



The Faculty of Arts and Education

MASTER'S THESIS

<p>Study program: Advanced teacher education for levels 8-13 with specialization in Literacy Studies</p>	<p>Spring semester, 2021</p> <p>Open</p>
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<p>Title of thesis: Teachers' Use of Video in English Lessons: A Qualitative Study in Norwegian Upper Secondary Schools</p>	
<p>Keywords: video, video in teaching, ELT, teaching English, digital competence in teaching</p>	<p>Pages: 69 + attachment/other: 10</p> <p>Stavanger, 11.05.2021 date/year</p>

Abstract

Technology has become an increasingly central feature of education and in Norway teachers are expected to integrate technology into the way they teach. This study focuses on the use of video by teachers of English in upper secondary schools in Norway. Specifically, the aim of the thesis is to explore how teachers choose and use video in English lessons and the factors, such as teachers' beliefs and the curriculum, that influence their decisions. The two research questions that are addressed are: What are teachers' beliefs about the value of videos in learning English? What process do teachers go through when finding and implementing videos for English lessons?

The data in the study was obtained through a qualitative method. Four teacher participants from two upper secondary schools in Norway took part in semi-structured interviews. The first interview explored the teachers' general experiences of and attitudes to technology and technology in teaching, while the second interview focused more on their use of video in lessons. To support the discussion of their teaching, teachers were asked to provide an example of a lesson plan where video was used and this was referred to in the interview.

The study found that teachers see great value in using and implementing video in teaching English. Specifically, the teachers see video as valuable because it enriches the lessons and brings an extra dimension into teaching. For the purpose of using video, it was found that video was mostly used to teach content and gain cultural insight. The use of video for such purposes seemed to be highly influenced by the English subject curriculum. A further value seen by the teachers was how video could explain topics more precisely than the teachers themselves were able to. Additionally, this resulted in video functioning as a timesaving factor for the teachers.

As the teachers were mainly focused on teaching content and culture, one interesting finding was that there was not much explicit focus in teachers' work on how video supports language development. However, the study found that the focus on language was not entirely absent. Video was used as explainers to teach linguistic skills such as learning how to write paragraphs.

Video appeared to be well-considered before being implemented in the English teaching, and this was seen in several criteria proposed by the teachers for finding, choosing and implementing videos. Especially prominent criteria were the use of reliable sources, using video with a specific purpose, connecting videos to the curriculum competence aims and

using videos with beneficial length in accordance with the purpose of the video. The criteria were reflected in what videos the teachers chose.

How video was used in the classroom varied between the teacher participants. Still, it was seen that using activities linked to video was important to all four. While the main focus was on pre-teaching activities, some of the teachers saw value in using post-viewing activities as well. It was seen that it was important for the teachers to provide the students with a main aim so that they knew what to look for when watching a video. The activities were thus connected to the purpose of the video.

All four teachers reported using video regularly in their teaching. The extensive use of video by the teachers can be linked to their digital competence and positive feelings connected to the use of technology. The teachers saw great value in including video in their teaching. Some stress was linked to the use of technology in areas the teachers were not familiar with, but generally very little negative feelings were associated with the use of video. The teachers' beliefs about using video were thus positive and could be seen as a reason to why video was heavily implemented in their teaching. In light of this it appeared that the teachers' digital competence met the criteria presented for teachers in the Norwegian framework *Professional Digital Competence Framework for Teachers* (Kelentrić, Helland, & Arstorp, 2017). In one of the seven areas of the framework, pedagogy and subject didactics, it is specified that teachers should implement digital resources in teaching to foster students' learning and development. It was found that the teachers in the study did just this. Further it was seen that the focus on content and culture was linked to the teachers' responsibility to focus on danning (cultural formation/self-cultivation) mentioned in the *Core Curriculum* (2017).

The thesis sheds light on how teachers choose and use video in English lessons and also provides insight into the factors that influence their pedagogical decisions regarding the use of video. By focusing on the teachers' beliefs about the value of using video, useful insights into the process of planning and implementing video were seen in the study. Lastly, the study raised some interesting questions on the limited language focus found in relation to video use in the ELT classroom.

Acknowledgements

First and foremost, I would like to thank my incredible supervisor, Simon Borg. Your constructive and thorough feedback has helped me through every step of this thesis. I would not have been able to do this without your advice and guidance. Secondly, I would like to thank my lecturer Torill Irene Hestetraet for stepping in and helping me when needing formal advice and feedback. I appreciate the extra time you spent helping me alongside your other students. I would also like to thank the teachers who participated in my study. I appreciate your generosity of time, useful insights and clever thoughts.

To Kine and Anniken, I will forever be grateful for our time spent together at the university. This degree would not be possible without the laughs, coffee breaks and study sessions we have shared. To the rest of my fellow students who have been beside me every step of the way, thank you so incredibly much. This journey would not have been the same without you. I am so grateful for you. Lastly, a huge thank you to my family and friends for supporting me with kind words and encouragement throughout my education. I am truly so thankful for you all!

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List of abbreviations

BBC – British Broadcasting Corporation

EDSA - educational, documentary, scientific or artistic – educational site of YouTube

ELT – English Language Teaching

ICT – Information and communication technology

L2 – Second language

LK06/13 - Norwegian National Curriculum for Knowledge Promotion 2006/2013

LK20 - Norwegian National Curriculum for Knowledge Promotion 2020

LP – Lesson plan

NSD - Norwegian Centre for Research Data

T1-T4 – Teacher 1 to 4

TED - Technology, Entertainment and Design – media organization

UDIR - The Norwegian Directorate for Education and Training (Utdanningsdirektoratet)

Vg1 to vg3 – First to third year of upper secondary school in Norway

1 Introduction

1.1 The present study and its aims

This research project is a qualitative study of Norwegian upper secondary teachers and their use of video in the *English language teaching* (ELT) classroom. The overall aim of the thesis is to explore language teachers' cognition and beliefs in relation to implementing video in their teaching. Borg (2003, p. 81) defines teacher cognition as “what teachers think, know and believe”. Why teachers use video can depend on linguistic and cultural teaching factors, but also on the teachers' digital competence. Røkenes (2019, p.164) refers to digital competence as “skills, knowledge, creativity, and attitudes required to use digital media for learning and comprehension in a knowledge society”. Accordingly, the thesis aims to explore the field of digital teaching materials and contribute to the research within the field of using video in language teaching.

In this thesis the term “video” is used to refer to a range of videos such as feature films, documentaries, YouTube-clips and short videos (that is clips between the length of thirty seconds and fifteen minutes) (Massi & Blázquez, 2012, p. 63). Apkon (2013), cited in Donaghy (2019, p.3), explains that “we are now seeing the gradual ascendance of the moving image as the primary mode of communication around the world”. As the world becomes more technological, more teachers choose to use videos in addition to the textbook. With the shift in primary communication follows a shift in teaching methods and material. Thus, it is important to look teachers' digital competence, knowledge and experience with using technology, such as video, in teaching.

The topic of using video in the English classroom was chosen based on personal interest from the researcher. During teaching practices in upper secondary school, the researcher observed how video seemed to be a motivational interest for the students in the classroom. Further, an interest in what value teachers saw in video was sparked. The overall aims of the study were to research how video was used by the teachers, which benefits the teachers saw in relation to video and furthermore how the teachers implemented and used video in the ELT classroom.

In Norway, video has been used in teaching for decades. However, how video is used has changed as a result of changes in technology and internet access. This study aims to

continue the research within the field of video use in foreign language teaching. Core elements in the newly implemented Norwegian curriculum include students' interaction with the English language through the use of texts. Texts include oral, written, printed, digital and graphic elements. The various elements contribute to developing students' cultural understanding and provide them with ability to interpret and critically assess the diverse materials at hand (LK20, 2019, p. 3). Based on this, the study wishes to contribute to the field by exploring the planning and use of video. In order for students to become independent, critical and engaging English speakers, the material used has to be planned in relation to the criteria in the subject curriculum. Therefore, it is beneficial to look at the different factors and choices made before teachers are using the textual material, namely video in the classroom, in accordance with the subject curriculum. The aim will be to provide the field of English teachers in Norway with information on the process of choosing videos specifically for the foreign language classroom.

1.2 Research questions and methodology

The study seeks to address the value English teachers see in the use of video and moreover how videos are used in teaching. The thesis will look at these themes with the following research questions:

- What are teachers' beliefs about the value of videos in learning English?
- What process do teachers go through when finding and implementing videos for English lessons?

In order to understand and gain deeper insights into teachers' choices and beliefs on the use of video in English the researcher used a qualitative method of collecting data. The data was collected through semi-structured interviews and lesson plans provided by the participants. Four teacher participants from two upper secondary schools located in Rogaland county and Vestland county were interviewed.

The interviews were structured by the use of an interview guide along with the lesson plans from the teachers. The interview guide concentrated on teachers' use of video in the classroom, what value the teachers saw in video and the teachers' experiences with technology in general. The lesson plans functioned as a supplement to the interviews, and

created a link between what was said in the interviews and what was executed during the participants' lessons.

1.3 Background

Technology has become an integrated and easily accessible part of living during the 21st century. Huge changes have occurred since the Digital Revolution started in the mid 20th century and new technologies have been introduced, such as smartphones and computers. These changes have led to a world of digital resources. Living in the Digital Era means (particularly in developed countries) having access to technology at all times, including as part of education. Norwegian schools have implemented the use of computers in teaching and most Norwegian students have access to and use computers on a daily basis in school.

The present thesis will investigate the use of video in Norwegian upper secondary schools. In Norway there is a distinction between general studies and vocational studies at upper secondary school. This thesis focuses on teachers of general studies. Students of general studies go to school for three years before they graduate. In general studies, English is a mandatory subject in the first year of upper secondary school (Vg1), and is offered as a voluntary subject, at most schools, in the second and third year of upper secondary school (Vg2 and Vg3).

The Norwegian Directorate of Education and Training (UDIR) is responsible for the quality of education in all areas of the Norwegian school system - from kindergarten to primary and secondary school. Teachers in Norway follow the principles of education provided in *the Core Curriculum*. The core curriculum offers students and teachers an overview of values in Norwegian education: "The core curriculum clarifies the responsibility of the school and training establishments when it comes to education and all-round development (Bildung) and the development of the competence of all participants in primary and secondary education and training" (*Core Curriculum*, 2017, p. 1). The core values are presented through three main chapters in the curriculum document focusing on the core values of the education and training, the principles for education and all-round development and principles for the school's practice. The curriculum gives educators directions for their teaching, in addition to working as a link in the collaboration between the home and the school.

The core curriculum (2017) focuses on teachers' mission to both educate students and focus on their all-around development. Providing students with an education and all-around development means to teach them different subjects and provide them with knowledge, but it also means to educate them into becoming citizens of a democracy. This phenomenon is referred to as *bildung* or cultural formation. Cultural formation means to provide the learners with the tools, knowledge and skills of critical thinking. These are the skills that are forming the learning into becoming democratic citizens. This is a process that starts in kindergarten and continues in higher education (Bergsjø, Eilifsen, Tønnesen & Vik, 2020, p. 82).

Further, UDIR offers subject curricula for the individual subjects. In 2020 a new version of the National Curriculum, *the Knowledge Promotion 2020* (LK20), was implemented in year 1-9 of primary and lower secondary school, and in Vg1 of upper secondary school. The new curricula are to be implemented gradually throughout all levels of school in Norway. However, in year 10 and Vg2 and Vg3 the National Curriculum, *the Knowledge Promotion 2006* (LK06/13), is the valid curriculum as for now (Kunnskapsdepartementet, 2021, p. 1).

Students in Norway have access to internet both from home and at school. On average, 97% of Norwegian households have access to and use the internet (Statistisk Sentralbyrå, 2020). This shows that Norwegian students are accustomed to using digital resources, and that it is an abundant influence in their daily life. Because of how accustomed students are to using digital devices and accessing a world of information, the digital aspect has become central in Norwegian schools. UDIR present a framework for five skill areas that are important within the digital dimension. The first involves "using and understanding" digital resources. It involves conveying messages using effects, images, sound, illustrations, headings, tables, and points. Furthermore, one should be able to "find and process" information from digital sources. Finding and processing information involves using source criticism and source citation. "Producing and processing" means the ability to use digital resources creatively. The availability of digital resources facilitates "communicating and interacting" by organizing, planning, and carrying out work with others through co-writing and sharing. The last skill area is about "exercising digital judgment". It is essential to follow privacy rules and show consideration for others online. This implies the ability to ethically reflect on and assess one's role online (Kunnskapsdepartementet, 2017, p. 3).

Additionally, Kelentrić, Helland and Arstorp (2017) from The Norwegian Centre for ICT have presented a *Professional Digital Competence Framework for Teachers*. This framework has been implemented to focus on the professional digital competences for

teachers. Included in the framework is the ability for teachers to develop their digital skills personally, expand the content of their subjects using *information and communication technology* (ICT) and ensure the understanding of their students' digital skills and abilities. These areas are central in fostering digital development in the subjects.

The framework focuses on seven competence areas (presented in Figure 1 below). These areas summarize the competence teachers should have in relation to digital competence. Linked to this thesis the area on Pedagogy and subject didactics is particularly relevant:

A professional, digitally competent teacher possesses pedagogical knowledge, as well as knowledge of subject didactics relevant to the practice of their profession in a digital environment. Based on this, the teacher integrates digital resources into their planning, organisation, implementation and evaluation of the teaching in order to foster pupils' learning and development (Kelentrić, Helland and Arstorp, 2017, p. 3).



Figure 1: Visualization of the Professional Digital Competence Framework for Teachers

The Digital Revolution has led to changes in teaching methods and the focus on using technology has grown. In relation to this it has become a central part of teaching to implement video in lessons. Yet, teaching with the use of video is not a new phenomenon, nor is it a new

method to use in English language teaching. However, digital resources are some of the fastest developing resources, making the use of video a significant area to study in light of new digital developments. The way we access video changes rapidly, and new materials are being introduced. According to Lund (2009, p. 93) it is necessary for teachers to change and adapt their didactic ways to promote digital understanding in their teaching. Using video in language teaching is a highly discussed area and is believed to be efficient in developing understanding through its visual illustrations: “It is seen as filling the gap between real life and school life” (Bal-Gezegin, 2020, p.450). To fill the gap between real life and school life includes a dual mission for teachers.

Despite the emphasis on the role of digital competence for teachers and students in Norway there has not been much research in Norway on English teachers’ use of technology and particularly their use of video. Additionally, although the competence framework for teachers focuses on the skills and the knowledge they need, less is known about how teachers’ beliefs about technology influence their use of it in teaching. Investigating this issue is another original facet of this study.

1.4 Thesis outline

The thesis contains six chapters. Following this introduction, the literature relevant to this study of video in English teaching is discussed in chapter 2, leading to the formation of the research questions for the study. In Chapter 3, the methodology for the study is explained, and the ethical considerations and limitations of the research are outlined. Further, the presentation of the findings from the teacher interviews and lesson plans is included in Chapter 4. Chapter 5 discusses the results by comparing and contrasting the findings from the previous chapter to the literature presented in Chapter 2. Lastly, Chapter 6 concludes the thesis, looks at implications for teachers and suggestions for further research.

2 Theoretical orientation

Five areas of theory relevant to this study will be discussed below. These are technology in education, technology in education in Norway, the role of technology in language learning, video in language teaching and factors that influence teachers' use of technology.

2.1 Technology in education

In recent decades, the world has seen enormous changes in increased globalization, development in research, and advancement in technology. All of these areas impact how teachers teach and which tools they implement in the teaching. Using technology is now a central part of the learning process (Ahmadi, 2018, p. 115). Necessary changes have occurred in schools, and new teaching methods have developed alongside rapid global changes. To prepare students for a world of such changes can prove to be difficult as the future is impossible to predict. Thus, students are expected to develop the ability to adapt to changes using unique talents, skills, and knowledge. In light of this, teachers need to possess the ability to adapt the teaching to the environment: "Education has to meet the needs of the globalized classroom" (Burner, 2018, p. 125). Hence, technology has become a feature of education generally and has influenced both instruction and learning.

