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Abstract

This study's topic is about reading for pleasure in the English subject in 5th to 7th grade in Norwegian primary schools. The thesis aimed to investigate teachers' perceptions on what reading for pleasure is and their pupils' L1 and L2 reading practices. Furthermore, it aimed to find which strategies and practices the teachers used in their classroom to engage their pupils to read in English. Little research has been done on reading for pleasure in Norwegian schools, particularly concerning this age group.

The study was conducted using semi-structured interviews with five English teachers in upper primary schools in Norway. The results were analysed using the programme Nvivo to code the data according to three main themes identified in the dataset. The themes were (1) the teachers' perceptions of their school's reading practices, (2) the teachers' perceptions of their own and their pupils' understandings of reading for pleasure, and (3) the teachers' teaching strategies and practices regarding reading in English.

The findings of this study suggested that teachers focus on reading for pleasure to some extent in their classrooms, but due to a lack of resources and allocated time to the English subject, it is difficult to prioritise reading for pleasure to the same extent as can be done in the Norwegian subject. Furthermore, the findings suggested that teachers may need more professional training on the topic in order to become familiar with the activities and strategies that they can use to promote reading for pleasure.

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1 Introduction

Reading is an integral part of learning a foreign language. It is listed as one of the four basic skills in the Norwegian curriculum for English (Ministry of Education and Research, 2019). One way for cultivating reading skills is to encourage pupils to read for their own enjoyment. If pupils enjoy reading, they are likely to read more. The English curriculum (Ministry of Education and Research, 2019, p. 4) states that “Reading in English means understanding and reflecting on the content of various types of texts on paper and on screen, and contributing to reading pleasure and language acquisition.”. This underscores the importance reading pleasure has on understanding, reflection, and language learning. The English curriculum (Ministry of Education and Research, 2019, p. 8) also states that “The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources to develop the pupils’ reading skills [...] in a variety of situations”. Reading pleasure and the motivation to read are important to foster in pupils because they can be valuable for social and educational development (Clark & Rumbold, 2006).

Although English is not an official language, it is widely used in Norway in educational, professional and entertainment settings (Hellekjær, 2007; Ljosland, 2008). Sundqvist and Sylven (2016) coined the term extra-mural English to identify how English is used by pupils beyond school walls. National surveys have found that 86% of 9–18-year-olds play video games, while 28% of 9-15-year-olds read books (Medietilsynet, 2020; SSB, 2022). Therefore, while video games, films and social media seem to be widely consumed in English, the status of novels is perhaps less certain.

Among studies on reading, Mori (2002) is one of the first researchers that studied reading in a foreign language. Although previous studies have investigated foreign language reading from various perspectives (Clark & Rumbold, 2006; Klæboe, 2020; Mori, 2002; Protacio & Jang, 2016), it seems that the concept of reading for pleasure has been overlooked. A handful of studies have focused on reading for pleasure among young learners of English (e.g., Beglar, Hunt & Kite, 2012; Mahasneh, Suchodoletz, Larsen & Dajani, 2020; Poppe, 2005), but none of these studies address reading for pleasure in the Norwegian context.

This master thesis aims to address this gap in research by investigating English teachers' perceptions and practices regarding reading for pleasure in grades 5 to 7 at Norwegian schools. Reading for pleasure may not be easy for teachers to cultivate in a pupil's first language, which can imply that reading for pleasure in an L2 may be even more difficult to cultivate. Therefore, this study aims to shed light on the topic of reading for pleasure in a L2. Hence, this project investigates teachers' perceptions regarding their pupils' reading pleasure, and how they work to engage pupils' to read in English.

In order to investigate the teachers' views on the topic reading for pleasure, two research questions were devised:

- What are teachers' perceptions of reading pleasure in English as an L2 in Norwegian primary schools?
- How do teachers engage pupils' pleasure for reading in English as an L2 in Norwegian primary schools?

In order to address these questions, the present study involved holding semi-structured interviews with five English teachers who work in grades 5-7. This is to receive first-hand experience of the teachers' perceptions and practices, and to be able to ask follow-up questions that allow for more in-depth data material. To conduct the interviews, an interview guide was used to ensure that all teachers were asked the same standard questions. The data was then transcribed and analysed using Nvivo according to themes that emerged from the dataset.

The paper consists of six chapters. Chapter 2 presents theory and previous research related to teaching English in Norway, motivation, reading for pleasure and teaching strategies. Chapter 3 presents the methods for collecting and analysing the data, as well as considerations related to ethics, validity and reliability. Chapter 4 presents the interview results according to the themes identified in the data. Chapter 5 discusses the results in light of relevant theory. Lastly, chapter 6 summarises the main findings from the study.

2 Theoretical background

This chapter offers an overview of theories, approaches and previous studies that were considered relevant to this project. Section 2.1 presents theory regarding teaching in the English Foreign Language (EFL) classroom. This section introduces the debate regarding whether English should be considered a foreign or a second language in Norway. Section 2.2 provides an overview of theory and previous studies on motivation, particularly regarding intrinsic and extrinsic motivation and its importance for reading. Section 2.3 outlines theories and previous studies on reading in an L2. Section 2.4 describes the theory regarding reading for pleasure. Finally, section 2.5 outlines the teaching strategies that teachers can use to motivate and engage pupils to read for pleasure. Due to the limited pool of theory and studies that focus specifically on reading for pleasure, this chapter also draws on the terms extensive reading, free voluntary reading, reading engagement, and enjoyment of reading.

2.1 English teaching in Norway

In linguistics, many attempts have been made to distinguish between first (L1), second (L2) and foreign (FL) languages. Some of these distinctions have been made at the individual level. At this level, a first language can be considered the language acquired in a person's first years of life. Their L1 is therefore often referred to as a person's mother tongue. To separate the difference between a first and a second language, the critical period hypothesis was proposed (Lenneberg, 1967). When mentioning the critical period, Lenneberg (1967) theorised that acquiring a new language with L1 competence decreases after a certain age. Thus, a language acquired after the critical period can be considered a person's second language.

At the societal level, Kachru's (1985, cited in Almutairi, 2019) concentric circles model focuses on understanding the different levels at which English is used in different countries. The model presents three different circles: The inner circle, the outer circle and the expanding circle. The inner circle comprises of the countries in which English is used as a native and first language. The countries in this circle include the USA, UK, Australia, among others. The

outer circle comprises of the countries where English is officially recognised by the government as a second language. These countries include India, Ghana, Kenya, Malaysia, among others. The expanding circle comprises of countries that use English as a foreign language in educational settings to be able to communicate with the people who are from countries in the Inner and Outer circles. The countries in this circle include Japan, Turkey, China, among others (Almutairi, 2019).

Norway can be considered to be a part of the expanding circle, as English is not officially recognised by the government. However, whether English should be considered a foreign language or a second language is a subject of debate (Berggren, 2019; Rindal, 2014). While it is not officially recognised as a second language, it is widely used in professional and educational settings (Hellekjær, 2007; Ljosland, 2008). In Norwegian schools, English is a highly prioritized subject. It is compulsory from the first year of primary school until the end of secondary school (Utdanningsdirektoratet, 2019). In addition to being a highly prioritised school subject, English is also widely used extramurally. Sundqvist and Sylven (2016, p. 6) define extramural English (EE) as “the English that learners come in contact with or are involved in outside the walls of the classroom”. In other words, English has generally become a more prominent language in many children’s daily lives. There are some types of media that are typically associated with EE, such as films, TV series, music videos, video blogs, video games, the internet, books, and social media (Sundqvist & Sylven, 2016).

In order to circumvent the EFL/ESL distinction, English is referred to as an L2 in this thesis. A definition to support L2 teaching was made by the Douglas Fir Group (2016) who represent a range of fields within second language acquisition (SLA). They state that a L2 is learned “at any point in the life span after the learning of one or more languages has taken place in the context of primary socialisation in the family” (The Douglas Fir Group, 2016, p. 21).

Brevik (2019) researched L1 and L2 reading competence among a group of Norwegian upper secondary pupils. Brevik (2019) found that they were typically good L2 readers, but poor L1 readers. There were three profiles that were identified in the analysis, the gamer (who spends 8 hours daily playing online video games), the surfer (who spends several hours on the internet, engaging with authentic language situations, often in English) and the social media user (who produces and consumes information from social media in English). Her findings revealed that interest and use of English technology outside the classroom was the explanation for pupils with these profiles being more competent at reading in their L2 compared with their

L1. Further, she found that gamers were the only group to read printed books outside the classroom. There was also a discussion that pupils with these profiles had chosen to make English their L2, mostly because their interest and proficiency intertwined.

2.2 Motivation: Intrinsic and extrinsic

Motivation is a term that has been researched over decades and caused debates and disagreements amongst scholars (Dörnyei & Ushioda, 2011). In this thesis, motivation will be defined and explained in the sense of how a person can be moved to make certain choices that lead them to gain the pleasure to read. Motivation is derived from the Latin verb *movere* (to move; Schunk, Pintrich & Meece, 2010). There are numerous definitions of the term motivation. Schunk et al., (2010, p. 4) define motivation as, “the process whereby goal-directed activity is instigated and sustained”. This definition considers motivation to be a process rather than a product. In addition to this, Schunk et al., (2010) recognise that motivated activity is instigated and sustained. Motivation can be understood as the processes that are important to sustain action. However, commencing this process can be difficult because one must make a commitment to taking the first step (Schunk et al., 2010).

One of the conventional distinctions in motivation theory is between intrinsic versus extrinsic motivation (Dörnyei & Ushioda, 2011). Schunk et al.’s (2010) definition of motivation emphasises the importance of goals through direction and incentive. Hence, motivation requires an activity, whether that be physical or mental, in which the terms intrinsic and extrinsic play a role (Schunk et al., 2010). Intrinsic motivation (IM) can be defined as “the doing of an activity for its inherent satisfaction rather than for some separable consequence.” (Ryan & Deci, 2000, p. 56). A person can be intrinsically motivated to act for the fun or the challenge that entails rather than for external reasons such as gaining rewards or being pressured by others (Dörnyei & Ushioda, 2011). Intrinsic motivation is important to have, as it is on one’s own terms. This is a natural form of motivation that is critical for cognitive, social, and physical development (Ryan & Deci, 2000).

Extrinsic motivation (EM) can be defined as “a construct that pertains whenever an activity is done in order to attain some separable outcome” (Ryan & Deci, 2000, p. 60). Dörnyei and Ushioda (2011) point out that EM involves performing a particular behaviour for the purpose

of earning a reward. For example, this could be receiving good grades in school. Extrinsic motivation can be seen as nonautonomous. However, Ryan and Deci (2002) propose that motivation can vary to the degree of which it is autonomous, meaning that it depends on the pupil's willingness to complete or disregard a task.

Intrinsic and extrinsic motivation are interdependent, as they offer support for one another (Kong, 2009). As intrinsic is the inner drive and depends on one's own interest and engagement, it is not always easy for this kind of motivation to occur in all activities within language learning. Therefore, extrinsic motivation, such as receiving good grades or praise, can be an important factor in pushing a person to work harder. Hamacheck (1989, as cited in Kong, 2009) shows that extrinsic motivators are to some extent necessary for pupils to start a task, but at the same time, an overuse of this can suppress intrinsic motivation.

Wigfield and Guthrie (1995) proposed a model to explain L1 reading motivation. The model was based on general motivational constructs that were specifically relevant to reading engagement. Wigfield and Guthrie (1995) referred to the model of expectancy-value theory to conceptualize their theory of L1 reading motivation. Expectancy-value theory claims that the behavioural achievement is predicted by two constructs: the expectancy to gain success in a given task, and the value one associates with success in that task.

