate and follows you up, pays attention to what you are doing and gives you good feedback on your work, what you are presenting, hand-ins or tests. And, works well with them also. "

On the topic of working with texts, Leif displayed the same attitude and work habits like many of the other students. While acknowledging that he did make use of strategies and were somewhat cognizant of how he interacted with texts, this was not something that was considered often nor did he make use of more extensive and "complex" strategies such as note-taking or creating thought maps. Here Leif is describing how he would approach a difficult text:

"Interviewee: Often then, I would first try to read it, and then I would preferably look up some words, if I had been at home I would have asked mom if she could read through it and explain it to me."

"Interviewee: I think I would have, I think I would have tried to read it, at least twice, maybe read it thoroughly the first time and then skimmed it the second time in a way."

Interestingly he still remembered the specifics of one of the techniques which he had learned in lower secondary school, called "BISON" which was an acronym used for remembering various strategies and techniques the students used to analyse texts.

Besides this, he expressed similar sentiments regarding selection of material for reading and having generally more autonomy with regards to reading. However, he seemed to understand the practical limitations.

#### Interview 6, Rikkard

Rikkard expressed generally positive sentiments on the subject and seemed to be quite fond of the language as well. By most accounts, he would probably have been perceived as a skilled student and as such made many interesting remarks regarding the relationship between student and teacher. While he generally viewed their relationships with teachers as positive, there were certain aspects that could be improved, but that this relied heavily on setting and subject.

"Interviewee: A good teacher, that is a teacher who knows what he is doing and has experience related to how students learn most effectively, and I mean, that this is completely different for each student. But, that a teacher has different strategies for different ways of handling the material, and ways of showing the material to each student."

This theme of individuality was recurring throughout the interview. With regards to how Leif preferred to work, he preferred working on his own and had certain preferences with regards to the environment most conducive for effective learning. He generally considered themselves an independent student and read outside of school when having the time to do so. Most of the reading he did was usually in digitalised form. When it comes to reading and working with texts he did make use of some concrete methods and ways of working with the text but did not use too many reading strategies as such and seemed to have few select favourites.

"Interviewee: Personally I don't use the more concrete, like you mentioned, thought-maps and the like, unless I read a book where there are many characters to keep track on. So I don't use something specific to guide my thoughts, but when it comes to reading strategies, I don't have, consciously kind of, reading strategies, but I do notice if there is a word I do not understand and don't know what it means. Then I can, by looking at the context and what comes after and before figure out what it means."

The interview concluded with Leif concluding that by getting wider variety of books to choose from and having more exercises not necessarily related to grades, could increase motivation. Which in itself is a fairly uncommon angle.

Interview 7, Ragnhild

Ragnhild quite liked English as a subject generally and seemed to think that it should be even more widely implemented the school system than it currently is. Besides this she expressed wishes that the curriculum incorporated more material on literature. She also stated that she saw the value of English as a subject as directly tied to its potential use as medium with people from other places in the world and that despite what Norwegians might think, we are not always excellent speakers.

"Interviewee: If we are going to read a book or other texts at school it is often determined in advance so then we don't have much of a say about that. .... I can see both positive and negative sides to it. .... Positive sides is that you can read texts you otherwise would not have read. Often classics or texts similar to them, that you otherwise would not have bothered to sit down and start reading. .... Negative aspects of it, is that you can ruin the reading experience for people who to begin with are not fond of reading. If they are only going to read boring things."

While Ragnhild herself was a fairly avid reader, she stated that she was selective and had very clear preferences for what she liked and did not liked and clearly viewed her time as valuable. While she considered herself and her classmates quite independent and somewhat autonomous, she too stressed the context sensitivity of autonomy and independence and that this clearly needs to be considered when contemplating whether it is best to work on your own or together with someone else.

She clearly also did not consider herself an active user of reading strategies, although this seemed to be born out of a reluctance to "waste time" on elaborate schemas or note-taking when she quite clearly understood what was being read. She did however clearly exercise some strategy usage, mostly in the form of rereading, and various ways of reading the text. When asked about if she had any use for reading strategies for instance:

Interviewee: "Not for me, I never got anything out of it."

It seems that reading strategies, following her logic, was something primarily used by less proficient learners.

"It's just that, if I don't understand a word, there was a time when I was not very good at English either. True, and then that was a strategy, a lot. And when I read German I do it."

When asked why this is, or if she could elaborate further:

"Because I feel that I concentrate on other than the text, so that my focus is on using the learning strategy right rather than if I am actually getting what is on the page."

Besides the use of, or lack of, general strategies, the use of dictionaries and wikis were discussed. Here she seemed to argue that while digital instruments were quite useful she still

did prefer and felt more at ease using a regular dictionary in physical form, that this was in a sense more rewarding.

#### Interview 8, Trude

Trude quite liked English both as a subject and as a language. Generally having a liking for language learning it seems, English thus fitting neatly within her field of interests. Still, she stated that she would have preferred if the English subject focused more on current events and generally had more socially relevant topics. She also seemed generally fond of working more by herself and expressed many sentiments often consistent with fairly skilled students. Perhaps consistent with students who have more of a visually oriented learning styles, she preferred having peace and quiet and generally not receiving other inputs besides visual.

"I think that it is that I get time to sit down and work. Work on things. It sounds very banal, but."

"Yes, that's it. I just need to work on it alone and try to understand things myself."

"I think that I want it to be calm around. To not have so many distractions"

Trude stated that she felt fairly autonomous and independent in the school as a setting although she did recognise that most of the decisions were not made by her or her fellow students. This was interpreted both positively and negatively, like some of the other students, she saw the benefits of being made to read material she herself, probably would not end up reading. At the same time, she did seem to think that upholding individualised learning and adapted learning as key values and important considerations ought to be continued and aimed for. In terms of methods she seemed to think that she were free to choose for the most part how she worked.

"That can be both good and, yes, positive and negative. Yes, because I think that if I had to choose myself then it can happen that I had chosen the same over and over again. I perhaps gets forced to do different things".

"Yes, I do feel that we get a lot of freedom, in a way, it's a lot like we have responsibility for our own learning and I think that is a lot more free here than it was before, which I think is very good."



"Yes, it has in a way become habits that I have managed to create over the years. That I have one of those, that I read and then take notes on the side, kind of."

Trude was an avid reader who had distinct and clear preferences for what she liked to read and seemed to be trying to be constructive in the way she read. For instance deciding to read classic literature like Ibsen. Reading, being an activity she enjoyed, was not something she felt she was lacking motivation for, but still would have preferred a wider selection of books and material. This was illustrated when talking about a recent reading project the class had, where the students got to select material they could read.

It was also interesting to hear what she had to say about reading strategies and generally approaching texts in specific ways:

"I think I was a lot more aware of it before. Now it's just....It is a bit intrinsic?.....Yes, I don't think that much about it."

#### 4.13. Summary

In this chapter the results and findings of the data gathering within the study have been reported. The data from the two separate data sets were combined and then the different tables have been presented. Keeping in mind the research questions the aims of the procedure were to further better understand the relationship between the learners perception of learner autonomy and reading literacy, the questionnaire looked at attitudes, reading habits, forms of reading material preferred by students, reading strategies and perceptions about state of autonomy. These topics were followed up on in the interview, particularly delving deeper into the perceptions about autonomy and use of reading strategies. Selected transcripts from the interview were shown, but it was mostly reported through written summaries.

## 5.0. Discussion

### 5.1. Overview

This chapter presents the discussion of the results. This will be done by looking at existing theory and research in conjunction with underlying research questions.

What are the learner's perceptions of learner autonomy?

To what extent do the students perceive themselves as autonomous?

In what ways do learner autonomy affect the way learners read?

What reading strategies do they report to use?

How do learners interpret learner and teacher roles?

The data, gathered from questionnaires and interviews will be analysed, put into a theoretical as well as a pedagogical context and discussed within such discursive framework. The aim that the results gathered were in service of, to where investigate and understand the relationship between learner autonomy and reading literacy amongst Norwegian VG1 students of English.

The chapter has been divided into sections by topic and parts similar to the literature review chapter. To begin with the chapter starts with section looking at the findings related to learner autonomy. After this, follows a section on reading literacy and reading material. Then there is a section on reading strategies, a section on learner and teacher roles before a general discussion on what possible contributions the study may offer. This will also be to discuss potential weaknesses of the study. Finally, a section on possible teaching implications the findings may have and recommendations and ideas for future research will be presented towards end.

### 5.2. Learner autonomy

In this section the results related to learner autonomy will be discussed. It will focus specifically on learner autonomy and its general impact upon the students in terms of their perceptions of learner autonomy and to what degree they felt autonomous.

According to the results, the students expressed that they were fairly autonomous, both from the questionnaire and the interviews, but they generally seemed hesitant to draw some definite line regarding if they truly were autonomous. In the interviews, particularly

with Cecilie, Per Olav and Trude, it became evident that they were ambivalent to give a simple yes or no answer to if they considered themselves autonomous, many of them stressing that this was highly contextual. This may be due to the nature of learner autonomy itself, since it is a very much ambiguous concept, the students often stressed various aspects. If autonomy is seen as an innate capacity that everyone has (Little, 2012:14), and can make use of during the right conditions and with the right underlying affective attitude, then such a result seems probable. It may require that the necessary pre-conditions are in place, but once they are, students are likely to automatically act autonomously, regardless of whether or not they have at first attained an understanding of what it means to be autonomous (Benson, 2013:2).

The majority of the learners recognise that they are not usually the ones in charge of what they read and how they work with the texts in the classroom, at least most of the time. This can be inferred from the questionnaire data, and the interviews. Statement 1 being about whether or not the respondents agreed that they were allowed to choose what to read in English classes was important, the majority agreed. This then can be contrasted with the findings for statement 2, which were about whether it was important that the teacher was there to help them. This a sizable majority agreed with. Particularly the content that the students work with, seems to be something that the teacher usually is in control over but this is not surprising as the majority of in-class activities are planned in advance by the teacher. There are, on the other hand, most likely instances in most classrooms where students are encouraged to be more autonomous, but that these are fewer in number compared to regular activities of which the teacher has already planned. If we consider examples of practical studies where learner autonomy was implemented, we see similar trends. The teacher may have to introduce and guide the students, providing a framework and creating goals for the students to work towards. In Dam's (2011) work this is done quite explicitly through dialogue and shared expectations. The same principle of progression, it can be claimed applies to SBI (Cohen, 2012), which starts off with a basis of instruction of strategies before allowing the students to implement themselves, in an autonomous fashion. Dam (2003), for instance proposed planning classes in such a way that some parts of the class were guided more directly by the teacher, but that the learners would also have an opportunity to exercise agency over their own learning. The interviews with the students themselves also lend some further indication of the learners recognising that they are not. As was mentioned in the results chapter, almost all the interviewees considered themselves autonomous. This is possibly indicative of the students understanding and accepting that there are times when they

can benefit more from not being fully autonomous and having the teacher control, or at least, guide the interaction (Macaro, 2008:55-59; Dam, 2011; Little, 2012).

The students perceive learner autonomy to being predominantly tied to taking responsibility for their own learning,

This is evident based on open-ended items in the questionnaire. Asked to interpret and comment on the two concepts "Take responsibility for your own learning" and "Take responsibility for your own reading", a large segment of the respondent's stated interpretations seem indicative of taking concrete personal measures to ensure that the learning and reading, respectively, got done. In other words, taking charge of one's own learning. As opposed to focusing on motivation or autonomy in general terms. Here clearly echoing the initial theoretical position by Holec (1991). In essence this seems to conform to the popular position about what learner autonomy is, that is it is primarily about the student taking charge of his or her own learning (Crabbe, 2012:3). What the findings also seem to indicate is that while students may see learner autonomy in different ways the general sense of autonomy exhibited seems to be indicative of a more metacognitive approach to the broader understanding and perception of autonomy. They think in a general sense about their own learning. Particularly some of the skilled students seemed to prefer approaching their reading using learning strategies as opposed to using concrete reading strategies. As Ragnhild said in the interview; "Because I feel that I concentrate on other than the text, so that my focus is on using the learning strategy right rather than if I am actually getting what is on the page."

The learners care about autonomy. This can be inferred considering the findings from the questionnaire both in terms of close-ended and open-ended items. As many of the students stated in the open-ended items, learner autonomy is important for learning in that it allows them to be more motivated to learn and achieve their own individual goals. According to some of Likert-scale items this is also indicative of such trend. A majority stating that they agree with being able to choose what they do in class, that it is important they are allowed to choose what they read and that it is important to give feedback to the teacher on what has been done in class. This can be interpreted as a wish towards having greater agency over one's own learning. In terms of research this can arguably be linked to self-efficacy and its positive effect on motivation (Bandura, Cervone, 1986). The learners, as a result of seeing their own agency tied to motivation and by extension self-efficacy, state that learner autonomy is important for them.

The findings seems to indicate that learner autonomy affects the way students read. The students by virtue of being what they state to be autonomous feel more motivated is that engagement had a positive impact on the student's sense of autonomy and their subsequent motivation to read. While quite a few respondents, according to questionnaire data did not state that they agreed that their work in English was meaningful for them, the students, some through the open-ended responses and many during the interviews expressed the importance of being invested in what one was learning. Engagement such as this often described by emphasising that this was important for their motivation overall. Here is such a statement, related to reading: "It means that I must take initiative and sit down and read. If what I am reading is engaging, the motivation often comes on its own." Once the student through choice and engagement had chosen what to work on and how to approach the text, they felt more involved in what they were doing. This was perhaps exemplified in the interview with Cecilie where she comments that she had an easier time being autonomous to learn when she was working on something that she liked, stating that it was worth the additional effort of being autonomous and taking independent decisions. In terms of research we can find several examples supporting such a claim. An example is how research has found that the most effective learners are those who can employ strategies and ways of motivating themselves to continue learning, through goal setting, for instance (Nunan, Lai, Keobke, 2012:73). Based on some of the interviews, the interviewees who reported to be to large extent autonomous also reported to do more reading. Studies have showed that students exhibiting a larger degree of self-determination were more motivated to read have indicated similar results (Neaghel, Van Keer, 2012:1015). Considering that reading can be a prolonged strenuous experience the learners will need a belief in their own self-determination and self-efficacy of such challenges, which other studies into motivation seems to confirm (Deci, Ryan, 1999; Bandura, Cervone).

### 5.3 Reading literacy and reading material

This section will discuss results pertaining to reading habits and reading material from the questionnaire and the interviews.

The students overall state that they like reading English but read somewhat predictably less in English overall than in their mother tongue, Norwegian. Based on the interviews, more than half the interviewees clearly gave an indication that they preferred reading in Norwegian. This does not seem to be necessarily a conscious choice but rather

something born out of convenience and habit. In terms of reading habits besides preference for what language the text would be in, the students on average read for less than hour a day. A result that was not surprising.

One of the clear patterns emerging, particularly in light of the interviews, is that the students wish for a broader and more individually adapted reading selection. All the interviewees expressed in some form a wish for more reading material and reading activities that were more targeted towards them or in some way reflective of their preferences for reading practices. Per Olav also remarked that he preferred having different ways of reading books, stating that he often liked to read books slowly, taking in all the details, which was not something he could do in a classroom setting. As was discussed by Deci and Ryan (1999:55) with regards to self-determination theory, people in general are more likely to find an activity inherently enjoyable and thus intrinsically motivated if they themselves have had the option to choose and partake in decision related to what they are doing. With this in mind it could be postulated that there is a link between student reading motivation and choice of selecting material, particularly if the material is authentic. It is however, important to note as Badger & Macdonald (2010:579) does, that authentic does not necessarily mean motivating, the material must still be of interest to the reader in some way.

Having the students choosing their own material, while perhaps time- and resource consuming, may yield more long term benefits, as it also provides a more authentic and representative view of how they will continue to read as adults. The learners will have to choose for themselves what to read in their leisure time as adults. In order to foster true reading joy, to motivate learners to continue reading through the course of their lives, the act of reading itself must be something more than the completion of a task or assignment, it has to be a choice (De Neaghel, Van Keer, 2012:1017; Deci & Ryan, 1999).

The learners state that they read a wide selection of material and types of texts. The most popular being articles, novels, fantasy and crime novels. An interesting observation that can be made is that these are mostly long-form formats of reading. Compared to the least popular types of material which were for the most part shorter in form, this raises a couple of questions. Is the reading selection offered in class of this type? Can this partly explain the students stated enthusiasm for reading projects? It is difficult to conclude based on the findings of the study, as there was no observation of the classroom. However, one may infer that, firstly, for the most part such types of texts are not the primary reading material in use. Secondly, it may explain why so many of the students seemed to enjoy reading projects where they reported to read longer-form texts.

A topic that often came up in the interviews and which was mentioned briefly in the questionnaire was that of digital literacy, more specifically, what did the students read online and how did they read it, what format did they use while reading and so on. What was evident based on the questionnaire was that, as expected, many of the students read quite a bit in a digital format. Reading online text was often done through articles, blogs or just reading various posts on Facebook. This is certainly indicative of a broader trend, that learners are generally reading more digital texts, something which has been a point of discussion both for national curricula and reform (NOU,2015; English Subject Curriculum, Knowledge Promotion, 2006) but also international perspectives in the form of PISA (2009). Some of the students seemed to think that reading in book form was preferable to reading digitally. When talking about reading online Leif said "I think it is easier reading in paper form, really." He then went on to say when asked about if they had been shown how to work with digital texts. This was interesting in light of some of the research conducted on the topic of digital literacy suggesting that over-reliance or rather dis-proportional use of digital media when learning left students performing more poorly compared to using a physical book and for instance writing down notes using pen and paper (Mueller, Oppenheimer, 2014). When commenting on it most of the students in this study seemed to favour physical copies, but still used digital material more frequently.

Reading in a digital format requires a different set of skills than reading in physical form, which in many ways may be connected to the way the text is presented. How the students are then able to work with such digital texts or hypertext/hyperlinked digital texts is then something that should be of some concern (Sullivan, Puntambekar, 2015:299-300). Digital forms of text are generally very layered and "clustered" where sections of the different texts are connected by meaning. This manifests in how we read such text (Sullivan, Puntambekar 2015).

Leif, one of the interviewees, mentioned that he did not think they had received much if any instruction in how to conduct reading online and that this had been covered only for traditional physical texts.

"No, we have not, no I don't feel like we have. We have had some explanation when we are reading a text in paper form. But, there has not been said anything like, mostly about reading in regular text, or, on stuff online sort of"

As such he may have been unable to make full use of the digital material that he consumed, although this was not something which he and the other students consumed much of within the school setting. Or it may simply be that the teacher's knowledge about using digital literacy is somewhat limited.

A possible explanation for the lack of concrete targeted instruction of reading digital text may be that this is not implemented directly at this stage of education in upper secondary school. Curricula in Norway seems to be adapting to meet these challenges, however (NOU,2015).

#### 5.4. Reading strategies

This section of the discussion concerns the results that deal with reading strategies. Reading strategies are widely used for working and analysing texts by learners and are often an explicit part of reading instruction in classrooms. Research has also proposed and suggested and that they constitute a major tool and way for the students to work with texts and potentially develop their reading abilities (Nunan, Lai, Keobke, 2012; Cohen,2012; Akkakoson, 2013; Nunan, Wong, 2011). The subject of reading strategies was explored in both the questionnaire and the interviews, in terms of finding out what strategies the students used, which ones they preferred, and how they perceived use of strategies in working with texts. The results were interesting but also to a certain extent surprising. Strategies being non-observable them difficult to investigate directly, but in the questionnaire, the students reported the use of a wide variety.

The students state they prefer for the most part cognitive strategies but also several other forms of strategies. The most stated popular strategies being summing up, guessing meaning from context and in depth reading. Two of these examples being arguably what Oxford (2003:12-14) refers to as cognitive strategies, while guessing meaning from context is identified as a compensatory strategy.

All the learners seem to use reading strategies, what remains to be understood is whether the learners understand their use and how actively they use them. However, based on interview data, specifically from the interviews with Rikkard and Ragnhild, even skilled students do not always seem to use such strategies extensively. It could also be that they have simply internalised them and their use have become more habitual and unconscious rather than conscious choices (Oxford, 2012:51).



Students limit themselves to relatively few strategies. Based on the interviews many of the interviewees seem somewhat ambivalent about the use reading strategies, such as Rikkard, who in the interview stated "...so I don't use anything specific to sort out my thoughts, but when it comes to reading strategies I don't have conscious strategies, but I do notice if there is a word that I am not entirely sure what is" Arguably they still use strategies, such as re-reading and various modes and types of reading used automatically, but they do not usually, it seems, mostly based on the interviews, make many conscious choices and if they do, limit themselves to relatively few strategies, exhibiting what Oxford (2012:19) in her theory call *Conditional knowledge*, knowing when to use strategies. This may be because these are the strategies they are simply the most comfortable with and have successfully integrated into their learning process. It is difficult to know why this is, but there are few things that one can infer based on results and theory. A possible explanation is that such reading strategies have not been introduced in a way that made them meaningful and interesting to them. It is also possible that it is simply not necessary for the students to learn reading strategies in order to be successful. Some research has suggested that it may not be enough to monitor one's own reading as meta-cognitive proficiency is not sufficiently developed through the use of monitoring to increase reading efficiency and ultimately facilitate better use of reading strategies (Pressley & Ghazala, 1990). It may be necessary to include other means of increasing reading comprehension.

An arguably important factor in the learners choice of strategy usage are their learning styles and preferences. While it was not a predetermined aim and focus of the study, some findings can be used to infer certain characteristics of the learner's learning style and relationship with reading strategies. In some ways the choice of reading strategy could be indicative of the level of meta-cognitive proficiency of the learner (Wong, Nunan, 2011). It was postulated, as an expectation that more skilled students would employ a wider array of strategies and would be able to articulate their reasoning. As such it was interesting to see if their choices were also influenced by learning style. The students in the interview that described themselves as not avid readers often stated that they themselves did not see much of a point in using strategies. However, there were exceptions to this. Interviewees such as Jakob and Tore who described themselves as not avid readers also stated that they preferred not using strategies extensively. Per Olav could be interpreted as exception, as he was not an avid reader but did use some broader learning strategies and described clear goals for his reading.

Research has linked learning style and strategy by claiming that inherent within a learning style is a preference for a specific type of learning, which can translate into a specific

strategy (2003:8-9). As Oxford says, "A given strategy is neither good or bad; it is essentially neutral until the context of its use is considered." (2003:8) In the end it is how it is used and implemented that matters, and for that to happen the learners need to understand the purpose and use of the strategy they are using. Theory indicates that by taking a meta-cognitive approach to learning, by employing reading and learning strategies it is possible for learners to become better readers, as they can start monitoring their own work on their own, autonomously (Grabe & Stoller, 2013:13). In terms of research some studies seem to corroborate this perspective (Pressley, Ghetala, 1990; Matsumoto, Hiromori, Nakayma, 2013). This is an example of how one can combine the virtues of learner autonomy to further develop reading literacy. Reading strategies and learning strategies in general are often adapted to fit the given proficiency level of the student using it, as well as the given context it is used in. This was evident mostly in the interviews but perhaps what is also telling is the fact that so many stated agreement with the questionnaire statement about them having their own way of reading.

The learners seem overall somewhat motivated towards reading English and perhaps most strikingly, almost all, consider reading English as an important way of improving their overall English proficiency and comprehension.

This is interesting considering how it was mostly those students that seemed the most aware of their overall learning progress who said that they would often consciously monitor their own performance. When looking at the results from the interviews, it seems a trend that quite a few of the learners think more in terms of their overall learning progress such as Per Olav who clearly had a long term plan for his reading, increasing overall reading speed and comprehension.

The findings then, present something of a contradictory picture of the student's use of reading strategies and skill level, for instance the finding that some seemingly skilled students do not regularly monitor their own reading in elaborate terms. Such plans were not detailed by most of the learners and are perhaps not something they often think of in explicit terms. Still student such as Trude and Ragnhild clearly seemed to have thought about the reasons they had for choosing different types of books and had altered their preferences in order to gain a broader understanding of literature canon. What this means in the long run is that one is likely to get students and readers who read base on what they think their current goals and plan requires. Research also indicates that there are increased chances of learners attaining higher level proficiency when students can regulate and monitor their own learning through texts. Pressley and Ghatala (1990) claim that this a complex and multifaceted process where the

students, by virtue of exercising mental computation and metacognition, become better readers in the sense that it would increase overall performance (1990:27-28). Research does however, also show an arguably inconsistent trend in that it is not uncommon that even skilled readers, say college students, do not monitor their own reading extensively (1990:22), matches reasonably well with what we can surmise from the results.

The students planned learning process in more general terms was also something the students often did, according to the results of the interview specifically. While reading strategies often concern a more specific part of the learning process, meta-cognitive strategies may concern a slightly more overarching perspective according to Oxford (2013:11-21). Some of the interviewees pointed out that while they might not use reading strategies as such, they would often try planning their overall learning process. For instance, Cecilie stated that for her it was better to focus on her learning overall rather than the text itself. Tools often associated with such strategy usage may include, goal planning, laying a plan for overall learning and trying to connect seemingly disconnected learning processes and parts of language acquisition so that they could make use of them in contexts outside of their current use (Oxford, 2013:44). It was also interesting how a couple of the students talked about the different subjects and how the style of learning and thus strategy usage were different. Certain elements could be used in multiple subjects but others were less transferable. This one may argue, bears resemblance to the process of transfer, discussed in the literature review chapter. Transfer pertains explicitly to this topic, of how to integrate elements of one learning process and area of skill into another (Middleton, Baartman, 2013). Transfer is essentially a practical example of how learner autonomy could influence the usage of learning strategies in that learner successfully adapts a given strategy that was perhaps intended for use in one area and that has now been implemented in another. Perhaps this may be connected to the theory of internalisation, that certain strategies over time become integrated into the learner's learning process, thus making the learning more effective (Oxford, 2013:47-49). If a given strategy has become internalised to the point where it can be used effortlessly the learner may transfer said strategy to another field such as reading, or reading in a L2 (Grabe & Stoller, 2013:36-39). If a learner had already acquired self-perceived effective strategies for learning, then it is perhaps unlikely they would be willing to spend considerable time to acquire a new strategy.

## 5.5. Learner and teacher roles

The topic and nature of learner and teacher roles were explored in both the questionnaire and the interviews. For instance, most of the items in Table 1,7 "Autonomy, roles and responsibility for your own learning" deal with the topic of role and one's understanding of it.

What emerges is that most of the students see it as dynamic, in the sense that there are clearly contexts in which they are expected to guide their own learning and others where they are to wait for instructions or otherwise allow the teacher to control the interaction. Specifically, the way the students interpret and responded to statement 7 is telling. With 95% of respondents stating that they would like to have the teacher available to help them, clearly indicates that the teacher's input is helpful, if not necessary to all of the students. In the interviews, it was also interesting how the interviewees discussed what traits they believed a learner and a teacher should inhabit. The learner, some of them stated in the interviews, should be compliant, but also inquisitive, show interest and work with what they were supposed to.

The results, however, present a contradiction, which can be illustrated by looking at the questionnaire data. The data presented through table 1.7, statements 3 and 4. One is a statement about liking to work independently, while the other is about preferring to have the teacher telling them what to do. Both scored highly towards the affirmative. As was pointed out in the results chapter, this is an apparent contradiction when considering the two completely different positions regarding the student's preferences for autonomy. One indicates a stated wish to be autonomous, the other a stated wish to be guided and directed by the teacher. As such one may infer that the respondents state that they prefer to be both in the traditional learner role and in a more active, autonomous learner role (Riley,2012).

In the classroom roles can change, teachers may go between several different roles in the course of a class. For instance, when starting a session, it may be beneficial to take a more direct and authoritative approach making sure that the students clearly know what they are supposed to be doing and that an overall plan has been established (Dam,2003; Akkakoson, 2013). In certain activities it may be best to take a step back, to take on the role of facilitator or resource, while the students themselves explore various options on their own. This is perhaps best illustrated by the results from table 1,7 in the questionnaire, specifically statements 3 and 4 were the respondents both stated that they want the teacher to instruct them on what to do and to be able to decide for themselves what to do in class. This suggests that the learners enjoy experimenting with solving problems, while having the option available to

them to use the teacher for support. Cohen (2012), for instance, suggested merging the two elements of instruction and strategy which can be interpreted as a framework to support such shifting roles. This resulted in SBI, which allowed the teacher employ a more direct approach to giving the students the tools necessary to work on their own effectively later, teaching them to learn as it were (Cohen 2012).

Based on interview data the teacher had to be competent, but also show an understanding of the various needs for all the individual students, trying to figure out the best ways of facilitating their learning. It was also important to a lot of the interviewees that the teacher was compassionate and caring. In other words, the learners see both the learner and teacher role as dynamic imbued with many different characteristics. In one of the interviews, Rikkard for instance stated that an important skill in a good teacher was being able to adapt the learning to individual learners providing different strategies and approaches for each, such an approach is indicative of faith in the learner's abilities. Research has indicated that there is a possible connection between learner roles and roles and how learning is conducted. If one for instance consider Dam's (2011:43-46; 2003) research regarding a practical way of implementing learner autonomy, the teacher has a clear role and governs much of the interaction, yet she stresses the importance that he remains a facilitator and a resource for the learner (2003:136-144). Others have also indicated that learner's and teacher's roles define and govern how the learning setting functions and unfolds (Crabbe, 2012:3; Riley, 2012; Wolters 2003). Riley (2012:29-32) claims that both learner and teacher roles are products of cultural and societal structures and belief systems.

The learners consider the dialogue between teacher and learner as important, and it may affected their motivation. This the respondents on the questionnaire also seem to value highly. For item 8 which stated that it is important to give feedback back to the teacher on what has been done, as many as 82,5% agreed with the statement. This in combination with the results of item 4, "I prefer the teacher telling me what to do in class" creates an overall impression of the wish to have something at least similar in nature to the aforementioned feedback loop where both teacher and learner interact and form a constructive dialogue. Dam (2003:142) when talking about her own classroom environment and in the research that followed (Dam, 2011). Here the teacher is a facilitator and provides the students with the necessary framework that they need in order to become autonomous and succeed. The students are given guidelines and assisted with feedback and instruction. After the activity is finished what has been done is summed up and discussed amongst the learners and the teacher (2003:143). Thus, a feedback loop is formed, where the content of the classes may be

continuously improved and the feedback can again be used to improve the next classroom interaction. This can, arguably, only be done by the teacher and learners altering their roles throughout the classroom interaction

Dialogue and joint goalsetting are perhaps ways of attempting to implement learner autonomy, through what can arguably be described as a change in roles and the dynamic between them. The respondents however also seem to wish to have their voice heard. This was perhaps not something that the interviewees expressed at first in the interviews, but as it was discussed and when they were asked to consider the ramifications of having a dialogue of this kind, this opinion seemed to shift slightly.