The English classroom has been digital through the use of multimodality for several years. Kress (2009, p. 39) describes multimodality as "the phenomenon of the cultural availability of multiple resources for representation". Thus, multimodality can be described as the combination of several modes of representation like writing, images, speech, and gestures (Skulstad, 2018). This means that in pre-digital times, English teachers would bring heavy dictionaries, tape recorders, and wheeled television-and-video sets to classrooms. The introduction of digital media can thus be said to have made teachers' jobs more comfortable because there is no longer a need to drag devices and heavy books to the classrooms. Audio recordings, videos, texts and images as source materials are normally available online and can be accessed from devices such as tablets, computers and smartphones (Ørevik, 2018).

However, the most significant change is not how materials are being distributed to learners, but the access to information that technology provides. *Information and communication technology* (ICT) has broadened the accessibility to art, entertainment and information. The internet has provided both teachers and learners with access to the English

language through large quantities of material. Consequently, this new way of gaining information opens up the possibility to work with curricular topics through many perspectives (Ørevik, 2018).

ICT has challenged established classrooms practices and brought forward new didactic approaches to language learning. Lund (2009) summarizes the effect of new technology through three points. Firstly, learners are approaching the English language in countless new contexts. Through technology learners are met by authentic contexts, this means context characterized by conventions connected to language and culture. This can both be beneficial and challenging for learners. It is beneficial that it presents a more authentic picture of cultures and languages. However, it is challenging because learners are not used to interpreting, rephrasing, and understanding such language that has not been adapted for educational purposes.

Secondly, learners are exposed to new genres through new technologies. Digital genres such as emails, online forums, blogs, and social media accounts affect the way learners express themselves in English. According to Lund (2009), learners have to express themselves through specific convention when faced with digital genres. Thirdly, digital networks impose challenges in how learners acquire and process the materials at hand. With digital network the learners are exposed to numerous different ways and routes of learning. Gaming, co-writing and online discussions are all new digital genres where teachers and learners need to have technological and critical abilities.

2.2 Technology in education in Norway

2.2.1 Norwegian curriculum changes

According to Hatlevik (2017) it was found that different countries in Europe prioritize the use of ICT in different ways. In Norway specifically, it can be seen that the digital aspect is highly prioritized. With the National Curriculum of 2006, *the Knowledge Promotion 2006* (LK06/13, 2006/2013), the digital dimension became one of the five (now four) basic skills included in the Norwegian core curriculum. The goal of the curriculum is for all learners in every subject to be able to use digital tools. According to Otnes (2009), being digital is not a circumstance but an attitude or a lifestyle. It is about having a natural and reflective relationship with the digital world and its tools and arenas. When LK06/13 was introduced, it promoted a new way of behaving, thinking, and expressing oneself – a new way of relating to

the world. Being digital calls for a compound competence: a set of skills, attitudes, and knowledge related to digital media. In emphasizing digital competences for learners, LK06/13 presupposed that teachers themselves were (in order to actualize the curriculum) digitally competent (Otnes, 2009, p. 13).

One central area of teaching in Norway surrounds the teaching of critical thinking. Halpern (1998) argues that the best education for students in the 21st century is for them to possess the ability to think critically. This includes having the dual ability of knowing how to learn in addition to knowing how to think clearly about the information being taught. The critical skill has become increasingly important as the internet delivering information has developed at a rapid speed. Critical thinking is particularly important for helping learners select and interpret the wider range of digital resources and information they have access to everyday. According to Nordicom (2009, cited in Erstad, 2011), 90 percent, and in some places up to 100 percent, of young people in the Nordic countries have access to computers, the internet and mobile phones. This regulates the way the younger generations learn and how they become literate, which in turn has imposed changes on the school system (Erstad, 2011). The wide range of young people using digital tools further emphasizes the importance of teaching students to use the internet critically, and thus the changes made in the curricula LK06/13 and LK20 in regard to technology reflect the changes in the digital world.

2.2.2 Previous research in Norwegian context

Previous work within the field of video in the ELT classrooms in Norway has been limited to the best of the researcher's knowledge. The main focus in relation to video has been on multimodal texts and short video clips. The research conducted on video in language teaching through the University of Stavanger has mainly been conducted in lower secondary schools. Lialikhova (2014) did a mixed methods study based on how teachers and students "perceive the results, benefits and drawbacks of lessons with video, as well as the pupils' attitudes to such lessons" (Lialikhova, 2014, p. 11). Further, Lialikhova (2016) found that video can promote language learning by functioning as motivational factor for pupils to learn a foreign language, and thus develop the four language skills: reading, writing, speaking and listening.

Similarly, Skjæveland studied two aspects within the field of video in language teaching: short videos as a pedagogical tool and students' attitudes on being taught race through YouTube-clips (Skjæveland, 2016, p.7). Her research showed how teachers often use video as a supplement with the intention of filling a gap between the curriculum and

textbooks. Both studies from Lialikhova and Skjæveland focused on learner perspectives of video use in language teaching.

Further, video has been studied as a multimodal text that promotes student reflection at the University of Bergen. In a study by Frimannslund (2019), multimodal texts, such as video were discussed in relation to teaching controversial topics in English Social Studies to look at how video create meaning. The findings by Frimannslund implicate the importance of critical thinking on information received through videos, as video has the ability to appeal to the viewers' emotions. Furthermore, it is seen that a multimodal approach to teaching can help promote Bildung. Lastly, it was concluded that teaching with multimodal texts was a beneficial didactic approach to teaching controversial topics as it promotes development of oral skills by having discussions about challenging and controversial topics.

2.3 The role of technology in language learning

Technology has led to changes in the way languages are learned, both outside the classroom and in the classroom. Outside the classroom technology gives learners wide exposure to English and other foreign languages, and in the classroom, technology can be used by teachers and students to support language learning.

The generation born in the 1990s is the first generation to grow up with access to digital media, meaning that to this generation media does not represent something "new". This does not, however, mean that everyone is digitally competent or interested in digital media, but they are used to it. In the Nordic countries, Norway, Sweden, Denmark, Finland and Iceland, digital media has penetrated every aspect of society, and school is no exception. Even though students learn to use technology outside of school, they are also learning how to be users of technology in school. In school it is a specific focus on teaching students to become critical users, and in the English subject it is important in relation to using digital resources in English to strengthen language learning (LK20, 2019). School is just one of several arenas where people learn. Nevertheless, it can be argued that the creation of school is one of the most important upheaval establishments. Learning is a consequence of human activity and has to be understood in light of integral social practices. However, learning is not as easy as it once was. In a technological advanced world learning now includes having the ability to contain and observe information at a new speed (Säljö, 2006).

2.3.1 Language and literacy

Language learning has now become a part of students' learning both in and outside of school. To further look into language learning and teaching it is beneficial to understand the concepts of language and literacy. Language is humanly constructed concept that is used in communication and can thus be explained as a cognitive phenomenon. It is a set of rules that exist in our heads. It is presented in forms such as through writing, audio recordings and speech, meaning that it is not only a cognitive phenomenon, but a physical one as well. Further, one can view language as a social form as well. Language can be a set of social conventions that are shared between a group of people. It is the tools used to communicate, and a reflection of social and geographical conventions. In this sense language involves three branches: social, cognitive and physical (Gee & Hayes, 2011, p.6).

Language is connected to the idea of being literate. The definition of becoming literate varies. Pellegrini & Galda (1994) refers to literacy as the ability to comprehend texts being presented in people's everyday environment. Examples would include grocery store labels and underground-maps. More commonly literacy and the act of being literate is school-based. The most common perception would be the comprehension and production of written texts that are used in school. Erstad (2011) explains being literate as an indication for how people are able to adjust to social and cultural developments. This includes having the capacity and competence to take active part in the social life in a digital culture.

Literacy as it has been known has changed profoundly the last decade. The rise of technology has brought with it changes in how literacy is produced and used. Change has occurred ever since books and reading were first introduced. Both in ancient Rome and in the Western Middle Ages it was not granted that everyone should have access to books, or be able to read even. Before the printing press was introduced during the 15th century texts were written by hand and thus were expensive, exclusive and rare. Just like technology, the printing press introduced major changes in how literacy was produced and accessed. The difference, however, can be seen in how rapidly the changes have occurred in the 21st century (Gee & Hayes, 2011, p.54).

2.3.2 How technology has led to changes in the way languages are learned outside the classroom

Technology can be seen as an area that helps learners improve language learning both in school and outside of school. By facilitating language learning through different medias, technology is seen as highly beneficial both in classroom activities and in extramural English activities. Extramural English refers to the phenomenon of learning English outside of school (Sundqvist & Sylvén, 2016). In previous decades, the teacher was seen as the main source of English for students, but this has changed alongside the introduction of technology.

Both in and outside the classroom technology offers unlimited resources of information and learning tools to students (Ahmadi, 2018, p. 116). Typical extramural English activities outside of school include watching film, TV-series, video blogs, listen to music, reading books, surfing English websites on the internet and playing video games both online and offline. Thus, students in western countries like Norway, are constantly being exposed to the English language outside of school. When visiting a school in Sweden, Sundqvist and Sylvén (2016) were able to observe how both students themselves and their teachers saw high value in the benefit of extramural activities. In this case the use of online gaming and Skype was discussed, and the teacher expressed an astounding development in her students' English language skills.

2.3.3 How technology has led to changes in the way languages are learned in the classroom

Lund (2009) describes the effect of technological development in language teaching by looking at how the English subject encounters language in the digital world. In light of recent digital changes, it has become important for teachers to adjust their didactic ways to “enhance intellectual capacity and creativity” (Chun, Kern & Smith, 2016, p.64). This means that digital networks and web-applications increase the requirements for understanding, promoting, and designing various teaching activities for the classroom. Students who will learn to use digital resources in the English subject will require assistance from a more competent instructor. Thus, teachers' requirements in teaching English are both about active participation and professional instruction, not just guidance when using digital resources. Further, the many cultural and linguistic conventions introduced through digital media challenge teachers and learners. It requires teachers and learners to understand, interpret, convey and produce English in new situations (Lund, 2009, p.93).

To function as professional instructors for students in the ELT classroom, “the teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills” (Ahmadi, 2018, p. 117). Further, Ahmadi (2018) states how teachers are able to increase cooperation between students with the use of technology by having students create tasks together and learn from each other by reflecting on each other’s work.

Technology and its motivational factors are often seen in a positive light in relation to language learning, yet the use of technology in the classroom has also been object of criticism. According to Prensky (2012) technology’s role in the classroom is to assist students as they are teaching themselves, with guidance from the teacher. He does, however, state that from the perspective of teachers, technology often gets in the way of traditional teaching such as telling and lecturing. From his perspective it is believed that learners “abuse” technology in class. Technological devices used in class, such as computers and tablets, impose distraction for the learners, leading them to spending more time looking down at their computers and less time listening to the teacher (Prensky, 2012). The solution is to introduce a new way of teaching and using pedagogy in the classroom. In order to do so, learners must be able to use their technological knowledge with guidance from the teacher. This includes giving learners specific tasks to solve using their technological devices. An example would include telling the learners that they have 15 minutes to find out how long apartheid lasted in South Africa, and how it was abolished. In this way the teacher is the one monitoring the search, yet the learners are the ones doing the research and learning.

2.4 Video in language teaching

Using video in teaching can take on many forms. As mentioned in the introduction, this thesis uses the term video to discuss a variety of videos such as feature films, documentaries, YouTube-clips and short videos. The different forms of video can have different effects on language learning and the value it brings to the English classroom. Using short films in teaching can help introduce a topic, illustrate language functions and to supply content to students (Massi & Blázquez, 2012, p. 66). Further, feature films are seen as an efficient way to link students in a classroom to target cultures: “Films are narratives (like novels or poems) in a different modality [...] and give students chance to practice meaningful language while exploring culture” (Sturm, 2012, p. 247).

2.4.1 The moving image

According to the English Subject Curriculum in the Knowledge Promotion 2020, the English subject in Norwegian schools is focused on cultural values, communication and identity development. The subject aims to give students a fundamental basis to communicate, both locally and globally, regardless of cultural and linguistic background (LK20, 2019). Donaghy (2019) argues that as the mode of communication changes, one has to focus on the primary mode of literacy in the 21st century: the moving image. Teachers may aim to facilitate learning through video and the learning can be linked to enhancing motivation, providing exposure to authentic language and using visual cues to enhance comprehension.

2.4.2 Benefits of using video

One benefit of using video in the language classroom is the vocabulary gained through watching authentic conversational language. Students are able to watch and observe people in their everyday situations, meaning that students become exposed to vocabulary that may not be used in school context in Norway. Learning vocabulary through video is beneficial based on the visual effects provided through video. Video provides students with three different informational channels – text, sound and film (Donaghy, 2019).

Nunan (1999, cited in Bahrani, Tam & Zuraidah, 2014, p.1) defines authentic language as “spoken or written language material that has been produced in the course of real communication and not specifically produced for the very purpose of language teaching”. Being exposed to authentic language is a key factor in foreign language acquisition. The process of being exposed to authentic language can be said to be made easier in the digital age as it allows for students to gain linguistic input from videos, and the internet in general.

Another benefit of using video in the classroom is the intercultural awareness it can bring students. Intercultural awareness is the ability to accept different cultures and their beliefs and behavioral norms. Gaining knowledge and intercultural awareness through the use of videos involves associations to target languages. It exposes students to “rich, meaningful and comprehensible input and by helping to develop positive attitudes towards the language and its associated cultures” (Tomlinson, 2019, p.20).

Thirdly, video enhances the students’ interest and motivation: “Motivation is at the root of every learning, provoked by the desire or the need to acquire new knowledge” (Stoitsov & Stoitsova, 2019, p. 207). Using video can be a motivational factor that enhances

students' autonomous learning and active participation in the foreign language classroom. In the UK a study explored how technology and video enhanced and motivated students' learning experiences (Herrero, 2019). The results showed that video had become the preferred medium for language learning and 78% of the participants reported that they used platforms such as YouTube and Vimeo to learn new skills independently. The study presented how new methods of teaching became encouraging factors in foreign language classrooms based on the widespread availability and exposure to videos both in and out of school.

Rosell (2018) argues that traditional education is no longer as efficient that it used to be. To motivate their students, language teachers need to find creative ways to implement technology in the classroom to develop students' learning and motivation. By doing this the teachers can transform students from passive recipients to active learners. Henry and Lamb (2020) highlight the importance of activities that generate satisfaction and thus, motivation. They argue how activities students find enjoyable have the ability to develop autonomy, competence and relatedness. Further, it can be seen that students most of the time are positive to develop their language skills by using digital tools (Macaro et al, 2012, in Henry & Lamb, 2019). Similarly, Stoitsov & Stoitsova (2019) conducted a study on student motivation in a primary school math class when using digital material and learning approaches math classes. It was found that using ICT in educational is a motivational factor that increases the level of motivation for the pupils. Results from a survey used in the study showed that using technology had a significant difference in level of learning motivation (p. 212). Thus, the combination of technology and language learning plays a central role in enhancing motivation in the ELT classroom.

Terum & Aas (2004) notes that a common statement about the benefit of books is that the reader creates personal mental pictures while reading, while movies, on the other hand, leave nothing to the imagination. Nevertheless, films ask the viewer to create a narrative out of the images shown, while books tell the story itself. An author mainly tries to create intense individual scenes and scenes that the reader can imagine. For filmmakers it is essential to keep the pace up so that viewers are constantly wondering what is going to happen. This is how the interest of the viewers is kept up. Filmmakers sometimes opt-out of many scenes in books and switch to other scenes to create a rising suspense curve (Terum & Aas, 2004, p.37). As the younger generations are more drawn to the fast pace of modern technology, it may be easier to motivate the learners to use and work with films because of the high pace it presents.

2.4.3 YouTube

One commonly used platform to share videos, is YouTube. YouTube was first launched in 2005, and its main purpose was for people to post videos online. YouTube has introduced the world to a two-way communication platform, meaning that YouTube-users are both senders and receivers. The sender transmits the message to the receiver and the receiver acknowledges the message by responding. This is possible because YouTube provides their users with several functions such as text posts to clips, comment fields and built-in feedback channels such as view counts and ratings (Prensky, 2012, p.142).