There are three categories within the model: competence and reading efficiency; achievement, values and goals; and social aspects of reading (Wigfield & Guthrie, 1995). The first category, competence and reading efficiency, focuses on the individual's efficacy, challenges, and work avoidance related to their reading ability. The achievement, values and goals category considers the theories of intrinsic and extrinsic motivation in relation to reading. Intrinsic motivation entails being curious of books, involving oneself in reading activities, and ascribing a high level of importance to reading. Extrinsic motivation focuses on reading recognition and reading for grades. The last category, social aspects of reading, focuses on the idea that reading is a communal experience (Wigfield & Guthrie, 1995).

The achievement, values and goals category, with its two sub-categories that focus on intrinsic and extrinsic motivation, is important to highlight for this thesis (Wigfield & Guthrie, 1995). As mentioned, intrinsic motivation entails reading curiosity, reading involvement and the importance of reading. It focuses on the desire to learn about a topic based on the child's interest. Reading involvement focuses on the enjoyment one experiences

with reading different texts. The importance of reading focuses on subjective task values, which are incentives individuals have for doing achievement tasks. Wigfield and Guthrie (1995) claim that these aspects are different from traditional IM because the aesthetic enjoyment gained from the reading about a topic that one finds interesting is something they found to be unique. EM entailed recognition for reading and reading for grades. The former focuses on being praised for one's success in reading. The latter focuses on the desire to receive a good assessment from the teacher. Wigfield and Guthrie (1995) claim that these aspects of EM reflect children's reading motivation because much of the reading they do is in school.

Mori (2002) investigated reading motivation among Japanese learners of English as a foreign language. She used Wigfield and Guthrie's (1995) model, which was initially devised to describe L1 reading motivation, and utilised it in a foreign language context. She hypothesised that reading motivation is to a certain extent independent of general motivational constructs. However, the findings did not support this as Mori (2002) found that foreign language reading motivation bears a resemblance to a more general form of motivation, as presented in the expectancy-value theory by Wigfield and Guthrie (1995). Her results suggested that the motivation to read in English is divided into four sub-components: Intrinsic value, attainment value, extrinsic utility value and expectancy for success. Hence, reading motivation seems to have several constructs that underly an individual's achievement behaviour.

2.3 Reading in a second language

Before discussing key concepts of reading, it is important to define literacy. UNESCO (2004, as cited in Ørevik, 2020, p. 144) define literacy as:

The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

Literacy is the ability to read and write in order to be part of a community and society. Scholars typically focus on only reading and writing, but more modern theories recognised that there is more to literacy than just that. There are different kinds of literacies, some examples include digital literacy, visual literacy, and critical literacy (Felten, 2010; Grudziecki & Martin, 2006; Shor, 1999). The various kinds of literacies recognise that meaning is not only conveyed by words, but also by, for example, layout and images. Furthermore, critical literacy recognises that reading not only involves comprehending messages, but also interpreting them, which often involves accounting for wider societal processes. The literacies focused on in this thesis are written and visual literacies, which also include digital books (written text, picture books and audio books).

Reading is considered important for several reasons: “it gives pleasure, it provides language input, it is a source of ideas and information, it acts as a foundation for writing and speaking” (Drew & Sørheim, 2018, p. 79). Drew and Sørheim (2018) pointed out that children should read as an activity in school and at home. If they are encouraged to read in school, they are more likely to want to read at home and vice versa. According to Grabe (2009), a large proportion of the population learns to read in an L2, mostly through educational settings. There are many reasons one learns to read in an L2. Reasons for learning to read may include becoming culturally aware, preparing for a job, learning to communicate with others, and increasing one’s mobility. Grabe (2009) further pointed out that the growth of English language learning around the world is likely driven by economic and professional competition, stating that “Millions of students are expected to learn English as an additional language to some extent.” (Grabe, 2009, p. 6). This is reflected in the English curriculum in LK20,

English is an important subject when it comes to cultural understanding, communication, all-round education and identity development. The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background. English shall help the pupils to develop an intercultural understanding of different ways of living, ways of thinking and communication patterns. It shall prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication. (Ministry of Education and Research, 2019, p. 2).

The curriculum underlines the importance of gaining competence in reading, writing and oral communication in order to become proficient in English. This thesis focuses particularly on reading for pleasure.

Several studies show that reading can improve language skills (Elley, 1991; Hafiz & Tudor, 1989). Elley and Mangubhai (1983) hypothesised that the effect of the differences between L1 and L2 learning could be eliminated by a reading programme using high-interest illustrated story books. The sample included 380 pupils in grades 4 and 5 from eight schools and with 16 teachers. The teachers were given two different methods to encourage the pupils to read: the shared book experience method and the silent reading method. The first entailed choosing a high-interest book with appropriate language and illustrations and introducing the books to the pupils in a shared experience. The second method entailed the teacher displaying books in an appealing manner and then reading them aloud. Also, the second method involved spending 20-30 minutes each day silent reading with books chosen by the pupils. The post-test result after 8 months showed that the pupils that were exposed to many different stories progressed at twice the normal rate in reading and listening comprehension. After 20 months, the gains had increased and spread to related language skills. This study demonstrates how reading can not only improve pupils' literacy skills, it can also improve their overall L2 skills.

2.4 Reading for pleasure

Reading is recognised as one of the basic skills in the English subject curriculum, and there are several competence aims that are specific to reading. According to the English curriculum, reading should contribute to language acquisition and reading for pleasure (Ministry of Education and Research, 2019). The term reading for pleasure is often used in didactic literature and reading theory to express the relationship between reading and enjoyment (e.g. Ekstam & Knusten, 2018; Jacob, 2016). Reading for pleasure can then refer to the joy one achieves when reading. Goodwin (2019) argued that children who seek pleasure in reading independently will start to read for the pleasure of being captivated in the books they read. Munden (2021) gives some principles that can encourage reading for pleasure in English:

- School time is set aside for reading and talking about books.

- Pupils choose what they read. Books need to be so interesting that pupils are motivated to read and make sense of the text.
- Extensive reading is a silent individual activity that is not controlled by the teacher.
- Pupils are encouraged to read outside of school. (Munden, 2021, p. 367).

Related to the notion of reading for pleasure, Drew and Sørheim (2018) distinguish between intensive and extensive reading. Intensive reading typically involves focused, in-depth reading. Extensive reading, on the other hand, can be defined as “reading (a) of large quantities of material or long texts; (b) for global or general understanding; (c) with the intention of obtaining pleasure from the text.” (Susser & Robb, 1990, p. 165). Hence, extensive reading is more closely associated with reading for pleasure due to its focus on the meaning of a text (Carlsen, 2018; Susser & Robb, 1990).

Pupils’ reading experiences are crucial, as pleasurable reading experiences increase the probability of voluntary reading (Clark & De Zoysa, 2011). In order to facilitate such pleasurable encounters with texts, teachers should model good reading experiences. Teachers who enjoy reading themselves are more likely to be positive role models for pupils (Munden, 2021). Clark and Rumbold (2006, p. 6) define reading for pleasure as:

Reading for pleasure refers to reading that we do of our own free will anticipating the satisfaction that we will get from the act of reading. It also refers to reading that having begun at someone else’s request we continue because we are interested in it.

However, Hennig (2019) tried to find a definition of reading for pleasure in public documents, such as those published by the department of education, but rarely do such documents offer a definition. He found that mostly the term is given a logical explanation by the way it was used in the reports and public documents. There were similar terms and explanations to help tie the terms with reading for pleasure, such as “reading for the joy, engagement and to be a part of or experience literature.” (Hennig, 2019, p. 14). In Norwegian, there is a specific term for reading for pleasure which is *leselyst*. This can be roughly translated as the desire to read. The Norwegian and English terms may be confused as the desire to read and reading for pleasure have different connotations. The Norwegian term implies that one wants to engage in reading

activities. In contrast, the English term implies that one gains pleasure during reading activities. In this thesis, the focus is both on having a pre-existing desire and on gaining the desire to read.

Reading motivation and reading pleasure are two terms within reading that are important for this thesis. According to Schiefele et al., (2012, as cited in Hennig, 2019, p. 20):

In research the relationship between reading motivation and what is known as reading behaviour and reading comprehension is identified through a number of “dimensions” of reading motivation. The most important one is curiosity and interest, the need of entertainment, action and avoiding boredom.

This definition underlines that interest, curiosity and need for entertainment, which are all factors of reading for pleasure, are also a part of reading motivation. Reading for pleasure is a term that is used in public debates in Norwegian language teaching in regard to children’s relationship towards books (Hennig, 2019, p. 14). However, these debates tend to overlook the implications for English language teaching in Norway.

Studies have shown that one’s attitude towards reading can considerably affect an L2 learner’s reading achievement and performance (Khami-Stein, 2003; Ro & Chen, 2014; Yamashita, 2004). In a review of previous studies, Krashen (2004) concluded that there is a correlation between free voluntary reading and literacy development. The pupils in the studies who reported that they read in school or at home had “better reading comprehension, writing style, vocabulary, spelling, and grammatical development” than those who did not read (Krashen, 2004, p. 17). According to Jacob (2016, p. 317), “Reading for pleasure is the first step; it is known to have had the greatest benefits upon language acquirers”. Krashen (2004) argued that linguistic knowledge is about the language obtained subconsciously through extensive reading. The results showed evidence that free voluntary reading provides language competence without direct instruction (Krashen, 2004).

Although this study focuses on reading for pleasure, previous studies tend to investigate reading motivation. There is a dearth of studies on reading for pleasure in L2 (Clark & Rumbold, 2006; Klæboe, 2020; Mori, 2002; Protacio & Jang, 2016). Therefore, the previous studies presented focus on both reading for pleasure and reading motivation. Most research has investigated reading at upper secondary and tertiary educational levels and usually prioritises reading comprehension over pleasure reading in an L2. Additionally, the existing

research usually focuses on pupils and their perspectives on reading pleasure, and few researchers (e.g., Beglar et al., 2012; Mahasneh et al., 2020; Poppe, 2005) have focused on the teachers' perspective of reading pleasure. L2 reading motivation is a relatively new concept, and most research has been done in Asian countries, which perhaps limits the generalisability of findings to Scandinavian L2 learners of English (e.g., Mori, 2002; Takase, 2002, 2007). In the UK, Ofsted (2004) found that few schools give sufficient time to promote independent reading or build reading on pupils' interests. Ofsted (2004, p. 4) pointed out that "Most pupils were positive about reading. However, pupils who lacked competence and were not making progress often developed negative attitudes.". It is therefore interesting to see if this applies to pupils in Norwegian schools as well.

Clark and De Zoysa (2011) researched the interrelationships of reading enjoyment, attitudes, behaviour, and attainment. They used data from a survey conducted in 2009 with 4,503 young people. Their findings on the enjoyment of reading were that 51% of young people enjoyed reading quite a lot or very much. A third of the people enjoyed reading a little bit, and 10% did not enjoy reading at all. From their analysis of 8- to 14-year-olds, the analysis showed that the pupils who enjoyed reading were the ones who were better at reading. Their conclusion was that reading attainment was directly related to reading behaviour and enjoyment. Reading enjoyment was indirectly related to a pupil's reading attainment and their reading behaviour. Hence, this led them to conclude that reading enjoyment is not essential, but it is a "powerful source" (Clark & De Zoysa, 2011):

You may not have positive attitudes about reading, but as long as you still do it, you will still do better at it than if you do not do it at all and have positive attitudes. If that is true then could attitudes and enjoyment be described as "enhancers", enabling you to continue to do it in the long term, while short term gains could be achieved from high frequency of reading, such as knowledge acquisition? These are clearly thoughts that we will need to explore in future research. (Clark & De Zoysa, 2011, p. 23)

This raises the question as to whether English teachers in Norway use reading for pleasure as a way to "enhance" their pupils' engagement with reading.