Teacher and learner roles seem to have an effect learner motivation. This was an element which the interviews touched on, in the form of affective strategies and support from the teacher and the environment. In general, several interviewees stressed the importance of having a teacher that saw them as individuals and whom they could have a comfortable relationship with, someone they could talk to, and who would help them achieve their goals. For a learner to flourish it is essential that they feel supported and that they are motivated to learn (Bandura, Cervone, 1986; Wolters, 2003; Matsumoto, Hiromori, Nakayama, 2013). In illustrating how one might go about creating such an environment and using strategies in order to facilitate language learning, Oxford (2013:14) proposes the S2R model which is an amalgamation of several types of strategies, mostly at the meta-level of learning (2013:19-27). One of the three elements proposed within the model, are the meta-affective strategies. Here the students may make use of certain strategies to regulate their emotions and alter their attitudes so that they may ultimately stay motivated and to be more effective learners. The goal of such strategy use is for the students to in the end to be able to utilise them on their own, independently from external influences, having internalised them, effectively exercising conditional knowledge, knowing “when, why and where to use a given strategy” (Oxford, 2013:21, 62-78). This however takes time, and while often used by many, cannot always be relied upon. Until then an affective framework consisting of both teachers and fellow students may be necessary.

## 5.6. Possible contributions

Some of the possible contributions to the field will be outlined here, highlighting aspects of the research that may have significance within the research context.

It is difficult, given the scope and overall ambition of the research project to say much in a definitive sense about the nature of the relationship between learner autonomy and reading literacy. Based on the results and how they align with the research conducted within in the field, the results have a reasonable qualitative reliability, in that they are within reasonable expectation similar to how the results would manifest (Creswell, 2014:201). For instance, the fact that the students overall feel autonomous and that this does seem to have an effect on, if not their choice of reading strategy, then their overall approach to reading, such as self-identified autonomous learners such as Rikkard and Raghild using overall learning strategies, such as goal planning and thinking about their overall progress. This may be in line with research suggesting that primarily skilled appear more cognizant of meta-cognitive aspects of their own learning is in line with previous research conducted on the topic (Pressley, Ghazala, 1990; Nunan, Wong, 2011:147-148). One finding that is perhaps reasonably to at least infer, is that students who are autonomous while reading are also more motivated to read. Research into the topic also seems to support this claim (De Neaghel, Van Keer, 2012). The findings hopefully do contribute the growing research effort of learner autonomy and its subsequent implementation. One can infer, based on the findings learner autonomy is a complex, changing and context sensitive construct which requires careful consideration in order to understand. This is illustrated by how the learners want autonomy in certain settings, but not in others. It may not be something that the students are familiar talking about, but they have a clear understanding of the importance of autonomy for the most part. They can also clearly see how that autonomy is affected by various factors, such as teacher role and relationship and the different subjects they may be participating in, further indicative of the ambiguous nature of autonomy, reflected in the difficulty of accurately measuring autonomy in research (Benson, 2013:208).

Research into reading strategies amongst L2 users are also fairly limited claims and are somewhat limited in scope, Grabe & Stoller maintains (2013:112). Similarly, criticism has been directed towards research into reading strategies due to it being mostly considered a theoretical endeavour, often not resulting in practical research results (Skehan, Dörnyei, 2003). As strategy usage is non-observable it also challenging to report on, this study relying on learner's stated usage. The study also represents a fairly uncommon research approach in

that few research projects about reading and learner autonomy make use of interviews and particularly in conjunction with a quantitative method. When it comes to the age group, and selecting students around the age of 15-16 just starting out in the upper secondary level of the school system, several factors were considered. This made the age group interesting for inquiry.

### 5.7. Teaching implications and recommendations

The study looked at the relationship between learner's perceptions of learner autonomy and reading literacy, there were several aspects of the results that can indicate possible implications for pedagogical applications. Learner autonomy to different degrees permeate through education in general and this study suggests that it already has a considerable influence on students. What the study show, however, is that learners perhaps are not always aware of their own level of autonomy and state that they generally would like to be more autonomous. As such it may be pertinent to recommend that an even greater effort is put in trying to facilitate higher levels of autonomy amongst students. This is far from easy to do, but researchers such as Dam (2003; 2011) have shown that focusing on creating a constructive dialogue and involving students in the decision-making process can have wide-ranging positive impact. Perhaps adopting elements of SBI may be beneficial, attempting to at first instruct the learners in various ways of working with language learning using strategies, before allowing them to try them out for themselves (Cohen, 2012). As research shows and results from the interview arguably indicate such, emphasis may also increase motivation amongst students.

Reading and reading material were key topics of discourse within the study. Particularly the topic of reading material and selection of material was a frequent matter of discussion during the data gathering. Many students associate their self-regulation and involvement with reading as heavily tied to being able to choose their own material for reading. A key activity often brought up was reading projects, where the students could choose a book or a text to work with and then discuss later on. This was something that the students stated had been very motivating. Perhaps this should lead to considering employing such projects more often, for instance adapting them to fit several curricular aims so that they are perceived as worth the time investment and resources. With the proliferation of modern media and digital formats there are far more options available for economical reading resources for



learners, considering how one of the often cited issues with reading projects of this kind is a lack of resources.

Learning to read and work strategically are key skills to acquire for students in today's school systems. In official documents such concerns are already being taken into account (NOU, 2015). As has been mentioned, in our rapidly changing society the ability to be adaptable to make use of *transfer* is getting more and more important. With this in mind it may be beneficial to create tailor-made activities that focus on incentivising the students to make use of strategies and approaches from various fields into other domains. This, one can argue, is a very relevant exercise as it is a skill learners can make use of their whole lives. Besides, transfer is by its very nature based on a sense of autonomy, with the individual having to on their own recognise when it is best to appropriate their skills from one field to another. An example of using transfer could be adopting strategies from reading to use in other activities, such as being able to tie goal-setting strategies learned from engaging with reading to other activities.

## 5.8. Summary

In this chapter the results and findings have been discussed. This has been done by contrasting and comparing key results against theory and research conducted within the relevant fields. The findings indicate that learners seem to believe themselves mostly autonomous and that they would on average like a greater proportion of autonomy in their classroom environment. The students read a variety of literature in different ways, often based on individual preferences and meeting the particular needs of the given situation. In doing so they state that they use various reading strategies, but that they often limit themselves to a few, which they seem more comfortable with, having possibly internalised the strategies into their learning process. As learners they state that they should be independent but also allow the teacher to sometimes direct and guide them in their learning. The teacher role, they state, requires various sub-sets of skills. These range from providing adapted learning and different strategies for learners, to being able to show compassion and provide affective support. The study has attempted to contribute to a developing research field both within learner autonomy and reading literacy, but that lack of large scope and sample size makes it difficult to say much about the nature of the relationship between student's perception of learner autonomy and reading literacy. There are however, some key contributions. For one, the approach used is fairly unusual in looking at learner autonomy and reading using interviews and a

questionnaire. Few have tried to directly link student perceptions and viewpoints with both learner autonomy and reading literacy. Considering future teaching implications, it is suggested that an increased focus on communicating effectively between learners and teachers about the importance of autonomy and being able to set clear goals and expectations while facilitating autonomy. Another suggestion is to have a greater emphasis on providing students with attractive reading material for example through a reading project which can be appropriated to suit various topics and angles. Lastly, it is suggested that trying to integrate more elements of transfer in education is a good way of creating an autonomous environment but also a way of preparing students for a life outside of school.

## 6.0. Conclusion

Here a summary of this study on the relationship between the learner's perception of learner autonomy and reading literacy will be presented. It will synthesise the various parts of the study into one final chapter dealing in brief terms with key aspects of the study. The key findings will be presented and the analysis of those findings. A section also presents the teaching implication of these findings and a section further covering ideas for further research.

The primary aim of the study was to explore and better understand the relationship between the student's sense and employment of learner autonomy and their reading literacy, specifically amongst Norwegian VG1 students of English.

What are the learner's perceptions of learner autonomy?

To what extent do the students perceive themselves as autonomous?

In what ways do learner autonomy affect the way learners read?

What reading strategies do they report to use?

How do learners interpret learner and teacher roles?

Also, that more autonomous students, in a general sense, would employ more and a wider variety of reading strategies.

In so doing, research was conducted using mixed research methodology, specifically, a questionnaire and follow-up interviews. These were conducted in two upper secondary school classes at the VG1 level of their studies. The total sample ended up being 40 respondents for the questionnaire and eight of these participated in the interviews. The data gathering was conducted over a period of approximately two months.

There are certain inferences we can surmise from looking at the results as a whole. Based on the results one infer certain connections between learner autonomy and reading literacy. These involve relationships between the various key aspects, such as autonomy, reading literacy, use and preference of reading strategy usage and learner and teacher roles. The student generally perceives themselves as fairly autonomous and that this is something that concerns them.

A key aim of the study was investigating the students stated use of reading strategies. The findings showing that the students to use various strategies for various purposes, but that many students state that they do not use them actively. One of the expectations being that autonomous learners would use more strategies. This expectation was not met clearly, with many of the reported autonomous students preferring to learn without explicit strategy usage.

In terms of reading material in general, the respondents stated that they read a wide variety of texts in their spare time and are most likely exposed to many different forms of literacy, however they did seem to prefer certain texts over others. The students often recognise, through exposure to digital literacy, the inherent different nature of reading in a digital format, something that perhaps should be more heavily focused in instruction. Apart from this, there may be a connection between learner autonomy and reading literacy in the sense that students who claim to be more autonomous seem to think more about their own learning and adapt a more meta-cognitive approach to reading based on interview data.

The study aimed at seeing what ways the students were autonomous in in they read. From the findings it seems probable that students, like the theory claims, make continual decisions regarding what material to read and how to read it (Grabe & Stoller, 2013:19-32). According to interview data the students make a lot of decisions regarding what they want to read and the learners seem to have underlying motivations for doing so.

One of the research questions were about what the perceptions of learners regarding learner autonomy. The learners state that they are concerned with autonomy, desiring to be in an autonomous state. It matters to them, not just in language learning but in a broader learning context. We can also infer something about the nature of learner autonomy in that it is complex and very much context-sensitive, changing based on a myriad of factors. The students themselves see it as a flexible concept. This is illustrated by the student's willingness to employ strategies and approaches across different areas of knowledge and skill. Learner autonomy, it seems, is not in a constant state, but is rather maintained across different learning situations. This the students perceived to a large degree, stating that they believed themselves overall autonomous even when they were in contexts and social dynamics were they could not exercise their independence and wishes, similar to research done on the topic of learner and teacher roles (Dam, 2003:136-144).

While the findings indicate certain trends and preliminary connections between learner and reading literacy, these cannot be generalised to a significant degree due to lack of sample size and data not being extensive in overall scope. Within the field of learner autonomy the findings within the study are perhaps unlikely to make much of a change to present theory and direction. The context, however, that the study was conducted in is perhaps of greater value in that there is relatively little research conducted on the topic of learner autonomy within a Norwegian setting, and specifically with relation to reading literacy. The emphasis on the learners perception autonomy and linkage to reading literacy allowed for an

attempt at creating new insight. Interviews being an important tool for gathering more detailed data.

It does seem that learner autonomy and reading literacy arguably have a reciprocal relationship, if one factors in motivation. Reciprocal, in that one drives the other, if a student is autonomous they are more likely to be motivated to explore and work differently with texts. If a student works with a text in an autonomous fashion, they are more likely to be motivated to perhaps trust in their own ability to take charge of their own learning in other contexts.

### 6.1. Practical applications

The aim of the study was to investigate and explore the relationship between learner autonomy and reading literacy. As such, it is perhaps fitting to consider ways in which this could manifest to benefit students in the classroom. One thing that the results, arguably quite strongly, suggest is that there is a demand for a wider variety of reading materials and by extension, employments of those materials. Several of the students spoke warmly of the time spent with reading projects where they could choose for themselves what to read, this could perhaps be more extensively implemented to further increase student motivation and sense of autonomy.

Motivation is a key trait that needs to be fostered and maintained in order to be an effective influence on the student's learning as has been reported in research studies (Bandura Cervone, 1986; Deci, Ryan, 1999). This is far from new, but it is fair to say that most students have greater amounts of motivation when they perceive themselves to be autonomous and have a certain amount of agency in their own learning process. This applies to the act of reading as well and due to this it is recommended to promote activities that help facilitate learner autonomy, such as having the students work on formulating questions for the text or other activities that allow students to exercise autonomy while reading (Kuzca, 2012). Reading strategies have a generally positive impact on student literacy proficiency (Akkakoson, 2012; Pressley, Ghazala, 1990; Matsumoto, Hiromori, Nakayama, 2013), but as the findings arguably show, students can have a very much varying need for strategy instruction. Each student should therefore be kept in mind individually.

It also seems that having a constructive dialogue around learning and autonomy, as such it should perhaps be considered to spend a bit of time discussing with the students what some of their goals are for their reading. In order to facilitate learner autonomy, it is necessary to have some role change where the learner becomes a more active figure in the classroom so

that it is possible to have some framework in place in terms of goals and ways of achieving those goals, as such one can allow learners to "speak as themselves" (Ushioda, 2011:228) and get a sense that their voice is being heard. Dam serves as a very prescient example of such a dynamic between teacher and learner (Dam, 2003).

## 6.2. Recommendations for further research

There are a number of ways one could further develop and investigate new avenues of interest within the research field of learner autonomy and reading literacy, respectively, but also by combining the two aspects.

For one thing, a recurring characteristic of much of the research done on the topic of learner autonomy has been conducted on rather small samples, often just a class or two. This is partly due to the nature of learner autonomy itself, which due to its abstract nature is difficult to measure and test for using quantitative methods. This leaves qualitative methods which are difficult to implement with larger samples. When it comes to reading literacy this is quite different, as it lends itself more to the use of quantitative methods such as questionnaire surveys. It would be interesting if one could in the future combine the two and perhaps, using improved instruments for testing, have a larger sample which would probably increase result validity.

Apart from this, it would be interesting if more research projects could go the way of Dam (2003; 2011), in the sense that they could interact and measure students over a longer time frame. Longitudinal projects are a good way of for getting a broader scope and thus increasing the chances of finding new and intriguing aspects, perhaps combined with a form of action research where the researcher themselves take a more direct role, implementing some of the changes to the classroom and seeing if there were discernible differences from before the project started.

One could also change the order of the different elements. For example, instead of doing a mostly theoretical study attempting to figure out the nature and interaction of learner autonomy and reading literacy, one could introduce and implement a larger focus on reading and learning strategies and then attempt to figure out if the students were more autonomous. Another possible avenue for research, could be testing students for reading proficiency first and seeing if this matched with a self-perceived sense of autonomy.

Overall, there are many interesting avenues and angles one could employ to further illuminate the relationship between learner autonomy and reading literacy, and for that matter,

other forms of literacy as well. This could be especially important as part of a continuous search for new ways of empowering students and to help them cope with a rapidly changing world with often drastic developments affecting several layers of society.

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## 8.0. Appendices

### 8.1. Appendix A - Informed Consent

## Forespørsel om deltakelse i forskningsprosjektet

### *Autonomous while reading, how learner autonomy is reflected in Norwegian student's reading literacy.*

#### Bakgrunn og formål

Din sønn/datter er herved invitert til å delta i et forskningsprosjekt. Mitt navn er Bent-Magne Koldal og jeg er masterstudent i engelsk ved UiS, og i forbindelse med min masteroppgave skal jeg samle inn data om lesevaner og arbeidsvaner i engelskfaget. Hensikten med dette er å finne ut mer om hvordan elevers forhold til eget arbeid og deres motivasjon påvirker hvordan og hvorfor de leser på dette trinnet i den norske skolen. Dette håper jeg skal bidra til kunnskapen som allerede finnes på dette feltet samt kaste nytt lys på hvordan dette foregår i den videregående skolen.

#### Hva innebærer deltakelse i studien?

Selve forsøket går ut på at elevene vil først få utdelt et spørreskjema, i løpet av desember, hvor de vil svare og uttale seg angående temaene ovenfor. Dette vil foregå i en vanlig klassesstime og vil ta ca. 10-20 min. Deretter vil de elevene som melder seg frivillig, og ønsker det, bli intervjuet av meg i løpet av Januar/Februar 2017. Under intervjuet vil jeg bygge videre på det eleven allerede har svart under spørreundersøkelsen og vi vil ha en samtale om dette, som vil bli tatt opp ved lydopptak.

#### Hva skjer med informasjonen?

Alle personopplysninger vil bli behandlet konfidensielt. Disse opptakene vil bli trygt lagret og ingen andre enn meg og min veileder vil få tilgang til dem. Vi er begge underlagt taushetsplikt og informasjonen vil bli behandlet konfidensielt. I enhver publisert utgave av oppgaven vil elevene være fullstendig anonymiserte i den hensikt at ingen personer skal kunne gjenkjennes.

Prosjektet skal etter planen avsluttes mai 2017

#### Frivillig deltakelse

Det er helt frivillig å delta. Eleven kan på et hvilket som helst tidspunkt trekke seg om det skulle være ønskelig. Det er også helt frivillig for deg å trekke din sønn/datter fra prosjektet om det skulle være ønskelig. Dette trenger du ikke oppgi noen grunn for og i så fall vil all informasjon blir anonymisert. Jeg håper likevel at du ser den potensielle nytteverdien og ønsker å bidra til at forskningen blir best mulig. Ikke bare vil prosjektet kunne bidra forskningsmessig til feltet men for meg personlig representerer prosjektet en mulighet til å lære mer om elever og hvordan de fungerer i den norske skolen.

Om du har spørsmål eller har noe annet du lurer på kan du gjerne ta kontakt med meg på email.

b.koldal@stud.uis.no

Fristen for levering av underskrift er 15.12

## Samtykke til deltakelse i studien

Jeg har mottatt informasjon om studien, og er villig til å la eleven delta på  
(Vennligst kryss av i en boksene)

Spørreskjema og intervju

Bare spørreskjema

-----  
(Signert av prosjektdeltaker, dato)

-----  
(Signert av foresatt, dato)

## 8.2. Appendix B – NSD Approval



Torill Irene Hestetraet  
Institutt for kultur- og språkvitenskap Universitetet i Stavanger  
Postboks 2557 Ullandhaug  
4036 STAVANGER

Vår dato: 27.01.2017

Vår ref: 51876 / 3 / AGH

Deres dato:

Deres ref:

### TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 03.01.2017. Meldingen gjelder prosjektet:

51876	<i>Autonomous while reading, how VG1 students autonomy is reflected through their reading literacy</i>
Behandlingsansvarlig	<i>Universitetet i Stavanger, ved institusjonens øverste leder</i>
Daglig ansvarlig	<i>Torill Irene Hestetraet</i>
Student	<i>Bent-Magne Koldal</i>

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://pvo.nsd.no/prosjekt>.

Personvernombudet vil ved prosjektets avslutning, 12.05.2017, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Kjersti Haugstvedt

Agnete Hessevik

Kontaktperson: Agnete Hessevik tlf: 55 58 27 97

*Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.*



Vedlegg: Prosjektvurdering

Kopi: Bent-Magne Koldal [benmagkol@hotmail.com](mailto:benmagkol@hotmail.com)



Personvernombudet legger til grunn at ledelsen ved de skolene som skal delta godkjenner gjennomføring av prosjektet.

Utvalget består av elever ved videregående skole over 16 år. Det framkommer at utvalget allerede er rekruttert, og vi bemerker at informasjonsskriv og samtykkeskjema ikke burde vært sendt ut før du mottok personvernombudets tilbakemelding.

Datamaterialet innhentes ved papirbasert spørreskjema og intervju.

Dersom det papirbaserte spørreskjemaet besvares anonymt, er det ikke hensiktsmessig å be elevene krysse av for om de ønsker å delta i intervju. Dersom spørreskjemaene skal knyttes til enkeltelever, kan du ikke informere om at besvarelsen er anonym.

Utvalget informeres skriftlig og muntlig om prosjektet og samtykker til deltakelse. Elevenes foresatte samtykker til at sitt barn kan delta. Informasjonsskrivet er hovedsakelig godt utformet, men med et par mangler. Vi ber derfor om at du informerer elevene om at datamaterialet vil anonymiseres ved prosjektslutt, samt oppgir veileders navn og kontaktinformasjon.

Selv om de foresatte samtykker til at sitt barn kan delta, skal det alltid være frivillig for eleven å delta. Elevene bør få informasjon om prosjektet. Vi forutsetter at det gjøres helt klart at det er frivillig å delta, og at å utfylle spørreskjema eller delta i intervju ikke skjer i skolens regi og ikke er en del av undervisningen.

Personvernombudet legger til grunn at du etterfølger Universitetet i Stavanger sine interne rutiner for datasikkerhet.

Forventet prosjektslutt er 12.05.2017. Ifølge prosjektmeldingen skal innsamlede opplysninger da anonymiseres. Anonymisering innebærer å bearbeide datamaterialet slik at ingen enkeltpersoner kan gjenkjennes. Det gjøres ved å:

- slette direkte personopplysninger (som navn/koblingsnøkkel)
- slette/omskrive indirekte personopplysninger (identifiserende sammenstilling av bakgrunnsopplysninger som f.eks. bosted/arbeidssted, alder og kjønn)
- slette digitale lydopptak

### 8.3. Appendix C – Questionnaire

#### Spørreskjema VG1

Generell informasjon:

Jeg vil gjerne be deg om svare på spørreskjemaet under. Mitt navn er Bent-Magne Koldal og jeg er master-student i engelsk ved UiS, tilhørende IKS(Institutt for kultur- og språkvitenskap). Spørreskjemaet under er en del av en master-oppgave hvor jeg ser nærmere på tilknytningen mellom elevautonomi og leseferdigheter. For å kunne gjøre dette trenger jeg data fra elever, som deg, som kan fortelle meg noe om hvordan elever i den norske skolen arbeider og tenker om lesing i engelskfaget. Dette er ikke en test eller en prøve hvor det finnes rette eller gale svar, det er din mening og hvordan du arbeider og leser jeg er ute etter. Du skal også vite at resultatene på spørreskjemaet er helt anonyme og at ingen utenom meg selv vil få tilgang til de originale dataene. Vennligst svar ærlig slik at ditt bidrag kan hjelpe mest mulig. Om du bruker litt av tiden din på å gi ærlige og nyttige svar vil det bety enormt mye for forskningsprosjektet mitt. På forhånd takk.

- Vennligst kryss av for kjønn:

Gutt	Jente
<input type="checkbox"/>	<input type="checkbox"/>

- Vennligst skriv alder:

#### Engelsk som fag og holdninger til lesing:

(Vennligst kryss av i det feltet som samsvarer best med deg du mener)

	I stor grad enig	I noen grad enig	Verken enig eller uenig	I noen grad uenig	I stor grad uenig
"Jeg liker engelsk som fag"					
"Det arbeidet jeg gjør i timen er meningsfylt for meg"					
"Jeg synes det å lese for å forstå engelsk er viktig"					
"Jeg synes de oppgavene vi får knyttet til lesing i					

engelsk hjelper meg med å forstå engelsk"					
"Jeg synes vi får nok tid til å jobbe med tekster					

### Lesing og lesestrategier:

Hvor mye tid bruker du på å lese i løpet av en dag, utenom skolen, uavhengig av språk?  
(Vennligst kryss av i det feltet som samsvarer)

Leser ikke	Mindre enn 30 min	Mellom 30 og 60 min	Mer enn 2 timer

Hvor mange timer gjennomsnittlig leser du engelsk tekst i løpet av en dag, utenom skolen?

Leser ikke	Mindre enn 30 min	Mellom 30 og 60 min	Mer enn 2 timer

Hvilken sjanger/sjangre foretrekker du å lese på engelsk hjemme og i fritiden?

Kryss av i en eller flere ruter.

Krim	Fantasy	Biografi	Artikkel(på nett og i bokform)	Roman	Novelle	Blogg	Magasin	Tegneserier	Annet

Om du krysset av for "annet", vennligst spesifiser, skriv hva:

(Vennligst kryss av i det feltet som samsvarer best med det du mener)

	I stor grad uenig	I noen grad uenig	Verken enig eller uenig	I noen grad enig	I stor grad enig
"Jeg liker å lese generelt"					
"Jeg liker å lese engelsk"					

"Jeg liker å lese engelske bøker"					
"Jeg liker å gjøre lese-relaterte aktiviteter i timen"					
"Jeg føler at jeg mestrer det å lese på engelsk ved at jeg forstår innholdet"					
"Jeg har mine måter å lese tekster på"					
"Vi har i engelsktimene snakket om ulike lesestrategier(lesemåter)"					

Kryss av for de lesestrategier du bruker(fyll inn ulike lesestrategier basert på litteratur)

<b>Avgrense</b> de viktigste delene av teksten.	<b>Forstå betydningen</b> av ord basert på resten av setningen og konteksten det er satt i.	<b>Ta notater.</b>	<b>Understreking</b> av ord, setninger og avsnitt.	<b>Tankekart</b> og andre måter å organisere tanker på.	<b>Skumlese</b>	<b>Dybdelesing</b> (fokusere på en tekst og analysere detaljene)	Skrive, mentalt eller muntlig <b>oppsummere</b> teksten	<b>Skanne</b> (lese etter spesiell informasjon)

Vennligst ranger/skriv i rekkefølge fire av de lesestrategiene ovenfor, som du bruker, basert på hvor ofte du bruker de. (Prøv å anslå sånn ca.)

- 1.
- 2.
- 3.
- 4.

(Vennligst kryss av i det feltet som samsvarer best med det du mener)

	I stor grad enig	I noen grad enig	Verken enig eller uenig	I noen grad uenig	I stor grad uenig
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"Jeg føler at jeg kan bruke lesestrategier for å arbeide med tekster"					
"Jeg synes vi får nok tid til å jobbe med tekster"					

### **Autonomi, roller og ansvar for egen læring**

(Vennligst kryss av i det feltet som samsvarer best med deg du mener)

	I stor grad uenig	I noen grad uenig	Verken uenig eller enig	I noen grad enig	I stor grad enig
"Jeg får lov til å velge hva vi jobber med engelsktimen"					
"Jeg får lov til å velge hvordan vi jobber i engelsktimen"					
"Jeg foretrekker å kunne bestemme selv hva jeg skal gjøre i engelsktimen"					
"Jeg foretrekker at læreren hvordan jeg skal arbeide"					
"Jeg føler at jeg er selvstendig når jeg"					

jobber i engelsktimene"					
"Jeg synes det er viktig få lov til å velge hva vi leser på engelsk."					
"Jeg synes det er viktig at læreren er tilgjengelig for å kunne hjelpe meg"					
"Jeg synes det er viktig at jeg kan komme med tilbakemeldinger til lærere på det vi har gjort i engelsktimen"					

Hva betyr det for deg å ta ansvar for egen læring?

(Prøv å utdype hva det betyr for deg og hvordan du forstår begrepet "ansvar for egen læring")

Hva betyr det for deg å ta ansvar for egen lesing?

(Prøv å utdype hva det betyr for deg og hvordan du forstår konseptet)

--

Jeg ønsker å melde meg frivillig til intervju senere.

Ja - Nei

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Dersom du krysser av ja er det ikke sikkert at du vil bli valgt. Intervjuet vil omfatte de samme temaene som spørreskjemaet. Målet er å ha en samtale og snakke om lesing, Engelsk og forskjellige måter å arbeide på. Jeg trenger 4-6 elever og kommer til å velge ut de som ut ifra spørreskjemaet er mest representative.

Tusen takk for ditt bidrag



## 8.4. Appendix D – Interview Guide

### Interview guide.

Length: 20-30 min

Type: Semi-structured, 1 on 1

Data recording: Audio recording

Participants: 8-12 students, from two different classes

Language: Norwegian

Intervjustruktur:

#### **Introduksjoner:**

- **Takke for at intervjuobjektet meldte seg frivillig.**
- Sørge for at intervjuobjektet er komfortabel. Gi all nødvendig info, hvor lang tid det vil ta. Frivillig å svare på spørsmål. Gi beskjed om at intervjuet vil bli tatt opp men at de vil forbli anonyme.

#### **Bakgrunn:**

- **Hva synes du om Engelsk-studiet og Engelskfaget generelt.**

#### **Autonomi og konsepter rundt autonomi:**

- **Hvordan lærer du? Finner du ut ting på egen hånd eller liker du ha litt mer hjelp?**
- **Hvordan føler du at du arbeider best?**
- Hvordan lærer du generelt, hvordan lærer du i engelskfaget
- I Engelskfaget, er det slik at du ofte slår opp informasjon eller utdyper deg i et tema på egen hånd?
- Er det noen forskjell mellom fagene med tanke på hvordan du arbeider?
- Vil du si at du er avhengig av læreren?
- Hvordan vil du beskrive en god lærer?
- Kan du gi et eksempel på en situasjon hvor du helst vil arbeide på egenhånd og motsatt?
  
- **Hvordan vil du beskrive en god elev?**

#### **Lesing, og lesing i Engelsk:**

- **Hva liker du å lese?(Om eleven ikke leser, spørre om det er noen andre former for lesing, tegneserier, forum, etc)**
- I hvilken grad gjelder dette for Engelsk?
- **Hvorfor leser du?/ Hvorfor leser du ikke?**
- **Hvordan kan man lese en tekst, prøve å basere spørsmål på hvordan intervjuobjektet har svart på spørreskjemaet.**
- Analyserer dere hva forfatteren for eksempel mente med teksten, hva prøver teksten å fortelle?
- Har du tilgang til oversikter over slike strategier?
- Er dette noe som diskuteres fra tid til annen?
- Synes du slik dere driver lesing og arbeid knyttet til lesing fungerer, en annen måte å spørre på, "er det noe som kunne gjort deg mer motivert til å lese"?