Because of its capacity and enormous user-base, it is important for educators to understand how YouTube works and how to use it. As YouTube has expanded at such a rapid speed globally, much of the world's knowledge is now going directly into this platform (Prensky, 2012, p. 142). YouTube even has its own educational side of the platform called the *EDSA* (educational, documentary, scientific or artistic). The content is thoroughly checked and may fall under different policies than the rest of the content on YouTube. The factors being checked by YouTube on videos for educational purposes include video title, the context provided in the video's audio, descriptions and imagery. Generally, the rules applied for posting videos includes not allowing content such as encouragement of violence and hate speech. However, for educational purposes these rules can be extended. An example includes posting educational videos, such as documentaries, on World War II. These videos can feature speeches from Nazi leaders and are allowed as long as the documentary provides historical context (Grosack, 2020).

2.4.4 TED videos

Another resource of informational videos is the organization TED (Technology, Entertainment and Design). TED provides its viewers with short and informational videos lasting for 18 minutes or less. In addition to its regular site, TED offers a site specified for educational purposes called TED Ed. In educational settings TEDx Talks are seen as valuable resources (Taibi, Chawla, Dietze, Marenzi & Fetahu, 2015). According to Masson (2014) using TEDx Talks as a resource is beneficial in sense of time because of the concise format of the videos. Additionally, TED contribute to distributing valuable information to its viewers free of charge, making it an accessible resource as well as a time-saving one.

2.4.5 Activities in relation to video

Activities are commonly used in relation to videos in the classroom. In a study from 2009, Harrison stressed the importance of pre-viewing activities. Pre-viewing activities are sources helping students better understand the language used in the videos at hand. Harrison argues that not preparing the students in terms of language makes the students lose focus faster which in turn result in frustrated students (Harrison, 2009, p. 90).

An additional approach teachers can use in relation to video, is flipped classroom. Flipped classroom is an approach to teaching that offers a learner-centered classroom. Flipped classroom offers students a replacement to the traditional teaching model where the teacher functions as a lecturer. When utilizing flipped classroom, the students are often presented with a video to watch as the way to learn new. After having watched the video on their own, a face-to-face interaction with the teacher often occurs. In a study by García-Sánchez & Santos-Espino it was found that flipped classroom proved a positive result that improved important skills in secondary education (García-Sánchez & Santos-Espino, 2017). The main activity connected to flipped classroom seemed to be a discussion between the students and the teacher. This activity was seen as more collaborative as the main activities often are student discussions with the teacher and peer interaction (Sun, Wu & Lee, 2016). Strayer (2012) further pointed out that flipped had positive effects on cooperation between students and task orientation.

2.5 Factors that influence teachers' use of technology

Several benefits have been linked to using video, such as linguistic factors, motivational factors and intercultural factors. Yet, a vital part in including video in teaching is how teachers personally perceive using technology in teaching. Factors such as teacher cognition and teacher's digital competence are important when looking at the use of video in English teaching.

2.5.1 Teacher Cognition

This study seeks to understand the decisions teachers make when using video and a relevant concept is thus teacher cognition. Borg (2009) refers to teacher cognition as what teachers

think, know and believe. To understand the concept, a distinction between thought and behavior is useful. What teachers do in the classroom consists of observable actions, but underneath these actions is a world of internal and personal thoughts. Internal thoughts such as their knowledge, attitudes, perceptions and feelings affect teachers way of teaching and their way of planning lessons and choosing materials to use. To take a look at why teachers make different choices means to take a look at the influences of their personal and unseen factors and to explore the personal and unseen aspects of teachers' work (Borg, 2019). However, teachers' actions are not a direct result of their beliefs and knowledge. Actions and experiences can shape teachers' cognition – cognition and actions are mutually informing (Borg, 2009).

A study by Breen, Hird, Milton, Oliver & Thwaite (2001, in Borg, 2003) contributes to understanding how language teaching practices and teacher cognition are connected. The study shows that teacher experience and practices from the classroom influence teacher cognition. The notion of teacher identity is used to gain an understanding of transitions teachers go through and how these transitions and developments affect their teaching. For instance, novice teachers going from educational programs to classroom practice or new curricula are being introduced (Scott, 2018, p.1). Borg (2003) shows how teacher experiences from the classroom, including the changes occurring over time, does impose teacher cognition changes.

An additional factor that can influence teacher cognition is contextual factors. Context has a high impact on teachers' cognition and how they practice teaching. Contextual work factors such as physical, social, institutional and instructional setting have an effect on teachers' teaching and characterization (Borg, 2009, p. 275). Further, Borg (2009) mentions that such contextual factors can have a dual effect on teachers' cognition: changes in teacher cognition can occur, but teacher practices can change without underlying teacher cognition being directly changed.

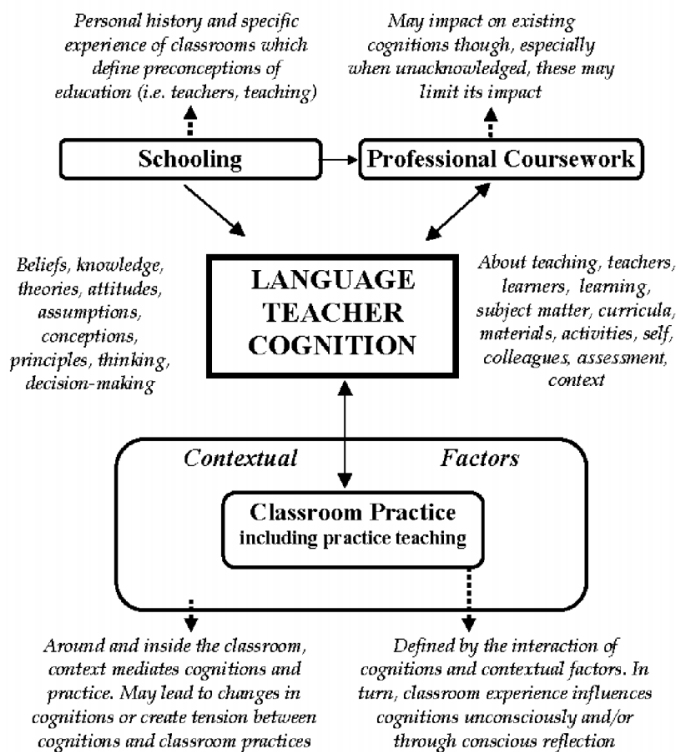


Figure 2: A model of language teacher cognition (Borg, 2006)

Lastly, to understand that teacher cognition is a collective term for various psychological constructs, Borg (2006) has designed a diagram (Figure 1) to illustrate the elements and processes in language teacher cognition. Instead of studying the themes in isolation, they are put together in a framework to create an understanding of the correlation between schooling, professional coursework and classroom practice - and how these in turn affect language teachers' cognition.

2.5.2 Teachers' digital competence

An area that may influence teachers' use of video in teaching English is their digital competence. Similarly to linguistic and cultural reasons for using video, digital competence can affect why, how and how often video is implemented in teaching. Røkenes (2019, p.164) refers to digital competence as "skills, knowledge, creativity, and attitudes required to use digital media for learning and comprehension in a knowledge society". Teachers with higher digital competence are more likely to be aware of factors needed for videos to be culturally and linguistically appropriate for the language classroom.

Often the digital competence focus in the classroom is on teaching students how to be critical. This involves learning to find, evaluate and use information found from different sources independently (Ørevik, 2018). This applies to teachers as well. In order to find, evaluate and show videos in the classroom the teacher have to have the critical ability to know whether videos are reliable and appropriate for language teaching in the classroom. *The Professional Digital Competence Framework for Teachers* specifies that “teachers must develop their own professional digital competence during their initial teacher education, and later through continuing professional education and development, during their teaching career” (Kelentrić, Helland & Arstorp, 2017, p.1).

The process teachers have had to go through when integrating technology into the classroom can be linked both to digital competence and their feelings around the use of digital tools – these are often connected. In a study from 2008, Yang & Huang studied seven stages of the process teachers go through when integrating technology into their teaching. These stages include awareness, informational, personal, management, consequence, collaboration and refocusing. The study showed that the teachers were the most concerned in regard to the personal stage. This stage included worrying about how the use of technology affected the teacher’s job, the teacher’s role and possible difficulties the teacher may encounter in the use of technology.

However, in a study by Lam (2000) it was found that teachers do not fear the use of technology itself. Teacher concerns stem from practical and personal convictions such as not seeing the beneficial perspective of technology. Lam proposes the importance for the educational system and the schools to support teachers in their use of technology – further stating that it is not enough to merely provide the teachers with the technological equipment. Teachers need to be convinced of the usefulness of technological tools to use them. This research is connected to importance of teacher decision making (Lam, 2000) and teacher beliefs (Borg, 2006).

As stated by Santo-Espino, Afonso Suárez & González-Henríquez (2017, p. 149) the integration of video in teaching is tied to teachers’ technological skills and their beliefs regarding the benefit of using video in the classroom. Berk (2009, p. 6) describe the process teachers go through once having decided to use video in their teaching. Specifically, three areas are central in the choosing of videos: “(1) criteria for selection, (2) types of videos, and (3) sources for selecting videos” (Berk, 2009, p. 6). Their beliefs determine what kind of video is being used, how often video is implemented in teaching and how willing teachers are to use videos.

It is clear that technology has become a central feature of education generally and in Norway both teachers and students have needed to develop new digital competences. It is assumed that teachers use technology but, in English lessons, there is limited qualitative research into how teachers do this. This study addresses the issue by examining how teachers of English use video.

3 Methodology

3.1 Introduction

The research questions for this study were defined in Chapter 1 and this chapter now describes how they were addressed. The chapter includes a discussion of qualitative research, data collection and analysis, the selection of participants, trustworthiness, ethics and limitations of the study. Overall, the purpose here is to provide a transparent account of the conduct of the study.

3.2 Qualitative research

This study used qualitative research to investigate the use of video in the teaching of four Norwegian teachers of English. Qualitative research typically includes “open-ended, non-numerical data which is then analysed primarily by non-statistical methods” (Dörnyei, 2007, p. 24). In qualitative research, the focus is on personal experiences, opinions and feelings. Thus, the goal of qualitative research is to explore the participants’ subjective views on the topic being studied (Dörnyei, 2007, p. 38). Qualitative research makes for a useful method in providing contextual insight into experiences of others (Dörnyei, 2007, p. 125).

Observation and interviews are typically data collection methods in qualitative research and this study relies on the latter. Interviewing is a useful method to gather stories and experiences from others, and is a key method to use in qualitative research. The fundamental research method in this study are semi-structured interviews. The semi-structured interviews serve as the main basis of data collection. According to Borg (2015, p. 491) interviews are the most widely used data-collection method in the study of second language (L2) teachers’ beliefs and is a broadly used strategy to achieve access to teacher cognition. Semi-structured interviews involve pre-prepared questions where the guiding questions are open-ended, meaning that the participants are able to and encouraged to elaborate on the issues raised in order to provide further discussion. The open-ended questions allow for developments in the conversation and for certain answers to be elaborated on (Dörnyei, 2007, p. 136).

Important when implementing interview as a method is the role of the interviewer. The interviewer plays an active role and has an effect upon the exchange happening between the

interviewer and interviewee. The exchange of words can be influenced by rephrased questions, interruptions and the flow in the conversation (Galletta & Cross, 2013, p. 76). Furthermore, neutrality is a significant factor in qualitative research. The interviewer should avoid personal bias and try to be neutral as far as possible to ensure a safe environment during the interview. The participant should not experience discontent or judgement (Dörnyei, 2007, p. 141). The key point of interviewing is being interested in others and their stories (Seidman, 2013, p. 9).

The job of the interviewer is to provide direction and to guide the interview which makes semi-structured interviews suitable for in depth and detailed projects (Dörnyei, 2007, p. 137). According to Galletta & Cross (2013, p. 76) the job as a researcher using semi-structured interviews is to pay attention to “how the narrative is unfolding”. This includes not interrupting the informant yet guide them by keeping an eye on where they are at in the interview and where the interview is heading. Common to all interviews are the personal aspect where the interviewer is able to gain insight into intimate and personal thoughts. This aspect requires an understand and an interest. To cite Seidman (2006, p. 9): “At the heart of interviewing research is an interest in other individuals’ stories because they are of worth”. Qualitative research is particularly valuable because the researcher is able to catch the complexity of the participants.

3.3 Data Collection

Planning and structuring the interview was in order for the interviews to be carried out professionally and efficiently. An interview guide (see Appendix A) was created to aid the researcher and participants during the interview and make the wording appropriate for the situation. Additionally, the interview guide functioned as a manual to ensure that key topics of relevance were covered to make the data collection sufficient. The topics used in the interview guide included background information, the process of choosing video, learners and the classroom, the use of technology and the use of video in times of digital teaching. The topics were identified from relevant literature such as previous studies from Lialikhova (2014) and Skjæveland (2016).

A second benefit of creating an interview guide was to assure that similar questions were asked in all four interviews to create consistency across the interviews, although the qualitative nature of the work also meant that teachers were allowed to comment in more detail on issues that were of particular relevance to them. Overall, though, the interview guide

ensures that the data collection would be, to some extent, compared similarly between the individual responses (Dörnyei, 2007, p. 137).

One pilot interview was conducted before the four authentic interviews took place. The pilot was carried out to determine if the interview addressed the research questions adequately. Furthermore, the pilot was a way to detect the approximate timeframe of the interview and make sure that the interview guide followed an adequate flow. As suggested by Casanave (2015, p. 126), it is important for qualitative studies to follow “the fundamental principle of doing no harm”. The pilot functioned as an establishment to ensure that the questions asked were honest, just and respectful (Casanave, 2015, p. 126). The pilot was conducted digitally through the use of Zoom which was a potential setting for the authentic interviews.

The original plan for the authentic interviews was to hold two interviews in person and two interviews through video call services. The researcher planned to conduct two interviews digitally due to practical concerns regarding distance as two of the informants lived in a different city in Norway. The two other interviews were planned to be held face to face in a comfortable and safe environment at the school where the two teachers work. However, due to national restrictions in relation to COVID-19, all four interviews were held digitally. The digital setting may have impacted the intimacy of the interview and reduced the ability to read body language.

Nonetheless, the digital interviews were conducted using video and the researcher and the informants were able to see each other during the interviews. Certain aspects had to be taken into consideration when holding digital interviews. These elements included ensuring a stable internet-connection, making sure there were no distractions happening during the interview and a quality checking the audio. Despite the constraints the interviews were held in a comfortable atmosphere. Two of the teachers completed the interviews from home and the two others from their workplace. One limitation that occurred during the interviews with T1 (Teacher 1) and T2 (Teacher 2) was an unstable internet-connection. During the interview with T2 the connection was cut, and the video call had to be re-dialed. The same happened once during the interview with T1. Furthermore, the interviews lasted between thirty minutes to an hour and fifteen minutes, and all four interviews were conducted in Norwegian as this was the first language of all the participants and the researcher.

A secondary method of collecting data was collecting lesson plans from the teacher participants. According to Farrell (2002, p. 31) “lesson plans are systematic records of a teachers’ thoughts about what will be covered during a lesson”. The participants were asked

to send lesson plans through email and were not given any criteria for what was expected from the lesson plans. This resulted in quite different lesson plans being provided, one on PowerPoint, one through OneNote and two on Microsoft Word-documents. The use of lesson plans is further discussed in section 3.5.

3.4 Selection of participants

Table 1 provides information on the participants in the study. The information provided shows that the teachers in the study were quite experienced and qualified in terms of education and length of teaching experience.

Table 1: Background information on the teacher participants

	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Age	56 years old	52 years old	47 years old	53 years old
Educational degree	Master's degree in teaching didactics	Master's degree in English	Master's degree in English	Master's degree in English and Norwegian
Teaching experience	31 years	25 years	18 years	30 years

The participants in the study were identified using criterion sampling and convenience sampling. Criterion sampling relates to “the researcher [selecting] participants who meet some specified predetermined criteria” (Dörnyei, 2007, p. 128). In relation to the present study the participants were asked to participate on the basis of fulfilling the criteria regarding their experience and profession. In order to be part of the study, the participants had to be qualified English teachers at upper secondary level in Norway. Furthermore, they were required to teach English at the time of the study and use video, to some extent, in their lessons.

Convenience sampling was used in the study by contacting teachers already familiar to the researcher and inviting them to participate. As suggested by Wallen & Fraenkel (2001, p. 100), convenience sampling regards “a group of individuals who (conveniently) are available for study”. Convenience sampling was implemented due to the pandemic, as teachers generally were less willing to participate because of the extra work imposed by COVID-19. During this period much of the teaching happened digitally, as extra restrictions were given to

keep social distance between people, and this affected teachers' ability and willingness to participate in studies.