2.5 Teaching strategies

One of the features of the most recent school curriculum in Norway is the focus on encouraging teachers to use a wide range of teaching strategies to promote learning and develop competence in English. The English curriculum states that:

The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources to develop the pupils' reading skills [...]. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their reading skills [...] in the subject. (Ministry of Education and Research, 2019, p. 8).

There are many measures that can be taken to promote reading pleasure for pupils in 5th to 7th grade. The strategies and practices considered here are: time and opportunities to read, home-school cooperation, choice of text, reading aloud, and reading programmes.

2.5.1 *Time and opportunity to read*

Giving pupils the time to read is probably the most important and easiest measure that a teacher can take into consideration (Hansen, 1986). To foster and motivate reading, pupils need to be given enough time in school to read. It can be important for teachers to make sure that pupils do not merely read for a short amount of time at the end of a lesson or to simply fill time. This could lead to less motivation to read, which would hinder the ability to gain pleasure from reading (Hansen, 1986). However, by choosing to spend time during the school day to even read an extract from a book is to take advantage of the little time they have (Gambrell, 2009).

Availability of books is important for the pupils to want to read (Hansen, 1986). This can be done by having books in the classroom, which can, for example, be displayed on a trolley for ease of mobility. Having books available in the classroom could raise pupils' awareness of the range of books available and give them more time and the opportunity to read them. Drew and

Sørheim (2018, p. 81) state, “It is extremely important to make sure that such libraries are always well-stocked with suitable books.”. Furthermore, they point out that all schools should aim to build a wide collection of reading materials in English. These can be stored both in classrooms and the school library. Gambrell (2009) found that pupils are better readers when they spend more time reading. Hence, setting off more time to read can further enhance pupils reading development.

Teachers who can create an environment where pupils want to spend time reading, and further support and promote reading can encourage pupils to want to read (Gambrell, 2009). Mizelle (1997, cited in Gambrell, 2009) concluded that more time spent on free reading was associated with increased motivation to read. Furthermore, that time and the availability of reading books were important for nurturing reading pleasure. Gambrell (2009, pp. 259-260) pointed out some factors teachers can take into consideration, amongst which were that “teachers should provide students with adequate opportunities to read”. Pleasure reading can be instigated using ample text types such as books, magazines, newspapers, electronic media and so on. By inspiring pupils to read, teachers can share their knowledge of books, and other types of texts (Gambrell, 2009). The culture created in the classroom, however, needs to be maintained by all the involved people in a child’s life such as the school, teacher and parents.

2.5.2 Home-school cooperation

Home-school cooperation is an important factor for pupils’ reading experiences. The core curriculum in LK20 states “this cooperation shall contribute to strengthening the pupils’ learning and development.” (Ministry of Education and Research, 2017, p. 20). Gamble (2013) emphasises how parents’/caregivers’ views and practices of reading at home affect how pupils engage with reading extramurally. When children see their parents engage in a reading activity for entertainment, it can motivate them to see reading as a valuable activity. The teacher and school have the main responsibility for initiating and taking responsibility for this cooperation (Ministry of Education and Research, 2017). A first step might be to have reading-evenings where the parents are invited to talk about the importance of reading and the school’s reading policy (Gamble, 2013). However, this may be hard to do in practice as every parent might not always be available or willing. Therefore, the teacher can try to give this

kind of information during meetings that parents have to attend, such as parent-teacher meetings. Being able to share knowledge and expertise can help both parents who are already invested and parents who are less so (Gamble, 2013). Hence, creating an environment where the teacher, parents and pupils can share their insights, knowledge and feelings is important for facilitating a good working home-school cooperation.

2.5.3 Choice of text

Another important aspect of teaching strategies is the pupil's choice of texts to read. Hennig (2017) points out that texts are most significant when they are relevant to the pupil and their worldview and provide a rewarding effect. However, it is also important for the teacher to find texts that have an increasing effect on the pupil's curiosity, which can help to engage them in reading further. Reading for pleasure involves curiosity and increased interest for reading, hence, the choice of text is important for promoting and motivating reading for pleasure (Hennig, 2017).

The curriculum requires that pupils choose some of the texts to read. Furthermore, pupils are to read both printed and digital texts (Munden, 2021). Hennig (2017) points out that one can use different methods to increase interest for reading, hence, the difference between print and digital texts. This can be a motivating factor for pupils as they get acquainted with all the ways to read a text. Primeaux (2000) found that struggling readers tend to choose books based on interest, which further helps them to identify their reading interests. Primeaux (2000) found that by using explicit instruction in selection criteria, students made suitable choices that led them to complete the books they chose. The selection criteria used were, for example, looking at the books (particularly their cover page), reading the back covers, reading parts of the books, and taking recommendations from friends and teachers. Therefore, by using different forms of texts, reluctant readers can get the help they need and help those who could use the extra challenge (Hennig, 2017).

A strategy teachers can use to make pupils aware of the various genres available to them is to present books to the class (Gambrell, 2009). Gambrell (2009, p. 260) states, "As teachers we encourage students to read widely; we share lots of books by introducing the book and reading aloud a paragraph or two – and then encourage students to read the rest of the book."

Furthermore, Gambrell (2009) points out that pupils usually choose to read books that they have previous knowledge of, such as from book recommendations from a friend, or a familiar author. The way in which one presents books may vary, but just the act itself of presenting a book and making recommendations can be a motivating factor for the pupils, as it shows the teacher's interest and positivity regarding reading (Hansen, 1986).

When choosing a text, the teacher can be of guidance to the pupils. The amount of guidance a pupil needs may vary according to their reading level. Some pupils who are less familiar with the texts that are available may need more guidance than others. Even though the teacher can be of guidance, the pupils should be allowed to be a part of choosing their own books to read (Hennig, 2019). Allowing pupils to choose their own books can be positive for them as they can take part in their own learning process. However, this can be difficult for pupils as they might not choose a level-appropriate text. Without guidance they may pick something that is either too hard or too easy.

One way the teacher can be of guidance but still allow pupils to choose their own books is by presenting them with options that are adapted to their reading level and interest. In this way the pupils make a decision, and the teacher becomes a guide for the pupils (Hennig, 2019). It might be a motivating factor for the pupils that the teacher is involved in the decision-making process. This is because the pupils then see their teachers as role models, which is why it is important for teachers to have positive attitudes towards reading. With the encouragement of the teacher, pupils' interest for reading may increase and motivate pupils to read (Stuestøl, 2020).

2.5.4 Reading aloud

Reading aloud is an activity that is often used in class, which has its benefits and disadvantages (Munden, 2021). Having an individual pupil read aloud for the class may be something that they find intimidating. This activity is typically done with an unprepared text, which can further the pupil's anxiety (Munden, 2021). However, an activity of reading aloud that can be used to model language (e.g., pronunciation), and an activity the pupils find interesting and perhaps not too intimidating is Readers Theatre (RT).

RT is a concept that stems from Ancient Greece and has since been adapted in various ways to recite poems and literary works orally (Drew & Pedersen, 2012). Drew and Sørheim (2018, p. 114) describe RT as “[...] an activity that combines oral and written language in a dynamic way.” Essentially, the text is divided into short sections, which are assigned to each member of a group of readers. To become familiar with the script, the group spends time reading and re-reading to rehearse for a performance (Drew & Pedersen, 2012). RT is considered to be an activity that helps struggling and demotivated readers. This is because they get to work in a group with people who share similar goals (Drew & Pedersen, 2012). Furthermore, any type of text can be used in an RT activity, such as fairy tales, stories, poems, speeches and factual texts (Drew & Sørheim, 2018). Munden (2021) mentions the benefits of RT, such as making the text more interesting and visceral, as it can provide pupils with a sense of drama as they practice reading the text.

Class reading or even teacher reading is an activity that can help give children an image of how reading is done when they read themselves. These shared reading experiences can have many benefits and further inspire individual reading (Drew & Sørheim, 2018; Gamble, 2013). There are different ways one can do this activity. One way is for each pupil to have their own book, but this requires that the school has a class set, which may be limited by their resources. As the pupils have their own copy and can follow the teacher, this reading activity can then be considered both a shared and individual reading experience (Drew & Sørheim, 2018). When the teacher reads aloud, there are different strategies they can use. The teacher should first get acquainted with the text, then it is important how they read to the pupils. This can be done by adjusting volume, speed, and tone to create a varied experience and make listening more exciting. One can even shorten the text by skipping parts that are less interesting or too difficult for pupils to grasp when listening. This can be done to make the text easier to understand (Drew & Sørheim, 2018).

2.5.5 Reading programmes and projects

Reading programmes and reading projects can be another way for the school and teachers to motivate pupils to read. A reading programme refers to when schools implement organised reading activities throughout the school year. In contrast, a reading project is typically a

reading activity that takes place over a shorter period of time. Some typical goals in reading programmes are to increase understanding of complex literary texts and give pupils room to read freely, if pupils do not have the pleasure to read, the goal is then to establish their desire to read (Helgevold, Raymondson, Hoel & Vik, 2005). To have a reading programme, schools need to choose books as well as find the funds to buy the books. Furthermore, the school and teachers have to organize reading both in and outside of school (Munden, 2021).

Reading programmes and projects usually draw on the principles of extensive reading, where pupils are encouraged to read a lot and read for fun. Extensive reading (ER) can also be known as reading a lot of materials for pleasure, where the focus lies on reading for understanding meaning and not language (Day & Bamford, 1998; Mason & Krashen, 1997). ER activities could be assumed to increase learners' motivation (Takase, 2002) and positive attitudes towards L2 reading (Leung, 2002). ER is an approach aimed to get pupils to read in a second language and find it pleasurable, which can be done both in and out of the classroom. This shows that reading for pleasure is a part of ER, which can also be known as voluntary free reading (Day & Bamford, 1998).

One way to have a reading programme which is often used in Norwegian schools is a reading siesta. Reading siesta is a break in the school day where pupils read in their own book for around 5-20 minutes, 3-5 days a week. The goal of the reading siesta is for all pupils to experience reading for pleasure, develop reading skills and read more during their free time (Stuestøl, 2020). Reading projects usually entail to set off time to read for a certain period, and these projects usually stimulate the desire to read further (Helgevold et al., 2005). Reading projects can involve reading weeks, book fairs, reading circles, theme-parties and so on (Helgevold et al., 2005).

3 Methods

This chapter presents the methodology used in this thesis to answer the following research questions:

- What are teachers' perceptions of reading pleasure in English as an L2 in Norwegian primary schools?
- How do teachers engage pupils' pleasure for reading in English as an L2 in Norwegian primary schools?

The chapter is divided into five sections. Section 3.1 addresses the overarching methodological approach that includes qualitative method. Section 3.2 describes the data collection approach which includes the sample and semi-structured interviews as the data collection method. Section 3.3 includes a description of the data analysis and justifies the chosen approach according to this study. Section 3.4 addresses the ethical considerations taken into consideration for this study. Lastly, section 3.5 discusses the validity and reliability of the chosen method.

3.1 Methodological approach

Research methods are typically considered to be either quantitative or qualitative. According to Dörnyei (2007, p. 24), "Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods.". Dörnyei (2007) highlighted that quantitative research focuses on using numbers, variables, and statistics to analyse findings. Some of the strengths include an emphasis on reliable and replicable data, which can be generalized to other contexts and offers higher validity. Using statistics is an advantage to the quality of the research, as quality control checks are somewhat in-built into this type of research. The analysis of quantitative research is also less time consuming and more practical as one can use computer software to analyse findings. However, there are some weaknesses to take into consideration for this type of research. Quantitative methods tend to provide little information about the situations underlying

phenomena under examination. Therefore, this method can be seen as being reductive and not focusing enough on the context of the research (Dörnyei, 2007). Although quantitative methods offer certain benefits, this study takes a qualitative approach as it is considered to be better suited for investigating perceptions of reading pleasure and experiences with applying strategies to engage pupils in L2 reading.