**Leseferdigheter og måter å arbeide med tekster på:**

- **Er du kjent med lesestrategier? Om ikke, gi en kort forklaring. Som for eksempel, å lese om igjen deler av teksten, slå opp vanskelige ord osv.**
- **Hva slags kulturell bakgrunn har litteraturen elevene leser?**
- Er dette noe gjør eller bruker?
- Har du noen andre måter å håndtere tekster på, spesielt vanskelige tekster?
- **Hva er viktigst for deg for å like å lese?**
- Får du mer ut av lesingen om du bruker lengre tid på teksten?
- Tenker du av og til på teksten før du begynner å lese?
- Har du vurdert å bruke andre metoder når du leser enn de du bruker nå?
- "er det noe som kunne gjort deg mer motivert til å lese"?

**Oppsummere og avslutte:**

- Oppsummere hovedpoengene.
- **Er det noe intervjuobjektet vil legge til, noe jeg har glemt?**
- Avslutte intervjuet og takke intervjuobjektet for at de kom og at deres bidrag er veldig viktig.
- Tilby dem å sende en kopi av dataene etter oppgaven er ferdig.

## 8.5. Appendix E – Transcribed interviews

Transcription data:

Interview 1: Jakob

Length of interview: 18:07

Interviewer: "Er du glad I engelsk?"

Interviewee: "Sånn passe"

Interviewer: "I forhold til andre fag?"

Interviewee: "Ligger vel gjerne midt i i midten"

Interviewer: Ja

Interviewer: Er det sånn, at det er noe du har lyst til å holde på med videre, engelsk for eksempel?

Interviewee: Jeg har lyst til å bli bedre, føler ikke at jeg så god. Det er jo viktig.

Interviewer: Jo, det er det jo for så vidt.

Interviewer: Hvorfor tror du kanskje engelsk er viktig?

Interviewee: Du bruker det jo mer og mer når du kommunisere med andre land, ehm ja, og så møter du flere utlendinger her. Og jeg har gjerne tenkt å bli lærer så da, om det er noen utlendinger der så er det jo viktig å ha.

Interviewer: Ja, det kan jo vær veldig greit å ha sånn generell grunnkompetanse, altså at du kan snakke greit og bli forstått. Det er jo viktigste, tenker nå jeg.

Interviewer: Så da føler du engelsk er et greit fag, føler du deg motivert i faget?

Interviewee: Sånn greit

Interviewer: Ja

Interviewer: Vil du si at når du arbeider, jeg har sett litt på spørreskjema og litt forskjellig og det virker som, jeg får inntrykk generelt av at dere er ganske selvstendige på mange ting å så er det noe dere er mindre selvstendige på. Nå skal, jeg se, men du har nok svar omtrent det samme som de andre. Men føler du at nå du jobber i timen, at du jobber mye alene, eller er det sånn at du spør mye om hjelp, eller?

Interviewee: Tenker du kun på lærere?

Interviewer: Ja, nei, nå tenker jeg mer generelt, spør du andre?.

Interviewee: Jeg spør lærere, og andre elever og av og til. Sånn når det er noe jeg lurer på.

Interviewer: Ja, prøver du først en del alene, eller er det sånn at du går rett til andre?

Interviewee: Ofte så prøver jeg alene, men av og til så spør jeg med en gang visst jeg ikke forstår.

Interviewer: Ja, det forstår jeg veldig godt. Nå må jeg og bare si at, og det her burde jeg og sagt på forhånd og, at det ingenting av dette som er rett og galt.

Interviewee: Nei, nei

Interviewer: Altså, noe av dette her komme jeg ikke til å bruke, når jeg skriver. Det jeg gjør er at jeg hører på det og så skriver jeg ned akkurat som et vanlig skuespill, linjer som "jeg sa", "du sa" osv. Så det er ikke alt jeg kommer til å bruke, men altså det er ingenting som er rett og galt og du kan svare akkurat hva vil. Jeg mener ikke at det er dumt å spørre læreren om hjelp eller at det er dumt å ikke jobbe alene. Det er ikke det som er poenget.

Interviewer: Ok, ehm, når du skal jobbe best, hvordan jobber du best?

Interviewee: Må tenke litt da, jeg leser gjennom teksten, og så føler jeg at, jeg tenker gjennom hva jeg leser, for eksempel hvis jeg leser et avsnitt så tenker jeg litt for meg selv, det gjør jeg automatisk, hva det handler om.

Interviewer: Mhm,

Interviewee: Og så går jeg videre.

Interviewer: Ok, er det noe annet du tenker på? Si at du, si at du er hjemme, at du har ordnet det til for deg selv og så jobber du best mulig, hva gjør du da? Er det viktig da med bakgrunnen du er i, at du er en plass der..

Interviewee: Det er rolig,

Interviewer: Rolig. Så du er ikke så flink til det å blokke ut distraksjoner?

Interviewee: Det er litt vanskelig av og til.

Interviewer: Ja, forstår deg veldig godt. Ja, er det noe tenke på bråk i klassen, at det er litt urolig kanskje?

Interviewee: Ja, av og til, når ikke læreren er til stede, så er det ofte...

Interviewer: Ja det blir fort sånn da. Riktig, riktig

Interviewee: Når han er der, er det ganske rolig.

Interviewer: Da skal jeg spørre videre om, det går litt på det samme, er det noen forskjell mellom fagene, måten du arbeider på?

Interviewee: Du arbeider, ehm, det blir annerledes hva det handler om, matten er det ikke så mye lesing for eksempel, så det er det jo mer pugging. Det

Interviewer: Liker du å jobbe slik bedre, eller det omtrent det samme.

Interviewee: Hva sa du?

Interviewer: Liker du å jobbe på den måten, er det enklere for deg, eller er det vanskeligere?

Interviewee: Jeg merker ikke noe forskjell.

Interviewer: Det er mange som er veldig sånn at når de har fag hvor de ikke kan pugge men må forstå ting på en helt annen måte, der du ikke kan ha et fasit-svar.

Interviewee: Ja,

Interviewer: Det er mange som synes det er mye vanskeligere.

Interviewee: Ja for i matten så har du et svar, ofte.

Interviewer: Ja, det er bra, fint.

Interviewer: Ehm, Er det, når du holder på med engelsk, er det slik at du stopper opp av og til, og tenker på, hadde vært bedre om jeg hadde brukt den boken, eller hadde det vært bedre om eg brukte internett.

Interviewee: Jeg bruker nesten aldri boken, jeg bruker ofte internett.

Interviewer: Det er veldig vanlig.

Interviewer: Hva er det du bruker ofte da for å finne informasjon?

Interviewee: Bruker mye Wikipedia

Interviewer: Ikke noen grunn til å skamme seg over det

Interviewer: Ja, kan fylle litt opp rundt det, er det sånn at du av og til, at du sjekke, visst du leser noe du synes er skikkelig sånn rart, prøver du finne fram til en annen kilde da.

Interviewee: Ja, prøver jo andre kilder.

Interviewer: Sånn generelt sett.

Interviewee: Ja

Interviewer: Da skal jeg spørre noen spørsmål, som har noe med dette her å gjøre, hvordan du og læreren kommuniserer, hvordan vil du beskrive en god lærer?

Interviewee: Han er tilgjengelig, han er forklare deg når han hjelper. Så stiller han krav til deg.

Interviewer: Han er til stede.

Interviewee: Ja, og han vil at du skal gjøre det bra.

Interviewer: Det er nok bra, da blir læreren sett på som en ressurs. Det er noen du kan bruke, samtidig som skyver tilbake.

Interviewer: Hvordan vil du beskrive en god elev?

Interviewee: En som har respekt for deg og som hjelper deg om du spør om hjelp og rolige i timen. Og, som du kan stole på, å være sammen med.

Interviewer: Så det menneskelige er viktig. Det er ikke bare det at de er der når du spør om hjelp.

Interviewer: Så du er litt opptatt av at miljøet er godt.

Me Så visst du skulle gitt et eksempel på en situasjon på en situasjon der du helst skulle jobbet på egenhånd. Og, en situasjon der du helst skulle jobbet med andre. Kommer du på noe?

Interviewee: Jeg vil jobbe alene viss det er sånne oppgaver, lese en tekst og så gjøre de oppgavene. Og så vil jeg jobbe med andre når det er ofte er presentasjoner, da er det greit.

Interviewer: Når det er et større prosjekt?

Interviewee: ja, mer, flere elementer.

Interviewer: Så du kan fordele oppgaver.

Interviewee: Ja

Interviewer: Jeg skjønner, er det litt med at det av og til er oppgaver og visse ting som skulle gjøres, der det kunne være greit å få en ekstra mening.

Interviewee: Mhm

Interviewer: Nå skal ikke jeg lede deg an, men det er ofte det går i.

Interviewee: Ja

Interviewer: Ok, da har vi dekket det ganske godt. Lesing da, ehm, hva liker du å lese? Du strøk under på artikkel.

Interviewee: Ja, da tenkte jeg på at jeg liker å lese på internett, på nyheter.

Interviewer: Mhm, hvor er det da du går å leser på nyheter.

Interviewee: Fotball

Interviewer: Fotball ja, ok. Da er det Liverpool det går i?

Interviewee: Ja

Interviewer: Er det en Liverpool.no side da?

Interviewee: Jepp, og så er det Tv2 Sporten og så leser jeg av og til vanlige nyheter viss det er noe som er interessant.

Interviewer: Ok, hva er det som er interessant?

Interviewee: Ehh

Interviewer: Litt vanskelig spørsmål.

Interviewee: Ja, av og til litt om, viss eg ser, litt om, litt om litt av og til, visst jeg ser noe om verdensrommet, som jeg synes ser interessant ut.

Interviewer: Det er noe som interesserer deg for .

Interviewee: Ja ikke sånn veldig mye.

Interviewer: Nei, nei

Interviewer: Visst det er en spennende overskrift så trykker jeg inn på.

Interviewer: Ja, det har vært mye, i det siste, om Mars, generelt, har jeg lagt merke til.

Interviewee: Ja

Interviewer: Nå begynner de jo å snakke om, det er jo fortsatt langt framover i tid, at de skal sende folk der opp og.

Interviewee: Det er litt sånn kult.

Interviewer: Ja, ehh, mmm, har du sitt the Martian?

Interviewee: Nei

Interviewer: OK, det kan vær et lide tips ifrå meg til deg. Ok, så du ligger å lese artikler. Er det sånn at du, leser du hele teksten, eller går du fort igjennom.

Interviewee: Jeg leser oversikten og så fortsetter jeg der, og visst det er interessant så leser jeg alt. Visst ikke så går jeg vekk fra den.

Interviewer: Så du er litt sånn selektiv?

Interviewee: Ehh ja

Interviewer: Ja, det er greit. Veldig normalt. Ja er det sånn at visst du ser noe interessant, er du med i diskusjonsforum.

Interviewee: Nei

Interviewer: Nei

Interviewee: Aldri

Interviewer: Aldri, leser du de

Interviewee: Sjeldent, sjeldent, av og til.

Interviewer: Ok, er det noe utenom fotballen, er det noe nyheter?

Interviewee: Leser ikke så mye

Interviewer: Hvorfor tror du egentlig det, hvorfor tror du ikke leser så mye?

Interviewee: Gøyere å se film

Interviewer: Gøyere å se film, ja.

Interviewer: Er det mer direkte, det er bedre?

Interviewee: Ja

Interviewer: Tror du det er noe som kunne blitt gjort for at du kunne blitt mer interessert i lese?

Interviewee: Jeg vet ikke.

Interviewer: Mhm

Interviewer: Visst du for eksempel fikk en bok om, ehm, verdensrommet eller fikk en bok om fotball, som var interessant, hadde det vært et alternativ?

Interviewee: Ja, det må jo være noe du interesserer deg om. Så er du allerede ofte på skolen, så får du tekster som er drittkjedelige.

Interviewer: Mhm

Interviewee: Det er ikke skikkelig gøy.

Interviewer: Jeg skjønner hva du mener. Mhm, ja, ehm, men er det sånn at egentlig så klarer du helt greit uten å lese mer enn det du gjør?

Interviewee: ja, jeg føler det.

Interviewer: Du føle det.

Interviewer: Ja, for du leser jo og en del, og du får ganske mye ut av film visst har på undertekster.

Interviewee: Ja

Interviewer: Er det mye norske filmer eller engelske filmer du ser?

Interviewee: Litt engelsk.

Interviewer: Ja

Interviewee: En del norsk. Jeg ser ikke så veldig mye, ser heller serier.

Interviewer: Ja, ja.

Interviewer: Ehm, når dere leser i timen, bruker dere mye tid på teksten. Nå vet jeg at dere akkurat har bare begynt, men er det slik, ehh, for eksempel visst dere leser en bok, bruker dere tid på å gå igjennom, hva prøver boken å oppnå, hva forfatteren kanskje mener?

Interviewee: Vi skal gjøre det ehh vi skal, hver onsdag så skal vi ha samtale om boken.

Interviewer: Ok

Interviewee: Sitte 2 og 2.

Interviewer: Riktig

Interviewee: Om boken.

Interviewer: Er det noe dere holder på å lese nå?

Interviewee: Ja, Boy av Roald Dahl.

Interviewer: Å ja, det stemmer. Er det en bok du liker?

Interviewee: Jeg har bare startet litt på den, ok vel.

Interviewer: Ja

Interviewer: Tror du det er noe ville sagt om den?

Interviewee: Altså, hva den handler om?

Interviewer: Ja, eller hva, ja, hva handler boken om og er det noen av karakterene som er interessante? Eller noe sånt.

Interviewee: Jeg har bare begynt så vidt på den. Den handler om at han forteller om barndommen sin, foreldrene, litt om besteforeldrene. Og sånt.

Interviewer: Ehh ja, synes du at dette er noe som fungerer, at dette er en grei måte å jobbe med tekster på?

Interviewee: Ja,

Interviewer: Ja

Interviewee: Det er jo greit å ha det litt variert, ikke bare ha tekster, mye av det samme egentlig.

Interviewer: Mhm

Interviewee: I engelsken. Kjenner jeg. Det er jo greit å ha andre ting og på en måte.

Interviewer: Ja, det. Mangen av de tekstene som du får i boken er jo, ehh, ofte veldig korte og så er det mer sånne fakta spørsmål knyttet til de. Det er jo for så vidt greit. Det er jo viktig å sjekke at folk får med seg det de leser. Ehh, er det en som leser teksten en gang, trenger du flere ganger eller er det?

Interviewee: Jeg leser ofte, ganske sent, en gang. Jeg må lese sent for å få det med meg. Og så ved, spørsmål, gå igjennom og se om jeg finner det.

Interviewer: Ja, ehh, ja for jeg så etter på, ja hvordan du har svart på lesestrategier. Du vet hva lesestrategier er for noe.

Interviewee: Ja, det er sånn at du går å skanne eller ja.

Interviewer: Ja, ulike metoder og teknikker du kan bruke når du skal lese. Ehh, Ja for når du leser, er det sånn, at når, du skal, når du kommer til et vanskelig del av teksten, er det slik at du leser alt fram til det punktet. Eller leser du bare den delen om igjen?

Interviewee: Det skjønte jeg ikke helt.

Interviewer: Nå visst, når du har funnet en del av teksten som du synes er vanskelig, går du helt tilbake til begynnelsen, eller fortsetter du, går litt tilbake, og så bare fortsetter akkurat der som du merket at det begynte å bli vanskelig.

Interviewee: Jeg begynner der det er vanskelig.

Interviewer: Ja, mhm.

Interviewer: Så seg jeg du skrev under på dybdelesning, ja, da er det egentlig det du gjør, stopper opp. Ehh, når du oppsummerer, si at du oppsummerer etterpå, gjør du det skriftlig eller tar du bare og gjør det i hodet.

Interviewee: Tar det i hodet, tenke igjennom.

Interviewer: Tror du det kunne vært en fordel med å skrevet noe ned.

Interviewee: Kanskje.

Interviewee: Men jeg gidder ikke.

Interviewer: Nei, det er greit nok.

Interviewee: Nei, jeg vil ikke.

Interviewer: Nei, litt av det som det her handler om er å finne ut, først og fremst hvordan dere leser, ikke sant. Det er litt interessant, og så er det å finne ut, ehh I hvor grad der eventuelt kan gjøres mer for at dere får mer ut av det lesingen som dere gjør. Hvordan kan jeg som lærer og .... Som lærer, gjøre for å forbedre de forholdene som dere leser rundt. Tror du du kommer på noe som kunne hjulpet tror du?

Interviewee: Gitt oss mer interessante tekster:

Interviewer: Mhm

Interviewee: Som handler om noe som vi bryr oss om.

Interviewer: Ja, det er en, det er i grunnen gjennomgående, med mange av de som jeg har sett på.

Interviewer: Ehh, å da, men, ehh, tror du at, visst vi skulle gjort det, praktisk sett dette her, bare se for deg det.

Interviewee: Mhm

Interviewer: Skulle vi hatt en avstemning? Blant dere elever hvilken bok som skulle leses neste gang. Eller skulle dere hatt en og en bok hver?

Interviewee: Kunne hatt en valgfri bok, kunne velge en innenfor et tema.

Interviewer: Mhm, der dere bare gikk på biblioteket, og lånte en bok for eksempel.

Interviewee: Da får du i hvert fall en som du ville ha.

Interviewer: Ja, det er jeg helt enig i, det er kjedelig å lese ting som du ikke interesserer deg for. Det er greit. Ehh, og du synes at det du gjør når du leser tekster sånn generelt fungerer, du får en del ut av det?

Interviewee: Ja, men det går en del sent av og til.

Interviewer: Jo, jo, det er jo ofte bedre, det kan jo tenkes at det er bedre å bruke litt mer tid, visst det er nødvendig. Mye av det her er jo treningssak, ehh, jeg var ikke god til å lese engelsk når jeg var ganske ung, det tok, men når jeg først begynte å lese bøker så tok det ganske fort av. Ehhm, ja så da er jeg egentlig, er det noe annet, som kunne gjort deg mer motivert til å lese?

Interviewee: Ikke som jeg kommer på.

Interviewer: Nei, det handler egentlig om å finne det rette stoffet.

Interviewee: Ja, og at de ikke er altfor lange.

Interviewer: Mhm,

Interviewee: Ja for visst du får en bok med 5-600 sider så gidder jeg ikke.

Interviewer: Ja, nei, det kan fort bli vanskelig. Eh ja, det må vær sånn at du faktisk føle du kan komme igjennom. Mhm.

Interviewer: Ehh, ja, ehhm, da har jeg et til spørsmål, når du treffer på et vanskelig ord, som du ikke forstår, tar du og stopper opp og slår det opp, eller leser du rundt på det som ligger rundt ordet, altså, de setningene og ordene som blir brukt rundt det?

Interviewee: Ofte så leser jeg, altså i sammenhengen.

Interviewer: Mhm

Interviewee: Så ser jeg om jeg skjønner det derfra. For visst ikke så slår jeg det bare opp, sånn som i engelsken, så slår jeg dere bare opp.

Interviewer: Mhm, ja.

Interviewer: Ja for det, det er interressant å se hva folk gjør, ehm.

Interviewee: Så visst jeg ikke skjønner setningen, på grunn av det ordet, så slår jeg det opp med clue.

Interviewer: Å du synes Clue er nyttig?

Interviewee: Ja.

Interviewer: Ja

Interviewee: Bruker det en del.

M: Ja, er det bedre enn å slå opp i en ordbok?

Interviewee: Ja, mye bedre, mye lettere.

Interviewer: Ok, det er greit. Da tror jeg egentlig, at jeg er ferdig med de hovedpunktene, jeg har vært litt kjappere enn vanlig bare for å skulle kunne komme igjennom dette her. Ehh, men, er det noe du vil legge til, som jeg har glemt?

Interviewee: Ikke som jeg kommer på.

Interviewer: Ikke som du kommer på.

Interviewee: Nei

Interviewer: Nei, men da er det greit. Da tror jeg vi sier at det er godt.

Interview 2: Cecilie  
Length of interview: 17:18

Interviewer: Da, vi begynner bare med noen enkle spørsmål. Liker du engelsk?  
Interviewee: Eh, ja, veldig godt. Siden det er et gøy fag som er interessant med andre kulturer å sånn.  
Interviewer: Mhm, tror du engelsk kan være nyttig å lære seg?  
Interviewee: Ja, selvfølgelig, det er jo et bra språk å kunne når en skal kommunisere med andre.  
Interviewer: Mhm  
Interviewee: Å folk i hele verden kan jo engelsk.  
Interviewer: Sant det, da er det jo alltid noe du kan gå tilbake til. Er det noe du ser for deg du kan bruke når du skal ut i arbeidslivet?  
Interviewee: Ehh, ja, jeg har veldig lyst til å...  
Interviewer: Da er det jo veldig relevant.  
Interviewee: Da er det ganske greit.  
Interviewer: Ja, så fint. Så fint.  
Interviewer: Ehm, da bare spør jeg litt, bare så jeg vet litt mer om hvordan ditt forhold til engelsk er. Så tar jeg litt om hvordan du jobber. Hvordan lærer du best?  
Interviewee: Jeg synes selv at jeg lærer best når vi har sånn gruppearbeid eller presentasjoner, jeg lærer best på muntlig ikke skriftlig.  
Interviewer: Ok, da, heter det at du er auditiv, du fungerer best når du får audio, lyd. Ok  
Interviewee: Åh, å ok.  
Interviewer: Ok, så da liker du best å samarbeide, ja, forstår jeg riktig?  
Interviewee: Ja  
Interviewer: Er du noen ganger der du føler det er best å jobbe alene?  
Interviewee: Ehh, ja, noen ganger så er det jo greit å jobbe alene, siden, jeg klarer ikke konsentrere meg visst jeg har, sånn, bestevennene mine ved siden av meg. Vi bare snakker om alt mulig annet.  
Interviewer: Da blir det distraherende?  
Interviewee: Ja  
Interviewer: Ja.  
Interviewer: Så under ideelle forhold visst du skulle, si du skulle jobbe med noe litt mer alene, da vil du helst ha ro?  
Interviewee: Ja, da vil jeg ha ro. Å helst ikke sånn forstyrrende elementer. I nærheten.  
Interviewer: Ja, mhm, er miljøet viktig sånn generelt sett, liker du å ha, er det viktig å, hvordan lyset er? Hvordan temperaturen er? Er du komfortabel? Er det sånne ting?  
Interviewee: Jeg kunne ikke brydd meg mindre.  
Interviewer: Nei.  
Interviewee: Haha  
Interviewer: Nei, for det er faktisk litt viktig for enkelte og så. Ehh, for jeg prøver bare å finne ut hvordan du.  
Interviewee: Ja, nei, jeg er i hvert fall ikke bevisst.  
Interviewer: Nei nei, det er helt greit, det er helt greit. Selv så liker jeg best å sitte en plass der jeg kan ta opp føttene og slappe av, visst det er mulig.  
Interviewee: Aha, ja  
Interviewer: Det er bare visst jeg leser da.  
Interviewer: Har du et eksempel på noe sånn konkret, en sånn konkret situasjon der du har lyst til å jobbe alene? Er det noen sånn spesiell type oppgaver eller noe stoff som?  
Interviewee: Ja nå leser vi en bok i engelsk for eksempel, så skal vi jobbe sammen to og to. Men jeg har funnet hva jeg skal gjøre, så liker jeg best å jobbe med det selv.  
Interviewer: Ja  
Interviewee: Enn at jeg skal sitte og høre på hva den andre har å si om alt mulig liksom.  
Interviewer: Mhm  
Interviewer: Men visst du samarbeider med noen da, hva type situasjon, eller hvilken type stoff er det som er best å jobbe i lag med noen andre.  
Interviewee: Presentasjon eller innleveringer.  
Interviewer: Ja  
Interviewee: Da er det lett og snakke med deg og sånn.  
Interviewer: Få litt andre meninger.  
Interviewee: Ja  
Interviewer: Delegere oppgaver kanskje?  
Interviewee: Ja  
Interviewer: Du må bare drikke vann visst du blir tørr i munnen.  
Interviewee: Nei, det går.  
Interviewer: Ehh, ok, ehh, visst du skal finne ut av noe, slår du opp informasjonen på internett, eller prøver du å finne fram på andre måter.  
Interviewee: Jeg pleier å, for å være ærlig så pleier jeg bare å gå på internett. Ofte Wikipedia og.  
Interviewer: Det er helt greit, det er ingen svar som er rette eller gale.  
Interviewee: Nei nei men. Jeg pleier ofte å bruke flere kilder. For Wikipedia er vel ikke akkurat den mest troverdige kilden som finnes.

Interviewer: Det blir, relativt, det kan, de er ganske troverdige, problemet er bare det at du kan ikke være 100% sikker. Ok, men det er bra og hvis du da ser noe som virke litt rart, da bruker du kanskje litt mer tid på å se på andre kilder.

Interviewee: Ja, og så prøver å finne det igjen. Siden det kan vær det er så rart at det kan være kjekt å ha med.

Interviewer: Jojo

Interviewee: Men jeg vil jo være sikker på at det er sant og.

Interviewer: Det pleier hjelpe, det pleier hjelpe.

Interviewer: Er det noen forskjell mellom fagene, hvordan du jobber da? Er det noe du tenker på? Visst du for eksempel jobber med historie, har du en litt annen måte du tilnærme deg stoffet?

Interviewee: Nei, jeg trur, jeg gjør akkurat det samme, pleier markere litt, men det går jo ikke an i bøkene her på skolen. Og så pleier jeg å ta notater, å sant, jeg pleier gjøre det i alle fag.

Interviewer: I alle fag.

Interviewee: Det er ganske likt.

Interviewer: Har du noen preferanser når det gjelder fag generelt, er det sånn at hvis du får en matteoppgave der du har konkrete svar, som liksom alltid er fakta svar, er det en enklere ting å jobbe med enn engelsk syns du eller er det et fett?

Interviewee: Nei, jeg hater jo matte. Hehe

Interviewer: Ok, men det er helt greit.

Interviewee: For det er et vanskelig fag.

Interviewer: Nei nei, for det er noen som er, liker best objektive svar.

Interviewee: Jeg synes det er mye lettere visst, jeg liksom får tenke selv, og finne svaret på den måten, enn at, jeg må liksom, der er et skikkelig fast svar.

Interviewer: Mhm

Interviewee: Det liker jeg ikke så godt.

Interviewer: Ehm, nei. Det kan fort, jeg er litt enig. Ehh, ja, føler du at du er selvstendig når du jobber?

Interviewee: Både og, det kommer jo helt an på oppgaven.

Interviewer: Ja

Interviewee: Visst det er en sånn veldig kjekk oppgave. Som jeg har lyst til å prøve, og bruke tid på, som jeg synes er interessant og sånn, så bruker jeg, så er jeg veldig selvstendig.

Interviewer: Mhm

Interviewee: Men, visst det er en veldig kjedelig oppgave, og det er i tillegg i et fag som ikke er det kjekkeste, da kan det fort gå litt feil vei.

Interviewer: Så det er der det ligger, er det fordi du føler at bruker mer energi når du skal være selvstendig, du må liksom,

Interviewee: Ah

Interviewer: Gi mer av deg selv.

Interviewee: Ja

Interviewer: Ja

Interviewer: Da må det være verdt det.

Interviewee: Ja

Interviewer: Hvordan vil du beskrive en god lærer?

Interviewee: Ehh, en lærer som bryr seg om elevene.

Interviewer: Mhm

Interviewee: Som liksom hjelper de med oppgaver og veilede de sånn.

Interviewer: Ja

Interviewee: Ehh, ikke for streng, sånn at han gir deg litt tid til å være selvstendig samtidig som han på en måte har øyne i nakken, sånn at an passer på deg.

Interviewer: Sånn at ting ikke bare sklir helt ut.

Interviewee: Ja

Interviewer: Ehh, ja, hvordan vil du beskrive en god elev?

Interviewee: Ehe, ja hvordan skal jeg gjøre det. Jeg vet ikke. Jeg vet ikke om jeg har noe. En god elev er jo en elev som jobber med de fleste fag, ehh selvstendig på sin egen måte.

Interviewer: Mhm

Interviewee: Jeg er ikke helt sikker.

Interviewer: Nei, men det er helt subjektivt, det er ikke sikkert det er så enkelt.

Interviewer: Ehh så

Interviewee: Alle er jo egentlig gode elever.

Interviewer: Ja, på sett og vis, ehh, gode elever er jo og gode på sin måte.

Interviewee: Ja

Interviewer: På hver enkeltes måte, da tar vi litt lesing da, hva liker du å lese? Kan jo se litt her, her er det litt ekstra.

Interviewee: Der krysset jeg at ikke likte å lese, eller?

Interviewer: Ja, jeg liker å lese, og så svarte du verken enig eller uenig, altså midt på treet.

Interviewee: Ja, visst det er en god bok og jeg, jeg liker egentlig ikke å lese altså, men når jeg først, jeg må først komme inn i boken, der jeg faktisk blir oppslukt og ikke vil legge boken vekk. Sånn er det vel egentlig med alle.

Interviewer: Ja, ehh, noen har en, jeg vil ikke si evne, men noen er veldig tålmodige, men da er det, litt mekanisk kanskje, hvordan de leser. Det er ikke sånn at de tar inn alt.

Interviewer: Så visst en bok er god, og det er noe som interesserer deg, da er det.

Interviewee: Da kan jeg fint lese.

Interviewer: Da kan du fint lese.

Interviewee: Men visst det er det motsatte.