3.5 Data analysis

The data in this study was analyzed using a content analysis method. This method follows four steps as described by Dörnyei (2007, p. 146): “(a) transcribing the data, (b) pre-coding and coding, (c) growing ideas – memos, vignettes, profiles [...], (d) interpreting the data and drawing conclusions”. The researcher used three of the steps, namely step a, b and d. The first step included transforming the data material from audio to text through transcription. This was done by listening to the audio recordings through headphones and writing down the responses using Microsoft Word. The material was not translated in the process of transcription. Nonverbal aspects of the conversation were omitted in the transcription process.

The second step of the analysis process included coding and analyzing the transcription. Firstly, the researcher read through the transcription to get a general sense of the data at hand. Secondly, the researcher made categories for analysis that emerged from the data. The six categories, deriving from the data, were: (1) teacher's experience with using technology in the classroom, (2) the process of choosing video, (3) the purpose of using video in English teaching, (4) procedures, (5) competence aims and school plans and (6) digital teaching. The transcriptions were highlighted using different colors for each of the six categories to label, group and organize the data material. The same codes were implemented on all four interview transcriptions to make the material coherent. However, the codes and categories varied in order between the four data analysis' in line with the content from the interviews. Furthermore, the transcriptions were analyzed by being divided into categories and subcategories in a table in Word. Additionally, direct quotes from the teachers were included. At this stage the data material was translated from Norwegian to English when being analyzed and asserted into categories and subcategories in the analysis table. The material was divided into thematic categories, as opposed to categories by teacher cases, as this way of analyzing the data was seen as beneficial for discussing the research questions and the data material in the Chapter 5.

Lastly, the lesson plans were provided by the teachers in emails prior to the interviews and discussed in the interviews. At the end of the interviews the teachers were asked to describe their thoughts and plans behind the lesson plans. The lesson plans were therefore a separate entity in the interviews, but were transcribed and analyzed in connection with the rest

of the data material in the analysis process. Further, the data material from the lesson plans were put into the thematic categories in the analysis tables and translated from Norwegian to English in similar vein to the answers from the interview guide.

3.6 Trustworthiness

Trustworthiness refers to the study's reliability and validity. Kvale & Brinkmann (2009, p. 242) argue that the question of reliability and validity is first and foremost concerned with "freedom from personal bias". One aspect that was in focus during the collection of the data material was attention to how the process of interviewing contained reflective objectivity. Reflective objectivity refers to one's ability to reflect upon contributions and personal production of knowledge. As a researcher one should strive to be objective yet pay attention to prejudices that makes us able to understand the topic at hand. MacIntyre (1978, as cited in Kvale & Brinkmann, 2009, p. 242) suggests objectivity as "a moral concept before it is a methodological concept". Thus, the researcher made sure to be aware of prior personal beliefs and how these could affect the data collection and research. Personal beliefs from the researcher included being positive about the use of technology, hence assuming that all teachers used it.

Reliability is related to the trustworthiness and consistency of research findings. Kvale & Brinkmann (2009, p. 245) argues that reliability is methodological, but also has a moral meaning as one would expect research to be reliable in the same way one would expect a person to be. Issues of trustworthiness can be connected to the questions being asked during interviews and how leading the questions are. Leading questions may influence the answers given by the participants, and thus effect the reliability of the research (Kvale & Brinkmann, 2009, p. 245). The questions used in the interview guide were for this reason reviewed several times before being used, as a means to make sure that they were not leading and free from personal bias. Thus, to improve reliability in the study the same template of questions was used across participants in the interviews. Moreover, the same procedures were applied when analyzing the interviews.

Validity is the extent the research being conducted is true and correct. "Validity is often defined by asking the question: Are you measuring what you think you are measuring?" (Kerlinger, 1979, cited in Kvale & Brinkmann, 2009, p. 246). One method used to increase the validity of the project was to use both interviews and lesson plans provided by the individual teachers to collect data. Several methods of collecting data increased the

trustworthiness of the project as it considered the data from more than one perspective. Firstly, the lesson plans were particularly useful as observation was not a part of the study due to the location of two of the participants. The lesson plans provided insight into actual lessons conducted by the teachers. The interviews on the other hand, were useful to gain perspective on the teachers' planning and thinking around the use of video. Secondly, to increase validity further, the interviews were held in Norwegian, and the codes and categories used when analyzing were based on what the teachers said in the interviews. Thirdly, direct quotes from the teacher interviews were frequently used when presenting the findings. This was done to ensure that conclusions are based on data. Finally, the research was seen as valid as the recorded interviews were transcribed, and quality checked through several readings to ensure that no information was forgotten or misinterpreted.

3.7 Ethics

The Norwegian Centre for Research Data (NSD) was in charge of processing and approving that the personal data in the project was in accordance with guidelines. The project description was sent to NSD for an evaluation where it was assured that the participants' comfort and anonymity were considered (see Appendix B). As suggested by Dörnyei (2007, p. 65) a dilemma when conducting research regards how the researcher should handle the data being collected. Several factors can threaten the participants' anonymity. Such factors include videos used during the interview, voice recordings from the interview and sensitive information shared with the researcher in the data collection process. NSD did not approve the use of recorded videos in the project and specified that specific voice recorders had to be used in order to preserve the participants' anonymity. For this reason, while the interviews were conducted on Zoom, the audio was recorded using a separate voice recorder.

Further, the participants in the study were informed on their rights as participants and were given an information sheet to sign before deciding whether to be included in the project (see Appendix C). The information sheet contained information on how the data would be collected, the research questions used in the study, the right to full insight into the research and the possibility to withdraw from the project at any time. To further ensure the participants' anonymity, a pseudonym was given to the participants. Furthermore, it is not mentioned which specific schools the participants work at – this is in order to ensure both the anonymity of the teachers and their respective pupils. The information provided to the four teachers was given to ensure that the participants could make an informed decision based on awareness and

knowledge on the project and its intentions. However, as mentioned by Dörnyei (2007, p. 69) it is beneficial for the study not to provide the participants with too much information in order to avoid bias and affecting the participants' responses. Hence, the information shared with the participants covered the aims and the purpose of the study without revealing too many details about the upcoming interview.

3.8 Limitations

The two main limitations to the study are the use of a single interview per participant and the lack of classroom observation. No classroom observation was undertaken in the study due to the participants living in different cities and counties in Norway. Initially, the plan was to travel between the two cities, but this was not possible as the Norwegian government published recommendations against travel outside of one's own county. For the same reasons, the interviews were conducted through digital video calls. During the time of the data collection the teachers expressed feelings of being stressed. The stress was linked to their workload at the time of the data collection. Most teachers had to carry out both online teaching and teaching to reduced classes at the schools during the time of the data collection. Thus, they were only able to commit to one interview. Nonetheless, the use of interviews in qualitative research was beneficial and supplied the study with rich informative data (Holliday, 2015, p. 49).

A third limitation in the study was the lack of student input. The teachers' beliefs about the value of using video in English teaching are presented without looking at the learning outcome from students' perspective. This would have offered insights into how well video functioned in the process of language learning.

4 Findings

4.1 Introduction

This chapter presents the findings of this study into teachers' use of video in two Norwegian upper secondary schools. The findings draw on interviews with four teachers and the lesson plans they provided to illustrate their use of video. The chapter is organized thematically and highlights key themes to help understand and give an overview over the findings in the study. Throughout this chapter, the main source of data are the teacher interviews, and it should be assumed that what is reported is what the teachers said, explained and described. The teachers are referred to using the codes T1 to T4.

4.2 Attitudes to technology

Sections 4.2 to 4.4 examine teachers' attitudes to and experience of technology generally. All four teachers were very experienced. T1 and T4 had been teaching for 30 years, while T2 had 25 years of experience and T3 had 18 years. It was found that the teachers had received varied technological training. T2 had not received any training and said that her experience with technology in the classrooms was all "learning by doing". T3 had a similar experience but said that when her school was first built, the teachers were introduced to using the iPads in the classrooms and how to carry out basic troubleshooting when things did not work. She was grateful for the short introduction she received to the school's technology, saying that much information about the technology at once would have been too much.

T1 and T4 were the two with the most technical training. When working at a school some years ago, T1 used to attend "ICT-cafes" twice a month. These were meetings on using technology and they were arranged by the school she used to work at.

We tried out different types of programs and got new tips and tricks along the way when using programs like Quizlet and Kahoot. We knew a lot about the programs even before they were released, which was a huge help and very exciting (T1).

Further, she explained that she now felt more confident in using technology in the classroom and was not afraid to try new things. She gave credit to the ICT-café for teaching her in such a

safe environment and explained how it was motivating and inspiring because they worked in groups at the “café” and could help each other along the way.

T4 also referred to quite extensive technical training. Her background consisted of both being a teacher and working at the Norwegian company itslearning, a system developed for digital learning. Through her years as a teacher, she explained that she had attended several projects, including attaining a Google certification, meaning a teaching certification concerning Google, and learning how to use software for dyslexia. She emphasized her interest in learning about technology and said that she, in addition to her courses and certifications, was self-taught from experimenting with technology in the classroom. In addition she had been active herself and signed up for projects she had found to be interesting.

All four teachers participating in the project said that they had positive feelings towards using technology in the classroom. T1 used the adjectives “great” and “golden” to describe her feelings about technology. T3 noted that she felt in control of the current technology in the classroom but also indicated that new technology could be stressful. For example, she recalled a situation where a student had to help her understand how to use a TV in one of the group study rooms. However, now she knew how to use it and felt that “practice makes perfect.” Even though she used technology and was positive about it, she explained that many teachers used it more than she did and that she tended to stay away from using a Smart Board, for instance.

T2 expressed a positive attitude towards learning about using technology in the classroom, saying that she liked to push herself to explore new ideas. When pushing herself to try new things, she was left with a feeling of “I did not know this last week, but now I do”. But she also described some contexts for technology use that she avoided:

I tend to avoid using the auditorium for showing movies because I often struggle with using the sound there. Before showing a film, it is important that you take the time to test everything before the students arrive. If I cannot get the film to work, it takes time, and the students drift off and focus on other things (T2).

T4 emphasized how she through the years had become more critical concerning the technological tools she brought into her classroom. Further, she commented on how she was more experimental as a younger teacher, but the years of experience had made her more critical because of how valuable and limited the time in the classroom is: “I have become much more critical and think carefully before bringing it [new technology] in to the

classroom. Before I was probably more experimental”. Thus, she is now more careful when implementing new technological ideas in her classroom. Nonetheless, she described the use of technology in her classroom as a “well-integrated part” of her teaching practice.

4.3 School culture

When asked about their school’s view on technology use, both T3 and T4, who worked at the same school, described their school administration as very positive. Teacher 3 explained that every classroom is installed with an iPad and projectors to carry out technology-based teaching. Moreover, the previous and current principals at the school had backgrounds in IT. She further pointed out that if teachers asked for more technologically advanced equipment, they were likely to receive it – as long as they had good reason for it, and it was within the school’s budget.

According to T1, the school she worked at was very positive about using technology, but she was unsure whether they encourage it. She explained that the school expected the teachers to use technology and took it for granted that they did. “It is an underlying premise that you use OneNote, you use Teams, and you use varied texts in work with the students”. T2, who worked at the same school as T1, described the school as very positive. She also explained that they had an IT-consultant available to help both the teachers and the students if necessary. In addition to aiding the teachers and students, they bought and fixed devices and systems if anything was broken.

4.4 The new curriculum – Knowledge Promotion 2020

In terms of The Knowledge Promotion of 2020 (LK20, 2019), two of the teachers reported that they did not find the new changes to be very prominent in terms of technology. T2 describe The Knowledge Promotion as a “sequel” and highlighted how they had been working digitally for a long time at the school she worked at. In that sense there was not much that was new. She did however explain how LK20 focused on studying all possible cultural expressions – this included music, videos and games. She believed that a central theme in the new curriculum was Citizenship, and that this is a theme very easily illustrated through the use of videos.

T3 expressed the same opinions and said that she was pretty sure the new promotion addressed technology in the same way as the Knowledge Promotion of 2006 did. She did voice that she tended to mix the different editions. However, personally she had not experienced any differences because how long she had been using technology in teaching: “I have not given a lot of thought to how the new curriculum addresses this aspect”.

When asked about LK20, T4 expressed that she had read the new curriculum several times, and that she thought it highlighted the need to use different kinds of texts, including multimodal texts. Her personal opinion on the matter of technology in the classroom was that she could not understand how you could manage to teach without using video and technology: “I feel like it is a very important part of teaching”. T1 concentrated on how the new curriculum focused on source criticism. This area is not only used in the curricula aims for technology – but is a guiding and general principle in LK20 and the core curriculum. Similarly to T4, she pointed out how the curriculum focused on an extended use of texts. One of the areas involved the use of a variety of English texts. In this part the use of different kind of texts were being emphasized – it included the use of images, sound, written text, statistics, numbers. It specified the use of texts in the widest way possible. In relation to this T1 commented:

When the new curriculum highlights the importance of a variety of texts, then of course we as teachers have to implement this in our teaching. In addition, we have competence aims that are directly linked to the students becoming critical in relation to sources and the use of ICT (T1).

4.5 Online Teaching

Due to the global pandemic of COVID-19, all four teachers had to use digital teaching during the year of 2020. T3 and T4 used Google Meet as their digital platform, while T1 and T2 used Microsoft Teams. All four teachers experienced digital teaching as challenging. T2 explained that she used less video in her digital teaching and linked this to the number of other factors weighing in during digital teaching periods. T3 found showing videos digitally to be challenging. In her first digital lesson she was going to show the movie *Outsourced* and described it as stressful. She did team up with the IT-consultant at school to make the process of showing a movie to the student digitally easier but experienced problems with the sound

and the images lagging. She had to resort to asking the students to individually watch a different movie than the one originally planned.

Further, she explained the stress around the situation being linked to the limited training the teachers at the school had received. As Norway went into lockdown in the afternoon of 12th March 2020, the teachers had to be ready to teach digitally from the morning of 13th March 2020 – which was a new and unusual situation: “The training happened very fast. Between 2.30pm and 4pm we had a small session in between everything else where they [the school administration] showed us how to use Google Meet. 08.15 the next day I was in the classroom”.

4.6 The teachers’ experiences with using video

The next sections, 4.5 and 4.6, focus on the teachers’ personal experience with the use of video. The four teachers share a similar experience with the use of video in the classrooms throughout the years. When they first started teaching, they had to use different mediums and methods to show videos. It was primarily feature films that were used. T2 explained:

When I started teaching in the 90s it was quite different from now. Back then we had to manually roll a TV into the classroom with a VHS-player inside. It’s clear that the easier it has become to use, the more I have used it (T2).

The three remaining teachers also highlighted the fact that it had become easier to use videos in the classroom when the internet emerged with new functions and sites such as YouTube. T4 said: “When it comes to shorter snippets, I have used it for around seven to eight years. I have always used film because I think it is a fantastic medium that enriches the teaching. But the platforms of videos and how you can access them have changed and are quite different now”.

Further, T4 found videos to be an invaluable source in her teaching and it helped her organize the video resources. She had created her own WordPress blog where she organized her videos into different categories and prepares the video resources. She explained that the videos were organized thematically and by function on her blogsite:

There can be many different videos, so I tag them thematically on the blog. There are two main categories. One category includes 'how to'-videos. Like how to write in English, how to write a paragraph, how to write an introduction etc. And the other one is thematically organized based on the topics or literature we are going to review (T4).

By organizing her video resources in such a manner, it became easier for the students to find and use the resources before tests and exams. The teacher explained that when exams come around at the end of the school year, the students struggle with remembering what they learned at the beginning of the school year. In this situation, it was a huge benefit to tell the students, "here is the whole plan and all the videos we have used are linked on the plan. For every single theme you can see that there are video resources. And if you go to the blog you can use the tags to find videos". Further, she elaborated on how the students were able to accomplish incredible things during the 48 hours they have to prepare for the exams when they use the video resources available to them. She had experienced that this was very effective: "Video is often compressed knowledge. It is very effective, and with this, they see that they acquire knowledge, and they feel motivated".