According to Dörnyei (2007, p. 24), “Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods.”. Dörnyei (2007) pointed out that qualitative research focuses on natural data, meaning, interpretive analysis and a smaller sample size in comparison to quantitative methods. Some of the strengths of this approach are that it can be exploratory and can focus on interpreting complex situations or phenomena. It can widen our understanding and ability to answer ‘why’ questions. Most importantly, qualitative research is more flexible and, by relying on rich data material, it can better deal with unpredictable real-life situations. Qualitative methods offer greater internal validity, accounting for the various perspectives of participants. Some weaknesses of qualitative methods are that they often rely on small samples, which limits generalizability. Another weakness is the researcher's role, as one’s own biases may affect the data collection. Furthermore, since one cannot assess findings statistically, the data risk becoming too narrow for the phenomenon they intend to represent, or too complex for the purposes of conducting a meaningful and manageable analysis. Lastly, qualitative research is more time consuming and labour-intensive, hence why these methods rely on smaller sample sizes (Dörnyei, 2007).

In order to explore teacher perspectives on reading pleasure in Norwegian primary schools, this project used a qualitative method: semi-structured interviews. Since research regarding reading pleasure in Norwegian primary schools is limited, having detailed answers from a small sample of primary school teachers was considered advantageous in comparison to, for example, collecting questionnaire data from a large sample.

3.2 Data collection

3.2.1 *Sample*

The sample for this study included five teachers from different primary schools in Western Norway. All the teachers had experience with teaching English in 5-7 grade, and their experience with teaching English ranged from 3 to 20 years. The selection of participants can be described as a convenience sample. Dörnyei (2007) refers to convenience sampling as using participants that are available. As the informants were chosen through personal contacts and mutual acquaintances, this can be described as a convenience sample (Mackey & Gass, 2016). The participants were also selected by criterion sampling. Criterion sampling is a selection of participants who meet pre-determined criteria (Moser & Korstjens, 2018). The three criteria made were that they should currently be teaching in grades 5-7, they should have competence within the English subject, and they should have at least 2 years of experience with teaching English.

The participants of the study taught English from 5th to 7th grade at Norwegian primary schools at the time of the interview. Four of the participants had some education in an English subject from university. One of the participants did not have any credits in English from university. In a report from *Statistics Norway* (2018/2019), it is stated that from the competence requirements for the main subjects (Norwegian, mathematics and English), the English subject lacks teachers with sufficient competence (SSB, 2019). It is not uncommon for teachers in Norway to be teaching English without having studied tertiary-level English.

3.2.2 *Data collection*

The method chosen for this project was semi-structured interviews. Interviews are the most common data collection method within qualitative research (Christoffersen & Johannessen, 2012), and semi-structured interviews are often conducted in applied linguistics (Dörnyei, 2007). Semi-structured interviews involve using a fixed set of questions, but they allow for flexibility for both the interviewer and the interviewee. They grant the researcher the ability to

ask follow-up questions and to clarify misunderstandings, hence, the ‘semi’ part in the name (Dörnyei, 2007; Rolland, Dewaele & Costa, 2019). In that sense, the interviewer supplies the interviewee with guidance and direction, hence, the interview being structured to some extent (Dörnyei, 2007).

Since the interviews were semi-structured, a pre-determined interview guide with standard questions was made (see Appendix A). When answered, depending on the responses of the participants the researcher had the freedom to ask follow-up questions (Mackey & Gass, 2016). Little research has been done on the topic of teachers’ perception of L2 reading pleasure, so semi-structured interviews were considered ideal for exploring this phenomenon. Semi-structured interviews with English teachers will allow for more open dialogue regarding this topic and could benefit the data collection needed for this research project.

In preparation, the informants received a consent form and interview guide a few days in advance. The consent form provided information regarding why the participants were asked to participate, what the interview was about, how the data would be collected and stored, and it asked for their consent to be audio recorded during the interviews (see Appendix B). Furthermore, the consent form included information regarding the participants’ right to withdraw their consent and have all data be deleted. All the participants were informed before and after, that the interview would be recorded, transcribed, and deleted. Consent was given by all the participants.

The interview guide was sent to participants prior to the interviews so that they had more time to consider their answers. The interview guide starts with an introduction of the researcher, what the interview is about, information about consent, and if they had any questions before the interview started (Appendix A). The interview guide was divided into four sections. The first section focuses on the teachers’ background in teaching English, in which grades they teach or have taught, and if they had studied any language related subjects at university. The second section focuses on the school’s practices of reading in general and reading in English. This section included questions such as, “Is reading in general prioritized in your school, and how is it prioritized?” and “Can you describe the reading resources at the school?”. The third section focuses on motivation and reading for pleasure. The focus here was on the teachers’ perceptions of the terms motivation and reading pleasure, and what perceptions they have regarding their pupils’ motivation and reading pleasure in English. An example question from this section was, “What are your thoughts on pupils’ motivation to read in English?”. The last

section focuses on which teaching strategies the teachers used in the classroom to increase reading for pleasure in English. The teachers answered questions regarding activities, choosing books, and regarding pupils reading in school and during their free time. One of the questions asked was, “Do you facilitate for the pupils to have access to English books, if yes, how?”. The interview guided ended with a short summary and asked if they had anything more to add to the interview.

The data collection took place with one teacher in person and with the other four teachers on Zoom. The reason for not choosing to have the interviews at the participants’ workplace, which was the original plan, was due to covid-19 restrictions. Therefore, giving them the option to meet on Zoom or in person was done for easy accessibility and to not set too high requirements for participation. Before the interview started, the researcher introduced herself and what the topic of the thesis was regarding. They were informed what the interview would be about, that it would be recorded and would last for approximately an hour. After this, the participants were informed of their rights. The participant who met in person was given a copy of the consent form and signed it. The participants who met on Zoom gave oral consent and were asked to sign the consent form, which was sent to them prior to the interviews, and send it to the researcher. This was done to ensure that all ethical rights were intact. All of the interviews lasted between 30-35 minutes.

The interviews were recorded using a handheld recording device. The equipment was tested beforehand to ensure that the quality of the recording and device worked. The recordings were stored in separate files on a password protected pen drive which was only accessed by the researcher.

A decision was made by the researcher beforehand to have the interviews in Norwegian. Choosing to use the first language of the interviewer and interviewee is a common procedure in data collection (Rolland et al., 2019). The reason for choosing to have the interviews in Norwegian was because this was the mother tongue of both the interviewer and the interviewees. Even though the researcher and informants are multilingual, using Norwegian to conduct the interview was to minimise misunderstandings, and so that the interviewees were able to express themselves and draw on their linguistic repertoire (Rolland et al., 2019).

There are advantages and disadvantages of using Norwegian to conduct the interviews. Using the first language may minimise the chances of misunderstandings during the interview

regarding the participants' answers and difficult terms. Catalano (2016, as cited in Rolland et al., 2019) mentioned that intimacy and quality are increased when using the mother tongue in interviews. However, when translating quotes from interviews, meaning may be lost in translation, which may be a disadvantage to the data material. Therefore, it will be important to have a strategy for translating, to ensure no meaning will be lost.

Through using semi-structured interviews, the participants were able to answer the questions openly, creating a dialogue. This allowed the researcher to ask follow-up questions and follow-up on misunderstandings in order to ensure that the data were valid. The teachers answered questions regarding the strategies they use to engage their pupils in reading for pleasure in the English subject, which created a sort of first-hand experience with strategies that may be helpful for the researcher herself and other teachers to use in their English classes. These interviews, especially by being semi-structured, allowed for more natural data and for following up on the interviewees' responses.

3.3 Data analysis

In order to analyse the interview data, the audio recordings were transcribed in Microsoft Word. Transcribing the audio recordings from the five interview sessions was done by the researcher herself. In order to keep the transcription process manageable, the content of the interviewees' answers was transcribed, but suprasegmental features were not (e.g., hesitation and pauses). The transcriptions were uploaded in Nvivo and analysed according to pre-determined codes. The main codes were pupils, teachers, and school, and each of these had their own sub-codes.

The transcriptions of each interview were analysed to identify the main themes in the teachers' answers. This is known as a thematic analysis (TA), which is a common method of analysing data in qualitative research. According to Braun and Clarke (2012, p. 57), "TA is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set.". The goal of the analysis was to find whether the teachers shared similar perceptions, relied on similar practices, or whether they have idiosyncratic approaches. A thematic analysis allows the researcher to interpret and understand collective or shared meanings and experiences (Braun & Clarke, 2012). Even

though the focus of TA is not primarily on identifying idiosyncratic experiences, this project investigates how the themes vary across the individual teachers' answers (Braun & Clarke, 2012). The codes used in Nvivo were combined into three main themes:

1. the teachers' perceptions of their school's reading practices
2. the teachers' perceptions of their own and their pupils' understandings of reading for pleasure
3. the teachers' teaching strategies and practices regarding reading in English.

The most relevant responses from the transcriptions according to the chosen themes will be presented in this thesis.

The presentation of the results will include categories that are presented thematically. Firstly, the schools' reading practices. Secondly, teacher perceptions of reading motivation and reading for pleasure. Thirdly, teacher perceptions of pupils' reading habits in and outside of school. Lastly, teaching strategies and practices used to engage pupils to read in English.

3.4 Ethical considerations

Measures were taken to protect the participants' rights and anonymity. The project was registered with the Norwegian Centre for Research Data (NSD). This was because the interviews were audio-recorded, meaning that the data were person identifiable. Furthermore, this process ensured that the researcher had followed the right protocol for this type of data collection. Approval was granted by NSD prior to the interviews. With the NSD template, a consent form was devised, including information regarding the project and the participants' rights. This was given to each participant several days in advance of the interviews so that they could make an informed decision before signing the form.

The interviews were recorded using a handheld Dictaphone. The audio recordings were stored on a password protected pen drive. The recordings were listened to on a computer while not connected to the internet. The transcriptions of the interviews were anonymised while transcribing, which ensured that none of the participants could be identified through names, or other identifiable factors. Throughout the project, there was a focus on following the

guidelines of the National Research Ethics Committee for the Social Sciences and the Humanities (NESH, 2021). To ensure anonymity and that the participants are non-identifiable, the participants are referred to as a number (e.g. teacher 1 is referred to as T1) or as “she”, which is used as a gender neutral pronoun, in the results and discussion sections.

3.5 Validity and reliability

According to Dörnyei (2007, p. 52), research validity:

concerns the overall quality of the whole research project and more specifically (a) the meaningfulness of the interpretations that researchers make on the basis of their observations, and (b) the extent to which these interpretations generalize beyond the research study.

In research, validity can be divided into two types: internal and external (Dörnyei, 2007). Internal validity focuses on the functions of the outcomes of the variables measured, controlled or manipulated in a study (Dörnyei, 2007). In this study, semi-structured interviews were chosen as this method can be useful for raising internal validity. These kinds of interviews allow the interviewer to ask clarification questions, which ensures that the participants’ views are more accurately represented. The interview guide was sent to the informants prior to the interview, in order to grant them time to consider their answers. Although letting them think about their responses may lower internal validity, this measure seemed suitable to the topic of the present interviews. Additionally, the participants might not have felt too intimidated by the questions or the interview, and the conversations were able to flow freely and more similarly to a natural conversation while still being structured to some extent.

External validity refers to whether the findings can be generalised to larger groups and other contexts (Dörnyei, 2007). The generalisability of this qualitative study is limited, as only five teachers participated. Nevertheless, the findings may be somewhat generalisable to English teaching in grades 5-7 in Norway. To increase external validity, further research could be carried out by using a larger sample and with teachers of all grades in both Norway and in other countries where English is taught as an L2 in schools.