Interviewer: Nei, nei, men leser du ofte?  
Interviewee: Nei  
Interviewer: Nei, leser du på nettet eller noe sånt?  
Interviewee: Jeg leser jo liksom, på blogger og sånn, sosiale medier, det er jo sånn jeg egentlig leser, jeg leser jo ikke ellers.  
Interviewer: Nei, bloggene, hva er det de handler om?  
Interviewee: Det er mer om, mye om livstil, helse, skjønnhet, sånn liksom.  
Interviewer: Er det på norsk eller engelsk?  
Interviewee: Det er ofte på norsk, selvfølgelig jeg kommer jo over ting som er på engelsk og. Leser jo det og. Så det er litt blanding.  
Interviewer: Det er litt blanding. Er det noe du tror det kunne blitt gjort for å gjøre deg mer interessert i å lese, tror du?  
Interviewee: Ja, det at vi kunne fått valgt bøker selv på skolen.  
Interviewer: Mhm  
Interviewee: Det hadde jo hjulpet, isteden så blir vi tvunget til å lese slike bøker som ingen nesten vil ta på en gang.  
Interviewer: Mhm, ja, ehh, det er, ja, du er ikke den første som har sagt det.  
Interviewer: Ja, men sett at du fikk lov til å gå på biblioteket og velge egen bok, ehh, hvordan ville du jobbet med den?  
Interviewee: Hva mener du?  
Interviewer: At visst du, si at du nå går, si at du er i en hypotetisk situasjon, at læreren gir dere mulighet til å gå biblioteket og velge ut en bok.  
Interviewee: Og så skal vi jobbe med den?  
Interviewer: Ja. Hvordan ville du helst likt å jobbe med den da, det er kanskje et litt vanskelig spørsmål.  
Interviewee: Jeg ville likt å, presentert an, er det det du mener?  
Interviewer: Ja, for eksempel, det er helt opp til deg.  
Interviewee: Med presentasjon, for muntlig,  
Interviewer: Presentasjon, analyse, sammenligning, alle mulige slags.  
Interviewee: Jeg ville kanskje sammenlignet, med en annen bok jeg har lest fra før.  
Interviewer: Ja, så det er ganske mye interessant, som en kan gjøre. Si at du hadde fått muligheten da, visst du kunne valgt materiale som var tilrettelagt for deg. Det er greit.  
Interviewer: Synes du det er greit å jobbe med bøker i timen?  
Interviewee: Ja, og så synes jeg det er litt spennende.  
Interviewer: Ja  
Interviewee: Det er jo litt gøy da.  
Interviewer: Jo jo,  
Interviewee: Hehehe  
Interviewer: Det, lesestrategier. Vet du hva det er for noe? Forstår du det jeg spurte om?  
Interviewee: Ja, du mener vel sånn, hvordan skal jeg forklare det, du mener vel sånn, ja hvordan jeg leser, markering og sånt.  
Interviewer: Metoder eller forskjellige teknikker som folk har, for å lese.  
Interviewee: Skumlesing og sånne andre ting, ja.  
Interviewer: Jeg tok et litt sånn bredt spekter, av det meste, ehh, da tror jeg dette er det, her har du streket under for ta notater, understreking, oppsummere osv.  
Interviewer: Ehm, tar du å så, når får du anledning til å streke under i bøkene?  
Interviewee: Hmm, vi hadde nylig en sånn bok vi skulle lese på skolen, og den fikk vi, så da understrekte jeg ganske mye, tok sånn markeringstusj overalt og.  
Interviewer: Det synes du hjalp?  
Interviewee: Ja veldig.  
Interviewer: Ja  
Interviewee: Det var egentlig det som var planen når jeg begynte på videregående, jeg trodde jo at det var sånn her og.  
Interviewer: Hadde det kanskje våre noe som hadde vært greit å gjort oftere?  
Interviewee: Ja det tror jeg.  
Interviewer: Fått skrevet litt ekstra i bøkene.  
Interviewee: Ja, jeg ser det selv at når jeg jobber til prøver, så pleier jeg å skrive det for hånd selv. Eller på PC-en og printer det ut. Og da pleier alltid å ta en sånn markeringstusj over, så føler jeg av en eller annen grunn, så klistrer det seg på hjernen min mer enn når jeg bare leser det svart på hvit.  
Interviewer: Ja, du jobbe med det en gang til, du får liksom formulere det på din egen måte kanskje.  
Interviewer: Så det synes du hjelper. Ehhm, så du, så du driver ikke med dybdelesning, noe du egentlig ikke gjør, du leser ikke flere ganger? Du tar ikke og så går inn i teksten sånn sett.  
Interviewee: Ja, for så vidt, men.  
Interviewer: Det er litt sånn vagt. Og så ser jeg at du har streket under på skanne og. Er det noen spesielle tekster der du gjør det ofte.  
Interviewee: Ehm, nei det er jo for eksempel visst vi har oppgaver i klassen.  
Interviewer: Ja  
Interviewee: Og vi får spørsmål, sant, så bare, åh, hvor finner du den og den tingen, så er jeg bare fort igjennom. Det var slik jeg mente det.  
Interviewer: Jo jo, det er helt greit det. Ofte blir det jo brukt, visst du har.  
Interviewee: Visst du leter etter ett bestemt svar.  
Interviewer: Ja, visst du har lest det før, for eksempel, så kan du gå tilbake igjen kjapt og så ser du etter det ene ordet eller det ene avsnittet. Ehm, ja, er du veldig strukturert når du skriver notater eller er det akkurat der og då i marginen?  
Interviewee: Ehh, jeg tror jeg er litt begge deler.

Interviewer: Mhm

Interviewee: Det kommer helt an på hva slags humør jeg er i.

Interviewer: Visst det, visst det slår det der og da, "åh det der burde jeg gjort, det var smart".

Interviewee: Da pleier jeg vel å bare ta å skrive i marginen etterpå. Så det blir kanskje litt rotete notater.

Interviewer: Mhm

Interviewee: Sitter bare der og skriver det inn på ny liksom.

Interviewer: Ja, det er definitivt noe du kunne fått bruk for om du skal til universitetet. Det kan jeg si.

Interviewer: Ehm, ja, er det noe annet som kunne gjort deg mer motivert til å lese? Synes du lesing generelt er noe lurt? Er det noe som er vært å bruke tid på?

Interviewee: Det er jo selvfølgelig det. Men, jeg vet ikke, jeg har blitt mer av den, jeg har alltid vært den muntlige typen.

Interviewer: Ja

Interviewee: Så, egentlig nei.

Interviewer: Mhm

Interviewee: For jeg liker det selv.

Interviewer: Du synes det passer slik det er.

Interviewee: Ja, hvis det er en bok og en film, så velger jeg jo alltid filmen.

Interviewer: Mhm

Interviewee: Mens mange andre velger jo boken.

Interviewer: Hva er det som gjør at filmen er bedre enn boken? Hva synes du?

Interviewee: Jeg vet ikke, jeg liksom at jeg, blir med i filmen, jeg lever meg veldig godt inn i filmen, jeg gjør jo det med bøker og selvfølgelig.

Interviewer: Ok

Interviewee: Men jeg føler at jeg får se ansiktsuttrykkene på folkene istedenfor å bare lese.

Interviewer: Så det er mer direkte?

Interviewee: Ja

Interviewer: For det er mer og bedre forbindelse mellom deg og filmen.

Interviewee: Ja, det var det jeg ville, hehe.

Interviewer: Nei, nei, det var ikke sånn ment. Men har du, synes du at har fått en god forståelse for lesestrategier, sånn som det har blitt tatt opp i timen?

Interviewee: Ehh ja.

Interviewer: Er det noe dere snakker mye om?

Interviewee: Nei, ikke nå på videregående.

Interviewer: Mhm

Interviewee: Men, vi snakket mye om det på ungdomskolen.

Interviewer: Så det er der det kommer inn.

Interviewee: Ja

Interviewer: Er det noe du synes hadde vært greit å tatt om igjen, eller er det?

Interviewee: Vi kunne jo godt fått en liten oppfriskning av det, selvfølgelig.

Interviewer: Ja

Interviewee: Det er jo noe viktig.

Interviewer: Tror du det er noen elever som trenger det?

Interviewee: Ja, jeg tror det, en god del. Dessverre de fleste, de jeg tenker på nå er gutter da, men.

Interviewer: Eh ja, men ja, da kan jeg ta noe litt nytt her da, når det gjelder det å velge hva du holder på med i timen, ehh, føle du at du har mye valgfrihet?

Interviewee: Nei

Interviewer: Nei

Interviewee: Vi har liksom det vi har.

Interviewer: Ja

Interviewee: Og så må vi holde oss til det, jeg føler ikke vi går litt ut av det, holder på med andre ting, andre temaer og emner, som kanskje kan vær knyttet til det vi holder på med. Det er liksom, fast og bestemt, det vi har.

Interviewer: Ja, og det synes du er?

Interviewee: Det er litt kjipt.

Interviewer: Mhm.

Interviewee: Jeg liker godt å tenke på, liksom, filosofere på en måte, ut liksom hvordan det er.

Interviewer: Diskusjoner. Sånne ting.

Interviewee: Ja

Interviewer: Ja, er det sånn at dere har stor frihet til å velge hvordan dere jobber i timen? Kan du istedenfor å sitte å skrive notater, så kan du, kan du gå på Youtube og finne en video om dette eller er det uaktuelt.

Interviewee: Det er veldig uaktuelt.

Interviewer: Ok, ehm, ja, ehm.

Interviewee: Men jeg vet ikke, har jo aldri prøvd det da, fordi at vi føler liksom at visst vi går inn på Youtube, nei da får vi bare kjeft.

Interviewer: Nja, du må vinkle det på en måte som det, der det blir, der alle forstår hva som er hensikten.

Interviewee: Ja

Interviewer: Er det noen andre metoder som du kunne tenkt deg å så bli gjort for å forstå tekst. Er det sånn at visst du, visst du vil når dere sitter og leser. Kan du ta opp en notatblokk og sitte å skrive på siden, eller er det helst at alle skal sitte og gjøre det samme?

Interviewee: Nei, eh, jeg liker godt å jobbe sånn som det siste du sa, sånn at alle kan jo sånn sett gjøre det samme, men at visst jeg vil skrive noe ekstra, så gjør jeg det liksom.

Interviewer: Ehm, er det, synes dere at, synes du at det er en diskusjon, mellom dere og lærere generelt, når det kommer til det å sette sammen læringsopplegg?

Interviewee: Eh, nei, de pleier egentlig bare å komme med de og så følger vi dem. Vi pleier ikke, liksom, diskutere oss fram til hvordan vi skal ha det.

Interviewer: Hmm, ok,

Interviewee: Vi har jo bare gått her et halvt år å så.

Interviewer: Jojo, visst jeg husker feil eller visst jeg husker riktig så ble det mer av det etter hvert som vi kom høyere opp. Men det er greit, da tror jeg egentlig at vi har brukt opp den tiden vi hadde.

Interviewee: Ok

Interview 3: Tore  
Length of interview: 15:44

Interviewer: Vi tar noen enkle spørsmål først, er du glad i engelsk?

Interviewee: Ja, liker engelsk generelt ja.

Interviewer: Ja, hvorfor liker du engelsk?

Interviewee: Eh, mest med filmer og spill og sånn, så liker jeg engelsk.

Interviewer: Mhm

Interviewee: Muntlig

Interviewer: Du føler du får bruk for språket?

Interviewee: Ja

Interviewer: Ja, ok, hva synes du om engelskfaget generelt da?

Interviewee: Eh, det er greit.

Interviewer: Ja, er det blant favorittene? Eller er det...

Interviewee: Ja, tror det, det er en av de jeg liker best ja.

Interviewer: Ja, ok, ok, er det noe du tror du kommer til å få bruk for senere i livet?

Interviewee: Ja, kommer jo alltid til å få bruk for, siden det er så mange som bruker det i andre land.

Interviewer: Mhm, er det noe du tenker på av og til, om du har lyst til å reise, eller bruke det til jobb eller andre ting?

Interviewee: Jeg tror ikke jeg kommer til å bruke det så mye til jobb, men jeg regner med at om jeg reiser så kommer jeg til å bruke det en del.

Interviewer: Ja, ok, eh, så bra, da har vi fått etablert det. Ehh, hvordan føler du at du lærer? Er det sånn at du er en sånn person som finner ut ting på egen hånd eller spør du mye om hjelp?

Interviewee: Jeg er nok den som spør, eller finner ut på egen hånd.

Interviewer: Ja, eh ok, og det føler du du lærer best med?

Interviewee: Ja

Interviewer: Er det situasjoner der du føler det er best å jobbe alene?

Interviewee: Jeg liker egentlig alltid best å jobbe alene.

Interviewer: Mhm, er det noen situasjoner, i det hele tatt, der du liker å jobbe i lag med andre?

Interviewee: Visst det er noe som er veldig vanskelig, så kan det jo vær greit å være med andre, for da er ikke alt presset på deg, så kan du fordele arbeidsoppgaver liksom.

Interviewer: Mhm, visst det er et større prosjekt?

Interviewee: Ja

Interviewer: Ja, det kan være greit. Ehm, ja, gjelder dette her, lærere, altså er det sånn at du i timen, jobber du mye alene synes du, eller er det slik at du av og til spør læreren om hjelp?

Interviewee: Jeg spør ikke læreren så mye om hjelp fordi jeg pleier klare meg ganske greit.

Interviewer: Ja, ja, visst du da sier, at du treffer på noe som du ikke forstår og så har du lyst til å finne ut av dette. Tar du da og slår det opp på nettet?

Interviewee: Det gjør jeg nok, ja.

Interviewer: Hva er det du bruker da?

Interviewee: Eh, Google.

Interviewer: Google, mhm og så Wikipedia eller den der SNL?

Interviewee: Ja

Interviewer: Ja, ok, er det noen forskjell mellom fagene, hvordan du jobber da? Sånn tenke du?

Interviewee: Jobber jo ganske likt i de fleste fagene. I naturfag så er det litt mer prosjekter og sånn. Enda mer gruppearbeid.

Interviewer: Enda mer gruppearbeid ja, og det synes du fungerer greit i det faget?

Interviewee: Ja det fungerer greit.

Interviewer: Eh, føler du at du er en uavhengig elev, sånn generelt?

Interviewee: At jeg klarer jobbe alene og sånn.

Interviewer: Ja, åh, føler du at du er selvstendig at du..

Interviewee: Ja, det tror jeg.

Interviewer: Mhm, ja ok, når du skal jobbe med tekster og sånn ting, eh, eller visst du skal jobbe med noen oppgaver, føler du at du tar mange valg selv, når du kommer og velger hva du skal jobbe med eller hvordan du skal jobbe med det.

Interviewee: Ja, da pleier de å gi oppgaven og så kan du løse på den du vil.

Interviewer: Mhm

Interviewee: Så da pleier vi ja.

Interviewer: Det er godt. Ehm, er det sånn at du føler at du kan bestemme metoder, altså, hvordan, om du skriver notater først, om du leser teksten og alt det der.

Interviewee: Mhm, ja.

Interviewer: Ja, det er greit. Hvordan vil du beskrive en god lærer?

Interviewee: En god lærer er en som er engasjert i det han lære og har lyst til å lære fra seg, sånn mest mulig.

Interviewer: Mhm, er det viktig at han er grei å snakke med?

Interviewee: Det er viktig at han får god kontakt med elevene og klarer og se hver enkelte.

Interviewer: Mhm, ja, da skal vi snu litt på det, hvordan ville du beskrevet en god elev?

Interviewee: En god elev er jo en som respekterer læreren, har lyst til å lære, er villig til å øve ekstra, gjør det som trengs for å få det til.

Interviewer: Mhm, visst du var en lærer hadde du da brukt det samme ordene da tror du?

Interviewee: Det er jo ikke sikkert.

Interviewer: Visst du ser for deg at du er en lærer, hva ville du sett etter i en god elev, tror du?

Interviewee: Ehh, en som forstår, eller, er god på skolen, en som ikke er redd for å spør, eh ja.

Interviewer: Greit, det er sant, jeg tror det forteller litt om, med en gang du må liksom sette deg i, i de skoene, så må du tenke på en litt annen måte.

Interviewer: Ehh, ja ok, da kan vi gå litt videre på engelsk og lesing på engelsk. Ehm, hva er det du liker å lese, generelt?

Interviewee: Fantasy.

Interviewer: Fantasy, har du noen eksempler på noen bøker du leser?

Interviewee: Ehh, har ikke lest så mange bøker, har lest Ringenes Herre, den første, Hobbiten, har lest ja.

Interviewer: Ja, ok. Du leser ikke noe annet enn bøker, sånn egentlig.

Interviewee: Jeg leser jo på nettet, artikler om, da er det mest spel og sånn.

Interviewer: Ja, ok. Da går det på sånn nyheter rundt spill hva som blir lansert og så videre og så videre.

Interviewee: Ja.

Interviewer: Ok. Er dette noe som er på engelsk, for det meste?

Interviewee: Det er for det meste på engelsk.

Interviewer: Når du leser fantasy bøker, er det på norsk eller er det på engelsk?

Interviewee: Det er litt av begge deler, hva jeg har lyst til.

Interviewer: Ehh, hvordan velger du det, holdt det på si?

Interviewee: Det er noen bøker, visst de er laget av en engelsk forfatter, så pleier jeg ha de på engelsk fordi da føler jeg det blir best.

Interviewer: Ja, så da har du på en måte valgt der. Ok.

Interviewer: Ehm, synes du at du leser nok?

Interviewee: Kunne sikkert lest litt mer, jeg leser ikke så mye.

Interviewer: Nei, ehm, hvorfor føler du at du ikke leser nok, egentlig?

Interviewee: Eh, det er ikke mange bøker jeg leser i løpet av et år. Og kunne sikkert lest litt flere, for å ha et litt større ordforråd.

Interviewer: Men ja, sånn er det, av og til så må en bare prioritere, men hva, kommer du på noe som kunne vært gjort for at du kunne lest mer?

Interviewee: Det er jo, vi har jo sånne leseprosjekter i, på skolen. Der vi har lest, holder på å lese en bok, jeg leste en, og så skal vi ha sånn prøve i det. Og da leser jeg jo.

Interviewer: Da leser du. Det synes du er gøy?

Interviewee: Det er greit ja.

Interviewer: Mhm, er det en måte å jobbe med tekster på som du synes motiverer deg?

Interviewee: Ja, for da ser jeg jo litt mer i bøkene for å få en god karakter.

Interviewer: Riktig, riktig, ehh, ja, når dere driver og jobber med tekster, er det slik at dere analyserer hva forfatteren mente med teksten, eller budskapet, eller er det sånn...

Interviewee: Ehm, sist bok så var det litt mer om argumentasjoner i boken fordi det var sånn reiseskildring, og da så vi litt på hvordan forfatteren skrev boken og hva slags hjelpemidler hun brukte.

Interviewer: Ja, ok, og det her synes du var spennende?

Interviewee: Ja.

Interviewer: Ja, det er greit, ehm, ja, men er det sånn at visst du hadde fått muligheten til å, er det noe sånn helt konkret som du kommer på som hadde vært veldig kjekt å gjort med lesing på skolen? Går det liksom bare på det å kunne jobbe litt mer med teksten eller er det litt med hva dere velger å lese?

Interviewee: Det hadde vært litt gøyere visst vi fikk lov å velge bok selv og lest, da kunne jeg funnet en som passet litt bedre, med interesser.

Interviewer: Mhm, ja, ok, så når du jobber med tekster, vet du hva lesestrategier er for noe?

Interviewee: Jeg vet at det finnes forskjellige, men jeg pleier ikke tenke så veldig mye på det.

Interviewer: Er det noe dere hadde på ungdomskolen?

Interviewee: Ja, vi hadde litt om det på ungdomskolen.

Interviewer: Det er det jeg har fått høre. Ehh, er det noe dere har diskutert, her i det hele tatt?

Interviewee: Tror vi diskuterte det litt men ikke så veldig mye.

Interviewer: Nei, er det noe du bruker sånn, er det noe du bruker ubevisst da?

Interviewee: Ja, gjør jo vanligvis det samme, skriver ned litt og.

Interviewer: Føler du, at du er klar over de valgene du gjør når du jobber med teksten eller er går det mest automatisk?

Interviewee: Det går mest automatisk.

Interviewer: Ja, det er veldig normalt det, ehm, er det sånn at, ja du liker å skrive notater?

Interviewee: Av og til, kommer an på, av og til så holder det bare å lese kapitelet, visst det er kapittel til prøve, eller så visst det er litt vanskeligere stoff så pleier jeg å skrive det ned.

Interviewer: Mhm, gjør du andre ting som å slå opp ord eller sjekke?

Interviewee: Ja visst det er ord som jeg ikke forstår, så slår jeg de opp.

Interviewer: Ja, men er det sånn at du kan bare lese en setning så forstår du hva det betyr for noe?

Interviewee: Ja

Interviewer: Ja, da, det er greit.

Interviewer: Eh, har dere tilgang til en oversikt over sånne ting?

Interviewee: Det er gått...

Interviewer: Lesestrategier, sånne ting, infograf eller noe sånt.

Interviewee: Ikke som jeg vet om.

Interviewer: Nei, det finnes nok på nettet tror jeg.

Interviewee: Ja, det gjør det nok.

Interviewer: Det gjør det.

Interviewer: Men er det noe du tror kunne vært nyttig for deg, det er kanskje ikke like nyttig for alle?

Interviewee: Jeg tviler på at jeg hadde sett så mye på det, siden det jeg holder på med nå fungerer greit.

Interviewer: Det er veldig individuelt akkurat det der.

Interviewee: Ehm

Interviewer: Ja, mhm, men er det noe du tror at andre elever hadde hatt bruk for i klassen? Ja, mhm, men er det noe du tror at andre

Interviewee: Det er det helt sikkert noen som kunne fått bruk for ja.

Interviewer: Ja, det som går igjen er jo at folk har veldig forskjellige måter å lære på. Så du må på en måte finne et opplegg som kan tilpasses.

Interviewee: Mhm.

Interviewer: Og da er jo lesestrategier en måte å gjøre det på. Og i tillegg, visst dere skal gå på universitet, så må dere lære dere det, for der er det såpass mye å lese.

Interviewer: Men det er greit, men ja, er det slik at når du leser dine fantasi-bøker for eksempel, at du treffer på et vanskelig ord, skriver du det ned? Eller går du på nettet, fiks ferdig?

Interviewee: Da går jeg nok på, rett på nettet.

Interviewer: Ja, ok. Har du noen preferanser når det gjelder hvilke sider du skal bruke til å finne ut definisjoner og sånn?

Interviewee: Ja, nei, jeg pleier egentlig bare å søke på ordet og så "definition" og så tar jeg det første som kommer.

Interviewer: Ja, det er greit. Si at du da får en veldig vanskelig tekst, masse fremmedord, veldig tjukt og vanskelig og du må bruke mye tid, hvordan hadde du håndtert det tror du?

Interviewee: Det kommer an på i hva slags situasjon, visst det var i en vurderingssituasjon så hadde jeg jo brukt litt mer tid på det og så forstå teksten.

Interviewer: Si at det er en vurderingssituasjon.

Interviewee: Da hadde jeg mest sannsynlig skrevet ned, visst det var veldig mye, som var vanskelig.

Interviewer: Tror du, at du hadde gjort noen valg, når det gjelder hvilke deler av teksten du velger å fokusere på først?

Interviewee: Jeg hadde nok bare tatt det i fra starten av og gått igjennom.

Interviewer: Mhm, det er greit.

Interviewer: Ehm, litt på hvordan, hva slags læringsmiljø, som du foretrekker.

Interviewer: Er det viktig for deg, si at du skal sitte hjemme og du skal holde på med et eller annet, og du skal lære, du er i hvert fall motivert til å lære, er det noe som er viktig for deg, er det viktig for deg å ha god belysning, at den er riktig, eller er det viktig at temperaturen, og sånne ting?

Interviewee: Det er jo viktig med lys, så jeg ser, og kan lese, så jeg har en lampe med meg, ja.

Interviewer: Mhm,

Interviewee: Alltid, men ellers så er det ikke noe sånn spesielt som er viktig.

Interviewer: Er du en person blir lett forstyrret, eller er det?

Interviewee: Ja, jeg kan bli lett forstyrret.

Interviewer: Det er stor forskjell på det, noen kan ignorere det fullstendig.

Interviewee: Jeg kan bli ganske lett forstyrret visst det er et eller annet som kommer.

Interviewer: Ja, ja er det noe, visst dere skal sitte og lese i timene og sånt, er det noe som blir respektert?

Interviewee: I timene så er det ikke så veldig mye som forstyrrer, det respekterer folk.

Interviewer: Ja, det er godt, mhm, synes du at dere har nok lesing på skolen, sånn totalt sett?

Interviewee: Ja, jeg synes det er greit.

Interviewer: Ja, synes du utvalget av tekster som dere leser er interessant og spennende?

Interviewee: Det er ikke så veldig mye interessant og spennende, nei.

Interviewer: Nei, hva tror du kunne blitt gjort der?

Interviewee: Kunne jo funnet litt flere, litt mer variert, sånn at alle finner noe de interesserer seg for.

Interviewer: Mhm, kan du se hvorfor det er vanskelig?

Interviewee: Det er jo vanskelig for alle, alle er jo så forskjellige.

Interviewer: Mhm.

Interviewee: Så det er vanskelig å finne noe til hver enkelt.

Interviewer: Ja, ehm, det som jeg av og til tenker på er om, det er om det hadde vært en ide å kombinert IKT eller sånn digitale virkemidler med tekster og sånn. Hatt noen Youtube-videoer og animasjoner, ja, og sånne ting. Er det noe som blir brukt?

Interviewee: Ikke noe som blir brukt mye.  
Interviewer: Nei, hører du på lydbok?  
Interviewee: Nei.  
Interviewer: Nei, er det noe du hadde vurdert tror du?  
Interviewee: Jeg tror ikke det.  
Interviewer: Nei, nei, det er greit.  
Interviewer: Ehm, så da tenker du at det som skal til for å gjøre deg motivert er vel egentlig bare å ha større utvalg og kunne føle at teksten betyr noe for deg.  
Interviewee: Mhm.  
Interviewer: Kan jeg spør hva du har lyst til å gjøre når du er ferdig?  
Interviewee: Jeg har ikke helt bestemt meg, jeg tenker på å bli lærer men jeg er veldig usikker.  
Interviewer: Mhm, ja, det er jo interessant i så fall hvordan, hvordan du selv får lyst til å videreformidle dette. Ehm, ja, jeg må, vi har kommet igjennom det her veldig fort. Ehm, ja, jeg kan jo spør, har du vurdert å lese andre typer bøker?  
Interviewee: Enn fantasi da?  
Interviewer: Ja, for eksempel.  
Interviewee: Ikke egentlig, det blir litt kjedelig av og til, visst det er andre, det er jo krim for eksempel, det kan jo vær interessant visst det er skrevet bra, fordi det er.  
Interviewer: Du synes rett og slett det er ikke nok handling, det er litt for lite.  
Interviewee: Litt for lite action.  
Interviewer: Litt for lite action. Ja, ser du verdien av å lese andre typer sjangre?  
Interviewee: Du får jo større ordforråd og litt mer forståelse for andre typer og kan hjelpe deg med skolearbeid.  
Interviewer: Ja, det er en sånn veldig individuelle ting. Jeg tror det er mye som kunne vært gjort og så er det mye som bare må gjøres sakte men sikkert. Med dialog, og bare gi folk muligheten til å lese. Dere har vel bibliotek her, har dere ikke, er det noe dere bruker.  
Interviewee: Ikke noe vi bruker mye, har brukt det en gang tror jeg, det var bare for å finne en stille plass og jobbe.  
Interviewer: Ok, ok, men dere har tilgang til bøker?  
Interviewee: Vi har tilgang til bøker ja.  
Interviewer: Dere kan gå ned sånn omtrent når dere vil, eller er det sånn...  
Interviewee: Vi kan jo ikke gå ned midt i en time.  
Interviewer: Nei, nei, men visst dere vil gå i et friminutt så kan dere gå i et friminutt.  
Interviewee: Ja, så kan vi gå rett ned og så.  
Interviewer: Ja, ok, og du er kjent med hvordan det systemet fungerer?  
Interviewee: Ja, det er jo bibliotekar, så hjelper deg visst ikke så.  
Interviewer: Ja, riktig, riktig. Ja ehm, da tenker du heller ikke at det er noe mer, du har ikke vurdert at det er andre måter du kan lese på?  
Interviewee: Nei, ikke egentlig.  
Interviewer: Nei, det er greit. Da må jeg bare spør om det er noe mer du kommer på? Noe som jeg har glemt å ta opp. Nå tenker jeg ikke at du skal vite hva det skal vær men.  
Interviewer: Om det er noe du har lyst å spør om, eller som du har lyst til å ta opp.  
Interviewee: Nei, ikke noe spesielt.  
Interviewer: Nei, da tror jeg at vi tar og stopper der.

Interview 4: Per Olav  
Length of interview: 16:58

Interviewer: Er du glad i engelsk?  
Interviewee: Egentlig ikke.  
Interviewer: Egentlig ikke, hvorfor ikke?  
Interviewee: Engelsk har aldri vært min sterkeste side.  
Interviewer: Nei,  
Interviewee: Har ikke vært så spesielt god i språk men så har det blitt litt greiere etter jeg har sett en del engelske serier uten tekst og sånt.  
Interviewer: Mhm, så det er litt det med at det med språkdelen har alltid vært litt sånn, det er ikke den delen som du liker best.  
Interviewee: Nei  
Interviewer: Hvilket fag liker du best?  
Interviewee: Jeg liker godt historie og det har vi ikke første året.  
Interviewer: Nei, det får dere senere, du må holde ut litt til. Hva synes du om engelskfaget sånn generelt?  
Interviewee: Måten det blir framstilt her på, i hvert fall av ..... Synes jeg er veldig bra.  
Interviewer: Mhm,  
Interviewee: I forhold til hvordan vi hadde det på ungdomskolen.  
Interviewer: Ja  
Interviewee: Men at det er forskjellige måter det blir lært og forskjellige vurderingssituasjoner og nå leser vi jo en bok og det er jo veldig god trening, i engelsk generelt.  
Interviewer: Mhm, så du føler at det er litt mer fleksibelt og det passer deg fint?  
Interviewee: Ja

Interviewer: Ja, ok, så bra, da har vi fått litt bakgrunn så da tenker at jeg skal spør litt om hvordan du jobber. Hvordan føler du at du lærer, er du en sånn person som lærer best alene, eller spør du mye om hjelp eller jobber mye med andre?

Interviewee: Akkurat i engelsk liker jeg best å jobbe i gruppe for der er jeg, der er jeg, der er det sånn at jeg er den som spør, istedenfor at jeg er den som nødt til å svare visst andre ikke får det til.

Interviewer: Ja, ok, riktig, er det sånn at dere snakker mye engelsk i timene?

Interviewee: Nja, det blir vel ikke sånn at læreren snakker engelsk når han skal forklare oppgaver og sånn men at det, men at når vi skal svare på oppgaver og sånn, så blir jo alt det på engelsk.

Interviewer: Mhm, det synes du hjelper?