T3 maintained the importance of video, and focused on how students need to attain visual information in addition to hearing the teacher speak. She explained: "If we discuss a topic at first, then show the video afterwards, it's usually easier to remember the topics because they learn it in two different ways". To her, video functioned as an additional aid in the teaching. From her lesson plan she showed how she used video in relation to teaching politics. In the particular lesson referred to, she used videos as a tool of repetition and explained: "I used videos to repeat the information I had given them to facilitate repetition and learning – to get them to remember it more easily". In addition to repetition, she mentioned how videos can supply the students with more and different details than what they hear from the teacher.

4.7 How videos are used

The teachers used videos in different ways. T1 and T4 said they sometimes let students watch videos on their own, instead of showing videos to the entire class. According to T1, this was beneficial "[because students] are then able to pause the video and watch it several times if needed". One problem that arose with this individual approach to watching video in class, was that students often forgot their headsets. When this occurred, T1 told the students to watch the

video with the sound on low or else asked them to watch it later at home. None of these, though, she felt, were optimal solutions. In addition to using video in class, T4 also assigned homework tasks that involved video. However, her experience was that students only watched video at home when it was essential for the assignment: “Often when I give them videos in homework, they do not watch them, but when they are given assignments or specific tasks where they need to use video, then they use the video resources provided to them”.

To prepare students for individual video work, T4 said she discussed study techniques with them. The study techniques included how to watch a video and how pausing the video to take notes or write down questions could be beneficial. She believed this to be a useful way of watching videos: “I think otherwise it is easy that the material they have watched just disappears”. If the students watch video without doing anything actively, it is easy to forget the material they have learned. From her lesson on American politics, she included one video explaining the electoral college, and that this video was, in her opinion, too fast. However, she explained that the students did have the ability to pause the video and watch it several times if it the first time went by too fast.

4.8 Activities in relation to video

This section discusses the kinds of activities the teachers used during video-based lessons. It covers pre-teaching activities, discussion work and language learning tasks.

4.8.1 Pre-teaching activities

Regardless of what the purpose is, I think you must have a pre-teaching activity where they either reflect on a topic or they are introduced into the world of the video. They need tasks that either focus on content or focus on reflection (T1).

The quote above is a statement from T1 about the importance of pre-teaching activities. The four teachers all discussed the importance of including activities in relation to video, but utilized activities slightly differently.

Both T1 and T2 implemented pre-teaching activities when using video. T1 explained the importance and value in implementing both written and spoken activities when preparing for a video and specified that she found it very important for the students to have a clear goal

before watching a video. They need to know what to look for, hence the importance of pre-teaching activities. When teaching a lesson on American politics and abortion, T2 started the lesson with the question “What is the public opinion in the US about abortion?” (T2LP). According to the lesson plan they discussed the question and continued by looking at the differences between the two major parties in the United States. When the students knew the basic information on the American parties and the American election, the lesson continued by looking deeper into the issue of pro-life versus pro-choice and statistics connected to the issue. This was done as an introduction to the documentary they were going to watch. In the interview it was further said that in a different lesson the class was going to watch *Hidden Figures*. T2 believed it to be beneficial to discuss the society in the United States in the early 1960’s for the students to gain historical competence, and further discuss elements such as NASA, themes and topics before actually watching the movie.

A digital method of pre-teaching is using pre-teaching Kahoot. Kahoot is a digital and game-based learning platform. T4 explained that using a pre-teaching Kahoot was beneficial for the students because it both facilitates learning and is an entertaining way of doing so. She acknowledged that, before starting on a new topic, there are often around four students in the class who are familiar with the topic and its terms, while the rest of the class are not. She exemplified by referring to how citizens of the United States often do not trust their government, and how this can be an unfamiliar concept to Norwegians. Once they understand concepts like this and the terminology linked to the concepts is explained, they understand it. “Pre-teaching Kahoot is an effective way to clarify concepts and knowledge to make the students able to handle difficult concepts. It does not have to take long, just a few minutes. And the students love it, they love Kahoot”. She compared the use of Kahoot for pre-teaching video to pre-reading activities.

T3 on the other hand, discussed the movie beforehand with her students but gave them specific tasks to pay attention to during the movie, thus focusing on post-viewing rather than pre-viewing activities. Before watching the movie *Freedom Writers*, she divided the students into groups, and each group was responsible for different elements in the movie. They were also told to hold a presentation or to create a video after watching the movie. In this way the teacher ensured that the entire class gained knowledge about the movie, even though they only had one area to focus on when watching it. The groups received different areas to focus on such as characterization, point of view, themes and setting. In this way the students had a specific aim and knew exactly what they were supposed to look for when watching the movie. The teacher specified that she had not always worked like this, and that she previous years

had given the entire class tasks in general about themes, characterization, settings etc. Her argument for this was how different classes are, and that tasks that work in one class may not to work in a other classes:

In the class I teach this year it worked very well to do it like this [give the students different tasks beforehand]. In the class I taught last year however, it would have worked for some students, but not for the majority of the students in the class (T3).

4.8.2 Discussion work

The two next subsections focus on discussion work in the classroom. Among teachers in this study, discussion seemed to be a favored activity in relation to video.

4.8.2.1 When discussion occurs

Discussion activates occurred at different stages in the process, both before watching video as well as after. T1, while teaching a lesson on cross-cultural communication, introduced the question “How, if at all, did watching this TEDx Talk broaden your understanding of cross-cultural communication?”. This question was used as a question to get the students started with discussion after having chosen between TEDx Talk-videos on cross-cultural communication.

T2 often stopped videos, specifically feature films, after the opening sequence of the film to discuss. She described the opening sequence of a movie as “very important”. When stopping the movie, the class discussed elements such as the mood of the movie, possible themes and suspense.

If we are going to spend a lot of time on a movie, we talk about camera angles, images and more the technical parts of the film. We also look for symbols. Sometimes we stop the film and talk, but most often we see the opening sequence, talk about it, then we watch it and have a classic discussion about the film after having watched it (T2).

She specified that she uses discussion both before and after watched videos or movies in her lessons. As stated above (in section 4.8.1), she introduced the topic on abortion in the United States and asked the question “Before we start, what is the public opinion in the US about abortion?”. The question functioned as a discussion starter. She also introduced other discussion questions, such as “What made the strongest impression on you?” and “What are the arguments of the abortion supporters and the opponents of abortion?”, after having watched the documentary on abortion.

4.8.2.2 How discussion is organized

I use discussion-activities often, because it engages the quiet students as well as the ones speaking a lot when they have the chance to discuss their ideas with fellow students first. But I really like to vary it; either individual, in pairs, groups of four or in plenary (T3).

T3 explained in the quote above that she uses discussion as a tool to engage all the students in her class. She further mentioned that the students sit in groups of four in the classroom. It was a benefit for students to sit in pre-made groups where the teacher was able to include all the students in the discussions, even the reluctant speakers.

T4 affirm the value of the use of discussion in relation to videos. The time she spends in the classroom with her students she deems as very valuable. Thus, the time spent in the classroom she uses to do things that it is not possible for the students to do at home. She highlighted activities such as writing assignments and discussion activities as valuable activities to spend time on during lessons. In one of her lessons on American politics she introduced a group discussion task with the use of cards in the shape of elephants and donkeys. This was done in order for the students to actively visualize the voting process in the United States:

It is beneficial to combine it [videos] with activities in the classroom. In this case I handed out picture cards to the student with elephants and donkeys on them, then I explained that they are the symbols of the two main political parties in the US. I put the students into groups of four and showed them how they could manipulate the constituencies. Further, I explained the “winner takes all” system and what it leads to. This led to quite an undemocratic discussion in certain groups where there were two

donkeys representing a good part of the vote, but because they had three elephants, only the elephants were allowed to send their representative as electors and be a deciding factor in the presidential election (T4LP).

4.8.3 Language learning tasks

Among the four teachers, only T1 mentioned using tasks in relation to video to foster language learning. She explained choosing the tasks in relation to video depending on why she had decided to use the video. When using video to foster language she said:

If I use it [video] with the idea that it will foster language, then they [the students] could be given a task that is to create subtitles for a YouTube video. That is, from English to Norwegian, or Norwegian to English. We did that at [the previous school I worked at] in a restaurant and food-subject where the students filmed themselves while making bearnaise sauce. They made an instructional video in Norwegian, then they translated their instructions into English subtitles. So, that could be a task one can do if one wants to focus on language (T1).

Given that the participants in this study were teachers of English, it is interesting that the analysis of the interviews and lesson plans highlighted limited specific attention to the development of language. The teachers seemed to assume that working with videos would improve students' language but the focus during video lessons seemed to be more on learning about specific topics and not language.

4.9 Choosing videos for classroom use

One of the main topics discussed during the interviews was the process teachers go through in choosing videos and the criteria that affect their choices. These issues are discussed in this section.

4.9.1 Sources

All four teachers followed several criteria and went through different processes when choosing videos to use in their teaching. One thing they all had in common, was that they had a small number of regular sources they relied on to find videos. Among the teachers, three of them, T1, T2 and T4 used the British Broadcasting Corporation (BBC) as a source to find videos (T1 noted that she found BBC sources very “informative”). T2 used British and American mainstream sources, because these are sources she trusts. She further specified that she stayed away from sources she found to be too subjective. In relation to this she mentioned the American news channel Fox News as an example, and stated that this particular source was too politically loaded for her to use.

Similarly, T1 explained using sources she could trust and that were not too subjective. At times she included videos from biased sources, and then focused on how the use of such subjective sources had to serve a purpose:

If it [the video] is [biased], it must have a purpose. In that case you should use it to show cases and topics from a different point of view, for example in a debate. Or you can use it and then ask the students to consider for themselves if it is a credible source or not (T1).

In the same manner, T3 discussed the use of subjective sources. Even though she mentioned objectivity as an important factor, she did not stray away from videos that were subjective. Rather, if the video was informative and she saw it as useful, she included it and made sure to discuss the subjectivity in the video with her students. Often, she asked them to identify the subjectivity in it, and discuss whether the subjective factor is beneficial for the video or not. Linked to her lesson plan she explained that a challenge associated with objectivity and subjectivity is when she has to find two separate videos on topics she is working on. An example from her lesson plan included finding videos on the Republican party and the Democratic party in the United States. Sometimes she found a video from one source that explained one of the parties in a satisfactory manner but struggled to find a video from the same source on the other party. She then had to opt for videos that might not have the same quality as the one from the first source: “Sometimes I have to choose two very different videos. And it can be noticeably different, because it can be the two best I find at that moment from each of the parties”.

The teachers repeatedly noted their preference for video sources that were informative and could be trusted. Two of the teachers, T2 and T4, liked sources that were editor controlled and therefore, trusted sources. They mentioned both BBC and The Guardian as such sources. A source that all four teachers had in common was the video site YouTube. All four teachers reported using the video-site frequently. T2 described YouTube as a site she used a lot, and that using video digitally became easier for her when sites like YouTube emerged alongside the development of the internet: “Digital use of video in teaching [...became easier] when the internet came along”. Further, T3 said: “I, undeniably, use YouTube a lot” – carrying on, she explained that YouTube was a great resource when it came to finding shorter clips, like the ones mentioned on the two major political parties in the United States. She also resorted to specific users like John Green as sources used from YouTube.

T4 had specific accounts she followed on YouTube that were relevant for her teaching. She differentiated between two different accounts on YouTube and subscribed to the users she found relevant. Specifically, she mentioned the user SixMinuteScholar – an account run by an associated professor of English, Rebecca Balcarcel. She posts videos of literary analysis that lasts, as the name suggests, for about six minutes. In addition to SixMinuteScholar on YouTube, T4 mentioned that she used a source called The Nature of Writing. On this site one can find videos from a professor of higher education who talks about writing, citation and plagiarism as well as a focus on language by giving grammatical tips. T4 explained that he often based his videos on texts, and that he in his video shows how a text uses different literary elements such as similes for instance. She further explained the videos as “very useful for the students. The tools used in the videos are very beneficial in terms of what you want to retrieve from such videos”.

Of the four teachers participating in the study, only one of the teachers, T4, created videos herself. T1 mentioned that during the period of digital teaching in Spring 2020, she used resources from Ask Undervisning (a Norwegian online teacher resource) and exercised flipped classroom teaching when accessing files from Ask Undervisning. However, she did not create the videos herself. Only T4 created and uploaded videos herself. She created video when she was not able to find videos on the content she was looking for online: “In my English Literature class at Vg3, we were working with poems, and I could not find sufficient material about a certain poem online. Because of this I created a video myself about it and uploaded it to YouTube”.

4.9.2 Length

A factor considered by all four teachers when choosing video is their length. There was consensus among the teacher that a video, aside from feature films and documentaries, should not be longer than five to ten minutes. T1 felt that the purpose was an important factor when considering the length of a video. When teaching topics such as politics, she explained that she was interested in finding “explainers” for the topic, meaning someone who could explain the topic in a different way than she did herself. She specifies that if the purpose was to use the video to convey specified information, a video under 10 minutes was ideal. Two others, T2 and T3, also agreed on five to ten minutes as the ideal length of shorter snippets. T4 did not have exactly the same opinion as the others. She specifies five to eight minutes as the ideal length and based her answer on a book she read about flipped classroom practices.

T2 explained: “It’s important that the video, for God’s sake, is not too long. A short introductory video clip [on a subject] or a video on skills [writing, listening, reading] should only last for five to ten minutes”. Further, she believed there to be a “magic boundary” between snippets and feature films, and it was very important to her that this limit was not exceeded. If you were to exceed the limit it becomes too boring for the students to pay attention, and you lose their focus. T3 tries to keep her videos short, especially when using political videos, but mentioned sometimes using videos from the writer and YouTube content creator John Green that lasts for about 12-13 minutes if it served a beneficial purpose in her teaching.

4.9.3 Purpose

The teachers also repeatedly referred to purpose as another important criterion in choosing videos. For T4, the video had to serve a purpose in accordance with the lesson plan and the overall goals she had for the lesson. She explained that “I always try to think that there must be an agenda when choosing a video, it must have a purpose, it must be good, and it must work”. She explained that the reason why it was so important for the videos to have a purpose and be valuable was linked to the “permanent quality to videos”. The videos that are shared with the students will remain a resource they can use several times, thus sharing a video must have a relevant purpose as it is a permanent resource that needs to be quality checked. Further, she mentioned how video was an important supplement to reading, writing, listening and speaking skills in the classroom.

The videos chosen and implemented in the teaching by the teachers were often based on whether the purpose was to introduce a new topic, to show students how to do something, like write, or show feature films that worked as historical documents. Videos function as explainers and could explain more efficiently than teachers themselves at times. When introducing a new topic, like something within American politics, T2 used shorter videoclips from central debates or a central person who explains the topic. This was done to introduce something in a more interesting way. When teaching a skill, like writing, she used “how to”-videos such as “how to write a five-paragraph essay” or a video on how to hold a classroom debate. If she used feature films, she explained that these often were used to show historical periods in English-speaking countries and to dramatize moments in American and British history. Examples of such movies included *The King’s Speech* and *The Untouchables*. In addition, she liked to show feature films and TV-series from present day. To summarize why she used video she explained: “It depends on what the purpose is: if it is to “spice up” things, if it is for variation, to learn new skills, or if it is to learn about history or current affairs”. She concluded by saying that using videos, especially those on how to teach a skill, like writing a paragraph, were very timesaving. Here it was seen that language seemed to be in focus when using video to teach a skill.

4.9.4 Inappropriate language

T1 and T3 had the same view on how authentic language was important when using video in English teaching, even though this meant using videos that may include swearing. When asked about how inappropriate language affected her choice and use of videos, T3 responded that they were not key factors. She said: “No student dies from hearing a swear word”. Further, she said that students in her class had been allowed to use swear words when writing literary texts as well. She explained that this had surprised some of her students, and that they had asked her if this really is allowed. Her answer was always “Yes, as long as it is relevant you are allowed to use it”. Both T1 and T3 did however specify that it was important that any inappropriate language was put into context. T1 suggested discussions between students as a way for the students to gain insight into the context. T3 did however point out that if she had the choice between presenting a topic in two ways, she would stay away from the video that included swearing, but not solely on the basis of the inappropriate language. Lastly, they emphasized the importance of teaching students that inappropriate language in videos is not an excuse for them to use it towards each other.

T4 mostly held the same views as T1 and T3 but disagreed with T3 on the use of inappropriate language in student texts:

Inappropriate language is not necessarily a disqualifying factor when using videos in the lessons as long as the students in my class understand that they cannot use it in the classroom and that they cannot write it in their own texts (T4).