According to Dörnyei (2007, p. 50), reliability focuses on “the extent to which our measurements instruments and procedures produce consistent results in a given populations in different circumstances.”. In this sense, reliability examines the results that the analysis procedures produce, rather than the reliability of the tools themselves. In this study, attempts were made to improve reliability by doing a pilot interview with a master's student to uncover any unclarity in the interview guide. The interview guide was also discussed with the supervisor to make sure all questions were understood in the same way. Therefore, by using an interview guide, the data collection method offers a certain amount of reliability. To further improve reliability, the interviews were held in the interviewees' first language, Norwegian. The purpose of this was to ensure that all the informants understood the questions similarly and to minimize any errors in understanding the informants' responses from the recordings. In order to raise the reliability of the analysis, the themes and results were discussed together with the project supervisor.

4 Results

This chapter presents the results from the data collection. Presented are the similarities and differences in the informants' responses and included are unique or idiosyncratic experiences where relevant.¹ The results are divided into four main themes, which will have their own sub-themes. The main themes presented are “The schools' reading practices”, “Teacher perceptions of reading motivation and reading for pleasure”, “Teacher perceptions of pupils' reading habits in and outside of school” and “Teaching strategies and practices”.

4.1 The schools' reading practices

The first section focuses on the schools' organisational practices regarding reading. The first question asked was whether reading in general is prioritized and how. The second question was regarding the resources for reading in the school. The last question, similar to the first, asked whether reading in English is prioritized.

4.1.1 *Reading in Norwegian vs. Reading in English*

The beginning of each interview focused on establishing the general reading habits in the schools where the teachers were working. Most teachers considered reading in Norwegian to be the primary priority at their schools, and all the informants expressed that there was a focus on reading. T2² responded, “Yes. It is absolutely prioritized”. However, two of the teachers mentioned that there is generally more focus on reading in Norwegian compared to English:

- 1) I know that reading has been a priority for as long as I have been there. But the main focus in Norwegian, where we have had teachers who have taken different courses and conveyed what they had learned to colleagues. There is a

¹ All quotes used from the transcriptions have been translated by the author from Norwegian to English.

² The informants are identified using abbreviations such as e.g., T1 (Teacher 1), T2 (Teacher 2).

lot of focus on both reading in subjects and also beyond subjects. [...] But I do not feel that English reading has been the first thing at the top of the list. (T1)

- 2) Reading, but then especially in the Norwegian subject is more prioritized than in English. (T5)

All of the teachers mentioned that they had a few reading projects and programmes in the school, which were mostly specified for Norwegian reading. These projects and programmes entailed reading for a purpose, reading siestas, reading campaigns and book weeks etc.:

- 3) We also have reading competitions both internally and the national ones that also exist. And in the 4th grade, so we facilitate reading by having a reading vigil, where we spend the night at school and focus on reading in the period leading up to that. All that day, night and the day after. (T1)
- 4) [...] at our school we started this autumn with... all the students got their own book illustrated by Lisa Aisato, very very nice. *A Fish for Luna* is the name of the book. [...] but we have worked very systematically with the reading, and we have implemented it in art and lots of other things as well. So, we have, yes, so we have been working with that book throughout the fall semester really. (T2)
- 5) Regarding reading pleasure then, they focus on... once a year they have something called book week. Where it is about reading a lot. (T3)

When the teachers were asked if reading was prioritized in English in the schools they work at. All the teachers were unanimous in the fact that reading in English was not necessarily the main priority in the schools:

- 6) But I don't feel that English reading has been the first thing that has been at the top of the list. (T1)
- 7) No, I do not really think so. At the same time, if I think about what is available in libraries, it is probably the case that we can buy more, but there is not much English children's literature that can be bought in Norway. (T5)

T4 reported that English reading is not a priority at their school:

- 8) I laughed when that question came. It is not a topic at all, no. English is not even a topic. (T4)

Teachers T1, T2, T4, and T5 mentioned that even though there is not much focus in general on reading in English, it depends on what the individual English teacher does to emphasize reading:

- 9) It is not a priority subject really, other than what we English teachers who are passionate about it make out of it. It's almost embarrassing to say, but it's not a topic. (T4)
- 10) I think that it is more individual really, how committed the individual English teacher is. There is no doubt that there are many committed English teachers at the school, that is. [...] But not something as systematic as it is with Norwegian reading. (T2)
- 11) I see that there is more focus on Norwegian than there is on English. In English, it is the English teachers themselves who must assume responsibility. (T5)

Of the five teachers, only T3 reported that there was some focus on English reading. This was mostly regarding “weekly reading homework” and English “reading comprehension”. Although she perceived reading in English to be somewhat prioritized, she mentioned that reading pleasure is not necessarily a priority:

- 12) But exactly the topic you have, reading for pleasure, it is probably not very prioritized in the English subject. (T3)

This was also reflected in comments made about the schools’ use of their budget, which tended to be spent on Norwegian books:

- 13) [...] the budget for English literature cannot be the same as for Norwegian. (T5)

4.1.2 *Reading resources*

Based on the interview data, it seems that the teachers’ respective schools have some similarities and differences when it comes to their reading resources. All the teachers mentioned that the schools had their own libraries:

14) We have our own school library, and we can order reading boxes from the local library. (T1)

As well as libraries, T2 and T4 mentioned that they had a “reading specialist” and “reading supervisor”:

15) We have a reading specialist, who is a teacher with a master's degree in reading. Not all schools have that. She discusses a lot, has a lot of responsibility. (T2)

The other teachers mentioned that they had a librarian. The librarian positions were mostly filled by teachers at the schools:

16) Yes, we have our own library. So, one of the teachers has a small position as a librarian. (T3)

However, regarding the library. All of the teachers expressed that the selection of books in English is limited:

17) I have spoken to the reading specialist, and she also says that there is not that great of a selection in the library, so that is not something that we have invested in. (T2)

One teacher expressed that they believe some teachers are hesitant to let the pupils find English books in the library:

18) They are a little afraid to let them into the English part of the library. I feel that there are also not too many books available there. (T1)

The teachers mentioned that they use digital books, which are available via digital libraries provided to them by the municipality. Some of the resources they used were mentioned by T5:

19) In addition to the regular books, publishers offer some free books. We have access provided by the school where we have both Elevkanlen and Cappelen Damm. There they have a lot of different English books with different levels of difficulty, so we use that a lot. (T5)

T3 mentioned a few other online resources that the school used:

20) And yes, reading resources otherwise, yes, we have something called aski raski which is really a tool to improve reading fluency. We also have, right now, we have something that Gyldendal has published, skolestudio, with sort of a page or app called lesemester, which is a digital library. (T3)

There were two reading resources that were only mentioned each by one teacher. T1 reported that their school has a “resource room”, which is adapted for Norwegian reading, with a focus on “reading levels”. T2 reported that their school has a comprehensive “reading plan” that everyone in the school is expected to follow.

4.2 Teacher perceptions of reading motivation and reading for pleasure

The second part of the interview focused on finding out what the teachers’ thoughts and perceptions were of the terms reading for pleasure and reading motivation. They were also asked about their perceptions regarding their pupils’ reading for pleasure and motivation. Lastly, there was a focus on finding out if the teachers’ own perceptions and beliefs had an impact on their pupils’ desire to read.

4.2.1 Teacher perceptions of reading motivation and reading for pleasure

When asked what their thoughts were on the concept of reading motivation, most of the teachers focused on the teacher’s job to motivate their pupils. For example, they mentioned the teacher’s responsibility for setting reading assignments, setting requirements, and giving grades, as well as what they consider reading motivation to be about:

21) But what I think about is reading motivation, maybe for me, it's more when the students get a reading plan from the teacher, they are motivated to read there and then. And are motivated to read what they have to read. (T1)

22) When I think about the pupils' motivation to read, I think, “what is your goal?” It could be to finish quickly or to find facts, solve a problem or that they think it was an exciting story. It may be that there is a motivation to find out what is happening. (T3)

Three of the teachers talked about the pupils needing an “inner drive” to read, and some mentioned intrinsic and extrinsic motivation as important for reading:

23) I think about reading motivation in a sense of those pupils who understand that it is important to read for learning. Right, those who have that inner drive you can say. (T5)

24) I think motivation is either that, I think like intrinsic motivation, not extrinsic. That you have to do something because you like to do it. It can be so clear in middle school that they do something to get a grade or meet some requirements. But I think about with intrinsic motivation, it is very important in relation to reading. The clue is to find something that everyone wants to read. Right, if you are a bad reader and are struggling to find something to read then it is not very nice. [...] That is, to support the pupils. Motivate them, you also get joy and inner motivation to read then. (T2)

T4 did not define motivation but saw motivation as the teacher’s responsibility:

25) Motivation to read is more what we as teachers can facilitate, manage to create enthusiasm, desire to read. So, I end up a bit in the intrinsic and extrinsic motivation [...]. Motivation is perhaps just as much what we teachers manage to facilitate with the teaching, books or creating a safe climate, fellow students and all the work that is done around. (T4)

When asked what thoughts they had regarding reading for pleasure, the teachers reported what they consider reading pleasure to be:

26) Reading for pleasure, I imagine that they have more desire to read for their own part, not because they think it's okay when they have to, but that they want to read outside as well. (T1)

27) Then I think that there is more focus on joy and not so much on a task or a function [...], but that it should be nice somehow, that they want to read just to enjoy themselves. (T3)

Adding to reading for fun and on one’s own terms, T4 and T5 talked about reading for pleasure as a step up from motivation and intrinsic motivation:

28) Also, the pleasure to read is more the intrinsic motivation when the students sit down and [...] have a genuine desire to read and think it is fun, nice, and get something out of it than that I have said that now we will read. (T4)

However, T2 considered reading for pleasure to be the strategies a teacher uses to help facilitate the pleasure to read:

29) Personally, I think that if you introduce students to good texts, exciting texts early, then it helps to create a desire to read, not necessarily that you have a campaign or something like that. But there must be something that's appealing, or texts that are appealing, books that are appealing. That is more reading for pleasure and that you have reading campaigns with clear goals, not just like that, "here one should read". (T2)

When asked if they thought reading motivation was any different from reading for pleasure, all the teachers thought so to some degree. T1 reported that they believe there is a difference. However, they had not considered there to be any difference prior to the interview:

30) Yes, when I've really thought about it a bit, I've thought a little more about those paths, but before I was introduced to it by you, I did not think there was much difference. (T1)

T2 was unsure if there was a difference, but tried to make sense of the two terms:

31) Desire to read is... I'm unsure. We talked a bit about the desire to read versus reading motivation. The desire to read may be there and then, while reading motivation is, some people are very motivated to read. When they have the peace to sit down and read, and fall into a calmness where they can be creative. I think there is a difference, but it is a bit difficult to answer exactly what the difference is. It may be that motivation to read comes a little later and that the desire to read is something that can come earlier, true. (T2)

T3, however, reported that these terms could intertwine:

32) I imagine that they can merge a little into each other. But I think of the desire to read as a little more, yes, the desire to read, while reading motivation may be a little more

factual. That yes, okay, I have been motivated to read, because then I get a prize, for example. While the desire to read is a bit more about the drive itself, perhaps. (T3)

On the other hand, T4 considered there to be a clear difference between the terms:

33) Yes, I'm a little [curious about] why one reads, where does the need come from? Is it an inner desire or is it something we say you should do because it is either a lesson or something we are going to talk about in school? It's to do with where the need to read comes from, whether it is a student who wants to read or is it me who says now you have to, in a way. (T4)

4.2.2 Teacher perceptions of their pupils' reading motivation and reading for pleasure

When asked about their pupils' motivation to read in English, the teachers had quite different opinions on this topic. One teacher said pupil motivation is "very individual". Another teacher said that they are motivated to read in English "often because they have to". Having "varied" texts to increase interest was mentioned by two of the five teachers. One teacher reported that she experienced that her pupils have been very motivated to read in English, but said it was because she had "facilitated it to some extent", expressing that her influence made them interested in reading:

34) I have experienced that they find it motivating with slightly varied texts. If there is a meaning behind the text, a nice task they need to solve by reading the text. They had a reading lesson on chocolate crisp [...] a recipe. It motivated them and made them want to read. They wanted to go home to make the recipe. It was not just an English reading lesson with terms they had to learn. (T3)

35) My task is to create a desire for them to want to read. We can do that to a very large extent, but they do not always have that great desire to read. It is more the work I do around it that creates that motivation, but when they get started, they are very motivated. (T4)

When asked about the pupils' reading for pleasure, T4 reported she had a "thousand thoughts" about that topic:

36) My impression [...] is that the teachers are a little afraid of the students reading in English. [...] They are a little scared to let them into the English section of the library. There are also not too many books available there. [The books] may be the easiest and the most difficult, but little in between. [...]. I also feel that if a student has started reading then they become a little more eager to read another. And that I notice that they actually want to read themselves, and not something that is pressured on anyone. (T1)

37) I see that the more proficient ones are those who choose to read in English. [...] But most of them do not. They sort of have enough with reading Norwegian books. Yes, so those who are good at languages, and have several languages in their home. [...] I feel that the strongest academic students are those who have the most desire to read in English. (T3)

T4 described mostly what she does for her pupils to experience reading for pleasure. T4 reported about her routines, what previous reading experiences the pupils have and what culture they have in the classroom. These were seen as important for the pupils' reading for pleasure.