Interviewee: Ja

Interviewer: Mhm, ja, for jeg tenker det må det må være ganske god trening og bruke engelsk på den måten der. Ehh, så du foretrekker egentlig litt begge deler, er det noen situasjoner der du synes det er best å jobbe alene?

Interviewee: Ja, på vurderingssituasjoner for da er det, da går det bare utover hvor mye jeg jobber og sånn. Så da har jeg ingen å tenke på. I hvert fall på engelsk, som er sånn avgangs fag.

Interviewer: Mhm, trenger ikke passe på andre. Men er det sånn at visst du jobber med et prosjekt, ja si at du jobber med, bare med vanlige oppgaver så er det greit å jobbe alene for eksempel?

Interviewee: Ja, så er det greit å ta sånn evaluering gruppe og sånn for å høre hva de andre har.

Interviewer: Få litt andre innspill, ja. Føler du at du er en sånn relativt uavhengig elev? Eller er du litt sånn avhengig av andre?

Interviewee: Jeg tror jeg er ganske uavhengig men i engelsk, så kan jeg fort bli ganske avhengig.

Interviewer: Mhm, det er ikke noen rette og gale svar fordi det er veldig sånn individuelt hvordan folk vil jobbe, for noen er det jo sånn at de helst vil bare snakke hele tiden. Og spør hele tiden.

Interviewer: Er det noen forskjeller på fagene med det, tenke du?

Interviewee: Hva da om?

Interviewer: Hvordan du liker å jobbe, liker du best å jobbe alene eller liker du best å jobbe i grupper?

Interviewee: Ja, naturfag og engelsk er det greit å jobbe i grupper. Fordi da, da greier jeg egentlig få til, der sliter jeg og da kan få liksom, da kan jeg lære mer enn ved bare, enn å jobbe selv.

Interviewer: Mhm, du får mer ut av det. Ja, visst du får en oppgave og skal finne ut av et eller annet, tar du å slår det opp på egenhånd eller spør du læreren?

Interviewee: Jeg prøver som regel å slå det opp og finne ut av det selv, men, visst ikke så spør jeg jo, men det, prøver å klare meg uten.

Interviewer: Mhm, når du slår det opp, slår du opp i boken eller bruker du internett?

Interviewee: Jeg ser først i boken, mye av det oppslagsverket som er ofte i mange bøker.

Interviewer: Ja stemmer det, stemmer det.

Interviewee: Så tar jeg kanskje på nettet eller så spør jeg kanskje læreren.

Interviewer: Ja, og det synes du fungerer greit?

Interviewee: Ja

Interviewer: Ja. Synes du at når du jobber med engelsk at du tar mange valg, at du, i forhold til hva du skal jobbe med?

Interviewee: Ja, vi får jo som regel en del oppgaver og så er det jo hvordan du tolker, det er jo mange oppgaver hvor du skal, etter hvordan du tolker de selv da.

Interviewer: Mhm

Interviewee: Hvordan du skal skrive det eller skriv hvordan eller si 5 setninger på en tekst på 5 sider handlet om. Og da er det jo alt etter hva du synes er viktig, hva du trekke fram som, visst du vil vise med de 5 setningene hva som er hovedinnholdet, om du vil trekke fram sjangeren.

Interviewer: Ja

Interviewee: Så da er det jo litt opp til deg selv da.

Interviewer: Ja, ehm, men er det slik at dere får lov til å velge hva dere leser på, for eksempel, visst dere skal gjøre noe?

Interviewee: Nei, det blir jo, altså mange ganger så blir det jo at vi leser tekst i timen og så ender det med at vi skal jobbe individuelt eller i gruppe med en oppgave.

Interviewer: Mhm

Interviewee: Da sier for eksempel .... At det er akkurat det samme, at vi kan, da kan vi jobbe sånn skikkelig i lag, at vi kan levere samme tekst, at visst vi har jobbet for eksempel 2 stykk sammen, om teksten da, så tar han ikke noe sånt kontroll på det og så, eller du kan jobbe alene, men vi tar teksten selv og så får vi oppgaver. Har det vært noen ganger da.

Interviewer: Ja, så da er det litt fleksibelt der og egentlig.

Interviewer: Ja, når det gjelder metode da, hvordan du velger å angripe oppgaven sånn konkret, er det sånn at du, føler du at du kan på en måte, om du vil, lese teksten først, skrive et tankekart eller er det sånn at du kan, at det er en viss prosedyre du alltid følger?

Interviewee: Nei, jeg har, jeg husker egentlig ganske mye av hva som, hva jeg leser, eller alt jeg liksom tenke, jeg tar ting fort opp så jeg ikke den som pleier å notere så mye.

Interviewer: Nei

Interviewee: Men visst det er en sånn ting, vel har en sånn tanke om at jeg vil videre og så tenke på noe nytt, da må jeg kanskje sette det inn, for visst det kommer en ny tanke, så husker jeg ikke det like godt som jeg har lest helt konkret.

Interviewer: Nei

Interviewee: Så da kan jeg skrive noe som for å huske den tanken, for det er akkurat som at jeg skriver en historie så kommer jeg kanskje på hva avslutningen er, når jeg holder på med innledning, så da, kanskje jeg kan skrive noen stikkord om hva jeg har tenkt, før, hva det handler om. Eller så kommer jeg til å glemme det.

Interviewer: Mhm, ja riktig, riktig, så der gjør du på en måte valgene selv veldig fort. Bra.

Interviewer: Hvordan vil beskrive en god lærer?

Interviewee: Jeg holdt på å si, jeg ville beskrevet han som . . . , men, nei, en lærer du kan spør om alt, også som kan bruke flere måter og lære, som er god til å lære fra seg, ikke bare kan mye, men kan lære fra seg.

Interviewer: Formidle det på en god måte.

Interviewee: Ja, også, en lærer som er interessert i faget, du merker det, om en lærer er interessert i det han formidler, eller ikke.

Interviewer: Mhm, ja, det har mye å si. Ehh, er det viktig at han kan snakke med dere elever, at han har god tone med.

Interviewee: Ja, han må ha god tone.

Interviewer: Ja, hvordan ville du da beskrevet en god elev?

Interviewee: En elev som viser respekt for andre elever og lærere, følger med, eller trenger, ja er rolig i timen.

Interviewer: Ja

Interviewee: Og gjør det han får beskjed om.

Interviewer: Mhm, så det her er det samme som du hadde sagt visst du var en lærer selv?

Interviewee: Da tenker jeg da, at det er opp til en elev, at det er opp til han selv om vil følge med, har respekt nok for de andre elevene til å være rolig i timen. Hadde jeg tenkt da.

Interviewer: Da hopper vi over til noe litt annet, da er det litt sånn lesing og sånne ting. Leser du noe særlig?

Interviewee: Ikke mye

Interviewer: Ikke mye, visst du skal lese, hva leser du da?

Interviewee: Nå har vi jo hatt mye leseprosjekt her så jeg har ikke rukket, men jeg har, det er en norsk serie, eller det er jo en engelsk forfatter som har skrevet en serie på sånt 10-12 bøker, jeg vet ikke hvor mange det er, så jeg vurdert å starte på.

Interviewer: Ja, hva heter det her?

Interviewee: Darren Shawn, eller...

Interviewer: Aha, jeg har lest noen av de selv. Eh, ja, men da vil du lese de, hva var det, på norsk eller engelsk.

Interviewee: Ja, eller an er skrevet på engelsk, men så er an blitt oversatt til norsk.

Interviewer: Så da vil du heller ha den oversatte?

Interviewee: Jeg tar den på norsk.

Interviewer: Ja

Interviewee: Jeg har lest en, jeg har lest de to første.

Interviewer: Leser du mye på nettet?

Interviewee: Leser fotballartikler.

Interviewer: Er det på norsk eller engelsk?

Interviewee: Det er jo på engelsk, nei norsk mener jeg.

Interviewer: Ja, tror du det er en grunn til at du ikke leser mer engelsk enn det du gjør? Er det noe som du rett og slett synes er mer styr enn det er verdt?

Interviewee: Nei, jeg, nei men med for eksempel de fotballartiklene så er det jo Tv2 som har tatt det fra engelske sider og så har de oversatt det.

Interviewer: Riktig

Interviewee: Så istedenfor å gå på 10 aviser så har de tatt de 10 sammen på en side.

Interviewer: Ja, litt mer enkelt, enklere å få oversikten, riktig. Ehh, ja, tror du at du leser nok i forhold til det du selv ønsker? Eller er det passelig.

Interviewee: Jeg leser nok for hva jeg har gidde for.

Interviewer: Ja, tror du du kunne lest mer?

Interviewee: Det tror jeg.

Interviewer: Mhm, er det en grunn til at du ikke leser mer. Er det tungvint og tar mye tid og du vil prioritere andre ting?

Interviewee: Jeg liker ikke å lese.

Interviewer: Nei, nei, men da er helt greit, for da er det sånn at du prioriterer de tingene du liker. Sånn er det.

Interviewer: Men tror du at du har egne måter å lese på, når du først leser?

Interviewee: Ja, men tingen er at det, at visst jeg velger en bok selv så er det kanskje sånn at jeg bruker mye lenger tid på en bok for da, visst jeg først leser så koser jeg meg og da bruker jeg lang tid og bare sånn roer an helt ned og bare leser sånn som når vi har en bok på 200, 400, 500 sider så blir det litt som å, å skulle lese en tekst. Du leser liksom så fort at du får det med deg. Istedenfor med sånn bøker som, som, si den der serien med 150 sider per bok, så kan du bruke god tid og få med deg alle detaljene, istedenfor å bare få med deg det generelle.

Interviewer: Ja, det er interessant. Jeg er med på den, det har jeg gjort mange ganger. Det er veldig herlig når du ikke føler noe tidspress.

Interviewer: Eh, ja, så det er en sånn måte som du er klar over at du leser på. Den bytter du på avhengig om du koser deg med teksten eller ikke. Er det noen andre ting som du kommer på som du gjør mens du leser?

Interviewee: Ehh, visst jeg vet at jeg skal, det er spesielle ting jeg skal huske på, så har jeg ting som jeg legger merke til, som når vi hadde, Sovjetistan og hadde sånne oppgaver til, så skrev jeg ned bare sånne stikkord om, om ting de traff på, som var greie og huske på, i tilfellet jeg fikk spørsmål om det.

Interviewer: Ja, ok, så bra. Da vet du hva lesestrategier er for noe?

Interviewee: Ja

Interviewer: Men det hadde, det har dere nok..

Interviewee: Det er mer sånn tankekart og personkart og sånn.

Interviewer: Ok, er dette noe dere hadde på ungdomskolen eller videregående?

Interviewee: Vi hadde det på ungdomskolen.

Interviewer: Det er ikke så veldig mye her.

Interviewee: Vi hadde det mye i 8.klasse.

Interviewer: Ja, er det noe du føler du har bruk for eller er det noe som du?



Interviewee: Jeg synes det var bare, bare unødvendig.

Interviewer: Bare unødvendig, ja. Det er jo ting som gjør ubevisst som egentlig er lesestrategier, for eksempel det der med at du bruker mye mer tid, det er jo noe som heter dybdelesning.

Interviewee: Ja, vet det og så har du skumlesing. Og så har du, åhh kommer ikke på det.

Interviewer: Skanne, du skanne

Interviewee: Skanning

Interviewer: Men det er bare, visst jeg for eksempel ser etter noe for et spørsmål, og så, der, der var det. Da har ikke jeg egentlig sett på noe annet. Det er bare å finne den ene tingen, men tar du å så, visst du finner et vanskelig ord, tar du å slår det opp eller prøver du bare å skjønne det basert på hvordan det står skrevet?

Interviewee: Som regel så forstår jeg i hvert fall sammenhengen og da pleier jeg å ikke bruke så mye tid på det, men er vi på skolen så pleier jeg bare spør .... For han kan de fleste ord.

Interviewer: Ja, ja, det er en veldig god måte å lære seg ordene, det der med å skjønne de basert på konteksten de står. Jeg tror du får god språkforståelse av det. Det er lurt, det er bare lurt.

Interviewer: Ehm, er det noe som kunne gjort deg mer motivert til å lese, tror du?

Interviewee: Mhm, nei

Interviewer: Nei, det er greit, det er greit. Gjør du deg noen tanker om teksten før du begynner å lese den?

Interviewee: Det har jeg ikke tenkt på.

Interviewer: Nei,

Interviewee: Ehh

Interviewer: Er det slik at du leser overskriften og så har du en god anelse hva du skal lese eller er det noe som bare.

Interviewee: Nei, jeg pleier som regel at jeg, hva kan det her handle om?

Interviewer: Ja

Interviewee: Og så starter jeg.

Interviewer: Ser du av og til på baksiden av boken for eksempel da? For å få en liten anelse.

Interviewee: Ja, litt. Visst jeg skal velge en bok så pleier jeg gjøre det, men som regel så har vi en tekst, så bare starter jeg å lese den. Så kommer det akkurat som film, er det en actionfilm å det er mange stjerner, så bare starter du an, tenker ikke hva den handler, du bare ser hva som, hva den handler om.

Interviewer: Mhm, tror du at, visst du vet, si at du vet en del om det du skal lese eller se, tror du det former måten du leser på? Eller at du ser det?

Interviewee: Ja, ja det tror jeg fordi at visst du, visst du kan, det kan, visst du vet litt om, si at du har et avsnitt da, nei et kapittel mener jeg, og så har du sett to setninger om hva kapitlet handler om så da forstår du kanskje mer når du lese i teksten. Du tenker kanskje ikke over det på samme måte visst du leser det for første gang. Så visst du leser hva det kommer til å handle om, for da forstår du at det er sammenhengen.

Interviewer: Riktig, riktig, ja. Det er interessant det der, hvordan vi. Jeg merker ofte det, visst jeg skal se en film som jeg vet en del om, så ødelegger det mer enn det hjelper, for min del. For da har jeg.

Interviewee: Så visst du ser traileren for eksempel og ser er det bare en actionscene og det var det beste fra hele filmen. Så det på traileren.

Interviewer: Nettopp, og så vet du. Trailerne nå til dags sier jo altfor mye. Du vet jo alt om filmen før du har sett den. Synes jeg. Men, men føler du og at, når du snakker om hvordan du bruker god tid, føler du at du får mer ut av teksten, da?

Interviewee: Visst jeg bruker mer tid?

Interviewer: Ja,

Interviewee: Ehh

Interviewer: Eller er det bare opplevelsen i seg selv som er kjekkere?

Interviewee: Tror det er bare opplevelsen som jeg synes er kjekkere.

Interviewer: Ja, du føler ikke at du egentlig får en sånn større forståelse av det hele?

Interviewee: Nei, det er liksom mer herlig, at istedenfor å bare stressa og bare få med alt som skjer, akkurat som å se en film, du sitter liksom ikke foran TV-en med store åpne øyne og så skal du ikke blunke for å få med deg alt.

Interviewer: Haha, nei det er sant. Det var en fin sammenligning. Så ja, har du vurdert å bruke noen lesestrategier, liksom når du leser? Eller er det noe som du tenker er.

Interviewee: Ja, for det er noe, det er noe jeg merker er at jeg leser kanskje ikke like fort som andre, men det er kanskje ikke så mye, men så jeg tenkte at jeg skulle starte litt med den her Darren Shawn serien og så bare lese i vanlig tempo for å få opp lesehastigheten. Sånn automatisk da, men så kommer hun da med 3 bøker, sånn på 2-3 måneder sånn her, så da, har jeg ikke rukket det enda.

Interviewer: Nei, riktig, riktig. Eh ja, bare tenker på om det er noe mer som jeg kommer på som jeg kan spør deg om nå. Jeg tror ikke det er så veldig mye. Har du lyst til å ta opp noe?

Interviewee: Nei

Interviewer: Nei, da tror jeg vi sier at det er stopp.

Interview 5: Leif

Length of interview: 23:39

Interviewer: Ok, vi tar å begynner enkelt, liker du å lese?

Interviewee: Ikke egentlig

Interviewer: Ikke egentlig, hvorfor ikke?

Interviewee: Eh, ..... så lesing synes jeg er ganske tungvint. Og det tar lang tid, og jeg føler det går så sent framover, hele veien.

Interviewer: Ja, ok, er det noen ting som du, ehh, liker å lese mer enn andre ting?

Interviewee: Eh, korte ting med luftig tekst synes jeg er kjekkere og enklere å lese enn lange tekster.

Interviewer: Da trenger du ikke konsentrere deg så mye?

Interviewee: Nei

Interviewer: Nei, det er greit.

Interviewer: Og du, synes du engelsk er et greit fag?

Interviewee: Ja egentlig, synes det er ganske kjekt.

Interviewer: Men, foretrekker du kanskje den muntlige delen mer enn den skriftlige?

Interviewee: Ja

Interviewer: Det er greit, ehh, ja, da tar vi litt om autonomi og sånt. Vet du hva autonomi er for noe forresten?

Interviewee: Nei

Interviewer: Det er hvor selvstendig du er, i forhold til omgivelsene dine, hvor enkelt kan du alene gjøre ting på egenhånd og så videre for så vidt.

Interviewee: Ok

Interviewee: Ja

Interviewer: Vil du si at du er en elev som bruker mye læreren eller er du en person som finner ut mye på egenhånd?

Interviewee: Det kommer litt an på faget og situasjonen, men, jeg prøver å bruke læreren til ting jeg lurer på men ofte så bruker jeg nok ikke læreren.

Interviewer: Nei, det er greit. Er det noen forskjell mellom fagene generelt? Er det sånn at du er mer selvstendig i engelskfaget enn i historie for eksempel?

Interviewee: Ehm, tja, ehm

Interviewer: Hehe, kanskje litt vanskelig spørsmål.

Interviewee: Men på en måte ville jeg gjerne sagt det, for i engelskfaget så er det en del du kan tenke deg til selv. Den historiske biten får vi presentert og i form av tekster presentasjoner og sånt noe.

Interviewer: Mhm, mer konkrete svar.

Interviewee: Mhm, så ja, føler gjerne at jeg er litt mer selvstendig i engelsken for eksempel.

Interviewer: Ja, liker du best å jobbe alene eller liker du best å jobbe i lag med andre?

Interviewee: Jeg liker best å jobbe i grupper, ehm, litt usikker på hvorfor men synes det er sosialt og kjekt.

Interviewer: Ja, får litt andre innspill og såne ting kanskje, ja.

Interviewee: Ja, av og til, litt andre innfallsvinkler.

Interviewer: Men visst du skal lære best, under ideelle forhold, og da tenker jeg ikke på skolen, da tenker jeg bare generelt, er det noe som er viktig for deg da?

Interviewee: For å lære best så må jeg, så må jeg vær konsentrert, for visst jeg ikke er konsentrert så, så, får jeg ikke med meg noe av det jeg får gjort da. Ja, det sitter ikke.

Interviewer: Mhm

Interviewee: Ehh, men ellers så har jeg ikke så store krav, ville jeg nesten sagt for å lære.

Interviewer: Er det viktig å ro? Eller er det noe som du på en måte kan blokkere ut?

Interviewee: Til noen, til noen fag så trenger jeg ro, til andre fag er ikke det så viktig, visst jeg skal lese noe så trenger jeg i hvert fall ro. Men visst jeg sitter og leser matteoppgaver så reagerer jeg ikke så mye på hvor, på hvor mye volum det er rundt.

Interviewer: Interessant, ehm, er det sånn at når du skal finne ut av noe i engelskfaget, er det sånn at du slå opp informasjonen ofte eller prøver du å spør etter andre meninger og svar i fra elever og såne ting?

Interviewee: Oftere så spør jeg ofte den som sitter ved siden av meg visst det er noe jeg lure på, ehm, eventuelt så googler jeg det. Ehm, for å se om jeg finner den, det som jeg er på jakt etter.

Interviewer: Ja, ok. Det er jo ikke akkurat kildekritikk dette her handler om men hva er det du går etter da?

Interviewee: Jeg prøver å gå etter Wikipedia eller Store Norske Leksikon.

Interviewer: Ja

Interviewee: Tar og også Store Norske Leksikon framfor Wikipedia, men ja, det er mye det.

Interviewer: Ja, den er grei. Ja, nei, jeg synes det er interessant å høre fordi det er noen som, noen som har fått det for seg at Wikipedia er en veldig skummel ting, som du bør unngå for enhver pris. Det mener jeg er feil måte å tenke på. Wikipedia kan brukes til mye, du må bare være klar over hvilke begrensninger det er med det.

Interviewer: Ehm, ja, hvordan, ja vil du si at du er en uavhengig elev generelt?

Interviewee: Uavhengig?

Interviewer: Ja, generelt, når du jobber med fagene, er du uavhengig eller føler du at du er mye knyttet til lærere og?

Interviewee: Igjen, så kommer det litt an på, men det er greit å læreren der til å hjelpe med det du lurer på og visst det er noe du ikke forstår så kan du få det forklart og visst det er noe som, si i engelsk da og det er noe har lest og så er det litt for vanskelig, sånn for teknisk til at du skjønner. Da kan det vær greit å spør, hva betyr det her, kan du få en enklere måte.

Interviewer: Det er sammensatt?

Interviewee: Mhm

Interviewer: Ok, skulle du ønske at du var mer uavhengig?

Interviewee: Kanskje.

Interviewer: Kanskje

Interviewee: Ja

Interviewer: Hvordan vil du beskrive en god lærer?

Interviewee: En god lærer tar hensyn og følger deg opp, følger med på hva du gjør og gir deg gode tilbakemeldinger, og vurdering av arbeidet ditt, om det er presentasjoner, innleveringer eller prøver. Ehm, og jobber godt med de da.

Interviewer: Ja, så den, sosiale biten er ganske viktig?

Interviewee: Ja, for meg.

Interviewer: Ehm, kan du gi et eksempel da på, nei det har du egentlig gjort. Det skal jeg ikke spør om. Hehe. Hvordan vil beskrive en god elev?

Interviewee: En god elev er hjelpsom, og igjen, tar hensyn, ehm, mhm, snill og grei.

Interviewer: Ja, ok. Visst du var lærer, hvordan ville du da at elevene skulle oppført seg?

Interviewee: Visst jeg var lærer så ville jeg jo at elevene skulle oppført seg greit og gjort det de fikk beskjed om og ja hørt etter på det jeg sa.

Interviewer: Da går vi over til lesing og litt sånne ting.

Interviewer: Ehm, hva liker du å lese? Jeg har sett litt på spørreskjemaet men jeg bare tenker at jeg spør.

Interviewee: Hva jeg liker å lese?

Interviewer: Ja, visst du leser.

Interviewee: Korte artikler om ting som interesserer meg. Det er kjekt.

Interviewer: På nettet?

Interviewee: For eksempel, og ellers så synes jeg det er kjekt å lese tegneserier.

Interviewer: Mhm,

Interviewee: Jeg synes ikke det er sånn kjempekjekt å lese hele bøker men, visst jeg kan ha lydbok så er det kjekt. Ehm, så ja.

Interviewer: Og hva er det da, av tegneserier og lydbok som du interesserer deg for. Er det noen sjangre som er mer interessante enn andre?

Interviewee: Ehh, synes jo fantasy og action er spennende.

Interviewer: Ok.

Interviewee: Og tegneserier, så er det vel bare typiske tegneserier som jeg liker.

Interviewer: Ok, ehm, ja, og leser du da på norsk eller engelsk, som regel?

Interviewee: Kommer litt an på faktisk, for, men, som regel er det gjerne på norsk da. Men ofte, i form av artikler og sånt noe, er det ofte på engelsk. Så er det litt sånn alt ettersom, visst jeg leser på nettet så leser jeg gjerne på engelsk og visst jeg leser på bok så er det gjerne norsk.

Interviewer: Ja, det er sikkert visse typer temaer som er enklere å ta på norsk eller engelsk. Kommer an på hvor mye du vet i fra før av.

Interviewer: Lydbøker da, er det noe som du pleier ta på engelsk eller norsk?

Interviewee: Igjen, det kommer nok an på, men stort sett er de nok norske selv om jeg hører litt engelsk og.

Interviewer: Mhm, føler du at det hjelper når du hører på engelsk av og til, med vokabular og sånne ting.

Interviewee: Ja det, det vil jeg jo påstå, for hver gang jeg hører en engelsk ordbok så føler jeg jo jeg plukker opp et nytt ord som jeg gjerne ikke visste. Ut i fra sammenhengen da, altså visst der var et ord jeg ikke visste så skjønner jeg det ut fra sammenhengen. Så tenker jeg, hmm, ja det var lurt å kunne.

Interviewer: Ja

Interviewee: Så merker jeg det.

Interviewer: Ja, så bra. Føler du at du leser nok i forhold til det du selv, føler at du har behov for?

Interviewee: Kunne nok med fordel lest litt mer, med tanke på læring da og lært litt flere ord. I form av å lese da og sånt så hadde nok hatt godt av å ha lest litt mer, men ja.

Interviewer: Ja, du må jo ha tid til det og. Det er det som er. Det kjenner jeg ofte på selv.

Interviewer: Ehm, ja, når du er på skolen og leser, går det greit eller er det en prosess du er komfortabel med?

Interviewee: Ja, det vil jeg påstå. Ehm, ofte har jeg alle bøkene på lydbok, så alt etter hvor lange tekstene er så hører jeg det og.

Interviewer: Og det gjør ikke at du, at du må bruke litt mer tid på å finne fram på nettsiden og alt det der.

Interviewee: Jo, det går litt mer tid, men alt etter hvor lang teksten er så får jeg igjen på det. For jeg leser ganske sent.

Interviewer: Ja, de pleier ofte å lese ganske fort på de bøkene, stemmer det.

Interviewer: Ehm, vet du hva lesestrategier er for noe?

Interviewee: Litt, vi hadde sånne lesestrategier som vi brukte på ungdomskolen.

Interviewer: Mhm, det går igjen, det virker som det er da det egentlig er hovedfokus. Er det noe du bruker?

Interviewee: Sånt til dels, jeg gjør det litt utenom at jeg merker det selv.

Interviewer: Mye av det er ubevisst. Et av de spørsmålene som jeg spurte om var om du plukket opp betydningen av ord ved å lese de omliggende setningene. Og de omliggende ordene, i en setning, for visst du leser et vanskelig ord, "excruciating" for eksempel.

Interviewee: Ja

Interviewer: Så kan du komme fram til hva det betyr visst du ser på setningen.

Interviewee: Ja

Interviewer: Mens andre bare liker å slå det opp, med en gang. Gjør du det eller er det?

Interviewee: Jeg pleier ofte å lese setningen og så pleier jeg ofte å lese den setningen etterpå.

Interviewer: Mhm

Interviewee: Og den før, så pleier jeg å tenke og se om jeg kan skjønne hva den betyr. Visst jeg ikke klarer å ta det ut ifra sammenhengen så søker jeg det opp. Men prøver å ta det ut i fra sammenhengen først.

Interviewer: Så da er det en slags seleksjon. Du er mer spesifikk, du går for den setningen som du synes er problematisk altså. Den som du synes er interessant.

Interviewee: Ja

Interviewer: Så en avgrensing da, i en eller annen form.

Interviewer: Er dette noe du tenker du kunne hatt mer av nå, eller sitter det såpass godt at du føler deg innarbeidet på sånne ting?

Interviewee: Jeg, det skader nok aldri å øve på det, men, men akkurat det er en ting som jeg gjør hele tiden. Nesten uten å legge merke til det.

Interviewer: Mhm, kommer du på noen ting som du gjør, sånn utenom?

Interviewee: På ungdomskolen så hadde vi en lesestrategi som het BISON. Det ble kalt for BISON.

Interviewer: Ja, BISON, jeg tror jeg har hørt noe liknende om dette. Hva er det, det går ut på?

Interviewee: Hver bokstav står for forskjellige ting da, så, B står for bilde, bildetekst, så du begynner å se på bildene og bildetekst i.

Interviewer: Ja

Interviewee: I står for innledning, eller ingress. Eh, så da skal du bruke det etterpå og så, S står for siste avsnitt eller spørsmål, visst det er spørsmål til teksten, for eksempel. O, det var overskrift og N, det var nb-ord. Så visst det er noen spesielle ord.

Interviewer: Aha, ok.

Interviewee: Så du gjorde liksom det før du begynte å lese da.

Interviewer: Så det var en prosess da,

Interviewee: Ja. Men mye av det gjør jeg nok, av meg selv.

Interviewer: Det er jo klart, de aller fleste får noen tanker om teksten når de ser overskriften. Det er det overskriften skal gjøre.

Interviewee: Ja

Interviewer: Ehm, ok. Så du synes at det var nyttig?

Interviewee: Ja, egentlig, det var overraskende hvor mye du kunne vite om teksten før du hadde lest han om du gjorde de forskjellige stegene. Du kikket på bilde og bildeteksten og siste avsnitt og innledning osv. Så visst du i bunn og grunn hva hele teksten handlet om. Før du hadde begynt å lese.

Interviewer: Mhm

Interviewee: Så, ja, det er han.

Interviewer: Ja, du får liksom systematisert det, på en måte.

Interviewee: Ja.

Interviewer: Så bra, ehm, har tilgang til en oversikt over lesestrategier her?

Interviewee: Ikke som jeg vet om, nei.

Interviewer: Nei

Interviewer: Er det noe som kunne gjort deg mer, på skolen da, mer motivert til å lese?

Interviewee: Mer motivert til å lese? Ehm, interessante tekster som interesserer meg, altså, interesserer meg og som jeg virkelig synes er interessant hjelpe jo alltid på. Da glemmer jeg fort ut at vi faktisk leser og så blir det bare spennende liksom.

Interviewer: Så mer, litt mer individualistisk syn, litt mer rettet mot deg liksom.

Interviewee: Ja, kanskje.

Interviewer: Ehh, ja, tror du det er noen tekster som er sånn, for det som ofte er tingen er at det er kompromiss, med sånne tekster. Så er det da å tenke hva er det vi kan finne som de aller fleste liker. Det er jo ofte litt vanskelig å jobbe med 20 forskjellige tekster i løpet av en time.

Interviewee: Ja

Interviewer: Ehm, for eksempel, nå må jeg bare, nå må jeg ikke lede deg an her for mye. Men hadde det vært en ide å hatt et slags leseprosjekt, er det noe dere har, av og til.

Interviewee: Vi har hatt leseprosjekt tidligere, det var veldig kjekt.

Interviewer: Velger dere da materiale selv?