She further explained that if a video contained inappropriate language such as swearing, she usually explained to her students that this is not something to be said or used in the classroom. She felt that inappropriate language often was used by comedians when she was showing videos, and that she then had to explain to her students why comedians use such language, but they cannot. In the era of Donald Trump being president, she used videos from comedians quite extensively because they were able to convey serious messages on important topics in humorous ways. Video then became “therapeutic products” that were able to forward important information even though they brought with them the use of inappropriate language.

4.9.5 Content

There seems to be mainly two aspects of content relevant for the teachers: appropriacy and relevance to the curriculum. When asked about the content in the videos, T2 felt strongly that the videos should not be too controversial or offensive. She did realize that herself at the age of 52 had different perceptions to what is deemed controversial and offensive than the students but specified that it was important to keep it within teaching frames. She mentioned that when watching the documentary *Deeyah Kahn in Trump's USA* she had to give the students a warning about the content, as it portrayed quite unpleasant images on the topic of abortion and opinions linked to abortion in the United States: “I told the students that there can be things in the film that they are provoked by”. After having watched the documentary she could tell that the students were affected by it, and that it made a huge impression on them. On the assignment given a few weeks after having watched the documentary the students were able to choose a topic themselves. A large part of her class chose to talk about abortion as their main topic. She concluded by saying that therefore is important that the videos are not too controversial: “videos [... can] make enormous impressions that students remember for a long time”.

Another aspect mentioned by T2 was that she never chose movies where the content was rated for over 18-years old. To her it was very important that movies used in her classroom were appropriate in all areas. The same considerations were noted by T3, who matches videos to the age of her students. If she was to teach one of her Vg1-classes, she never chose an 18-rated movie, and explained that the reason was that it might not be appropriate and that she had to receive permission from the students' parents to do so.

Competence aims from the curriculum seemed important to the teachers. When teaching intercultural competence, T1 built her lesson around the use of TEDx Talks and focused on a competence aim regarding intercultural competence and the understanding around intercultural communication. She wanted to give the students a choice between two videos in understanding the subject at hand. To cover the competence aim, the students were looking at different backgrounds and cultures – and how they affect communication. Before choosing one of the two videos the class looked at some background theory concerning the terminology and concepts such as culture, communication and challenges linked to the topics. Further, T2 believed competence aims to be beneficial and helpful when engaging students with low motivation as it could help them see the relevance of the topic at hand.

4.9.6 Students' interests

The teachers were also asked about whether students' interest influenced their choice of video, and all four expressed challenges in relation to choosing videos for student motivation. They did however impose other solutions to enhance the motivation. According to T2, it depended on her personal opinion: "It depends on my personal opinion on the matter. If I really want to show a video and have good reasons for it, then I do it". She said it was easier to give the class as a whole choices instead of looking at individual students' interests. If they were working on a certain theme, she could have given the students a choice by saying: "This is the theme. Here we have different movies, you decide". One time she made a deal with the students, if she watched *Straight Outta Compton* with them, they had to watch *Macbeth* with her. This worked as a motivational factor both for herself and her students. Continuing, she highlighted how she tried to take students' interests into consideration, but once again, it depended on her personal opinion on the matter.

All four teachers found it difficult to cater for individual students. A factor to consider, according to T1, was how well she knew the class, and depending on this she tried to choose something that affected them. She explained how students are different, thus, finding

something that is interesting to them all is a difficult task. Both teachers T1 and T2 found that giving their students choices could help enhance motivation. In T1's lesson on intercultural communication, the students had the ability to choose between two videos to work with. The videos given were on the same topic but looked at it from two different angles. Her reasons for doing this was because giving students choices were a way for them to choose themselves which they found the most interesting. In addition, the students who chose the same videos were going to work in pairs or groups together based on their video of choice. In that way giving the students a choice functioned both as a motivating factor and a factor for collaborative learning.

T4 said she tried to think about students' interests all the time but expressed similar feelings as T1 and T2 – that it was difficult. To enhance student motivation her philosophy was for her to speak as little as possible, and for her students to be as active as possible. She explained that all her students really enjoyed the most recent topic they had worked on, and that this topic kept them motivated. The theme for the period was “Who can you trust” and they worked on topics such as fake news, the difference between influencers and journalists and watched the documentary *The Great Hack*. She explained it as a topic that was easy to engage them in because of how relevant it is to their reality. When the topic neared an end, they worked on a task where the students were to create fake Instagram-posts to try to generate the most likes. T4 explained that the reason for her principle on speaking little during her classes was that she wanted her students to be motivated and do the work on their own. She wanted them to be active in class – both in terms of speaking and writing. Thus, she believed that by letting students work without spending too much time listening to the teacher, it could be a helpful factor in motivating the students.

T3 explained that she had to consider the curriculum aims when planning her lessons, something that could make it difficult to focus on interests in the class. Furthermore, she affirmed the same beliefs as T1 and T2, and liked to give the students choices. When watching the movie *Freedom Writers*, the students were going to give presentations on themes and characters from the movie and they were given the choice on how they wanted to present it. They could, for example, choose between holding a regular presentation or choose to make a video to show to the class. Giving the students choices like this was quite easy because they were working in groups. Focusing on individual situations, however, had proven to be more difficult:

Students are so different. If you were to let everyone make choices all the time, you would discover that you live in a utopian world. Normally you do not have enough time and you would feel that you don't suffice. I do try to facilitate as much as I can (T3).

4.9.7 Level of English

T3 explained that rather than focusing on students' interest, she focuses on the level in the videos, and that this could work as a motivating factor too. If the students struggle to understand the content in the videos because the English is too advanced, or the person in the video speaks too fast, then there is no point in using the video: "If they struggle to understand something, what is even the point of showing the video to them? There is no point in torturing the students. Therefore, the level of the classes influence me in terms of choice". She explained that the wording in videos was important. When explaining political terms for instance, if she uses videos where only technical terms were used, the students with a low to medium English level would not understand what was being said in the video. Thus, the video would not be suitable for that group. She further explained that the same video may be suitable for classes as at higher level, such as her English Social Studies classes at Vg3.

Once when showing a video from John Green on YouTube, T3 received feedback from the students saying that he spoke too fast: "Then I consciously tried to choose someone who spoke a bit calmer and explained it in a different way, because you should listen to the feedback from the students". She continued by saying that the level of the class influenced her in terms of which videos she chooses, because what they the students are able to subtract from the videos is the most important aspect.

T4 has the same experience as T3. She too had experienced that the "crash course" videos by the creator John Green moved too fast for the students. She deemed them as "unsuitable" because of its fast pace and said that it became too difficult for the students to follow along. In addition, she was not fond of videos where people spoke too fast herself, even though many of them contained good content. T1 also mentioned level of English as an important aspect to think about when choosing videos for a class. She mentioned that she had to consider the class she was teaching to decide whether a video was appropriate for the class or not. The language level of the class as a whole was important. If the video was too advanced, it could make it unnecessarily difficult for the students. Likewise, T2 commented on the level of English and said: "The degree of difficulty is very important. The video must

not be too difficult and not too pathetically easy. It is very important. It must be well-considered”.

4.9.8 Genre

When asked about whether genre was considered when choosing video, T3 said that it depended on how she was going to use the video. If she was going to use video for the purpose of historical content, she tended to use TV-series or documentaries. When teaching politics however, she usually chose videoclips from YouTube because using longer videos like documentaries and feature films would not be expedient. Thus, content and purpose are deciding factors in what genre of video T3 uses.

T2 however, stated that documentaries were beneficial to use both in connection to history and politics. Personally, she preferred feature films, but tended to use the genre that was the most suitable for the learning situation. The reason why she preferred feature films was because she liked to use it when topics could feel foreign to the students. She mentioned Shakespeare-movies as such topics. Learning about Shakespeare could be perceived as distant to the students but it could make it more relatable when being taught through a feature film. In addition, she liked to use short introductory videos, but said that she did not use TEDx Talks much.

On the contrary, T1 uses TEDx Talks extensively. She mentioned using TEDx Talks because she trusted them: “TEDx Talks are reliable [...] because people are selected to participate and present their topics in no more than 15 minutes”. In addition to the efficiency and trust of the videos, TED also posts lesson plans on their website called TED-Ed – a website with teaching resources connected to TED-videos. Further, T1 explained that she used a variety of videos like documentaries, interviews, news broadcasts, and speeches. To her, similarly to T2, it depended on what she used the videos to achieve. Hence the importance of purpose is once again noted in the teachers’ answers.

4.9.9 The process of choosing videos

When looking for videos, T3 said that she liked to go to YouTube to look for short clips. This corresponds with her opinions on sources where she expressed that YouTube was the source she used the most frequently. She further explained that she looks through a number of

snippets before deciding on the one she believes is the best. She usually chooses the one that explains the material in the easiest way for the students and the one the students find the most interesting. She concludes by saying that she often lands on the most interesting one. In her answer here, it is seen that motivation seems to be a factor in choosing videos.

T2 explained that she looks for videos based on the topic and task at hand. When working on the American election she wanted to find a movie that represented the current affairs and issues in the United States. She came across the documentary *Deeyah Khan in Trump's America* and noticed that it illustrated the situation in the United States very clearly. In addition to finding videos based on their relevance, important factors for T2 were that Deeyah Khan is a very recognized film director and that she conveyed the message in a better way than T3 felt like she could do herself. T4 explained more in general that the process of choosing videos for her involved googling, researching and reviewing videos before she decided to use them in class. She did not mention specific factors for how she decided upon a video. She did however mention, in relation to sources, how important reliable sources were to her and that the purpose of the video and why she uses it, is important.

Of the four teachers only T4 expressed that she at times do not look very deeply into the videos she uses. In her lesson plan she referred to two videos – one from BBC and one unknown source. She said:

I have to admit. When I found it, I remember thinking that it was OK. But I must honestly admit that I was a bit superficial with the two short videos I used here. I think they both were decent enough (T4LP).

Further, she explained that the videos – explaining the electoral college in the United States – may have been too fast. She did however, express that the students were able to pause it, indicating that they were watching the videos individually. She said that even though the videos were not very well researched, they did serve their purpose which was for the students to understand the electoral college by visually seeing how it works.

T2 greatly emphasized the importance of thoroughly checking the videos before using them in class. The biggest mistake one as a teacher can make is to only watch a few minutes of the video yourself, then show it in class only to find out that it is incredibly boring and not motivating for the students. T4 reported similar experiences, and once showed a video without paying close attention to all of the content beforehand. The video turned out to have quite extensive sex references, something the teacher had overlooked. She stated that the

students did not mind, and that the experience was worse for her as a teacher. She concluded by saying: “The video should be fun and entertaining, but it must also be within the learning frame”.

4.10 The value of using video

During the interviews the teachers also explained the value they see in using video in their teaching. T4 found the use of video to be beneficial because it brings an extra dimension to the teaching. When using video, she is able to keep a certain structure in her teaching. As mentioned, (section 4.6), she structured her videos into categories and tags on her personal WordPress-blog. She further mentioned how using technology and video is a great way to vary the teaching. She explained that her long experience with using video was due to the fact that she “think[s] it is a fantastic medium that enriches the teaching. Video resources [are] very important supplements to reading, writing, listening and speaking skills in the classroom, because there is a permanent quality to it”.

According to T1 and T3 it was important for students to see topics and material visually in addition to hearing the teacher talk about it. In this way they remember the material more clearly. The visual parts of lessons are important because of how they relate to the students on a deeper level than what texts alone do. They strongly believed that you cannot use only one kind of text, and that varying lessons is beneficial. If you are going to teach a specific topic or theme, it needs to be done through different types of texts. Examples of such texts include written texts, purely visual texts and multimodal texts. It works as a motivating factor for the students when they lessons are varied. Continuing, T1 explained how the different kinds of text work in different ways. She specified that it was important to her to teach communicative competence, and that video was an essential part in doing so. If she was to teach intercultural competence for instance, it may have been more rewarding to use visual texts: “Then you give students an opportunity to analyze facial expressions, and all the small things that are part of the hidden culture. It [video] becomes a window into different cultures”.

T2 experienced that videos, at times, could do a better job explaining a topic or theme than she could do herself. T3 pointed out that it gives students different perspectives on topics, making the learning experience more interesting and useful for the students. She further noticed how video was a good way to teach students about contextual historical factors. She used the movie *The Secret Life of Bee's* as an example:

In the context of the movie there is no talk about it being unacceptable for Sue Monk Kidd to use the word “negro”, because she writes it from a perspective that takes place in 1964. Back in time both African Americans and white people used that word, and it was an appropriate word. But if someone were to use that in today’s society and say “you damn nigger” for example, I would really consider whether it is an appropriate video to use or not (T3).

Showing such a movie to the students, where words that are now inappropriate are used in historical context, is useful to the students’ understanding. They are able to understand that such words are inappropriate today, yet grasp how there are historical differences that made it appropriate to use it in the 1960’s. In this sense, movies are able to provide students with contextual historical facts to enhance awareness. Yet again, it is interesting to note the lack of reference to benefits of video to language learning.

Finally, all teachers used video often in their teaching, and especially T1 pointed out that she included video assignments in every single lesson. By using video in every lesson, she was able to give the students an opportunity to analyze facial expressions for instance, and in that way understand a topic differently than when reading a text. When working with intercultural competence, she explained that video was able to visualize the content for the students which was beneficial in relation to how visual most students are today. The students’ whole life is filled with images and sound, and by including video in every lesson, it works as a motivating factor for the students. In that way, she said, it is perhaps more relevant than texts. However, she did specify that one does not exclude the other in terms of text and video, but that video is motivating because it relates to the students on a different level.

4.11 Conclusion

The current chapter outlines findings from this research on teachers’ use of video in teaching English. The main findings are organized and summarized in Table 2 below. The findings and conclusions are based on answers from the interviews conducted with the four participants and the analysis of the lesson plans provided by the teachers.

Table 2: Summary of findings from the teacher interviews and lesson plans

Themes	Key conclusions
Attitudes to technology	<ul style="list-style-type: none"> • The teachers in the study were generally positive and comfortable with the use of technology, but two of the participants (T2 and T3) had some stress connected to certain aspects of using technology in the classroom. • Two of the teachers (T1 and T4) had extensive training in using technology through courses and classes, while the two others (T2 and T3) were self-taught. • The schools the participants worked at encouraged the teachers to use technology. However, T1 explained that not only did they encourage it, but they also expected it.
Choosing videos	<ul style="list-style-type: none"> • Teachers had several criteria when choosing videos to implement in their teaching. • Most prominent were the criteria of using reliable sources, using videos with a purpose, connecting the videos to the competence aims and using videos with beneficial length in accordance with the purpose of the video.
Using videos	<ul style="list-style-type: none"> • Implementing activities in relation to videos in teaching was important to all the participants. It was found that T1, T2 and T4 used pre-teaching activities, while T3 relied more on post-viewing activities. • Discussion activities were favorable among all the four teachers in the study, and was implemented often in relation to video.
The value of video	<ul style="list-style-type: none"> • The teachers saw great value in using video, and believed that video enriched their teaching. Additionally, videos could at times function well as explainers, and explain a topic or a skill better than the teachers themselves could. In this it was seen as a timesaving resource. • It was important to all the teacher to use video in teaching with a specific purpose connected to teaching content and culture.

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- It was seen that the teachers used video heavily based on the English curriculum aims. This led them to use video to teach culture and content as their main aim.
 - An interesting finding was the lack of much explicit discussion of how video supports language development as opposed to content knowledge.
 - Some use of video to teach language was seen in how the teachers used video to teach skills such as written skills (like when teaching the students how to write a paragraph).
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5 Discussion

5.1 Introduction

This chapter seeks to discuss the main results presented in Chapter 4 and compare and contrast them to the theoretical background presented in Chapter 2. Particularly, this chapter aims to explain the findings in relation to literature and explore what they imply. The results, collected through semi-structured interviews and lessons plans, are discussed linked to the research questions of the study: What are teachers' beliefs about the value of videos in learning English? What process do teachers go through when finding and implementing videos for English lessons? The two research questions will be discussed categorically through four themes: the use of technology and video in Norwegian upper secondary schools, factors that shape teachers' use of video, criteria for using video and benefits of using video.