38) Create an environment that ensures that you don't laugh at people. You can laugh a little if they are laughing a little themselves. But it's really like a "no no". What skills do they have, what experiences have they had before, are they used to getting lots of praise and encouragement, and do we manage to laugh even if we read wrong. We create a relaxed atmosphere that reading is fun, so then I feel I have succeeded and then the desire to read comes even from those who do not have a desire to read in the first place. (T4).

4.2.3 *Teacher roles*

The teachers were asked whether they believed that their own perceptions of reading for pleasure affect their pupils. All five teachers reported that it affects their pupils because they are role models for good reading behaviour:

39) Absolutely! I think that has a lot to say. I notice that in general when the teacher is motivated and enjoys reading, they pass it on to the students. I absolutely believe so!

We have had a lot of focus on reading in general at the school and then, among other things, when the students are going to read, the adult is also going to read. That is what it takes to be a good role model. [...] I think that it all comes down if you show that it is nice to read and you facilitate good reading experiences, I think it is very catching. (T1)

40) Yes, definitely. I think so, absolutely. If I am positive and spend time and prioritize it, this with the pleasure to read, of course it affects [the pupils]. I have a huge impact on my students in relation to that. (T2)

41) Oh absolutely. We [teachers] go in and say that this is a nice text, I have been looking forward to this text. Last week it was *The Witches* by Roald Dahl, who does not like that book, right? But If I had said this book was boring, the pupils would maybe think so too. I model, I am a role model in the form that I influence and encourage and talk well about reading, of course. (T4)

4.3 Teacher perceptions of pupils' reading habits in and outside of school

In this part of the interview, it was important to find what the teachers' perceptions were of their pupils' reading habits. Regarding reading in school, the teachers had a similar opinion that the highest achieving pupils are the ones who want to read in English in class and ask to borrow English books from the library. T2 reported:

42) If we think of the desire to read as voluntary free reading. Then I see that it is the highest achievers who choose to read in English. I have an academically strong pupil who can read *Harry Potter* in English. (T2)

The teachers were asked if their pupils were interested in reading during their free time, T2 assumed so without knowing specifically:

43) I have no control over that, so I do not really know. But I know that I would say that the students who have resourceful parents, they have parents who in a way "force" them in quotation marks, that is, the children to read in English or to watch English movies. [...] This is something that the resourceful students

do without me having any control of it. But it comes out when we have teacher-pupil conversations and things like that. (T2)

T4 reported that it is not easy to motivate pupils to read books in their free time because they have other interests and activities such as sports after school:

44) Oh, but it's exactly the same thing we do at school. Can we manage to get the interest up? [...] But of course, it is that with these tablets and gaming that takes a lot of time and many of my students have practice every day. There is pressure for time and then they do not necessarily sit down to read, unfortunately, because I think they would have really liked it. (T4)

T5, however, reported that there are pupils who read in their free time:

45) There are some who read English literature in their spare time. But they are the ones with both a desire to read and have a motivation to read. You will always have some of them, just like in other subjects. And then in a way I think exactly the same as what they read in Norwegian. But luckily, I see that there are a few of them. (T5)

Regarding what kinds of books pupils read in English, the teachers assumed that what makes them choose a book in English is based mostly on the pupils' broader interests. Two teachers (T1 and T4) reported that it is mostly the same books they choose in English as they would read in Norwegian. All the teachers reported similar genres and types of text that the pupils tend to read in English. These included fantasy, crime, fiction, humour, and factual books. Regarding the type of text, picture books and comics seemed to be the most chosen by pupils in 5th to 7th grade.

When asked if they notice if their pupils experience reading for pleasure or not, most of the teachers reported that higher achievers enjoy reading in English and lower achievers usually struggle to read:

46) Yes, you can see that the students who are “bad”, or not necessarily bad, but those who struggle with reading in Norwegian will also struggle with reading in other subjects, including English. And if they find it difficult to read in Norwegian then you find it difficult to read in English as well. (T1)

47) Some may not have read enough in English yet to master it well. I notice that not everyone who is a good reader in Norwegian and likes to read in Norwegian necessarily likes to read in English. (T3)

Four of the five teachers reported that those who do not experience reading for pleasure in class are usually unconcentrated, and clearly display (body language) that they do not enjoy reading in English.

4.4 Teaching strategies and practices

This section focuses on the teachers' practices and strategies to motivate the pupils to read and engage them in reading for pleasure. Included are strategies and activities that they use in their classroom to engage their pupils to read and enjoy it.

4.4.1 Strategies to increase motivation and reading for pleasure

There were four strategies that were reported by more than one teacher. The first was introducing books, which was considered by four of the teachers to be a useful strategy. This was because the pupils were then able to get access to different kinds of books and genres that they might not have chosen themselves. Furthermore, for the pupils to become more intrigued and curious to read more:

48) [...] Take some sample books that you know are popular at that age. Show the books, tell a little about them, maybe read the back, start the books a little for them, maybe that's something that can help many to get started. (T1)

49) Maybe present books to each other, we have had, a bit like small mini presentations. It has been very good at least; it awakens a little desire for others to read this and that book [...]. (T2)

50) I try to present the reading text as a bit exciting. That, look here sort of. Also, can put it in a context. I have also tried to show some books, with the resources we have called

lesemester, I see that they like this. Then I tried to show it, just a little bit of the book, so that they can become curious about the book. (T3)

T5 reported an example of how one can introduce books:

51) When I had these weeks with a special focus on reading, I copied excerpts from a good deal of books, right. Then they read, no, they got to choose. I chose for example, humour books. I chose books by, yes, Harry Potter. Yes, various books. They also got one or two chapters, and then someone chose to read onwards. (T5)

When asked what place reading has in their classes, all teachers addressed the importance of setting aside time to read. Two teachers reported on the importance of setting time to read and going to the library and introducing books as important factors:

52) I think it varies a bit, and then there is also that they get the time to read, go to the library, present books. (T2)

53) Set aside time in class to read, but also to introduce books to them. (T1)

However, three of the teachers reported the dissatisfaction with not having enough time each week to be able to give pupils the time to read freely:

54) No, but it is clear that a problem is that we have so few lessons in English. I can say now that in the 6th grade we have two hours a week. So, what should one prioritize, right? [...] But then you have to give time and space for it to sit down with a book. (T5)

55) Now we have two hours a week, and we have not really had as much focus on such free reading as we might have done in the Norwegian subject. (T3)

56) Wish I had more. I notice that I was a bit like "uhh" when that question came up because I wish I had room for both enjoying reading and, yes, all types of reading in class as I do in Norwegian. Because there I have four hours a week and can really go into all the elements of reading. [...] I wish I had more of it, but it's a matter of time, simply." (T4)

Having books available for pupils at all times was an important factor for three of the teachers:

57) Try to help all students so that they have an English book available at all times, which they can use every time we have English. A bit like we do in the Norwegian subject. (T1)

Choosing books was important to the teachers, both with and without their guidance. What the teachers reported was having books with genres and themes of the pupils interests. This was reported to be motivating:

58) I think it is important that you make sure that they have texts at slightly different levels and that they find texts that suit them, not too much or too little text and interest. Think it is very important to find for those who are interested in football, find a text that is about football, or dinosaurs, that it depends a bit on the topic and that you find something that can fit. (T1)

When asked if pupils choose books themselves, four teachers reported that even though they let the pupils choose books, they also guide their pupils when choosing books. Most of the teachers said that they do this to help both strong and weak readers. It also depended on whether the pupils chose a book that was too difficult or that had a theme they were not really interested in:

59) The strong readers, they almost always manage on their own, almost without exception, while the weak readers, they mess around and have huge problems choosing, so those are the ones I need to help. (T2)

60) Yes, we guide a lot. All adults who are part of such a library visit also guide them, and maybe sometimes they get the chance to borrow a book that is a little difficult, then they get to take one that is a little easier as well. (T3)

However, T4 reported that she did not guide pupils, and that the reason for this was to help them gain some pleasure for reading by choosing books themselves:

61) I let them choose for themselves, I could probably go in and control more, but they know what they want, and their choices most often are based on the front pages or authors they know, or others who say it was cool. I'm all about their desire to read, so knock yourself out, I say. No, I do not make much fuss of it. (T4)

4.4.2 Activities

The teachers mentioned some specific reading activities that they use in their classrooms. However, there were not many activities reported. There was mostly a focus on strategies they use to motivate their pupils to read, and these strategies were not necessarily focused on reading pleasure, but rather for motivating reading in general, and to make reading fun. The first was drama activities, such as Readers Theatre (Drew & Pedersen, 2012). This activity was reported by T1 and T4. T1 had only done it in Norwegian classes, but wanted to do it in English and include the use of props as many of her pupils have a “fantastic imagination [...] and then they get to repeat it many times”. T4 found that, compared with reading aloud for the whole class, drama is more interesting for the pupils:

62) When it comes to reading aloud, it is clearly dramatization, reader’s theatre or dramatization that captures almost everyone. They do not have to be themselves, they can have other voices [...] it is often everything from the inner baby voice and all these different voices. It's just the way they fool around and can read wrong without feeling embarrassed. Reading aloud, it's always drama simply, preferably with short roles and with many, I think. (T4)

Working in pairs or groups was also a preferred activity, because the teachers found it to be a motivating factor for their pupils:

63) And what I also did then that I felt was motivating was that they read aloud to another student. They read, for example, one or two pages for the other student, and also the opposite. We did this for several days because it was so motivating. (T5)

64) Yes, from time to time we do these lines from a text where they read together. They like that. And especially if they have been allowed to practice at home first. Then they think it's nice to read aloud to their learning partner. (T3)

65) I see that if they can work together for example, it motivates quite a few. Because then they can help each other and use each other as support. There is also something about having something together, so both in pairs and groups. (T1)

T2 described an activity where she presents the content of the books to the class to raise motivation for reading:

66) You spend time on it, talk a lot about the "what do you think this book is about?". Yes, just working with it, not that it is given in a way such as an external structure to what shall we look for. [...]. Right, we talk about everything around a text and not necessarily starting with the terms. (T2)

T3 reported that her school holds an annual "book week":

67) The fact that the school, for example, has a book week, it can motivate them. And a bit like a childish point system, "now we'll try to read so much in this period of time". I feel there are a number of students who then feel like reading. Or like a reading bingo, where you cross off, for example, "read under the chair". I feel that then it is kind of nicer to read. (T3)

T4 reported in general how she works with reading in her classroom:

68) This is a bit twofold again: for something they must do, and something we encourage them to do. So, what they have to do is homework and they are confident at it. Always have English homework as a PDF that they can read aloud in AppWriter³, so that they get the reading support there. Usually, if I can, find a similar text or something similar to a genre, like a YouTube video that makes them think it's nicer. We have a lot of reader's theatre, we have a lot of varied texts, differentiated. We dramatize. Comics tend to be quite nice. Always have reading as an extra task for those who have finished, either that it is on skolen.no or all the resources we have online, or that they go to the library and borrow English books there. (T4)

³ AppWriter Cloud is an assisted reading and writing tool in Google Doc and Chrome browsers. It is an extension that can be installed on Google Chrome. Features: read aloud books, websites, e-mails, documents. Speech to text, word suggestions and optical character recognition.