Interviewee: Ja, da leste vi en bok og så diskuterte vi den i grupper etterpå der vi gikk litt igjennom den og ja.

Interviewer: Mhm, så bra, det er greit, så, om du treffer på en vanskelig tekst, som du synes er veldig utfordrende, med masse vanskelige ord, hva gjør du da?

Interviewee: Ehm, ofte så, først ville jeg prøvd å lest an, og så hadde jeg gjerne søkt opp litt ord, hadde jeg vært hjemme hadde jeg spurt mor om hun kunne lest igjennom og forklart meg.

Interviewer: Da får du den muntlige biten, i tillegg.

Interviewee: Ja, så, men hadde jeg vært på skolen så hadde jeg gjerne spurt han på siden av meg. Hva betyr det, sånn og sånn, og så hadde jeg gjerne spurt læreren og om jeg ikke fant ut av det.

Interviewer: Hadde du tatt og lest an flere ganger tror du?

Interviewee: Jeg tror jeg hadde, jeg tror jeg hadde prøvd å lest 2 ganger kanskje, ehm, lest grundig første gang og skimlest andre gang på en måte.

Interviewer: Mhm, ja, det er det mange som gjør, mhm, ok så teksten bør være interessant, det er et klart poeng som går igjen. Tror, en annen ting som jeg av og til lurer litt på er om det finnes bedre løsninger på sånne ting sånn som dette. Og jeg tror nok at det er det, spørsmålet er nok bare hvordan du skal implementere det. Om du fikk lov til å ha en sjanger, og fikk lov til å velge en bok, tror du det hadde vært en ide og sammenligne forskjellige bøker innenfor en sjanger?

Interviewee: Det hadde vært ganske interessant ja.

Interviewer: Ja, der finnes jo veldig mange forskjellige versjoner av tekster. Der finnes jo mange digitale versjoner av tekster.

Interviewee: Ja

Interviewer: Er dette noe dere bruker mye?

Interviewee: Ehh, digitale versjoner?

Interviewer: Ja, digitale virkemidler generelt da tenker jeg. Små videosnutter, animasjoner osv.

Interviewee: Det hender, det hender at vi gjør det, men kanskje ikke alltid i så stor grad, men vi har brukt et par artikler eller sånt noe for å, vi har funnet på nettet da.

Interviewer: Ja

Interviewee: Mhm

Interviewer: Og det synes du fungerer?

Interviewee: Jeg synes det funker fint det.

Interviewer: Ville du hatt mer av det, eller er det nok.

Interviewee: Det er litt sånn bob bob. Det er greit, til å da det i boken, med det er helt greit å ha det på pcen og. Det er litt sånn det samme, føler jeg.

Interviewer: Er det enklere å lese på pcen eller er det enklere å lese på papirform?

Interviewee: Tror det er enklere å lese i papirform, egentlig.

Interviewer: Ja, føler du at dere har, når jo dere akkurat begynt da, men føler du at dere har fått nok tid til å lære dere hvordan dere skal lese tekster på nettet?

Interviewee: Nei, det har vi ikke. Nei, jeg føler ikke det. Vi har jo fått litt sånn forklaring når vi skal lese i tekst sånn i papirform. Men, det har ikke blitt sagt noe sånn, mest rundt det å lese i vanlig tekst, ellers, om sånn på nettet liksom

Interviewer: Det er jo klart det, det kan godt være det kommer, fordi det er jo sånne ting som blir mer og mer relevant etter hvert som dere skal gjøre mer og mer arbeid selv. Har du vurdert å bruke, dette er et litt sånn vanskelig spørsmål da, men har du vurdert å bruke andre metoder, når du leser, enn det du gjør nå?

Interviewee: Både og. Jeg har av og til slått opp og sjekket litt og lurt på om jeg skulle prøvd å lære meg noe nytt da, men aldri.

Interviewer: Nei, nei, for all del. Ehm, nå har jo jeg, når har jo vi rast i gjennom dette her ganske fort. Men da kan vi jo snakke om litt forskjellig annet utenom.

Interviewer: Har dere et bibliotek her?

Interviewee: Ja,

Interviewer: Ja, har du tilgang da til, kan du bare gå å låne bøker når du vil eller er det?

Interviewee: Så vidt jeg vet kan jeg gå å låne når jeg vil.

Interviewer: Har du gjort det?

Interviewee: Ehh, ja, jeg har i hvert fall lånt lydbøker.

Interviewer: Er det et godt utvalg?

Interviewee: Ja, det vil jeg påstå.

Interviewer: Det er jo ganske sentral her borte, så du kan jo egentlig gå rett til biblioteket der borte visst dere vil.

Interviewee: Kan så, kan så.

Interviewer: Nå spør jeg om noe som ikke er relevant her, men er det slik at når dere går å låner på biblioteket, må dere ha et eget bibliotek-kort eller er det knyttet til deres ID på skolen?

Interviewee: Det er knyttet til vår ID på skolen, vi sier bare navnet vårt og så skanner de det.

Interviewer: Ja, ok. Ja, ehm. Da skal jeg prøve å følge opp på et annet spørsmål som jeg hadde tidligere. Er det sånn at når du skal sette deg ned og lese og lære generelt, er miljøet viktig? Altså utenom lyd tenker jeg.

Interviewer: Er det viktig for deg å ha mye lys, lite lys, ventilasjon, sånne ting, det høres litt dumt ut men det er faktisk viktig.

Interviewee: Det er faktisk en ting som har vært, jeg har tenkt på mange ganger, ofte. For i alle fall, tidligere, på den ungdomskolen jeg gikk på spurte jeg alltid spesifikt om å få sitte med vinduet for jeg synes at lyset som kom utenfra var så mye bedre å lese i enn lampene inne. For det var mye skarpere og mye mer hvit. Jeg synes det hjalp veldig godt. Og med lesingen.

Interviewer: Mhm, ja det er mange som merker det og, fordi det kan bli veldig anstrengende å prøve å lese en tekst visst det er for mørkt. Så da får du fort og briller og, det kan jo og vær noen som synes det er litt kjipt. Men, ja, ok, jeg må bare tenke om det er noe, har du noe du har lyst til å legge til?

Interviewee: Ikke som jeg kommer på?

Interviewer: Nei, men det er greit, jeg tror bare jeg kjører på i 4 minutter til og visst det er noe interessant så bare plukker jeg det opp.

Interviewee: Jupp

Interviewer: Du sa du leste fantasi, det gjør jeg og. Har du et eksempel på noe du har lest i det siste?

Interviewee: Leste Hunger Games forbi, for ikke så lenge siden.

Interviewer: Veldig bra altså, men tenker du av og til på om det kunne vært gøy analysert slike bøker. Som Hunger Games?

Interviewee: Ja, jeg har faktisk hatt i bok selv så jeg har analysert an, en gang. Og jeg synes det er ganske interessant og analysere bøker på den måten.

Interviewer: Mhm, hva var det dere gjorde for noe da?

Interviewee: Da, etter at vi hadde analysert an, så kikket vi på virkemidler i boken og da forskjellige virkemidler og måten han var skrevet på. Og hvor alt fra hvor luftig teksten var, ja alt fra sånn småting til.

Interviewer: Så dere på hvordan teksten, hva forfatteren formidler?

Interviewee: Egentlig ikke, nei.

Interviewer: Nei, det er jo litt omstridt da, det er mange som mener at det er ikke er forfatteren, at det er teksten, at det er verket i seg selv som gjør noe, som betyr noe. Men ofte så er det jo et budskap i boken.

Interviewee: Ja.

Interviewer: Det er litt interessant, akkurat den boken hadde vi faktisk i et fag på universitet. Så du kan bruke en sånn bok til det og. Det er en del konsepter og ideer som går igjen med andre bøker. Ok.

Interviewer: Da tror jeg ikke jeg vil spør deg om så mye mer. Takk

Interview 6: Rikkard  
Length of interview: 24:44

Interviewer: Ja, liker du engelsk?  
Interviewee: Jeg liker engelsk, det er vel kanskje det språkfaget som vi har nå på skolen som jeg liker best.  
Interviewer: Ok

Interviewee: Jeg føler jeg har alltid mestret litt, engelsk, altså engelskspråket. Det har på en måte vært, på en måte det språkfaget som jeg personlig har på en måte gledet meg til og da på en måte lære mer om da.

Interviewer: Er det da den språklige, eller den muntlige eller skriftlige delen som du synes er mest interessant?

Interviewee: Altså, ja vel, jeg synes kanskje den muntlige delen er vel kanskje gjerne mest interessant for den er kanskje litt mer, du får vel mer bruk for an.

Interviewer: Ja

Interviewee: Samt, jeg har, jeg liker å skrive engelsk og.

Interviewer: Ja

Interviewee: Ehm, men altså muntlig engelsk blir jo brukt på så mange medier og, skriftlig og for så vidt da. Men liksom, bare å kunne snakke med noen fra andre siden av verden liksom.

Interviewer: Du står veldig fritt til å kunne reise og bli forstått.

Interviewee: Ja, akkurat.

Interviewer: Du gjør det. OK, så du liker engelsk, det er godt.

Interviewee: Mhm

Interviewer: Eh, hvordan vil du si at du lærer, er du en sånn som finner ut av ting på egen hånd eller vil du helst samarbeide med andre?

Interviewee: I hvilken situasjon da?

Interviewer: Nei det, det er et sammensatt spørsmål da, men si at du da skal jobbe på et prosjekt, vil du da, jobbe alene, eller vil du da jobbe med andre?

Interviewee: Jeg er vel av den typen som jobber best alene. Selv om jeg ser fordelene ved å jobbe sammen med i grupper liksom, du får mer input fra flere forskjellige folk liksom, men personlig så liker jeg nok best å jobbe alene og finne ut av ting selv og på en måte ha litt kontroll da. På mitt eget arbeid.

Interviewer: Ja, du trenger ikke administrere andre kanskje.

Interviewee: Nei, det er sant.

Interviewer: Det er, folk er veldig forskjellige på akkurat det der.

Interviewee: Mhm

Interviewer: Det er helt greit. Og da, du, hva skal til for at du skal arbeide best generelt sett utenom skolen eventuelt, hva de ideelle forholdene for deg.

Interviewee: Ja, tenk, hva skal til for at jeg.

Interviewer: Ja, visst, si at du skal finne ut eller jobbe med en oppgave og skal sitte og lese eller skrive noe. Hva er det som er viktig for deg, er det atmosfæren, at du har ro og fred, eller er det?

Interviewee: Mhm, for min del er det bare det at, alt som kan distrahere meg, det må på en måte bort og så bare fokusere på en måte, på det jeg skal jobbe med og gjerne da, det jeg pleier å gjøre er å sitte liksom, alene på rommet mitt og jobbe med og så av og til ta pauser. Ehh for å på en måte koble av hjernen litt og så få noen andre impulser liksom. Ehm, men som regel så eller, det å på en måte legge bort alt annet som ikke har med det å gjøre. Og prøve så godt du kan å på en måte å bare holde fokus på arbeidet og ikke bli så lett distraheret av andre medier eller hva enn det måtte være.

Interviewer: Mhm, ja, ok, så da vil du si at du er en relativt uavhengig elev?

Interviewee: Ja, vil si det.

Interviewer: Du spør læreren om hjelp allikevel av og til da?

Interviewee: Ja

Interviewer: Så du bruker eget kjønn der, det er godt.

Interviewer: Ehh, er det noen forskjell mellom fagene med tanke på hvordan du arbeider?

Interviewee: Definitivt, i mer sånn, tenker du bare språkfag eller tenker du?

Interviewer: Generelt da,

Interviewee: Generelt?

Interviewer: Ja, si matematikk da, på helt andre siden av spekteret.

Interviewee: Ja, ja, det er jo selvfølgelig, det er jo et, to helt forskjellige fag så læringsmetodene er jo helt forskjellig.

Interviewer: Mhm,

Interviewee: Hvor gjerne, ved et språkfag som engelsk så vil en gjerne snakke mer og bruke språket da. Sånn du ville gjort dagligdags.

Interviewer: Kommunisere skikkelig

Interviewee: Ja, kommunisere med andre liksom.

Interviewer: Ja,

Interviewee: Mens med matematikk så jobber i hvertfall jeg best med på en måte oppgaveløsning og på en måte være i mitt eget, og gjerne ikke ha så mye kontakt med andre da liksom.

Interviewer: Ja, da er det konkrete svar du skal fram til.

Interviewee: Ja,

Interviewer: Ja, det er greit det. Føler du selv at du gjør noen valg når det gjelder materiale og metode når du skal jobbe med engelsk?

Interviewee: Ja tenkte, ved en oppgave liksom?

Interviewer: Ja, ved en oppgave eller, si at du skal, får i oppgave i finne ut av et eller annet, hva en det måtte vær, er det sånn at du føler selv at du tar egne valg da når du skal velge oppgave, altså velge materiale du skal bruke?

Interviewee: Ja, selvfølgelig, definitivt. Men, det kommer jo alt an på, heilt an på hvilken oppgave det er.

Interviewer: Jaja.

Interviewee: Men, ja, jeg gjør jo det.

Interviewer: Ja, ok, metode da? Er det noe som er definert av deg eller føler du at det er mye du må ta hensyn til, at det er det.

Interviewee: Metode?

Interviewer: Ja, altså hvordan du angriper oppgaven. Begynne du å gå på google med en gang eller sitter du skriver tankekart osv osv.

Interviewee: Ja, det er vel. Jeg har vel mitt eget, hvordan jeg jobber.

Interviewer: Du har en foretrukken måte å jobbe på kanskje?

Interviewee: Ja, jeg eller ehh, visst det er emne jeg kan litt om fra før og jeg har erfaring med og enten jeg har laget en presentasjon før om det eller om jeg har selv satt meg inn i det en annen gang og jeg på en måte vet litt om, så kan jeg på en måte sette meg ned, skrive ned det jeg vet. Eller tenker meg litt om, hva er det jeg vil ha i denne oppgaven, eller hva en det måte være. Men visst det er helt nytt for meg, så må jeg lese meg litt opp. Hva er det jeg skal ha om, hva er det, hva er det på en måte som er viktig for visst jeg gjør en presentasjon eller fremføring eller hva en det måte være liksom for på en måte å gå mer i dybden på det. På en måte først få opp de punktene som er viktige å få med seg angående tema eller hva en det måte vær. Og så gå inn i dybden da. Ja på en måte.

Interviewer: I fra det abstrakte til det mer spesifikke.

Interviewee: Ja

Interviewer: Ja ok, det er greit. Ehm, så da har, da har du på en måte dekket den. Ehm, hvordan vil du beskrive en god lærer, for deg?

Interviewee: Ehh, en god lærer, det er en lærer som vet han holder på med som har erfaring og som vet hvordan elever lærer best og det meiner i hvert fall, at det er helt forskjellig, at det kan vær helt forskjellig for hver elev, men at en lærer her ulike strategier for på en måte, ang., forskjellige måter å takle stoffet på, å vise stoffet for hver elev.

Interviewee: En elev lærer gjerne best ved å sitte og gjøre oppgaver og en annen lærer gjerne best med å, ja jeg vet ikke jeg, hva en det måtte være. Men at en har ulike lærestrategier.

Interviewer: Ja

Interviewee: For, slik at hver enkelt føler at de, at læreren underviser noe som..

Interviewer: De kan relatere til.

Interviewee: Ja, de kan relatere til og forstå liksom.

Interviewer: Så fleksibel, er det et viktig ord?

Interviewee: Mhm, ja vær fleksibel og liksom kunne ta i bruk nye læringsstrategier og på en måte se hva som fungerer og hva som ikke fungerer. Og gjerne justere undervisningen deretter da.

Interviewer: Ja, tilpasningsdyktig og generelt tilpasse opplæringen.

Interviewee: Ja.

Interviewer: Hvordan vil du beskrive en god elev?

Interviewee: En god elev, er en elev som hører på hva læreren har å si og ikke minst, tar i bruk de tilbakemeldingene en får, gjerne ved å, ja jeg vet ikke helt.

Interviewer: Mhm.

Interviewee: En god elev, han prøver sitt beste.

Interviewer: Ja,

Interviewee: Ehh, og visst det er noe en ikke forstår så må en på en måte si ifra til læreren og da må en på en måte være en, det må på en måte være en connection da, med lærer da.

Interviewer: En god dialog?

Interviewee: Ja, en god dialog mellom lærer og elev som på en måte, læreren vet hva som fungerer best for eleven og eleven vet hva han skal jobbe med liksom. Og hva en skal gjør for å opprettholde.

Interviewer: Og visst du hadde vært lærer selv, da hadde det vært de samme trekkene du hadde sett etter? I en god elev tror du?

Interviewee: Ja, det tror jeg.

Interviewer: Ja, da tar vi litt om lesing. Ehm, hva liker du å lese?

Interviewee: Hva jeg liker å lese?

Interviewer: Ja, jeg sett at du har kryssset av litt her og der men jeg tenker jeg bare spør sånn generelt så kan du.

Interviewee: Ja, ja, ehm altså, hva jeg liker å lese. Ehm, jeg like å lese det aller meste.

Interviewer: Mhm.

Interviewee: Men visst jeg leser bøker så er det vel som regel fantasi-bøker, krim-bøker eller noe i hvert fall liknende der, et eller annet med noe spenning å gjøre i hvert fall.

Interviewer: Ja

Interviewee: Ehm ja, eller visst jeg ikke leser bøker så leser jeg jo ofte på nettet da.

Interviewer: Ja

Interviewee: Det blir mye på en måte.

Interviewer: Hva er det da du leser for noe?

Interviewee: Nei da er det artikler, ehh altså det er jo samtale med andre folk og liksom. Sånn liksom

Interviewer: Får du noen diskusjoner da?

Interviewee: Ja alt mulig rart på nettet liksom.

Interviewer: Mhm.

Interviewee: Ehm, så det går jo i mye egentlig, men det som det jo kanskje det som det blir aller mest av i hverdagen min er jo den lesingen du har på nettet da og så har du i helgene liksom at jeg setter meg ned med en bok eller hva en det måtte være visst vi har en bok vi skal lese i engelsken for eksempel.

Interviewer: Mhm

Interviewee: Mhm ja.

Interviewer: Føler du at du leser nok, ut i fra ditt eget skjønn?

Interviewee: Ehh, ja, jeg føler det egentlig.

Interviewer: Mhm

Interviewee: Skulle gjerne likt å lest mer, fordi jeg føler det å lese, ikke bare det er lærerikt, det er gøy og liksom.

Interviewer: Ja, for meg er det veldig avslappende å sitte å lese.

Interviewee: Ja, selvfølgelig. Ehm, men ja, det har ikke blitt så mye tid til det nå i det siste nå, men ja.

Interviewer: Ja, ok. Føler du at du at dere får nok anledning til å lese her på skolen eller er det mye som skal gjøres, mye som skal kommes igjennom.

Interviewee: Vi har en god del lesing, men gjerne ikke så mye som jeg hadde på en måte likt. Vi leser en god del, vi har lest en god del i både engelsken og i norskfaget, men vi har, på en måte ikke gjort så mye mer ut av det. Vi har lest bøkene og så har vi snakket litt om de.

Interviewer: Ja, så du synes dere går ikke så veldig i dybden?

Interviewee: Nei

Interviewer: Nei, det er nok noe som kommer etter hvert mer av, ja. Ok, så du leser fordi du synes det interessant og fordi du synes det er lærerikt og fordi det er kanskje litt mer sånn avkobling.

Interviewee: Ja

Interviewer: Ehm ok, vil du si at du har egne måter å lese på, har du visse lesestrategier som du bruker bevisst eller ubevisst? Ja, vet du hva det er for noe?

Interviewee: Eh, ulike lesestrategier?

Interviewer: Ja, det kan være litt diffust for så vidt. Det kan både være å se betydningen av et ord ut i fra betydningen det er satt i, det er jo mer ubevisst. Og så har du mer bevisst og mer konkrete, altså strategier, der du faktisk tar å krysser av og skriver tankekart og sånne ting.

Interviewee: Personlig så bruker jeg ikke de mer sånn konkrete, sånn som du sa, nevnte tankekart og sånn med mindre jeg leser en bok hvor det er mange, det er mange ulike karakterer og det er mye å holde styr på, så bruker jeg ikke noe som konkret holder styr på tankene mine, men når det kommer til lesestrategier, jeg har ikke bevisste liksom, lesestrategier, men jeg merker jo at visst det er et ord som jeg ikke er helt sikker på hva er. Så kan jeg jo i henhold til konteksten og hva som kommer videre og hva som stod foran, så kan jeg jo finne ut hva det betyr.

Interviewer: Mhm, tar du å så slå opp eller er det noe du prøver å unngå.

Interviewee: Jeg slår ikke opp så ofte tror jeg.

Interviewer: Nei.

Interviewee: Men gjerne visst det er et engelsk ord og det er et ord som jeg på en måte er usikker på, så slår jeg gjerne opp.

Interviewer: Gjorde du mer av det før?

Interviewee: Ehh, jeg leste egentlig ikke så mange engelske bøker før, men, det er vanskelig å komme på. Det kan hende, jeg vet ikke.

Interviewer: Ja, hva var det jeg skulle spør om nå, jeg hadde et godt spørsmål. Ja, tror du det er noe du kunne hatt bruk for, sånne konkrete lesestrategier? I framtiden?

Interviewee: Ja, altså

Interviewer: Visst du si, har eksempler på tekster der det hadde vært nyttig. Å ta notater, å streke under og så videre og så videre.

Interviewee: Ja, jeg mener, det å kunne ta i bruk lesestrategier blir vel bare viktigere og viktigere jo lenger inn i skolesystemet, altså, du kommer liksom. Så jeg mener vel at på det stadiet du er nå så er vel lesestrategier alt når det gjelder å lese tekster og sånn.

Interviewer: Ja.

Interviewee: Og hente ut informasjon og organisere og alt sånn. Hva det måtte vær, så definitivt. Og jeg tenker sånn akademiske tekster hvor stoff kan gjerne være litt diffust, eller jeg vet ikke helt hva jeg skulle si.

Interviewer: Ja, nei det blir veldig fort abstrakt og teoretisk.

Interviewee: Ja.

Interviewer: Ja og det er ofte det som går igjen, er at du får mange konsepter som blir forklart, definisjoner og så videre. Og de her tar opp forskjellige deler av teksten og så må du ofte referere tilbake til definisjonen for å kontroll på hva du leser, og da kan det være nyttig å ha. Er dette noe dere snakker om her nå? Eller er dette noe som dere hadde på ungdomskolen?

Interviewee: Lesestrategier er vel noe vi snakket mer om på ungdomskolen. Ehm, hvor vi har blitt fortalt ulike lesestrategier når en bør ta i bruk ulike lesestrategier og liksom, hvorfor en bør ta i bruk ulike lesestrategier og hvilke på en måte fordeler som ligger med. Og på en måte forstå teksten du leser istedenfor bare å lese for å lese liksom.

Interviewer: Ja, så du, det er kanskje noe dere kunne hatt litt mer av eller sitter dette godt tror du?

Interviewee: Tingen er at jeg har aldri lest en tekst som jeg tenker, hva har, eller jeg tenker jo på det i blant, men liksom hva leser jeg nå? Hva er har jeg gått igjennom nå liksom og da har jeg i så fall enten så har jeg lest det på nytt igjen og forstått det.

Interviewer: Mhm

Interviewee: Det har aldri vært sånn at jeg har liksom.

Interviewer: Du bruker jo for så vidt når du leser de om igjen, de er jo valg du tar, en strategi i så fall. Problemet, eller det er ikke et problem, det som ofte går igjen er at det ikke er systematisert på den måten at du kan konkret. Alle håndterer ikke tekster på samme måte og det er mange som ikke skifter strategier basert på hva de leser.

Interviewee: Mhm

Interviewer: Så det jeg prøver å finne ut er om det er en sammenheng mellom de elevene som er mer autonome, selvstendige og de som bruker mer lesestrategier, det er en korrelasjon der.

Interviewer: Ok, men det er greit. Så du bruker strategier men ikke bevisst på den måten.

Interviewee: Nei, jeg stopper ikke opp og liksom og tenker over hvilke strategier jeg skal bruke, jeg leser bare nesten.

Interviewer: Men, ja det er helt greit. Folk trenger jo og forskjellige, det er ikke alle som trenger så mye struktur på det heller.

Interviewee: Nei.



Interviewer: Men, synes du at det dere gjør nå med lesing og arbeider med tekster, er det noe som fungerer?  
Interviewee: Ja, det vil jeg nok si. Lesing har nok aldri vært et stort problem sånn sett og bare sånn i forhold at det er noe som faller meg inn. Liksom.  
Interviewer: Du synes det er nyttig?  
Interviewee: Ja, absolutt.  
Interviewer: Er det tema som er virkelighetsnære og relevante for deg?  
Interviewee: Absolutt.  
Interviewer: Ja, ok. Det forholde som dere har mellom elev og lærer, er det et forhold som du er fornøyd med, generelt sett?  
Interviewee: Ehm, ja, det er vel, det vil jeg nok si. Generelt sett så er jeg veldig fornøyd med det forholdet med elev og lærer vi har på denne skolen, men som sagt, det kommer jo helt an på læreren og på fag.  
Interviewer: Det er jo klart.  
Interviewee: Det er jo noen fag hvor det forholdet mellom elev og lærer kanskje er litt vanskeligere få til liksom. Som for eksempel ved, vet ikke helt.  
Interviewer: Hva tror du det skyldes, eventuelt, visst det er et fag som er litt vanskelig å ha et sånn et, for så vidt, et sånt lett og greit lærer- elev-forhold generelt?  
Interviewee: Det er vel de fagene hvor en jobber litt mer selvstendig liksom, hvor de eneste måtene for læreren til liksom få et innblikk i hvordan ens tankegang fungerer er gjennom innleveringer, prøver eller et eller annet og hvor på en måte jeg tenker litt mer på matte liksom hvor en sitter og jobber med oppgaver selv og læreren gjerne ikke har så full kontroll på liksom om de forstår virkelig det som blir gjennomgått i timene eller hva enn det måtte være.  
Interviewer: Mhm.  
Interviewee: Så ja, men mer sånn språkfag så tenker jeg at mer læreren selv kan høre språket utvikler seg blant elevene og de har mer på en måte, mer kan oppfatte hva som kan rettes på, hva som fungerer og hva som ikke fungerer det.  
Interviewer: Ja, det er interessant. Jeg har alltid tenkt på det, at det, jeg tenker ofte at sånn i matematikkfag eller naturfag er jo ikke akkurat et godt eksempel, men fag hvor det er veldig tungt og det er prioritering av stoffet over nødvendigvis den dialogen du har med elever.  
Interviewee: Akkurat  
Interviewer: Så, det er visse krav som må opprettholdes og så blir det veldig et kompromiss da.  
Interviewee: Ja, det å gjennomgå alt og da blir det ikke gjerne den.  
Interviewer: Ja, jeg vet hva du mener, vet hva du mener. Ehm, ja, det var litt sånn til sides der, nå tror jeg, jeg må spør om noe annet her. Ehh, har dere hatt noen særlige leseprosjekter her?  
Interviewee: Vi har hatt en i engelsken og en i norsken ja.  
Interviewer: Dere har ikke gått så lenge så det er jo for så vidt.  
Interviewee: Men det var ikke noe særlig da, vi skulle lese en bok og så skulle vi bare ha gruppeprestasjoner med lærer. Hvor det var at vi skulle ha en liten bokanalyse.  
Interviewer: Mhm,  
Interviewee: Ehh, ja.  
Interviewer: Og det gikk greit, det var for så vidt givende eller var det?  
Interviewee: Ja, det var veldig lærerikt samt, det var veldig, jeg synes oppgaver som det er relativt kjekke liksom, du har ikke det presset på, som ellers kan komme med sånne presentasjoner hvor det er mer slik at du leser en bok og så bare forteller du om det du har lest og liksom hva du synes om boken liksom.  
Interviewer: Ja, du velger på en måte hvor mye du skal gjøre ut av det selv.  
Interviewee: Ja.  
Interviewer: Ja, og er det det at du fikk velge boken, er det en vesentlig faktor i at du likte det?  
Interviewee: Ja, selvfølgelig, du leser jo mer av bøkene visst du liker bøkene du leser.  
Interviewer: Kan jeg spør hvilken bok du valgte?  
Interviewee: Hva heter den der, det var en sånn, jeg vet ikke om du har hørt om den, det var "Discworld" series et eller annet.  
Interviewer: Pratchett, er det ikke det?  
Interviewee: Ja, Terry Pratchett ja. Det var en av de, egentlig så var det helt tilfeldig, fant an i bokhyllen og så begynte jeg å lese an.  
Interviewer: Hørt de er bra jeg. Så det er  
Interviewee: Ja.  
Interviewer: Ehm, ja jeg har spurt noen andre om dette og fikk for så vidt et svar på det, men er det slik at du tilgang til biblioteket her og det går greit å gå å låne.  
Interviewee: Absolutt, vi lånte en bok nå for et par uker siden i nynorsken. Ehh, som jeg leste og jeg føler at det er liksom, bibliotekaren her, har veldig, ja er veldig flink liksom. Og vet hvilke bøker som passer for hvem og, så jeg føler biblioteket er noe jeg tilgang på.  
Interviewer: Ja, så du føler at visst dere ikke hadde bibliotek så hadde det vært et, du hadde merket at det var noe som manglet holdt jeg på å si.  
Interviewee: Ja det tror jeg. Jeg har ikke gjerne brukt biblioteket som jeg gjerne ville gjort.  
Interviewer: Ja, men bare det at det er der.  
Interviewee: Ja  
Interviewer: Det hjelper. Går dere av og til på biblioteket i byen?  
Interviewee: Ehh ja, sånn, ja vi gjør det, men jeg har ikke lånt der på lenge.  
Interviewer: Nei, nei det er greit nok. Det er greit nok. Ehh, ja. Ja, sånn avslutningsvis så spør jeg om det er noe du tenker på før du begynner å lese?

Interviewee: Før jeg begynner å lese. Jeg har jo gjerne noen tanker om det jeg skal lese. Visst jeg vet at det er en bok eller ehh, det kommer helt an på hva jeg leser. Men visst det er en bok jeg på en måte har hørt mye bra om så tenker jeg gjerne mer som. Hva er det som kommer til å skje, hvorfor er det bra liksom.