5.2 The use of technology and video in Norwegian Upper Secondary Schools

In the results chapter it was shown that the four teachers participating all had positive feelings towards the use of video in teaching English. This finding was evidenced by how often video was used by these teachers. All four reported finding video to be beneficial when teaching English, and perceived video as a highly valuable aspect in their teaching. Their positive feeling toward using technology and video was prominent when seeing how much criteria the teachers placed upon the use of video. The criteria proposed by the teachers – such as criteria for length, sources and quality – showed thoroughness and that it was a well thought through aspect of the teaching.

5.2.1 Teaching using digital resources

As mentioned in the section on the Background for the thesis, Norwegian schools have undertaken two new national curricula, LK06/13 and LK20, during the last 15 years. The two curricula have made changes in curriculum aims and teaching dimensions. In addition to the basic skills, writing, reading, listening and speaking, LK06/13 introduced an additional skill – the digital skill (LK06/13, 2006/2013). This introduced new digital teaching materials and methods to teachers. According to Lund (2009) a teacher has the role as a both a professional

instructor (a teacher using technology) and an active participant (someone who is learning to use technology themselves) when implementing technology in the classroom. This includes adjusting to new and rapid technological changes while participating and guiding the students in the process. The teachers in this study illustrated both these roles: they were actively learning about educational technology themselves whilst also using it to support the learning of their pupils.

The four participants commented on how using digital teaching methods had become easier and more accessible during their careers. Accordingly, Ørevik (2018) writes that the English classroom has seen considerable changes and has developed from being partly digital with the use of wheeled-in television and video sets to becoming fully digital with projectors and screens in every classroom. Further, Ørevik explains how the combination of recordings, videos and texts on digital platforms has made teachers' job more comfortable. Specifically, T1 and T2 noted how the digitalization through the last decade has made it easier to bring technology into the classroom. With the implementation of internet and computer assisted programs for the students, such as Microsoft Teams and OneNote, it has become easier for the teachers to share digital materials with the students. Using such programs made the process of distributing and sharing digital sources and material with the students more effortless. This was noted in the teachers' use of video in their lessons. The four teachers all used video frequently when teaching English.

Not only has digital material become easy for teachers to access, it has become necessary for teachers to implement such material in their teaching. LK06/13 stated that the digital dimension should become one of the basic skills included in the Norwegian core curriculum (LK06/13, 2006/2013). Thus, the teachers had to structure their lessons accordingly. Otnes (2009) stated that LK06/13 presupposed that the teachers themselves had to become digitally competent in order to actualize the new curriculum. In 2021, 15 years later, T1 and T4 argue that the schools now expect the teachers to use digital tools in the classroom, hence saying that teachers have to be digitally competent. It was seen through the interviews that at least one of the schools did not directly encourage the use of technology as much as they expected the teachers to use it. This is linked to technology being such an integrated part of teaching that it is difficult for teacher to avoid the using it, as explained by T4.

T2 and T3 on the other hand, fully described their workplace as positive and helpful in relation to technological use and support. Even though it is expected that the teachers use technology, the schools provided support and encouragement when needed. This guidance

and aid from the schools recognize that teachers will often not be fully trained technologically but should have access to guidance when necessary. Erstad (2011) argues that not everyone is digitally competent or interested in digital media, despite the technological developments of the previous decade. Some teachers find technology in teaching to be a distraction, and Prensky (2012) suggests that the solution to this is to introduce new pedagogical methods for teachers to use. In this sense, having principals that have previous experience in IT, as reported by T3 and T4, can prove to be beneficial in order to motivate teachers to become comfortable using technology and ask for guidance.

Even though T2 and T3 reported feeling positive about using technology in the classroom both teachers disclosed partly uneasy feelings connected to use of technology when encountering areas of difficulty. T2 avoided using the school's auditorium because of previous negative experiences with a dysfunctional sound system. Likewise, T3 explained feeling stressed when having to learn new aspects of technology. This corresponds with Yang & Huang's (2008) findings, where the personal aspect of technological teaching was the area that worried teachers the most. The personal stage of technological teaching concerns the difficulties in using technology and the responsibility teachers have when teaching. This is reflected in T3's concern for making sure every aspect is in order before using technology, specifically when using video. If the technical devices are not working, it may prove difficult for teachers maintain the responsibility of keeping the students' focus.

However, the positive feelings reported from the teachers indicate they were comfortable with using technology and video, and this may have been the result of positive and encouraging principals at the school where the participants work.

5.3 Factors that shape teachers' use of video

Looking at factors that shape teachers' use of video can provide a better understanding of what teachers are doing when using video. Several factors influence how teachers use video in the classroom. Such factors include the teachers' feelings and beliefs towards the use of video in education and the curriculum.

5.3.1 Teachers' feelings towards using technology

The teachers' feelings towards using technology were positive, and this was apparent in their extensive use of video, the encouragement they were met with from the school and how often they implemented video in their teaching. Moreover, Røknes (2016) notes that an area that influences teachers in the implementation of digital resources in teaching is the teachers' digital competence. The more digitally competent the teacher is, the more likely the teacher is to include digitality in the teaching. Being digitally competent includes having the skills and knowledge that are needed to use digital tools effectively and beneficially. Based on their technological training, two of the teachers in the study were self-taught (T2 and T3), while the two others (T1 and T4) had quite extensive technological training. Although all four teachers were positive to technology, it was evident that T1 and T4 were the two most comfortable using technology, specifically video, in the teaching.

Thus, their technological training and long experience as teachers made them more comfortable with the use of technology. As noted by *The Professional Digital Competence Framework for Teachers* "teachers must develop their own professional digital competence during their initial teacher education, and later through continuing professional education and development, during their teaching career" (Kelentrić, Helland and Arstorp, 2017, p.1). Correspondingly, T1 and T4's positive experiences with technology training can be seen as a factor that influenced how both teachers see digital tools as a beneficial resource that enriches the English subject. Their technological training built a foundation and motivation to implement technology in their teaching and in that way influenced their continuous use and professional development in regards to using digital resources.

Further, this corresponds with the findings of Breen, Hird, Milton, Oliver & Thwaite (2001) (in Borg, 2003) that shows how teacher experiences and practices from the classroom are connected with and influence teacher beliefs. Changes occurring over time impose changes in teacher beliefs and can influence teachers' feelings both in a negative and positive direction. In the findings for this study, it was noted that the teachers had gone through tremendous changes in relation to how video was used in the classroom. The most notable changes for teachers, access to technology and teaching methods, as mentioned by Lund (2009), affected their feelings to using technology. The teachers in the study felt more positive as technology became more accessible and easier to use, and the development and changes that occurred made the teachers, especially T1 and T4, more positive and comfortable.

On the other hand, the two teachers who were self-taught were the ones who had partly negative feelings to using video in teaching. Following Røknes' (2016) theory on how teachers need to be digitally competent, it can seem like their lack of professional technology training is a factor in why they felt stressed in certain situations linked to using technology, and specifically video. In relation to this, having professional training linked to using technology in teaching can be seen as a benefit that enhances teachers' digital competence and makes them more comfortable implementing such resources in teaching. Further, as seen in the study by Lam (2000), teachers do not fear the use of technology itself, rather they fear what they do not know. The concerns stem from practical and personal aspects which in this study can be seen as using equipment the teachers do not have experience with, and thus are not comfortable with. The stress can furthermore affect the teachers' beliefs, as mentioned in Borg (2006), on which areas of technology is beneficial to implement in teaching. Hence, their feelings, like stress, are connected to and affect their beliefs and can lead them to avoid certain areas of technology in teaching. An example could be seen in how T2 avoided the use of the auditorium because she experienced difficulties with the system that she did not know how to fix.

5.3.2 Learning outcomes and video

In the study it was found that particularly three areas of learning were seen as valuable when using video in the learning process: language, content and culture. An argument made by Donaghy (2019) and Bahrani, Tam & Zuraidah (2014) is the importance of vocabulary input that video offers. This vocabulary acquisition is linked to authentic conversational language that is found in videos from proficient speakers of English. The authentic language is brought to the students through three informational channels: text, sound and film. One hypothesis made by the researcher was that the teachers participating in the study would use videos in English teaching with a primary focus on language. Surprisingly, the participants' language focus while utilizing video in teaching was limited. During the interviews conducted the teachers made it explicit that the main focus of using video in teaching content more than teaching language skills.

Interestingly, the teachers in the study seemed to assume that working with video would improve students' language, but the focus during the lessons seemed to be more on learning topics and not language. Only one of the four teachers mentioned giving students

tasks with a specific focus on language: T1 gave her students a task to create subtitles for a video – and pointed out that she gave this task to foster the students’ language.

However, the focus on language was not completely absent from the teachers’ lessons. In terms of activities linked to video the teachers found writing activities and discussions to be beneficial. Both these activities can be seen as positive when fostering language. Language is connected to being literate. To be literate Pellegrini and Galda (1994) argue that one needs to have the ability to comprehend texts being presented in people’s everyday life. Seeing as the English classroom is multimodal, watching and discussing a video is a part of being literate. According to Erstad (2011) students are literate when they are able to adjust to social and cultural developments. This includes having the capacity and competence to take active part in social life. The teachers all deemed discussion activities valuable, and thus enhanced the students’ language skills through such activities. Additionally, the use of written activities fosters written English skills. Even though the teachers did not explicitly focus on language, it was prominent in their use of videos. Especially T2 and T4 mentioned using videos to explain aspects of promoting written skills. The videos mentioned included how to write an introduction and how to write a paragraph. T4 took it a step further, organizing videos with focus on language into a separate category on her WordPress blog. By doing this, it became evident that the fostering the English language was a central part of her teaching.

These findings are similar to the findings of Lialikhova (2014), who reported in her study from a lower secondary school in Norway that teachers focus on curriculum aims rather than language when implementing video in their teaching. She did however note that the teacher in the study believed video developed speaking, writing, listening and reading skills. As noted by Nunan (1999, cited in Bahrini, Tam & Zuraidah, 2014) being exposed to authentic language is a key factor in foreign language acquisition. In this sense the teachers exploited videos to focus on language when choosing to include videos from authentic English speakers.

Further, culture and language seemed to be the aspects that were mostly focused on in relation to video. Tomlinson’s theory on intercultural awareness correlates well with the teachers’ beliefs on including video in their teaching. Video functions as a “rich, meaningful and comprehensible input” (Tomlinson, 2019, p.20) and helps develop positive attitudes to other cultures. An example is how T3 used the movie *The Secret Life of Bees* to teach American history from the 1960’s. Specifically, she found it beneficial to use a movie to explain the historical context behind words that are no longer appropriate to use, and video was in this case seen as beneficial to teach contextual historical facts. Yet again, it is

interesting to note the lack of reference made by this teacher to benefits of video for language learning.

Collectively, the teachers focused on teaching their students content and culture by using videos for this specific purpose. A common focus between the four was the focus on teaching American politics. As discussed further below (in section on criteria) a criterion between the teachers for using a video was for the video to have a specific purpose. This purpose was in most cases linked to teaching content and develop the students understanding of culture. T1 did this by teaching intercultural awareness. Similarly, T2 focused on teaching content and culture through focusing on American politics and abortion as a political topic. Looking at Borg's (2009) model of teacher cognition (Figure 1 in Chapter 2) the teachers may have dedicated their focus to content and culture because of previous experiences with using video. Their beliefs on the matter can be linked to the Norwegian curriculum which plays an important part in how and what teachers include in teaching.

5.3.3 The curriculum

The teachers in the study were concerned with the curriculum aims and teaching topics connected to the aims. As previously mentioned, an important responsibility for Norwegian teachers is the focus on *bildung* (danning) or cultural formation. This includes providing students with the necessary tools to become knowledgeable and gain the ability to think critically. When providing students with knowledge and teaching them how to think critically, the teachers are culturally forming the students to becoming citizens of democracy – a central part of the Norwegian curricula (Bergsjø, Eilifsen, Tønnesen & Vik, 2020). The focus on aiding students to become critical thinkers and citizens of a democracy can be seen as one reason for the central focus on content and culture in the videos the teachers use. By including videos with a high focus on culture, the teachers were clearly following the competence aims provided in the curriculum. In this way it can be seen that the curriculum is highly influential and has an effect on how the teachers choose to implement video in their teaching and what value they saw in the videos used.

Similarly, the teachers firstly focused on following the competence aims, and secondly tried to make their lessons motivational for the student. Yet again, highlighting how the curriculum influenced the teachers' beliefs. This was seen in how the videos were used in relation to teaching topics, such as T1 when choosing videos based on teaching intercultural communication. In the lesson plan provided by T1, the students had the ability to choose

between two videos – both focusing on the topic of intercultural competence. Such focus correlates well with the benefits of using video as mentioned by Tomlinson (2019). According to Tomlinson, video has the ability to bring intercultural awareness into the classroom seeing as video can give students new perspectives on different cultures. Tomlinson further argues that videos relating to intercultural competence expose students to associated target languages that help students develop positive attitudes to languages connected to different cultures. It was interesting to see how the approach used by T1 to teach intercultural communication functioned well regarding the curriculum aims focused on culture but seemed to lack a linguistic focus.

Thus, it becomes evident that the curriculum has a significant effect on teacher practices, and prompts teachers to centralize their teaching around content and culture instead of having a main focus on language.

5.4 Criteria for using video

One of the research questions concerns what process the teachers go through when choosing videos for English lessons, and in connection to this the teachers in the study proposed several criteria they implemented when choosing video for English lessons:

Table 3: Criteria for using video

Criteria for the use of video in English lessons
1. The video must serve a specific <i>purpose</i>
2. The <i>content</i> must be relevant to the competence aims
3. The videos must be selected from <i>reliable sources</i>
4. The <i>length</i> of the video must be appropriate

The teachers' beliefs about selecting videos for classroom use were in accordance with Berk's (2009) three proposed stages for selecting videos. The three stages include (1) criteria for selection, (2) the types of videos used and (3) sources for selecting videos. The three stages can be seen in the four criteria the teachers focused on when choosing videos. The teachers had a clear view about the criteria for using videos in their teaching and agreed on most aspects of selection. First and foremost, the teachers mutually agreed that using video in class had to serve a specific purpose in addition to focus on including content from the curriculum aims. As discussed in section 5.3.3, the teachers' beliefs on the purpose and value of video

seemed to be highly influenced by the curriculum, thus both the purpose and content of videos pose as criteria for the selection of videos to use in class.

A third area of interest and a criterion similar for all four teachers was the objectivity and trust of sources used for finding videos. A source commonly used by the four teachers was YouTube. According to Prensky (2012) much of the world's knowledge is going into this platform. T3's beliefs correlate with Prensky's impression. She is a frequent user and finds the video platform to be a valuable source in relation to finding videos to use as explainers. Like previously discussed, the teachers focused on content and culture, and YouTube was seen as especially useful when teaching topics like politics. In relation to previous statements on video objectivity, no specific YouTube-account was mentioned as a favorable source. On the contrary, it was seen that she used videos that she personally found suitable to the lesson at hand, and these videos were found randomly by searching for videos with the relevant content and explainers.

Further, there was a distinction in how and what sources the teachers used. Contrary to T2 and T3, T1 and T4 used specific accounts they found relevant and trustworthy on YouTube. T1 was a frequent user of TEDx Talks and TED Ed-videos. She found these to be trustworthy because of the videos' intention to educate viewers in addition to providing information in a short amount of time. On YouTube TED-Ed videos fall under the category of educational videos. YouTube provide an educational site of the platform where the content is thoroughly checked and controlled. These videos fall under different policies than other non-educational videos (Grosack, 2020). Thus, videos from YouTube's educational site can seem to be trustworthy videos to use for teaching purposes and correlates with T1's trust in the material provided by TED. While T1 pointed to videos through YouTube's educational site, T4 found videos from a specific source that she deems valuable in terms of content. As previously seen, it can appear as T1 and T4's extensive technological training had influenced their critical ability and view on the importance of reliable and familiar sources.

A fourth criterion was linked to the length of the videos used. The teachers seemed to agree that the length of the videos was linked to the purpose. If they were to show a documentary or feature film for the purpose of teaching historical context the length did not matter as much. If they were to show short videos however, they were all very particular in voicing the importance of not including too long videos as these videos were often factual and informational videos. All of them agreed that short videos should not be longer than 10 minutes, and in this sense agreeing with Massi & Blázquez (2012) who found that short video

should be between thirty seconds and fifteen minutes. It was argued that using too long short videos would affect the students' motivation and ability to learn from it.