5 Discussion

In this chapter the findings from the interview will be reviewed in light of relevant theory which is presented in chapter 2 to answer the following research questions: *What are teachers' perceptions of reading pleasure in English as an L2 in Norwegian primary schools?* and *How do teachers engage pupils' pleasure for reading in English as an L2 in Norwegian primary schools?*

In section 5.1, the teachers' theoretical understandings of reading for pleasure and motivation are discussed. Section 5.2 discusses the teachers' perceptions of their pupils' reading practices. Section 5.3 focuses on the teachers' practices regarding reading for pleasure. Section 5.4 discusses the teachers' perspectives on reading practices in the school and at home. Section 5.5 outlines the study's limitations and suggested avenues for further research.

5.1 Teacher perceptions of motivation to read and reading for pleasure

The term motivation has numerous definitions, and, in this thesis, it is understood as the processes that are important to sustain an action (Schunk et al., 2010). Dörnyei and Ushioda (2011) distinguished between intrinsic motivation (IM) and extrinsic motivation (EM). An important aspect of this distinction is that these types of motivation are interdependent (Kong, 2009). The former focuses on the satisfaction received in doing an activity (Ryan & Deci, 2000). The latter focuses on doing an activity in order to attain a separate outcome, such as receiving good grades (Dörnyei & Ushioda, 2011; Ryan & Deci, 2000). The motivation to read is based on general motivational constructs of reading engagement, such as Wigfield and Guthrie's (1995) expectancy-value model. Wigfield and Guthrie (1995) claimed that IM and EM are both important for reading motivation, as IM focuses on the enjoyment gained from reading, and EM focuses on recognition received from reading.

In the interviews, the teachers distinguished between reading for pleasure and reading motivation. Two teachers (T1 and T3) reported that reading motivation is related to the teacher's work to motivate their pupils to read. On the one hand, T1 focused on that the pupils are motivated to read when the teacher asks them to, which can be connected to EM. On the

other hand, T3 reported that the teacher should consider the pupils' goals (e.g., to finish an assignment) in order to facilitate the pupils' motivation to read, which can be connected to IM. The findings demonstrate that the teachers tended to focus on either IM or EM, rather than considering both. This may be problematic considering that "motivation" is an important term in the core curriculum (Ministry of Education and Research, 2017). By only considering either IM or EM, which are not distinguished in the core curriculum, teachers may hold somewhat reductive views of motivation.

Another perspective that was reported by one of the teachers (T4) was not related to the term motivation, but focused instead more on the teacher's role. This teacher reported that motivation to read stems from the teacher creating a safe environment to read and engaging the pupils' desire to read. This is supported by Wigfield and Guthrie (1995) and Mori (2002) who found that the motivation to read is dependent on both intrinsic and extrinsic motivation. One teacher (T2) considered reading motivation in terms that were similar to both EM and IM. The teacher (T2) reported EM to be present when the pupils do an activity to meet a requirement, whereas IM is important for giving pupils the joy and the inner motivation to read. Overall, these findings suggest that, although some teachers may have knowledge of both aspects of motivation, some teachers may need further guidance for understanding and working with the core curriculum.

Reading for pleasure is an abstract term that can be fairly challenging to define. Clark and Rumbold (2006) posit that reading for pleasure is when one reads of their own free will to achieve satisfaction. The teachers' perceptions of reading for pleasure were fairly similar. When giving their perceptions of the term reading for pleasure, teachers T1 and T3 reported that there is a focus on the joy of reading, rather than treating reading as a task. They also emphasised that the aim is for pupils to read because they want to, not because they must. This is supported by scholars (Goodwin, 2019; Hennig, 2019 etc.), who argue that there are benefits to focusing on joy and entertainment in reading for pleasure. One teacher (T2) reported how one can facilitate reading for pleasure by finding books that are appealing to the pupils, introducing them to the class, and having reading campaigns. Similar practices are advocated by Munden (2021), who presented principles that can encourage reading for pleasure in English. In turn, this shows that the interviewees had knowledge of how reading for pleasure can be cultivated in the classroom. However, their answers suggested that their understandings were tacit and not grounded in established theories. Thus, although these teachers held similar views, it seems that using such an abstract term in the LK20 may be

problematic unless teachers receive relevant training. This can cause misunderstandings of the definition between teachers, which perhaps reflects that, while the term is used in the curriculum, no definition is given. This finding is perhaps also something that schools should consider on an institutional level, as many primary school teachers lack formal education in the English subject (SSB, 2019).

Another perspective that came to light in reading for pleasure was the aspect of motivation. Two of the teachers (T4 & T5) reported that their understanding of reading for pleasure was connected to intrinsic motivation. They said that their pupils' desire to read is connected to their intrinsic motivation, rather than their extrinsic motivation. Intrinsic motivation can be defined as "the doing of an activity for its inherent satisfaction rather than for some separable consequence." (Ryan & Deci, 2000, p. 56). Hence, a person who reads for their own satisfaction is considered to be intrinsically motivated, which in turn shows that they are reading for pleasure (Mori, 2002; Wigfield & Guthrie, 1995). These results suggest that there is a correlation between motivation and reading for pleasure. This is supported by Goodwin (2019), who argues that children who look to find pleasure in reading will read for the sake of being captivated in books, which shows the link between motivation to read and reading for pleasure. This is also further supported by Clark and De Zoysa (2011) who found that reading behaviour and reading enjoyment are directly related to reading achievement. This implies that reading for pleasure and motivation are fundamentally interconnected.

5.2 Teachers' perceptions of pupils' reading practices

This section focuses on the teachers' perceptions of how their pupils perceive reading for pleasure. The reading experiences that pupils have are important because pleasurable reading encounters can increase the likelihood of voluntary reading (Clark & De Zoysa, 2011).

The teachers' perceptions from the interviews regarding what pupils perceive as reading for pleasure were somewhat similar. One teacher (T3) reported that the pupils who choose to read are the ones who are stronger readers, and those who do not choose to read usually find it difficult to read Norwegian books. In other words, it is high achieving pupils who tend to find pleasure in reading in English. Krashen (2004) found that pupils who read more in school and at home have better reading skills, and that linguistic knowledge can be obtained

subconsciously through extensive reading. Elley and Mangubhai (1983) also found that reading more can improve pupils' overall L2 language skills. This suggests that pupils who have acquired sufficient language within L2 are more likely to choose to read for their own pleasure. Moreover, reading more in English can further improve their language skills. Although the teachers reported that some of their pupils find pleasure to read in English, it seems that this only applied to a minority of their pupils. Thus, considering the importance of reading pleasure for language acquisition, these findings raise the question of what can be done to engage more pupils in reading for pleasure in the English subject.

Another perspective that came to light in the interview was that one teacher (T1) reported that some teachers find it intimidating to let the pupils read in English and therefore may hesitate before allowing them to choose English books in the school library. In other words, some teachers reportedly lack confidence regarding their own English skills, which deters them from facilitating English reading in their classrooms. If this is the case, these teachers may be doing their pupils a disservice by denying them access to English books. Thus, raising teacher confidence regarding their own English skills is an issue that should be addressed in, for example, teacher training courses.

One topic that the teachers did not discuss was the balance between Norwegian and English reading. Although it may be challenging to balance reading in English with reading in Norwegian, striking this balance is likely to benefit pupils' acquisition of both languages. Goodwin (2019) argues that pupils are likely to be more eager to read in English once they have started. Furthermore, Goodwin (2019) argues that children who read voluntarily, read for the sake of being captivated, so immersing pupils in fictional worlds in English is perhaps one of the key challenges for teachers to overcome. However, this shows that by solving logistical problems, such as time and access to books, is not enough on its own. Teachers also need to find ways they can engage pupils with literary characters, settings, and plots. This can help pupils find books that they are interested in, which in turn can increase their pleasure for reading.

One teacher (T4) focused on some aspects that were important for pupils' reading for pleasure. The experiences that the pupils had encountered with reading were found to be important. In other words, the teachers reported that some pupils have had negative experiences with reading that are challenging to counteract. In order to avoid negative experiences, the teacher should create a positive environment in the classroom for reading

where pupils are praised and encouraged, and are not, for example, laughed at when they read incorrectly. T4 reported that when these aspects come into place, pupils who already have the pleasure to read, and also those who do not have it, eventually find the desire to read. This suggests that teachers who facilitate and motivate their pupils to read, by using different strategies can increase pupils reading for pleasure. This is supported by Munden (2021), who says that teachers who can model good reading experiences can help pupils to find reading pleasurable.

Pupils reading during their free time can be an important factor for increasing their desire to read. Sundqvist and Sylven (2016) define extramural English as a learner's exposure to and use of English outside the classroom, which could be through reading books, playing video games and participating on social media. In the interviews, although most of the teachers reported that they do not know how much time their pupils spend reading books outside school, one teacher (T5) reported that a few pupils read English literature outside of school. Those pupils are usually the ones who already have the desire and motivation to read. Moreover, these pupils mostly read the same types of books (genre) in English as they would in Norwegian. This suggests that pupils may be more susceptible to read in English if they have prior knowledge of reading similar texts in Norwegian.

While the teachers did not know much about their pupils' reading of literature outside school, they reported that their pupils spend a lot of time on social media (e.g. Snapchat, YouTube, TikTok) and gaming. They assumed that this is mostly where the pupils learn English. This suggests that pupils may be proficient in oral English due to their use of social media and video games, but not necessarily that they may read books during their free time. Brevik (2019) found that the use of English technology outside the classroom helped pupils increase their L2 reading skills. Although this study mostly focused on the reading of printed literary works, this finding suggests that taking a broader approach to literacy may be useful for capitalising on pupils' pre-existing interests.

Vlieghe, Vandermeersche and Soetaert (2016) found that social media offers new opportunities for innovative reading. However, although social media can offer an innovative approach to reading, it should be used with caution. Kojo, Agyekum and Arthur (2018) found that university students' academic performances were negatively affected by the use of social media. So, while social media and video games often rely on a lot of textual communication, the content being consumed may not necessarily benefit pupils academically. Nevertheless, at

the same time as offering opportunities for reading for pleasure, working with these kinds of multimodal, digital texts in the English classroom could help to raise pupils' awareness of genre conventions, and develop their visual literacy.

The teachers reported that the pupils who are more likely to read in English for pleasure are typically high achievers. Ofsted (2004) found in the UK that pupils who lacked competence often developed negative attitudes towards reading. The case of negativity towards reading in English was reported by 4 of 5 teachers who said that their pupils do not enjoy reading in English. This may be because these pupils are not competent readers. Furthermore, one teacher (T2) reported that if one is a "bad" reader and struggles to find something to read, then teachers should help to motivate them. Additionally, one teacher (T3) reported that pupils who are good readers and enjoy reading in Norwegian, may not necessarily like to read in English. These results suggest that pupils who like to read in their mother tongue may not like to read in a foreign language. Therefore, it is important to consider that teachers should help the pupils to want to read in English regardless, as reading in one's mother tongue and reading in a foreign language are two separate things. These findings suggest that one of the challenges for teachers is finding texts that are both appealing to pupils and adapted to their level of proficiency.