Interviewer: Mhm.

Interviewee: Ehh, mens før jeg gjerne leser en artikkel så er det jo overskriften som på en måte fanger meg, liksom. Da er et overskriften jeg på en måte leter litt etter, i på en måte teksten da.

Interviewer: Ja, du skimmer igjennom og finner da hva som er viktig og ikke viktig.

Interviewee: Ja.

Interviewer: Men, det er jo litt sånn, det er egentlig ikke helt relevant, men visst du vet mye om noe før du skal lese det, synes du det er en dårlig eller en god ting?

Interviewee: Jeg synes det er en god ting jeg.

Interviewer: Ja

Interviewee: Visst jeg på en måte vet mye om et tema før jeg leser det og på en måte før bekreftelse på det jeg kan er riktig, eller at jeg lærer noe nytt om det temaet, så føler jeg det er viktig jeg.

Interviewer: Ok, helt til slutt, er det noe som kunne gjort deg mer motivert til å lese? Da tenker jeg i skolesammenheng egentlig.

Interviewee: Ehh, mer motivert til å lese, men tenker du på sånn.

Interviewer: Ja, altså, er det noe du kommer på som kunne vært viktig. Visst du hadde fått mer, hadde fått mer lov til å velge hva du skulle lese selv? At du fikk litt mer ro når du skulle lese? Eller noe sånt?

Interviewee: Ja, det vel egentlig vært det valget om å kunne velge hva en skulle lese, men det er jo, det kommer jo helt an på. Visst det er i skolesammenheng så er jo det vi holder på med noen ting, et tema. Så da må jeg lese meg opp innenfor det tema liksom.

Interviewer: Jeg skjønner jo det at det er avhengig av hvilken sammenheng du er i.

Interviewee: Men gjerne velge selv hva en skulle lese. Jeg merker i hvert fall at visst jeg leser en bok, det er jo egentlig innlysende da at visst jeg leser en bok en bok som jeg har lyst til å lese så leser jeg mer.

Interviewer: Ja, det er greit, det gir mening. Da tror jeg vi sier at vi er ferdige.

## Interview 7, Ragnhild

Length of interview: 20:56

Interviewer: Ehh så, da tar vi enkle spørsmål først. Er du glad i engelsk?

Interviewee: Ja

Interviewer: Ja

Interviewer: Hvorfor det?

Interviewee: Det er et veldig viktig fag synes jeg. Fordi at store deler av verden snakker engelsk og jeg tror ikke nødvendigvis at alle nordmenn er sykt gode i engelsk, liksom. Jeg føler ikke vi har så veldig god, så godt rykte på oss på akkurat det.

Interviewer: Nei,

Interviewee: Jeg tenker spesielt og egentlig alle skoler i land som ikke har engelsk som morsmål så der engelsk vektlegges ganske mye for det er det, det er den måte vi har å kommunisere med verden på.

Interviewer: Ja, så det er nyttig.

Interviewee: Ja

Interviewer: Ok, hva synes du om engelskfaget generelt?

Interviewee: Jeg synes det er egentlig ganske bra. Jeg synes egentlig at vi kunne hatt litt mer fokus på litteratur på en måte. Fordi det har vi ikke så veldig mye nå. Og så synes jeg det kanskje burde vært obligatorisk alle 3 årene, istedenfor å være avsluttende fag.

Interviewer: Ja, det kan godt være.

Interviewer: Eh, dere har vel mulighet til å velge tror jeg visst dere har tid, eller visst dere har plasser nok igjen i den planen som dere lager. Men ok, da tar jeg å spør litt om hvordan du jobber. Hvordan lærer du best, føler du, er du en som jobber best alene eller jobber du best i lag med andre.

Interviewee: Det kommer litt an på hva jeg skal lære, kommer litt an på hvilket fag liksom.

Interviewer: Nå tenker jeg engelsk og så skal du skrive en oppgave eller.

Interviewee: Generelt i engelsk så lærer jeg best av å lese tekster og bruke tid på å sette meg inn i tekster, forskjellige helst og få litt forskjellige måter å formulere seg på og ja, forskjellige måter å rett og slett utrykke seg på for det er det du blir vurdert på i større grad.

Interviewer: Mhm, og da, sitte du mye alene eller sitter du mye med andre?

Interviewee: Ehh, skal jeg lese til engelsk så lese jeg helst alene.

Interviewer: Ja, visst du da sitter i klasserommet for eksempel og skal jobbe med en oppgave, er det da greit for deg å jobbe i grupper eller er det noe som du synes kan være litt ekstra tungt.

Interviewee: Grupper går helt fint, spesielt visst du skal snakke i engelsk, så trenger du mer folk.

Interviewer: Ja, kommunisere, ok. Det er greit. Hvordan føler du at du lærer best visst du bare generelt skal lære noe? Visst du bare skal sitte ned og jobbe? Da tenker jeg ikke nødvendigvis på skolen.

Interviewee: Nei, visst jeg skal lære noe så får jeg mye ut av å lese mye om det på forhånd og så fortelle noen andre om det jeg har lest.

Interviewer: Ehh, er atmosfæren viktig, er det viktig å ro, og ha riktig belysning og sånne ting? Er det noe du tenker på?

Interviewee: Visst jeg skal lese på noe, så må jeg egentlig ha minst mulig forstyrrelser.

Interviewer: Mhm

Interviewee: Så da liker jeg å sitte på et eget rom da, eller noe sånt og bare lese eller så blir jeg veldig lett distraheret.

Interviewer: Ja, det er deg som er gode til å ignorere og de som er ikke er det. Jeg er en av de siste.

Interviewer: Ehm ja. Så visst du skal finne ut av noe da i engelskfaget, slår du opp informasjonen eller vil du helst spør om hjelp?

Interviewee: Ehm, jeg gjør ofte begge deler. For det, visst du spør noen kan du få et litt mer nyansert svar enn visst du bare googler. Så jeg tenker begge deler.

Interviewer: Mhm, ja. Spør du medelever eller spør du lærer ofte?

Interviewee: Begge, egentlig på lik linje.

Interviewer: Du føler at det fungerer greit?

Interviewee: Ja

Interviewer: Ja, er det slik at når du slår opp at du bare bruker google eller går du rett på wikipedia?

Interviewee: Jeg bruker google, og så finner jeg wikipedia-linken.

Interviewee: Mhm

Interviewer: Ja ok.

Interviewer: Det er greit, er det noen forskjell mellom fagene, på hvordan du jobber?

Interviewee: I fag sånn som naturfag og samfunnsfag så vil jeg ha veldig mye igjen for det å fortelle det jeg har lært til noen andre istedenfor bare å lese. For da, da må du ha en litt dypere forståelse for det du driver med, for å fullt ut. For å få vise det, på prøven liksom. Også sånn som engelsk og norsk og tysk så får jeg veldig mye hjelp av å snakke med folk og lese, bare sånn helt random tekster.

Interviewer: Ja, ok. Syntese, på en måte, du bare tar til deg alt det du får.

Interviewee: Mhm

Interviewer: Ehh, så det du gjør, eller det høres ut som du gjør i de andre fagene er jo å oppsummere nesten. At du tar en slags muntlig gjennomgang av det du har lært.

Interviewee: Helst til noen som kan noe om det, så de kan rette på meg.

Interviewer: Mhm, interessant, interessant.

Interviewer: Føler du selv at du tar mange valg når du skal velge hva du skal lese i engelsk.

Interviewee: Det går. Når jeg skal, visst jeg skal lese engelsk så tenker jeg først og fremst på om det er noe som engasjerer meg. Noe som jeg synes er interessant å ha lest. Jeg vil ikke si jeg er den personen som har lest aller mest bøker i hele verden men jeg har litt, sant?

Interviewer: Ja.

Interviewee: Og jeg har lest veldig mye dårlig. Og jeg prøver nå å vær litt mer sånn at jeg finner ut litt mer på forhånd. At jeg vil sjekke, ja noe som appellerer til meg.

Interviewer: Verdt å bruke tiden på?

Interviewee: Ja.

Interviewer: Men på skolen, er dette valg som du tar selv ofte? Eller er dette valg som lærer tar?

Interviewee: Visst vi skal lese en bok eller andre tekster på skolen så er det ofte forhåndsbestemt så da har ikke vi veldig mye vi kan si akkurat der.

Interviewer: Hva synes du om det?

Interviewee: Jeg kan se både positive og negative sider ved det.

Interviewer: Mhm

Interviewee: Positive sider er at du kan lese tekster du ellers ikke hadde lest. Ofte sånne klassikere eller tekster slik som det, som du ellers ikke hadde orket å sett deg ned og begynt på.

Interviewee: Negative sider ved det, er at du kan ødelegge leseopplevelsen til folk som ikke er glad i å lese i utgangspunktet. Visst de bare skal lese kjedelige ting.

Interviewer: Ja. Føler du at når du skal velge hvordan du skal arbeide med ting, at det er opp til deg? Har du slike egne måter du angriper en tekst på?

Interviewee: Ja, det syns jeg. Det tror jeg.

Interviewer: Har du nesten et slikt ritualer der du først leser teksten, skriver notater, slike ting. Eller er det mer sånn diffust?

Interviewee: Jeg liker å lese gjennom teksten og visst det er noe jeg ikke skjønner så leser jeg det om igjen og så slår jeg det opp en annet sted i boken. Så googler jeg det liksom, ja.

Interviewer: Ja, hvordan, eller, føler du at du er uavhengig når du jobber generelt?

Interviewee: Mhm

Interviewer: Ja, ok. Hvordan ville du da beskrevet en god lærer?

Interviewee: En god lærer vil være flink til å snakke og skrive engelsk. Og vil vær litt obs på at folk lærer på forskjellige måter og legger litt til rette for det.

Interviewer: Mhm

Interviewee: Og så vil en god lærer, gjerne, på en måte, prøve å oppfordre folk til å bruke litt mer tid på faget. Prøve å engasjere folk på forskjellige måter i løpet av skoleåret.

Interviewer: Ja, være litt sånn inspirerende.

Interviewee: Ja

Interviewer: Ok, er det noe mer du kommer på.

Interviewee: Nei

Interviewer: Er det, synes du det, dialogen viktig, er det viktig å ha et godt forhold til læreren generelt viktig?

Interviewee: Ehh, ja, læreren bør helst ikke vær sånn veldig, på en måte, fraværende. Visst du vet hva jeg mener.

Interviewer: Kan.

Interviewee: Bør ha litt sånn tilstedeværelse i timen.

Interviewer: Mhm, ja det er ganske viktig. Hvordan ville du beskrevet en god elev?

Interviewee: En god elev bør være engasjert og bør jobbe med de tingene han skal jobbe med. Om ikke akkurat i øyeblikket så i hvert fall hente det inn igjen senere. Visst du gjør noe annet akkurat da.

Interviewer: Er dette trekk som du hadde sett etter selv, visst du var lærer?

Interviewee: Ja, det hadde jeg nok.

Interviewer: Ehh, ja, men er det slik at du synes den dialogen er like viktig mellom deg og læreren i alle fag? Eller er det noen enkelte fag der du er mer avhengig av å ha en god dialog?

Interviewee: Ehm

Interviewer: Det er kanskje et vanskelig spørsmål.

Interviewee: Det er et litt vanskelig spørsmål fordi det varierer jo litt fra skole til skole, så det er jo flott det. Jeg vet ikke.

Interviewer: Nei, du har rett i det, det finnes ingen fasit på det. Da hopper vi over til lesing da. Så hva liker du å lese? Sånn sjangermessig eller format.

Interviewee: Jeg er egentlig glad i veldig mye forskjellig.

Interviewer: Ja.

Interviewee: I det siste så har jeg begynt å lese litt mer sånne klassikere på en måte.

Interviewer: Ja, mhm.

Interviewee: Prøver i hvert fall det.

Interviewer: Har du noen eksempler på det, for eksempel?

Interviewee: Jeg har kjøpt sånn, Sherlock Holmes samlingen.

Interviewer: Ah, ja, ok.

Interviewee: De har jeg ikke lest alle av ennå. Og så, moren min insisterte på at jeg skulle lese pride and prejudice og de her, så det skal jeg gjøre. Og så, ja, litt sånn som det.

Interviewer: Ja.

Interviewee: Jeg tenker det er vits, liksom.

Interviewer: Ja. Hva er det du synes er greit når du leser klassikere?

Interviewee: Du får, de har jo liksom en status innen, de har jo status som klassikere av en grunn, sant. Det kan vær litt interessant og finne ut hvorfor folk ble så engasjerte i disse her bøkene som du hører så veldig mye om men du egentlig ikke aner hva skjer i.

Interviewer: Ja

Interviewee: Eh ja.

Interviewer: Utenom det så er det jo at klassikere er kulturelle milepæler generelt og så er det det som har inspirert mange bøker etterpå. Så du kan ofte se, på en måte, hvordan de har påvirket dagens litteratur. Men nå skal jeg ikke snakke for mye. Eh, når du leser, leser du mye på nettet?

Interviewee: Sånn nettbrett mener du, sånn at du har e-bøker?

Interviewer: Ja, sånn generelt, uansett, så lenge det er på en skjerm.

Interviewee: Ja, jeg leser litt på nettet.

Interviewer: Ja, engasjerer du deg i nettforum eller sånne ting?

Interviewee: Ikke veldig.

Interviewer: Leser du nyhetsartikler eller det noen sånne ting du følger med på? Blogger?

Interviewee: Jeg leser, jeg pleide lese blogger, men det har jeg sluttet med. Det synes jeg er slitsomt. Nyheter prøver jeg i hvert fall å holde meg oppdatert på. Og jeg leser gjerne anmeldelser av bøker jeg har lyst til å lese.

Interviewer: Mhm

Interviewee: Å uten at det skal farge mitt inntrykk for mye.

Interviewer: Nei, nei.

Interviewee: Å ikke, ja.

Interviewer: Ja. Bruker du da Goodreads? Det er et eksempel på noe jeg kan godt kutte visst det ikke er. Jeg bare lurte.

Interviewee: Ja, nei, ja, det er en nettside jeg bruker ganske mye.

Interviewer: Jeg pleier også å bruke den ganske mye, det er veldig greit. Er det noen forskjell på engelsk og norsk her, er det slik at du unngår å lese nyhetsartikler på engelsk og foretrekker norsk? For eksempel.

Interviewee: Ehm, jeg synes egentlig engelsk er et bedre språk, enn norsk. Sånn helt ærlig egentlig.

Interviewer: Mhm.

Interviewee: Jeg synes det er enklere å skrive. Og jeg synes det er, du får sagt litt mer ting. Og når det kommer til sånne nyhetsartikler og sånne ting, så diskriminerer jeg egentlig ikke mellom språk.

Interviewer: Ok, for det høres ut som at du er veldig selektiv sånn utenom det, egentlig. Ehh, ok, og du leser fordi at du synes det er?

Interviewee: Det er gøy.

Interviewer: Det er gøy.

Interviewee: Har alltid lest liksom. Helt fra.

Interviewer: Aktiviteten i seg selv er noe du synes er kjekt.

Interviewee: Ja

Interviewer: Får du noe mer ut av det, utenom det?

Interviewee: Jeg føler at det, for det første så får jeg jo bedre ordforråd, det sier vel de aller fleste. Og så føler jeg at jeg selv blir flinkere til å skrive. Det gjør jeg jo litt og så det er jo greit å lese da.

Interviewer: Ok. Ehm, ja. Føler du at du har spesielle måter å lese på?

Interviewee: Ikke egentlig.

Interviewer: Nei

Interviewee: Jeg føler bare jeg på en måte setter meg ned og leser.

Interviewer: Du tenker ikke over teksten så veldig mye på forhånd.

Interviewee: Visst det er sånn skikkelig fantasy bok eller det er noe skikkelig spennende som skjer eller noe så sitter jeg og tenker liksom, før jeg setter meg ned og leser. Oi, hva var det skjedde sist gang. Hva skjer nå. For ellers så googler jeg det.

Interviewer: Det er en del fantasy-bøker som har vanvittig mange karakterer. Det, det kan være et styr. Ehm ja, pleier dere analysere tekster og sånn videre her, når dere jobber med det.

Interviewee: Ikke så mye. Pleier ikke å gå.

Interviewer: Det er kanskje noe som kommer etter hvert, det er derfor jeg er litt usikker på hvor mye jeg skal grave på det. Fordi det tror jeg er.

Interviewee: Jeg tror i tredje klasse så har vi et fag som går på litteratur.

Interviewer: Men du føler generelt at du gjerne kunne hatt litt mer rundt det.

Interviewee: Ja, jeg vil ha litt mer litteratur og litteratur-historie i engelsk-språklige land.

Interviewer: Men kan du forstå hvorfor dere ikke gjør så mye av det, akkurat nå.

Interviewee: Ja

Interviewer: Ok. Det er greit, kompromiss, kompromiss, kompromiss.

Interviewer: Vet du hva lesestrategier er for noe.

Interviewee: Ja, sånn BISON og sånne ting som det.

Interviewer: Ja, det var en annen som akkurat nevnte det samme. Føler du at det er nyttig?

Interviewee: Ikke for meg, jeg har aldri fått noe ut av det.

Interviewer: Men tror du at du kan gjøre enkelte ting ubevisst. For eksempel visst du ser et ord, har du lært deg å lese setningen rundt for å skjønne hva det betyr, eller slår du det opp?

Interviewee: Det er akkurat det, visst jeg ikke skjønner et ord, da, det var jo en gang jeg ikke var veldig flink i engelsk heller. Sant, og da var jo det en strategi, veldig mye. Og når jeg leser tysk så gjør jeg det.

Interviewer: Ja, det er jo en strategi det og. At vi gjør det ubevisst, det er jo noe vi gjør. Er det sånn at når du er ferdig med å lese en tekst at du tenker over hva du har lest?

Interviewee: Ja, det kommer jo og litt an på teksten.

Interviewer: Hva er det som gjør at du føler at du ikke har så veldig mye bruk for det?

Interviewee: Fordi jeg føler jeg konsentrer på andre ting enn teksten sånn at fokuset mitt er på å bruke lærestrategien riktig heller enn om jeg faktisk får med meg det som står.

Interviewer: Ja, ok. Ser du en verdi med å bruke det eller er det mest?

Interviewee: Jeg tror, jeg tror det er en verdi ved det, spesielt visst du på en måte sliter litt med å forstå litt forskjellige typer tekster i utgangspunktet. For å unngå å høres veldig arrogant ut, så tror jeg ikke jeg er helt der.

Interviewer: Jeg skjønner, jeg skjønner. For å vær arrogant så har jeg heller ikke hatt så mye bruk for det før jeg begynte på universitet. Men det er, det er mye du kan får bruk for selv om du egentlig forstår det veldig godt, det kommer egentlig veldig an på hvilken situasjon du er i. Å hvilken type tekst du leser. Så driver ikke med noen notatskriving eller noe sånt, egentlig?

Interviewee: Eh, i fag som naturfag og sånt, så skriver jeg notater.

Interviewer: Det er jo en strategi der og, selvfølgelig. Nå er det jo egentlig engelsk vi skal snakke om men det går jo mye på det samme. Er dette noe som dere diskuterer i timene av og til?

Interviewee: Lesestrategier, nei vi gjorde det på ungdomskolene, men ikke nå.

Interviewer: Den er grei, tror du det er elever som kunne hatt bruk for det?

Interviewee: Absolutt.

Interviewer: Absolutt.

Interviewee: Jeg tror absolutt at det er folk som har bruk for det, men jeg tror ikke det er vits i å bruke så mange timer på det. Fordi, en god del har ikke bruk for det. Det kan bli litt sløsing med tid da.

Interviewer: Det kan godt vær, så du sliter ikke med motivasjonen til å lese noen ting du, eller er det visse tekster som du synes det er litt vanskeligere til å motivere seg til å lese.

Interviewee: Visst vi leser sånne bøker som YA bøker som er designet for tenåringer, skrevet av sånne 50 år gamle typer, så kommer ikke jeg til å ha så veldig mye glede av det, av å lese det.

Interviewer: Nei, men ok. Men visst det er en sånn tung faktetekst eller noe sånt da? Eller visst det var noe annet vanskelig, ville du vært mer motivert visst du hadde hatt noe du skulle sagt selv om å velge den teksten? Visst du følte du hadde eierskap?

Interviewee: Mhm, ja, jeg tror det.

Interviewer: For det er jo en veldig vanskelig ting for lærere å få til, at du må velge materiale som engasjerer men som og er nyttig. Så å prøve å gjøre det tilgjengelig for flest mulig, ehh ja, greit. Har du noen sånne foretrukne plasser hvor du går for å slå opp ord?

Interviewee: Å slå opp ord?

Interviewer: Foretrukne sider eller ordbøker, sånne ting.

Interviewee: Å ja, jeg er en veldig stor tilhenger av Wikipedia.

Interviewer: Mhm

Interviewee: Sånn generelt med ord betydninger og sånt for da får du mer enn bare hvordan du bøyer det.

Interviewer: Ja, du får ofte etymologi, historie og sånne ting.

Interviewee: Ja, ellers så er det sånn, jeg tror vi har brukt ordnett.no. Jeg er ikke sånn at jeg bruker ordbøker veldig mye.

Interviewer: Nei.

Interviewee: Men visst er noe så har en relativt gamle ordbøker hjemme som vi bruker.

Interviewer: Hva er det du foretrekker mest da, er det det å slå opp på nettet?

Interviewee: Det som er enklest og føles mest givende er å slå opp i en ordbok.

Interviewer: Mhm, ja det har du på en måte beveget deg gjennom jungelen og funnet fram til noe. Det er det eneste som liksom er relevant. Det er greit.

Interviewer: Er dette med å bruke metoder noe du har vurdert eller er det noe du har distansert helt i fra?

Interviewee: Jeg har egentlig bare distansert meg helt fra det. Vel visst jeg en dag prøvde å lese ett eller annet å ingenting annet funket, så.

Interviewer: Ok, tror du det kommer en tid, der du kanskje blir nødt til å tenke litt annerledes på det?

Interviewee: Ja, på den måten jeg tenker å studere videre på så ser jeg for meg at jeg kan måtte bli litt kreativ med hvordan jeg leser.

Interviewer: Riktig, riktig. Tar du av og til å leser teksten om igjen?

Interviewee: Ofte.

Interviewer: Ofte, får du mer ut av det da, føler du?

Interviewee: Eh, ja. Fordi første gang pleier jeg å skimlese i gjennom eller liksom fort og gale og ikke stoppe opp så veldig mye. For bare å få helheten.

Interviewer: Mhm

Interviewee: Og så etterpå, lese litt mer nøye gjennom litt forskjellige ting.

Interviewer: Mhm, ok. Er det noen enkelte tekster der du føler du gjør det oftere?

Interviewee: Ehh, fagtekster i større grad. Spesielt visst det er noe jeg ikke kan så mye om fra før av.

Interviewer: Mhm, ok, det er greit. Skal se om det er noe vi har glemt. Ja, da tror jeg det er. Vi kan jo oppsummere litt da. Så du synes det er, du liker engelsk, du liker på lese, du kunne godt tenkt deg å vært litt mer uavhengig, kanskje, til tider. Men, du føler allikevel du er selvstendig når du arbeider, ja. Du ligger for så vidt der i, ja du er en typisk selvstendig elev får jeg inntrykk av. Er det noe du har lyst å spør om eller noe jeg har glemt å ta opp?

Interviewee: Jeg tror ikke det.

Interview 8: Trude

Length of interview: 20:22

Interviewer: Er du glad i engelsk?

Interviewee: Ja

Interviewer: Ja, hvorfor det?

Interviewee: Ehm, jeg tror jeg er veldig glad i sånn språk generelt. Sånn norsk og fransk og.

Interviewer: Mhm

Interviewee: Så jeg tror det har noe med det å gjøre. Og så er jeg veldig glad i å lese og skrive. Så ja.

Interviewer: Så generelt uttrykke deg språklig.

Interviewee: Ja

Interviewer: Ok, hva synes du om engelskfaget generelt da?

Interviewee: Jeg synes det er veldig bra. Jeg kunne ønske det var litt mer sånn aktuelle ting gjerne, at vi gjerne bruke det litt mer slik som vi gjør i norsk, men jeg merker det kommer mer og mer her, enn på ungdomsskolen.

Interviewer: Det er litt sånn gradvis.

Interviewee: Ja

Interviewer: Spesielt i engelsk så er det mye sånn egen-produksjon som kommer etter hvert.

Interviewee: Mhm

Interviewer: Ja, da tar vi litt om autonomi tror jeg. Hvordan lærer du best, hva er dine? Hva er det du prøver å se etter når du skal lære?

Interviewee: Jeg tror det er det at jeg får tid til å sette meg ned og jobbe. Å jobbe med ting. Det høres veldig banalt ut, men.

Interviewer: Jo, jo.

Interviewee: Ja, rett og slett. Jeg trenger å jobbe med det alene og prøve å forstå ting selv.

Interviewer: Ja, vil du ha ro og fred?

Interviewee: Ja.

Interviewer: Det er noen som er veldig flinke til det, blokkere ut alt og bare fokusere på seg selv.

Interviewee: Ja, jeg var mye flinkere på det før. Når jeg var yngre.

Interviewer: Visst du er hjemme da og vil lære noe, eller vil bare arbeide godt. Hva er det som er viktig for deg da? Er det lys, temperatur, sånne ting?

Interviewee: Jeg tenker egentlig på at jeg vil ha det rolig rundt meg. Å ikke ha så mye distraksjoner.

Interviewer: Ja, holde deg vekke fra pcen og sånne ting.

Interviewee: Ja.

Interviewer: Så hvordan føler du at du arbeider best, arbeider du best i grupper? Eller arbeider du best alene?

Interviewee: Det varierer veldig på hvilket tema det er og sånn. På ungdomsskolen så arbeidet jeg best alene men her lærer jeg veldig av å ha fagsamtaler med medelevene mine. Og snakke med andre fordi da, da får du på en måte mye mer innbytte enn ved bare å lese en bok.

Interviewer: Tror du det er litt med hvilken type fag det er?

Interviewee: Ja.

Interviewer: Ja, jeg tror det er litt med det, fordi du kommuniserer på en helt annen måte. Ehm, ja, er det noen forskjell da på hvordan du lærer best i engelsk og i andre fag?

Interviewee: Ja, det er jo det, engelsk er jo et fag hvor jeg føler du må bruke for å bli god i det, du må lese og du må skrive det og sånne ting. Det er veldig mye forskjellige deler ved det.

Interviewer: Mhm

Interviewee: Naturfag og matte er litt mer sånn puggefag. Så det er jo en helt annen tilnærming til faget visst du skjønner hva jeg mener.

Interviewer: Mange av deg fagene går det jo an å få veldig konkrete svar. Og det er jo, altså, du kan diskutere deg fram til mye, men det er ikke sånn som du må diskutere veldig mye.

Interviewee: Nei

Interviewer: Ehh, ja, er dette noe du har lagt merke til, eller er dette noe du ikke tenker så mye på?

Interviewee: Ehm, jeg er jo nødt til å tenke på det når jeg liksom skal...

Interviewer: Arbeide med det, ja, bra svar, bra svar.

Interviewer: Føler du at du generelt tar valg av materiale når du jobber i engelsk?

Interviewee: Mhm.

Interviewer: Er det du som på en måte velger hva du skal jobbe med eller er det mye lærerstyrt?

Interviewee: Jeg tror det er en del lærerstyrt.

Interviewer: Ja, og det synes du er?

Interviewee: Det kan jo vær både bra og...ja positivt og negativt. Ja for jeg tror at visst jeg hadde fått valgt selv så kan det hende at jeg og hadde valgt det samme om igjen og om igjen. Jeg blir kanskje tvunget til å gjøre andre ting.

Interviewer: Ja. Det er godt. Metode da, er det du føler er ditt valg eller er det noe som er styrt av læreren der og?

Interviewee: Jeg tror, jeg føler vi står ganske fritt til å velge.

Interviewer: Velger du, altså er det sånn at du tenker, nå skal jeg lese teksten først og så skal jeg skrive notater eller streke under og sånne ting?

Interviewee: Ja, det har jo på en måte blitt sånne vaner jeg har opparbeidet meg da, gjennom årene da. At jeg har en sånn, at jeg leser og tar notater ved siden av liksom. Også, er det jeg gjør.

Interviewer: Er du kjent med begrepet læringsstil?

Interviewee: Nei.

Interviewer: Alle har en egen måte å lære på. Noen fungerer best når de får ting gjennom lyd, auditivt og andre er best når de får det i hendene, taktilt og andre gjør det best ved å lese, visuelt. Ehh, så det kan vi tenke på av og til.

Interviewer: Vil du si at du er uavhengig når du jobber?

Interviewee: Mhm, ja, jeg klarer generelt. Ja, jeg tror det gjelder generelt. Klarer meg greit alene.

Interviewer: Mhm, foretrekker du å jobbe alene generelt? Altså i timen, eller er det?

Interviewee: Ja, jeg gjør vel det, jeg får mye mer ro når jeg, jobber alene på en måte.

Interviewer: Ja. Ok, synes du at dere er uavhengige nok? Her på skolen?

Interviewee: Ja, jeg føler at vi får veldig mye frihet, på en måte, det er veldig sånn at vi har selv ansvar for egen læring og jeg synes at det er mye friere her enn det har vært tidligere og det synes jeg er veldig bra.

Interviewer: Fin balanse egentlig?

Interviewee: Ja, jeg synes veldig det, for når du får oppfølging også. Ikke bare sånn, gjør hva du vil på en måte.

Interviewer: Hvordan vil du beskrive en god lærer?

Interviewee: En god lærer, er en person som ser enkelt-eleven og på en måte godtar at det finnes ulike måter å gjøre ting og nå målet på.

Interviewer: Mhm

Interviewee: Og at folk jobber forskjellig og også en lærer som ved når du kan gjøre ting bedre, på en måte.

Interviewer: Mhm,

Interviewee: Presser deg til det ytterste.

Interviewer: Som kan inspirere, så du mener og det er viktig, det å være fleksibel.

Interviewee: Mhm.

Interviewer: Ja synes du, bør det strebes etter at enhver elev skal få tilpasset opplæring?

Interviewee: Jeg synes det.

Interviewer: Ja, jeg er enig med det. Kan du se hvorfor det kan være litt vanskelig av og til?