Røknes (2016) comments on how teachers with higher digital competence are more likely to be aware of factors that are needed for including beneficial videos in the teaching. As seen from the list of criteria proposed, the teachers in the study can be said to have high digital competence as they knew what to look for when deciding on useful and resourceful videos to use in their teaching.

5.5 Benefits of using video

Many benefits have been linked to using video, such as enhancing student motivation (Herrero, 2019), being exposed to authentic language (Bahrani, Tam & Zuraidah, 2014), and bringing intercultural awareness to the students (Tomlinson, 2019). The four teachers specifically focused on the following benefits of video:

Table 4: The benefits of using video

Benefits of using video in teaching
1. The visual material is more memorable
2. Video can facilitate explanations of content and ideas
3. Video introduces variety into lessons which sustains students' interests

Even though, as noted above, the language focus in relation to video was limited, the teachers saw great benefits in the use of video. According to them, the visual aspect of video was important to enhance student learning. T1 and T3 argued that the use of video and visual material helped students remember the material more clearly as well as relating to students on a deeper level than texts alone do. As noted by Tomlinson (2019), the visual aspect of video makes it possible for students to analyze facial expressions and in that way gain additional perspectives into different cultures. Further, it is seen that this is an aspect the students do not gain through textbooks, thus is beneficial when using video.

In relation to gaining different perspectives, the teachers believed video could explain topics in a more sufficient way than the teachers themselves were able to do. This belief correlate with Donaghy's (2019) argument that implementing visual cues in teaching can

enhance students' comprehension. Seeing as video offer textual, visual and audible elements it provides students with more cues than written text alone does and can provide deeper and more adequate insights into topics. However, as pointed out by T1, video is not a sufficient mode to use exclusively. Students learn through variety and need different modes of text in English to learn in the most effective way.

In a study conducted by Skjæveland (2016) in a lower secondary school it was found that teachers use video in teaching as a mode of variation in teaching and as a supplement to the textbook. This finding was in accordance with the researcher's hypothesis that teachers use video as a variation and break from ordinary lessons. However, in the present study it became evident that the participants used video as a mode first and foremost to teach content – most often specific topics. It was noticeable that the videos used by the teachers worked as a highly integrated part of the lessons and were not only used for variation reasons. The examples provided by the teachers' lesson plans focused on teaching students about topics including politics, abortion and intercultural competence. However, even though video was not primarily used for variation reasons, it was one of the benefits the teachers saw in video. Variation in lessons made the lessons more motivating for the students, according to T1.

Despite this, the teacher disclosed that student motivation was not a central concern when including video. According to Donaghy (2019) using video in teaching is seen as a high motivation factor for students. Still other methods, like giving students choices in relation to which video to watch or which tasks to work on, were applied to enhance student motivation instead of focusing on video as a motivating factor. This stood on contrast to Stoitsov & Stoitsova's (2019) findings which stated that using video enhances students' interest and motivation and can activate student participation in foreign language classrooms. Whereas in the past watching video was a novelty for students and hence more motivating, it can be seen that students today have access to video all the time and so its use in the classroom simply to provide variety has less impact on students.

In summary, the teachers in the study had positive feelings in relation to using technology and video in teaching which in turn may have affected how frequently videos were used in their lessons. All four teachers proved to be frequent users of video, and this can be connected to the positive reinforcement they met at the schools they work at. The two schools were positive and helpful in terms of the teachers using technology, thus encouraging the use of digital resources in the classroom. However, the positivity may also be connected to the fact that the teachers were expected to implement digital features in their teaching in

accordance with the curriculum aims. The implementation of video in English teaching is thus an expected factor that was enhanced by the positivity and encouragement from the schools.

The most surprising finding was the limited language focus discovered in the teachers' use of video in English teaching. The primary purpose linked to video was teaching content – specifically topics such as politics and culture. The teachers did not talk specifically about language during the interviews that were conducted – however, all four teachers implemented some features of language learning when teaching English, but it was not the main focus. The limited focus on language may be tied to the curriculum and Norway's focus on *bildung*. The focus on *bildung* was very prominent in the way the teachers used video to teach topics. The topics included gaining a better understand of societies and politics in other countries. This is tied to the development of reflective skills that is an important aspect of students' development and self-cultivation. It was seen that the teachers' beliefs on the value of using video could be tied to how much the curriculum focus on content and culture. In turn, this seemed to have an effect on teachers' beliefs in relation to using video for content and cultural reasons versus linguistic reasons.

6 Conclusion

This study explored teachers' use of video in the ELT classroom at two upper secondary schools in Norway. The study aimed to answer two research questions on the use of video to teach English. The first question concerned what value the teachers saw in the use of video in English. The second question focused on the process teachers go through when finding and implementing video material in their teaching. The data from the study was obtained through a qualitative research approach. Semi-structured interviews were used to conduct the research and collect the data from the four teacher participants. Additionally, to provide insight into how teachers use video, lesson plans were collected from the four teacher participants and functioned as supplementary data material.

6.1 Main Findings

One of the main findings in the study revealed that the teachers saw great value in the use of video and implemented it often in their lessons to enrich their teaching. Video was seen as an added value that brought an extra dimension to their teaching. It was seen that they mostly used video to teach content and culture. The teachers used video to teach cultural topics, such as politics and intercultural awareness, and this was heavily influenced by the English subject curriculum. In addition to using video for content reasons, the teachers saw it as a valuable time saving resource as it was able to explain certain topics more precisely than the teachers themselves could do.

A surprising finding was the lack of language focus in the study. As the teachers were mainly focused on teaching content and culture, there was not much explicit discussion during the interviews of how video supports language development. However, language was not an entirely absent focus – it was seen that the teachers focused on language when using video as explainers, for instance to teach students skills like writing paragraphs in written texts. It was assumed by the teachers that the exposure to authentic language that videos provided would contribute to the learning of English, but the teachers did not assign language-focused tasks based on the videos that students watched and discussed.

The teachers' broad use of video was seen in the many criteria proposed for implementing video. Especially prominent criteria were the use of reliable sources, using video with a specific purpose, connecting videos to the competence aims and using videos

with beneficial length in accordance with the purpose of the video. The criteria were reflected in what videos the teachers chose and how the videos were used.

Implementing activities in relation to videos in teaching was important to all the participants, however it was seen that video was used differently between the teachers. While the main focus was on pre-teaching activities, some of the teachers saw value in using post-viewing activities as well. The activities were connected to the purpose of the video. It was seen that it was important for the teachers to provide the students with a main aim so that they knew what to look for when watching a video.

The extensive use of video by the teachers can be linked to the digital competence and feelings connected to the use of technology. The teachers saw great value in including video in their teaching, and very little negative feelings, were connected to using video. However, it was noted that two of the teachers, T2 and T3, felt some stress in relation to new areas of technology. The teachers' beliefs on using video were thus positive and could be seen as a reason as to why video was heavily implemented in their teaching. The positive feelings and attitudes towards technology and video functioned as encouraging factors. The most important aspect was how the value was attributed to video – it was seen as a beneficial and enriching source of information, further developing the teachers' positive view on video as a teaching resource.

As for the teachers' digital competence, this could be seen to meet the criteria presented in the Norwegian *Professional Digital Competence Framework for Teachers*. In one of the seven areas of the framework, pedagogy and subject didactics, it is specified that teachers should implement digital resources in teaching to foster students' learning and development. It was found that the teachers in the study did just this. Further it was seen that the focus on content and culture was linked to the teachers' responsibility to focus on danning (cultural formation/self-cultivation), a central idea presented in the Norwegian Core Curriculum.

6.2 Contributions, limitations and implications for further research and teaching

One of the main contributions of the study was the focus on how teachers view and choose videos for the purpose of teaching English. The study has further contributed to creating awareness around teachers' thinking and well considered choices on the use of video. By focusing on the teachers' beliefs on the value of using video, useful insights into the process of planning and implementing video were seen in the study. Furthermore, it draws attention to

criteria for selecting videos that may be relevant to teachers across subjects. The criteria proposed by the teachers reflected the values and aims of the subject curriculum, Core Curriculum and the *Professional Digital Competence Framework for Teachers*. The research proved to be relevant as video is one of the digital media students use in extramural activities, hence an area that is beneficial for teachers to have knowledge about and be experienced in. By looking at teachers' experience with the use of technology, it was evident that their experience correlated with their feelings towards using technology and video in teaching. The more confident teachers feel in relation to technology, the more digital resources are implemented in teaching. Thus, the study showed the necessity of digitally competent teachers and the effect this has on implementation of video in the English classroom. The importance of technological support within schools was also highlighted here in helping teachers use technology confidently.

The main teaching implications can be linked to the lack of language focus found in the study and this is an issue where teachers may benefit from opportunities for professional development. Continuing to focus more extensively on the benefits of video in relating to language development can be beneficial for teachers of English as a foreign language in Norway.

The limitation in the study is connected to the scope of the thesis and the research method employed. As the research looked at the experiences and feelings of a small group of teacher participants it is not possible to generalize the findings of the study. Thus, further research on the area of teachers' use of video in teaching English could benefit from a quantitative research approach in order to study a more general view on the value of video. Lastly, it would be useful to look at what value students see in the use of video in school context as opposed to watching videos outside of school.

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Appendices

Appendix A: Interview guide

Background information

- For how long have you been teaching the English subject?
Hvor lenge har du undervist engelsk?
- How do you feel about using technology in the classroom?
Hvilke følelser har du rundt det å bruke teknologi i klasserommet?
- Do you recall roughly when you first started using video in your teaching of English?
Husker du sånn cirka når du begynte å bruke video i din engelskundervisning?

Process of choosing video

- Can you talk me through the process you go through when choosing videos?
Kan du fortelle meg litt om hvordan prosessen foregår når du skal velge video til undervisningen?
- Can you tell me about the preferred length of the videos you use?
Kan du fortelle meg litt om ønsket lengde på videoer du bruker i klasserommet?
- How do you decide whether a video is appropriate or not?
Hvilke faktorer er avgjørende for om en video er passende eller ikke?
- How do you deal with bad language in videos, like swear words?
Hvordan stiller du deg til upassende språk i videoer, som banneord for eksempel?
- What are your favorite sources for finding videos?
Hva er dine favorittkilder for å finne videoer?

- What is it you like about these sources?
Hva er det du liker ved disse kildene?
- Are there particular kinds of video you like more than others?
Er det noen spesielle typer video du liker bedre enn andre?
- Are there particular kinds of videos you do not like?
Er det noen spesielle typer video du ikke liker?
- We got this new curriculum, as far as you are aware, does it say anything particular on using technology in the classroom?
På VG1 har Fagfornyelsen tredd i kraft, står det, så vidt du vet, noe spesielt om bruk av teknologi i klasserommet?

Learners and the classroom

- Tell me about the kinds of activities you ask learners to do (before, during and after) related to the videos you use?
Kan du fortelle meg om hvilke aktiviteter du ber elevene gjøre (før, under og etter) bruk av video?
- Are there particular kinds of activities you like doing when implementing video in your teaching?
Er det noen spesielle aktiviteter du liker å bruke når du inkluderer video i undervisningen?
- In terms of what students like and dislike, how does it influence the kinds of video you choose and how you use them?
Når det gjelder hva elevene liker og ikke liker, hvordan påvirker det hvilken type video du velger og hvordan du bruker dem.

Technology

- Tell me about the school you work at and the technical support; are you encourage by the school to use technology?
Fortell meg om skolen du jobber på og hvordan de stiller seg til teknisk støtte; oppmuntrer du skolen til å bruke teknologi?
- Are there any technical challenges you face when using video in class?
Møter du på noen tekniske utfordringer når du bruker video i klasserommet?
- Do you know if other teachers of English at the school use video a lot in their lessons?
Vet du om vider mye brukt av andre lærere generelt på skolen?
- Have you had any training on technology use in the classroom?
Har du hatt noe opplæring rundt bruken av teknologi i klasserommet?

Using video in periods of digital teaching

- What is the value of using video during the current situation where schools are ran at red level?
Hvilken verdi ser du i bruken av video i den situasjonen vi står i nå?
- Would you say you use more or less videos when you practice digital teaching?
-If you use it more, why do you use it more?
-If you use it less, what is the reason for this?

Vil du anslå at du har brukt mer eller mindre video i periodene skolene har blitt ført via digital undervisning?
-Om du bruker det mer, hva vil du si er grunnen til dette?
-Om du bruker det mindre, hva er grunnen til det?
- Is the use of video an advantage or disadvantage when teaching digitally?
Er video en fordel eller ulempe når det gjelder å undervise hjemmefra?

Additional information

- Is there anything else you would like to tell me about your use of video in English lessons?

Har du noe mer du ønsket å legge til eller kommentere som vi ikke har dekket så langt?

Appendix B: Meldeskjema NSD



NSD sin vurdering

Prosjektittel

A Qualitative Study regarding Teachers' Thinking and Choices on Videos in English Teaching

Referansenummer

630044

Registrert

06.11.2020 av Irmelin Skudalsnes Espe - is.espe@stud.uis.no

Behandlingsansvarlig institusjon

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for kultur- og språkvitenskap

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Torill Irene Hestetret, torill.hestetret@uis.no, tlf: 51831358

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Irmelin Skudalsnes Espe, 237387@uis.no, tlf: 48305667

Prosjektperiode

01.12.2020 - 30.06.2021

Status

07.12.2020 - Vurdert

Vurdering (1)

07.12.2020 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 07.12.2020, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD VESENTLIGE ENDRINGER

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

https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.06.2021

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger.

Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

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

OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

Kontaktperson NSD: Kajsa Amundsen
Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix C: Samtykkeerklæring

Vil du delta i forskningsprosjektet:

A Qualitative Study regarding Teachers' Thinking and Choices on Videos in English Teaching

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å se på hvordan og hvilke videoer lærere på videregående skole bruker i engelskundervisning. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet med masteroppgaven er å se på læreres planlegging og bruk av video i engelskundervisning. Oppgaven vil ta for seg hvilke type videoer som blir brukt, hvordan videoene blir brukt og lengde på videoene. Mer spesifikt vil oppgaven se på prosessen lærere gjennomgår for å velge videoer til engelskfaget. Problemstilling vil videre omhandle hvilken verdi videobruk har i engelskundervisning.

Hvem er ansvarlig for forskningsprosjektet?

- Universitet i Stavanger er ansvarlig for prosjektet.
- Veilederen for prosjektet, Simon Borg, er en ekstern veileder. Han underviser ikke på Universitet i Stavanger, men er ansatt hos Høgskulen på Vestlandet.

Hvorfor får du spørsmål om å delta?

- Totalt er det fire lærere i to ulike kommuner som har fått spørsmål om å delta som informanter i oppgaven. De fire informantene har blitt kontaktet via e-post eller personlig samtale.
- Du har blitt trukket ut fordi du oppfyller kravet om å være lærer i engelsk på videregående skole.

Hva innebærer det for deg å delta?

- Hvis du velger å delta i prosjektet, innebærer det å delta på to runder med intervju. Intervjuene vil vare ca. 45 minutter og vil inneholde spørsmål om undervisningsplan hvor video er inkludert og spørsmål om planleggingsprosessen for inkludering av video i undervisning. Jeg vil også be deg som informant om å gi noen opplysninger om deg selv i intervjuet. Disse opplysningene vil inkludere hvor lenge du har jobbet som engelsklærer, og i denne forbindelse hvilke erfaringer du har med videobruk i klasserommet. Jeg tar lydopptak og notater fra intervjuet.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Ved behandlingsinstitusjon er det kun student og veileder som vil ha tilgang til personopplysninger.
- Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er i juni 2021.

Dine rettigheter

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

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

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitet i Stavanger har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

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

- Irmelin Skudalsnes Espe på epost: irmelinespe@gmail.com eller på telefon 48305667. Du kan også kontakte min veileder Simon Borg på epost: simon.borg@hvl.no som er professor II ved Høgskulen på Vestlandet.
- Du kan også kontakte Universitet i Stavanger sitt personvernombud på epost: personvernombud@uis.no.

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

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

Med vennlig hilsen

Irmelin Skudalsnes Espe

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *A Qualitative Study regarding Teachers' Thinking and Choices on Videos in English Teaching* og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju
- å delta i ved å dele en undervisningsplan fra engelskundervisning hvor video er brukt.

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

(Signert av prosjektdeltaker, dato)