Interviewee: Det ser jeg fordi det er en stor klasse, det er mange elever, det krever mange ekstra ressurser å skulle, liksom ha et eget opplegg for hver enkelte elev. Men jeg tror du får utrolig mye igjen for det.

Interviewer: Det kan godt være det. Kan du da gi en situasjon der du helst ville arbeide på egenhånd? Å en situasjon der du helst vil jobbe sammen med andre?

Interviewee: Visst jeg for eksempel skal skrive en tekst eller noe, så synes jeg det er veldig greit å jobbe alene. Men visst det er sånn at du skal innhente informasjon om noe eller diskutere, om mer sånne aktuelle ting, så synes jeg det er veldig greit å jobbe i grupper. Å og, ved å lære nye ting og, som på en måte ikke er sånn konkrete fakta, men fordi du får innspill fra mange forskjellige.

Interviewer: Ja

Interviewee: Og da lærer jeg mye bedre da. Ser ting fra ulike vinkler da, og da er det bedre å jobbe i grupper.

Interviewer: Ja, ja, jeg tror det er nyttig at de fleste, uavhengig av hvor det de skal jobbe, og av og til er med på sånne gruppeprosjekter. At det av og til delegeres oppgaver for da får du et litt annet innblikk i hvordan folk arbeider i virkeligheten. For ofte så er det ikke sånn at du sitter alene tror jeg, men det er jo og en god ting å ha.

Interviewer: Hvordan vil beskrive en god elev?

Interviewee: Det må være en som ønsker å lære.

Interviewer: Mhm,

Interviewee: Og som faktisk prøver holdt jeg på å si, det er litt vanskelig å si for alle går jo igjennom det som forskjellige elever på en måte.

Interviewer: Visst du nå ser på det. Visst du var en lærer.

Interviewee: Ja

Interviewer: Hva ville du sett etter i en god elev?

Interviewee: En som var engasjert og som brydde seg om faget og ønsket å oppnå noe.

Interviewer: Mhm.

Interviewee: Gjerne.

Interviewer: Ja, jeg synes alltid det er kjekt å ha elever som brenner for noe. Og så gjelder det å finne de som kan brenne for noe, men som ikke gjør det nødvendigvis.

Interviewee: Ja

Interviewer: Da tar vi litt lesing da. Liker du å lese, generelt?

Interviewee: Ja, jeg liker å lese.

Interviewer: Hva liker du å lese da?

Interviewee: Jeg liker best å lese roman. Så det går mest i det.

Interviewer: Har du noen eksempler da, på hva du pleier å lese, noen sjangre?

Interviewee: Jeg pleier jo å lese ganske mye forskjellig. Jeg pleide lese mye mer fantasi tidligere. Mens nå så er jeg litt mer på klassikere og sånt.

Interviewer: Ja

Interviewee: Har lest Ibsen i det siste liksom.

Interviewer: Ja, men så bra, det har ikke jeg gjort i det siste.

Interviewee: Nei

Interviewer: Jeg synes ikke Ibsen er så veldig spennende. Men er det generelt, er det noe som går igjen at du leser på norsk eller engelsk?

Interviewee: Ehm, jeg leser nok mest på norsk og jeg vet ikke om det er et aktivt valg jeg har tatt, det har liksom bare skjedd.

Interviewer: Det er jo ofte, det kan jo være enklere.

Interviewee: Det er sikkert derfor, lesing har jo liksom vært noe jeg har alltid gjort siden jeg var bitteliten for å kose meg med det. Det har vært kjekt. Jeg tror bare det er det at, nå leser jeg jo helt greit på engelsk. Så jeg kunne jo, jeg vet ikke helt, det har bare skjedd.

Interviewer: Nei, det er greit det. Men, kan du se verdien av å lese engelsk på fritiden?

Interviewee: Absolutt. Jeg merker jo det, at visst jeg liksom har hatt en helg der jeg har lest mye engelsk. Så merker jeg jo at når jeg kommer på skolen og jobber med engelsken, så går det mye lettere å snakke og det flyter mye bedre. Så jeg merker jo det veldig godt.

Interviewer: Mhm. Pleier du av og til bruke internett når du leser, digitale virkemidler generelt?

Interviewee: Ja, jeg leser en del artikler og sånt og da går det mye på engelsk, jeg tror det er mest der jeg får min daglige dose engelsk, holdt jeg på å si.

Interviewer: Du er ikke alene om det. Men er det sånn at det er nyhetssaker? Eller er det andre ting?

Interviewee: Det er vel mest nyhetssaker. Tror jeg.

Interviewer: Ehm, pleier du følge med på diskusjonsforum, blogger, sånne ting?

Interviewee: Nei, ikke sånn veldig.

Interviewer: Så du leser mest fordi du synes det er avslappende i seg selv. Føler du at du er klar over at du har egne måter å lese på?

Interviewee: Ehh ja.

Interviewer: Du snakket om at du hadde opparbeidet noen forskjellige rutiner.

Interviewee: Ja

Interviewer: Ja. Er dette noe du på en måte er ofte klar over mens du leser, at nå gjør jeg dette og dette og dette fordi at. Eller det helt ubevisst?

Interviewee: Jeg tror jeg var mye mer klar over det før. Nå har det bare.

Interviewer: Det er litt sånn innarbeidet.

Interviewee: Ja, så jeg tenker ikke så mye over det.

Interviewer: Pleier dere gjøre sånne ting som å analysere teksten her?

Interviewee: Ja, litt. Vi har hatt litt sånn novelleanalyse og sånne ting.

Interviewer: Mhm.

Interviewee: Og det synes jeg er veldig interessant. Men, men når vi begynte med det, så var det litt sånn, da begynte vi liksom å analysere romaner som vi lest og da er jeg, altså det er jo kjekt men det kan jo bli litt slitsomt og. Interviewer: Det kan ta vekk litt av gleden med å lese, det kan det.

Interviewee: Men du får jo en helt annen forståelse av teksten du leser. Så det er jo absolutt nyttig.

Interviewer: Mhm. Vet du hva lesestrategier er for noe?

Interviewee: Eh, ja. Det er jo mye forskjellige måter å lese ting på, holdt jeg på å si.

Interviewer: Mhm. Ja, unnskyld, tar ikke den. Men er det noe du bruker sånn sett, eller er det helt ubevisst?

Interviewee: Jeg bruker det jo i læring, litt som, litt som når jeg prøver å lære meg ting. Men jeg vet ikke om jeg bruker så mye lesestrategier, sånn på fritiden. Kanskje visst jeg leser aviser og sånn.

Interviewer: Ja, men er det sånn at du, visst du for eksempel ser et vanskelig ord. Er det noe du slår opp, eller prøver du bare å forstå det basert på hvor det står hen i teksten og konteksten?

Interviewee: Ehm, nå har jeg begynt å slå opp mer ord som jeg ikke forstår, men før så var det sånn at du forstår jo ofte betydningen av det.

Interviewer: Mhm

Interviewee: Men visst jeg slår det opp, å faktisk lærer det, så kan jeg jo faktisk bruke det selv også.

Interviewer: Ja, det er jo en strategi, sånn egentlig, for så vidt. Du tar jo å, tar du å skrive notater?

Interviewee: Det gjør jeg, ja.

Interviewer: Skriver du notater mens eller etterpå at du er ferdig?

Interviewee: Jeg skriver notater mens jeg leser.



Interviewer: Men har du en form for oppsummering ofte eller er det noe som du bare tar mentalt?  
Interviewee: Jeg tar nok det mest mentalt og så noterer jeg sånn stikkord og sånn underveis.  
Interviewer: Er dette noe dere har diskutert her, eller er dette noe dere bare hadde på ungdomskolen?  
Interviewee: Jeg tror det er mest det vi hadde på ungdomskolen. Kan ikke huske at vi har diskutert det her.  
Interviewer: Er du, føler du at du kunne hatt behov for mer nå?  
Interviewee: Jeg tror alltid at du kan ha en oppfriskning av det. For det er nok noe alle har bruk for.  
Interviewer: Ja, jeg tror det er en veldig individuell ting, basert på det jeg har fått med meg nå. Jeg tror det er mange elever som hadde hatt bruk for det. Spesielt senere, så er det veldig viktig.  
Interviewee: Ja  
Interviewer: Men synes du da at sånn som dere driver med lesing her, sånn, arbeider med det, fungerer?  
Interviewee: Ja, jeg synes det er veldig bra her.  
Interviewer: Det er en god dialog rundt teksten og du føler du kan jobbe med det?  
Interviewee: Ja  
Interviewer: Har du tilgang til en oversikt over lesestrategier? Sånn fysisk eller digitalt.  
Interviewee: Nei  
Interviewer: Der finnes helt garantert ressurser, det er ikke sikkert dere har blitt gjort klar over det ennå.  
Interviewer: Ja, ehm, ja, har du en egen måte å håndtere vanskelige tekster på.  
Interviewee: Ja da er det veldig ofte det med å slå opp ordene og ta en bit om gangen.  
Interviewer: Avgrense.  
Interviewee: På en måte, ja.  
Interviewer: Leser du om igjen?  
Interviewee: Ja visst jeg ikke forstår.  
Interviewer: Jo, jo, det er jo klart. Hva er da det viktigste for deg når du leser teksten, er det at du forstår det, eller er det at du kommer deg igjennom?  
Interviewee: Det er at jeg forstår det.  
Interviewer: Ja, det er alltid tilfelle?  
Interviewee: Ja, det er jo ikke noen vits å.  
Interviewer: Nei, nei, jeg bare spør.  
Interviewee: Ja  
Interviewer: Har du vurdert å bruke andre metoder, når du leser?  
Interviewee: Ehm, jeg har tenkt på det, men det er bare vanskelig å skifte nå, egentlig.  
Interviewer: Ja.  
Interviewee: Men det kan jo hende at noe annet hadde funket bedre.  
Interviewer: Ehm, har dere hatt noe sånt leseprosjekt, eller jeg vet dere har hatt noe, fordi jeg har spurt de andre, men syntes du det fungerte greit?  
Interviewee: Jeg syntes det fungerte veldig greit.  
Interviewer: Mhm,  
Interviewee: Jeg likte det veldig godt og det tvinger deg og til å faktisk sette deg mer inn i det du leser enn visst du leser for gøy.  
Interviewer: Og da fikk du velge boken selv.  
Interviewee: Ja.  
Interviewer: Var det en viktig faktor?  
Interviewee: Ja, det tror jeg.  
Interviewer: Ja, hvorfor tror du det?  
Interviewee: Da har du lyst til, da får du lyst til å lese boken og får mer motivasjon til det, istedenfor å, ja og folk er på forskjellige nivå og.  
Interviewer: Mhm  
Interviewee: Så det blir litt feil visst du setter en hel klasse til å lese samme bok og forventer at de skal få det samme ut av det. Det kommer de ikke til å få.  
Interviewer: Ja, følte du et større eierskap over det du gjorde, et større ansvar når det var du som hadde valgt det?  
Interviewee: Ja. Det, ja, det tror jeg.  
Interviewer: Ja, er det noe du kommer på som kunne gjort deg mer motivert til å lese?  
Interviewee: Mhm, jeg er jo ganske motivert allerede.  
Interviewer: Nei, men bare, i skolesammenheng da?  
Interviewee: Nei, jeg vet ikke helt. Kommer ikke på noe.  
Interviewer: Nei. Det er helt greit. Jeg vet ikke om jeg har spurt om det her før nå, men tenker du på teksten på forhånd når du leser? Er det sånn at du har en ide om hva du skal lese og da forventer visse ting.  
Interviewee: Ja,  
Interviewer: Tror du at det styrer deg litt når du leser?  
Interviewee: Det kan godt hende. Du gjør deg opp noen tanker på forhånd. Var det på tittel og sånne ting?  
Interviewer: Ja, for eksempel. Eller visst du leser på baksiden og så står det jo ofte.  
Interviewee: Ja. Så du har jo noen forventninger. Når du begynner å lese.  
Interviewer: Tror du det er en god eller dårlig ting.  
Interviewee: Ehm, jeg tror det kan være, helle begge veier. Det kan jo liksom, visst du har noen forventninger, sånn skal boken være og så er den ikke slik, like vel. Så kan jo det være skuffende men samtidig, så tror jeg du stiller litt mer forberedt da. På en måte, prøver å forstå mer, hva som skjer og hvordan det henger sammen og sånne ting.  
Interviewer: Ja, ja, det er klart, da har du en måte å organisere tankene dine på, mens du leser tror jeg.

Interviewee: Absolutt.

Interviewer: Mens så er det mange som og synes det kan være trøttende visst de har, visst de på en måte blir ledet til å lese en tekst på en spesiell måte. Det er akkurat det samme med filmer og, de som hater å høre om hva som skjer, bare visst, trenger ikke være mye, bare litt. Ehh ja, men, det var en ting til jeg kom på. Har du andre, altså, du sier at du ikke leser så mye på nettet, jeg, hører du på lydbok?

Interviewee: Nei

Interviewer: Nei, er det noe du kunne tenkt på å gjort?

Interviewee: Ehh, ja, jeg vet ikke. Jeg har egentlig aldri gjort fordi jeg synes det er kjekkere på en måte å lese, fordi , du må kanskje konsentrere deg litt mer, må kanskje jobbe litt mer med det.

Interviewer: Nei, folk er veldig forskjellige. Men ser du for deg at det kan være greit å kombinere lyd og bilde? Tekst og lyd osv osv?

Interviewee: Ja

Interviewer: For så vidt, for det som er litt av greia, er at vi prøver ofte å lage litt sånn alternative opplegg, for å gjøre ting litt mer spennende og da bruker vi ofte animasjon og andre ressurser.

Interviewee: Ja.

Interviewer: Er det noe du synes er kjekt, når for eksempel sammen med en tekst så er det og en artikkel eller en lydfil. Er det noe som fungerer greit?

Interviewee: Ja.

Interviewer: Eller er det en distraksjon?

Interviewee: Ehm, jeg tror det kan komme litt an på.

Interviewer: Det er et litt vanskelig spørsmål.

Interviewee: Ehm, men jeg merker at visst det bare er lyd, da kan jeg fort bli distraheret fordi vil jeg begynne å gjøre andre ting. Og da følger jeg ikke så godt med.

Interviewer: Hmm, ja.

Interviewee: Så ja.

Interviewer: Da tror jeg egentlig jeg har fått det jeg vil ha. Er det noe du har lyst til å ta opp som jeg har glemt?

Interviewee: Nei

## 8.5. Appendix F – Questionnaire Scores

### Questionnaire data, combined dataset

Likert scale answers for category: "Engelsk som fag og holdninger til lesing"

	I stor grad uenig	I noen grad uenig	Verken enig eller uenig	I noen grad enig	I stor grad enig	Mean
1.	1	1	6	20	12	4,025
2.	0	2	15	16	7	3,7
3.	0	0	2	6	32	4,75
4.	0	8	5	20	7	3,65
5.	2	3	6	21	8	3,75

Responses for reading habits:

Hvor mye tid bruker du på å lese i løpet av en dag, utenom skolen, uavhengig av språk?

Sex:			
Boy	Girl		
18	22		
Age			
16	17	Not given/missed	
22	5		13
Leser ikke	Mindre enn 30 min	Mellom 30 og 60 min	Mer enn 2 timer
8	11	17	4

Hvor mange timer gjennomsnittlig leser du engelsk tekst i løpet av en dag, utenom skolen?

	I stor grad uenig	I noen grad uenig	Verken enig eller uenig	I noen grad enig	I stor grad enig	Not given	Mean
1.	3	6	6	9	16	0	3,725
2.	2	9	12	4	13	0	3,425
3.	7	3	11	7	13	0	3,475
4.	2	7	14	9	8	0	3,35
5.							
6.	2	2	3	10	23	0	4,25
7.	1	2	18	10	9	0	3,6
8.	8	12	15	1	1	3	2,15
9.	0	3	9	19	9	0	3,85
10.	0	5	13	17	5	0	3,55
Leser ikke	Mindre enn 30 min		Mellom 30 og 60 min		Mer enn		
11	15		10		4		

Hvilken sjanger/sjangre foretrekker du å lese på engelsk hjemme og i fritiden?

Kryss av i en eller flere ruter.

Krim	Fantasy	Biografi	Artikkel(på nett og i bokform)	Roman	Novelle	Blogg	Magasin	Tegneserier	Annet
15	18	5	22	19	7	8	4	6	12

Om du krysset av for "annet", vennligst spesifiser, skriv hva:

- Facebook innlegg (2)
- Faktatekst (1)

Likert scale answers for category: "Lesing og lesestrategier"

Kryss av for de lesestrategier du bruker(fyll inn ulike lesestrategier basert på litteratur)

Avgrense de viktigste delene av teksten.	Forstå betydningen av ord basert på resten av setningen og konteksten det er satt i.	Ta notater.	Understreking av ord, setninger og avsnitt.	Tankekart og andre måter å organisere tanker på.	Skumlese	Dybdelesing (fokusere på en tekst og analysere detaljene)	Skrive, mentalt eller muntlig oppsummere teksten	Skanne(lese etter spesiell informasjon)
14	25	19	11	9	19	20	28	19

Vennligst ranger/skriv i rekkefølge fire av de lesestrategiene ovenfor, som du bruker, basert på hvor ofte du bruker de. (Prøv å anslå sånn ca.)

Reading strategy	Total number of responses	Given frequency out of 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> and 4 <sup>th</sup> most used.
Guessing meaning from context:	19	1 <sup>st</sup> . 9 2 <sup>nd</sup> . 6 3 <sup>rd</sup> . 3 4 <sup>th</sup> . 1
Splitting the text into parts:	13	1 <sup>st</sup> . 1 2 <sup>nd</sup> . 2 3 <sup>rd</sup> . 5 4 <sup>th</sup> . 5
Take notes:	20	1 <sup>st</sup> . 6 2 <sup>nd</sup> . 6 3 <sup>rd</sup> . 2 4 <sup>th</sup> . 6
Underlining:	8	1 <sup>st</sup> . 1 2 <sup>nd</sup> . 1 3 <sup>rd</sup> . 4 4 <sup>th</sup> . 2
Thought map:	4	1 <sup>st</sup> . 0 2 <sup>nd</sup> . 0 3 <sup>rd</sup> . 1 4 <sup>th</sup> . 3
Skimming:	20	1 <sup>st</sup> . 0 2 <sup>nd</sup> . 9 3 <sup>rd</sup> . 7 4 <sup>th</sup> . 4
In depth reading:	18	1 <sup>st</sup> . 12 2 <sup>nd</sup> . 3 3 <sup>rd</sup> . 2 4 <sup>th</sup> . 1
Summing up:	20	1 <sup>st</sup> . 3 2 <sup>nd</sup> . 3 3 <sup>rd</sup> . 7 4 <sup>th</sup> . 7
Scanning:	19	1 <sup>st</sup> . 4 2 <sup>nd</sup> . 5 3 <sup>rd</sup> . 5 4 <sup>th</sup> . 5

Likert scale answers for category: "Autonomi, roller og ansvar for egen læring"

	I stor grad uenig	I noen grad uenig	Verken uenig eller enig	I noen grad enig	I stor grad enig	Not given	Mean
1.	8	15	9	7	1	0	2,45

2.	5	14	7	11	3	0	2,825
3.	2	5	13	15	5	0	3,4
4.	0	6	7	17	9	1	3,65
5.	1	5	5	10	19	0	4,025
6.	1	4	8	8	19	0	4
7.	1	0	0	10	28	1	4,525
8.	0	0	7	14	19	0	4,3

«Jeg ønsker å melde meg frivillig til intervju senere.»

Ja	Nei
16	24

## 8.6. Appendix G – Open-ended responses from the questionnaire

Item 1. «Ta ansvar for egen læring»

Det betyr at man selv må gjøre noe klare seg I faget. Det er ikke bare opp til læreren.»

«At du er med under timene og tar ansvar hjemme med tanke på skolen»

«Når du tar ansvar for egen læring er det viktig å ta seg sammen og gjør det man får beskjed om å gjær, i steden for å bruke tid på andre ting.»

«Det at en skal selv kunne lære uten at en lærer må si alt.»

«At du selv har ansvar for at du lærer det du skal lære, og at læreren ikke sier at du skal jobbe»

«Ansvar for egen læring betyr for meg at må ha kontroll og vite hva jeg skal gjøre hvis jeg ikke forstår noe. Å gå tilbake til dette etterpå»

«lærere kan si hva de vil til deg, gjør ditt, gjør datt. Valget ligger i dine hender om du ønsker å gjøre noe med det. Det er ditt ansvar.»

«at jeg kan jobbe selvstendig, og kunne oppnå det resultatene og målene jeg vil. At jeg ser hva som må gjøres»

« \* At du ikke lener deg på noen andre.

- Gjør oppgaven.
- Gjør det for å lærer
- At det er en mening i det du gjør.»

«Å ha ansvar for egen læring innebærer at man selv må planlegge og gjøre rede for hva man må/vil lære og på eget initiativ gjennomføre dette. Man er altså ikke avhengig av en tredjepart for å komme seg gjennom læringen.»

«At jeg selv står ansvarlig for å lære det jeg skal. For meg betyr det at jeg er disiplinert og jobber med skolearbeidet, uten at noen skal mase.»

«Det er viktig fordi da får jeg bestemme selv hvordan jeg skal lære. Det er kun meg selv som vet hvordan jeg lære best. Derfor synes jeg det. Også fordi det skal være litt gøy og du har variert læring.»

«Ikke være avhengig av noen. Kunne jobbe selvstendig. Fulle med i timene»

«Du bestemmer selv hva vil fokusere på og læreren stoler på at du gjør det du skal.»

«En god del, Pga synes at Det er lettere for meg»

«At jeg får hva vi skal lære i timen så legger jeg det opp selv sånn at jeg lærer på min måte.»

«Jeg mener at det å ta ansvar for egen læring er å selv legge inn tid til å jobbe med oppgaver hjemme og ta ansvar for at det blir gjort.»

«For meg betyr det å fylle med på hva som blir sagt i timen og deretter jobbe effektivt med osv.tilknyttet dette.»

«Læreren presenterer stoffet for deg, men du har selv ansvar for å lære det selv. Læreren kan ikke ta skylden hvis man ikke lærer seg stoffet.

«Det betyr, at jeg må fokusere på hva jeg lærer, og viss jeg forstår ikke jeg må spørre læreren.»

«Ansvar for egen læring byter at du må passe på selv hva og hvor mye du vil lære»

« Viktig. At jeg arbeider selvstendig, og bryr meg om å lære»

«Det er at jeg tar og lærer på egenhånd.»

“Å ta ansvar for egen læring betyr for meg selvstendighet, og forpliktelser som kommer med dette. Man velger selv hvor mye man deltar, som vil påvirke hvor mye man lærer».

«For meg betyr det å gjøre leksene og gjerne jobbe ekstra med noe jeg synes er vanskelig»

«For meg er det viktig å ta ansvar for egen læring, fordi det er jeg som skal lære noe og vett best hvordan jeg tilegner meg kunnskap. Jeg forstår begrepet «ansvar for egen læring» ved at man bruker strategier og tar initiativ til å lære selv uten instruksjoner fra læreren hele tiden.»

«Jeg har ansvar for å gjøre mine egne lekser, jobbe i timene og lytte til læreren.»

«Ansvar for egen læring for meg er at jeg har ansvar for å ville lære. Det er fortsatt læreren sin jobb å undervise, men dersom eleven ikke er innstilt på å lære er det lite som vil bli gjort. Jeg har ansvar for å lære meg stoffet, møte opp, følge med i timene osv, med og uten hjelp av lærer.»

«Det betyr for meg at du selv må kunne ta ansvar nok til å kunne forstå at du må arbeide selv for å kunne forstå det du arbeider med.»

«Å ta ansvar for egen læring betyr at jeg må bruke den studieteknikker jeg lærer best av og deretter jobbe for at jeg kunne huske og forstå det jeg skal lære.»

«Poenget med engelsktimene er først og fremst å lære engelsk. Det er mitt ansvar å jobbe godt med faget slik at jeg lærer det jeg skal.»

«For meg betyr dette at man selv har ansvar for å regelmessig jobbe med faget slik at man henger med. Ansvar for egen læring betyr at man selv velger hvor mye man vil lære og jobbe for å oppnå sitt mål.»

«Ansvar for egen læring er viktig. På skolen er alt ikke alltid vi får så mye lekser og da er det viktig å passe å få gjort det man skal. Det samme gjelder for timene.»

«Det betyr å selv ta ansvar for å få ting gjort, å ha god innsats. I tillegg kan det være å f.eks lese på fritiden, gjøre leksene, for å få bedre resultater.»

«Det betyr at selv om vi får metoder og tips til læring på skolen så ligger mesteparten av ansvaret i mine egne hender. Motivasjon kan ikke skolen fikse for meg. Er det noe jeg synes er vanskelig så er det opp til meg å ta tak i problemet.»

«Det å ta ansvar for egen læring handler vel om at det er deg selv, og ikke nødvendigvis læreren. Som står til ansvar for at du får med deg lærdommen som du skal få med deg fra skolen. Hvis en ikke forstår noe som er gjennomgått, er det å spørre læreren også en del av å ta ansvar for sin egen læring.»

«Å ta ansvar for egen læring» mener jeg betyr å arbeide selvstendig. Lærerne kan svare på spørsmål, gi anbefalinger og tips, med det er eleven sitt å ansvar å bruke de hjelpemidlene. Elevene bestemmer også i stor grad hvor mye de vil lære.»

«Jeg prøver å ta ansvar for egen læring slik at jeg kan være bedre forberedt til timen.»

«Å ta ansvar for egen læring betyr for meg at jeg står fritt til å velge hvor mye innsats jeg ønsker å legge ned i et fag. Dette gjør at jeg selv er med på å både definere og å nå målene mine. Det betyr også at jeg selv kan velge på hvilken måte jeg vil nå målet mitt.»



«At jeg som elev har ansvar ovenfor meg selv når det kommer til å jobbe med fag, og i tillegg mestre det.»

Item 2 «Ta ansvar for egen lesing»

«Det betyr at man må ha selvdisiplin for å begynne å lese»

«At du leser»

«Å ta ansvar for egen lesing betyr for meg at jeg leser meg grundig gjennom stoffet»

«Det å lese og å forstå hva en leser»

«Du selv har ansvar for at du leser»

«Forstå hva jeg leser, og repetere stoffet hvis jeg ikke forstår»

«man kan prøve å forstå tekster alene, kanskje man lærer nye ved å forstå konteksten.»

«at eg må lese sidene som hører til kap vi holder på me, for å kunne forstå hva vi gjør»

«\* Å trene opp hjernen til å lese fortere»

- Forstå hva du leser»

«Det betyr at man i tillegg til å lese pensum opprettholder sine leseferdigheter og leseforståelse ved å lese engelskspråklige tekster på fritiden.»

«Jeg liker å lese, og leser selv mye. Det er viktig.»

«Viktig for meg å stole på at jeg leser og greier det jeg skal.»

«At man må lese utenom skolen.»

«Ja jeg leser gjennom tekster og hvis det er noe jeg ikke forstår, da slår jeg det opp.»

«Det er at jeg velger jeg hvordan jeg vil lese uden at læreren sier noe.»

«Personlig leser jeg ikke særlig mye, noe jeg kunne gjort mer. Når jeg da leser, leser jeg for det meste norsk»

«tt man har et eget ansvar for å lese. Ingen kan tvinge deg til å lese.»

«Det betyr at, når eg leser, jeg må forstå hva jeg leser.»

«Ansvar for egen lesing er at du må passe på selv hva og hvor mye du vil lese.»

«At jeg leser på egenhånd + passer på å få lest. Viktig.»

«At du leser grundig og forstår hva som har blitt lest»

«Å ta ansvar for egen lesing betyr meg at hvis man ønsker å lese bedre, må man selv forplikte seg til å gjøre dette på egen fritid.»

«Det er at en skal ta ansvar selv og jobbe med noe du trenger uten at læreren sier det.»

«At man leser hjemme også, ikke bare på skolen. Leser det man synes er kjekt, ikke bare fagrelatert.»

«Jeg har også ansvar for å for eksempel lese engelske bøker i fritiden min og å bruke lesestrategiene aktivt når vi må lese tekster i engelskboke.»

«Å ta ansvar for egen lesing er for meg å finne seg selv en bok en liker.»

«Det betyr at selv har ansvar for å lese og forstå det du leser.

«Å ta ansvar for egen lesing betyr vel, å lese slik at det blir enklere å bruke i studiesammenheng.»

«Lesing er veldig positivt, spesielt når man skal lære et språk. Det er opp til meg selv hvor mye jeg velger å lese. Hvis jeg vil lære noe, må jeg selv ta ansvar for å jobbe med det.»

«Det å ta ansvar for egen lesing betyr at man selv må ta initiativ for å lese på fritiden slik at man kan bli en bedre leser. Da er det også viktig å bruke ulike lesestrategier og å lese på flere språk.»

«Ansvar for egen lesing er akkurat det samme som læringen. Når du leser får du et større ordforråd og blir etter hvert flinkere til å bygge opp setninger. Å lese hjemme jevnlig er viktig for å lære dette.»

«Det betyr å selv bestemme hva og når du leser, men da sørge for at det er nok til at du lærer av det.»

«Det betyr at jeg må ta initiativ og sette meg ned og lese. Hvis det jeg leser er engasjerende, kommer motivasjonen ofte av seg selv.»

«Har aldri hørt om konseptet før, men tenker at, det handler om hvordan vi elever har fått alle nødvendige lesemidler(til en viss grad), av skolen, og at det er opp til elevene å bli informert om stoffet via midlene skolene utgir.»

«Å ta ansvar for egen lesing» mener jeg betyr at skolen kan legge grunnlaget for hva vi skal lese, mens elevene må gjennomføre det på egen hånd. Å lese når vi er hjemme er et ansvar for å forstå temaene i fagene. Å lese frivillig er viktig for både forståelse og utdanning.»

«Jeg er meget glad i å lese så jeg klarer fint å ta initiativ til egen lesning.»

«For meg betyr det å ta ansvar for egen lesing at jeg selv må ta ansvar for å forstå tekster jeg leser og kommer fram til hvilken strategier som er mest gunstig å bruke for den teksten jeg leser.»

«Det betyr at jeg må lese selv på fritid, utenom det vi leser på skolen.»