Pupil interests may play a factor in the books that they choose to read in English. The teachers reported that their pupils tend to choose books in English based on their free time interests (football, dinosaurs etc.). This was also reported by Wigfield and Guthrie (1995), who found that reading about a topic one finds interesting can increase one's intrinsic motivation. This in turn can help pupils find the pleasure in reading. Similarly, Munden (2021, p. 367) argues that "Books need to be so interesting that pupils are motivated to read and make sense of the text". When reporting on the books that pupils enjoyed reading, all teachers mentioned a wide range of genres that their pupils find interesting, such as fantasy, crime, fiction, humour, and factual books. Two types of text stood out from the interviews, which were picture books (for less proficient 5th graders) and comics. These findings underscore the importance of giving pupils access to books belonging to a wide range of genres, preferably written as comics, which offer visual support to the textual content. Furthermore, by familiarising themselves with individual pupil interests, teachers can make informed decisions about which books to introduce to them.

5.3 Teachers' reported practices regarding reading

This section focuses on the teachers' practices regarding reading. This involves what role the teachers play in their pupils' reading development and which activities they do use or do not use.

According to the curriculum, teachers should encourage their pupils to read for pleasure (Ministry of Education and Research, 2019). However, it might be important to consider that all teachers may not work in the same way. They can choose from a various range of tools and methods to achieve these goals. Therefore, the teachers' reported practices should be considered as suggested practices for other English teachers.

The teachers' role in their pupils' reading development is important for their motivation to read (Gambrell, 2009). The curriculum states that teachers should facilitate the desire to learn using various strategies to develop pupils reading (Ministry of Education and Research, 2019). In the interviews, the teachers recognised that their attitudes towards reading in English affect their pupils' attitudes. One teacher (T2) reported that, by modelling good reading practices, they have a huge impact on their pupils in relation to reading. Another teacher (T4) added that she talks about reading only in positive terms as this both encourages the pupils and influences their perceptions. Another teacher (T1) also described one of their school's rules, which is that when the pupils participate in silent reading activities, the adults also have to read. These findings build on existing theory that shows teachers who enjoy reading and display good reading experiences are positive role models for pupils (Munden, 2021). It may be challenging for teachers to be good role models for reading if they do not enjoy reading themselves or if they find it difficult to show the significance of reading. Further research could investigate the role of modelling practices among a larger sample of teachers.

Reading aloud is a commonly used activity in the EFL classroom (Munden, 2021). Both teachers and pupils can read aloud in plenary and in smaller group settings. The teachers reported that reading aloud was an activity that they often used in their classrooms. However, the teachers reported that having the pupils read aloud for the entire class was not an activity they used. Teachers might avoid asking the pupils to read aloud for the class, as it can be time-consuming and might even be considered scary for the pupils. This is supported by

Munden (2021) who found that individual pupil reading for the whole class can be considered intimidating.

Beyond this, the ways that they used reading aloud were different. Two types of reading aloud activities that were emphasised in the interviews were shared reading and Readers Theatre (RT). Shared reading was reported by 3 of 5 teachers as a preferred activity. The teachers reported that pupils reading aloud to each other in pairs or smaller groups was motivating for the pupils because they were able to offer each other support. Shared reading has been shown to have many benefits, which can further motivate and inspire pupils to read individually (Drew & Sørheim, 2018; Gamble, 2013).

Reader's theatre can be considered to be a specific type of shared reading activity. Two teachers (T1 & T4) reported that they enjoyed using RT as a reading aloud activity. T1 had not yet used it in the English subject but wanted to because she saw that the pupils enjoyed using props and their imagination. T4 reported that she always uses dramatisation when having reading aloud activities. This was because she found that it engages the pupils and makes reading a fun activity. She also reported that by using drama, pupils can feel more at ease when reading. Drew and Pedersen (2012) reported that RT is particularly useful for struggling and demotivated readers as they get to work in groups with pupils who share the same goals. Thus, considering that teachers reported that many of their pupils do not have positive attitudes towards reading in English, RT might be a useful approach for engaging a larger number of pupils in enjoyable reading practices.

Another activity that the interviewees reported to motivate reading for pleasure was by introducing and presenting books. Scholars have found that introducing and presenting books can help pupils to find suitable books, which can make reading more motivating at the same time as introducing pupils to the wide variety of texts that exist (Gambrell, 2009; Hansen, 1986; Hennig, 2017; Munden, 2021). One teacher (T2) reported that she found presenting the content of the books to pupils tended to raise motivation for reading. One particular activity was to have the pupils hold mini presentations of books that they had read to each other. The teacher (T2) reported that this seemingly awakened their desire to read the books. One teacher (T1) reported that the teacher could show the book (cover page) and read excerpts from the book to raise the pupils' curiosity. Another teacher (T3) added that it is important to present the text as exciting. T3 used a resource called "lesemester" to present the books online for the pupils, which the pupils seemingly enjoyed. In turn, these results suggest that presenting and

introducing books in various ways can demonstrate a teacher's interest regarding reading, and it can help the pupils find books that are suited for both their interests and level.

Reading is typically seen as an individual activity. However, by sharing experiences and having pupils work together by, for example, discussing the books they have read, teachers can motivate pupils by making reading more social. The findings presented regarding activities that the teachers used show that teachers recognise that their pupils enjoy reading together. This is supported by Ivey (2014), who found that students were engaged readers when reading and working together on a text. This is further supported by Vygotsky's social constructivist theory, where the teachers can use peer-scaffolding. Peer-scaffolding can help pupils in the sense of working in collaboration on readings tasks. Through peer scaffolding, pupils can learn about other pupils' perspectives, as they may share different views of a text (Yang & Wilson, 2006). These theories suggest that making reading a social activity can help the pupils' reading pleasure develop when supported by their teachers and fellow pupils.

There were some strategies that stood out in the interviews that seem important for increasing and facilitating reading for pleasure. These were choosing a text, guidance, and time and availability. Allowing pupils to choose which texts they wish to read is considered a fundamental teaching strategy (Henning, 2019). There are two important factors to take into consideration: pupils should be allowed to take part in the choice as it makes the process more motivating, and teachers should offer guidance when pupils are choosing a text in order to accommodate their reading level (Hennig, 2019).

Regarding pupils' choice of text, four of five teachers mentioned that they guide their pupils when choosing a text. They reported that they help both strong and weak readers. Regarding the strong readers, the teachers reported that they are usually able to manage on their own choosing books, but that they might need help to choose a book that is a little more difficult, so that they can move advance in their reading level. Regarding the weak readers, the teachers reported helping these more than the stronger readers because they struggle to decide which books to choose. Some may not be able to read the books (reading level), or some may struggle to find books that are of interest to them.

On the one hand, this shows that the pupils should be a part of the decision-making process when choosing books, but also receive some guidance from the teacher (Hennig, 2019). On the other hand, one teacher (T4) reported that she did not guide any of her pupils because

choosing a text themselves can help them gain the pleasure in reading. However, this may not be the best approach for all pupils because some pupils may be overwhelmed by the choices and can benefit from guidance. Hennig (2019) proposed a way in which teachers can guide their pupils. This was to present pupils with various options of books that are adapted to their reading level and interest. The findings show that teachers differ in the amount of guidance they offer their pupils. While teachers should probably offer all pupils in primary schools at least some guidance, they need to recognise individual pupil needs and adapt the guidance that they offer accordingly.

Time and availability of books was reported in the interviews as significant to facilitate reading for pleasure. All the teachers reported that it was important to set aside time to read in class. However, three teachers (T3, T4 & T5) reported frustration regarding the time assigned to read freely in the classroom. This is because the teachers are not able to give the pupils enough time to read as, in 5th to 7th grade, only 2 hours a week are assigned to the English subject. One teacher (T4) reported that there should be enough time in class to have free reading, such as the pupils have in Norwegian. Similarly, T3 reported that there is not as much focus on free reading in English as there is in the Norwegian subject. These results then raise the question of what ought to be prioritized in English. In the interviews, the teachers reported that they do not have the time to allow pupils to read freely every week, as they have to address other competence aims in the curriculum. Hansen (1986) emphasises that the time given to read is important to foster motivation. However, teachers have to work within the time they are given and may therefore not be able to give pupils time for free reading every week. One solution could be for the teachers to have extensive reading programs in the English subject for several weeks where the pupils focus on reading, and then do other intensive reading activities during the rest of the year. Further research could be done to establish the amount of time that can reasonably be assigned to free reading in English in grades 5-7.

Regarding the availability of books, Hansen (1986) emphasises that it is important to have books available in order to create opportunities for reading. The teachers reported that they recognised the importance of having books available, but not all of the informants had books available for their pupils at all times. One teacher (T1) reported that she tries to have English books available when she has English lessons. However, all of the teachers reported that their schools have poor selections of English books in both the classrooms and the library. Some of the teachers reported that they use digital libraries as an alternative to physical books because

the selection is wider and more readily available there. Drew and Sørheim (2018) point out that all schools should have a wide collection of reading materials in English. However, in practice, the interviewees reported that their schools do not tend to focus on the English subject, which limits the amount of funding that is given to English reading materials. The English subject is highly prioritised in the curriculum LK20. Therefore, schools should be willing to invest more in the English resources that they make available to their pupils.

5.4 Teachers' perspectives on reading practices in the school and at home

This section focuses on the teachers' perceptions of reading practices at an institutional level, both at school and at home. Regarding school, the teachers were asked what their schools do and which resources they have, and which reading practices are used in their classroom. Regarding home, they were asked about what teacher-parent relations are like, and what role parents have at home regarding reading.

Educational settings are the places in which most people learn to read in a second language (Grabe, 2009). The English curriculum emphasises the importance of reading in order to train reading proficiency and facilitate language learning in general (Ministry of Education and Research, 2019). In the interviews, all the informants reported that their schools prioritized reading. However, the focus was typically on reading in Norwegian compared to English. Of course, the focus on reading in Norwegian is unsurprising, but all of the informants agreed that reading in English is not a high priority at their schools. One teacher (T4) even reported that reading in English is not a topic of discussion at their school. It is not something that seemed to be discussed at the administrative level and was not a topic that was covered during the teachers' professional development time. This somewhat contrasts with Grabe's (2009) assumption that educational settings are the place where pupils also learn to read in a second language. These results suggest that there is a need to further investigate the status of English reading in Norwegian schools in order to ensure that all pupils have opportunities to read in both English and Norwegian.

Regarding the reading practices in the classroom, the results suggest that most of the work to cultivate reading in English was done by the individual teacher. LK20 states that teachers should provide and facilitate the desire to read by using a variety of strategies and by guiding

pupils in further developing their reading skills (Ministry of Education and Research, 2019). The teachers mostly reported that, even though reading in English in general is not a focus at their school, individual teachers are able to facilitate English reading in their classes. However, although it may seem reasonable to delegate this responsibility to competent English teachers, primary school teachers in Norway may have limited competence in the English subject (SSB, 2019). In turn, this means that some pupils may not be given the time, guidance and access needed to cultivate reading for pleasure. This raises the question of whether more can be done at the administrative level to facilitate reading in English. For example, schools can ensure that their libraries have a wide selection of suitable English books, and they can encourage teachers to give their pupils access to these.

The teachers' respective schools had similarities and differences regarding their reading resources. All the schools had their own libraries and had employed a librarian. One teacher (T2) reported that their school had a reading specialist who had a master's degree in "literacy studies". Further, she reported that the reading specialist also considered the selection of English books to be insufficient. This was also reported by all of the interviewees who found that their respective schools' selection of books in English were limited. However, the municipality had provided schools with online resources that included digital libraries. These offered a better selection of books that can be catered to different ability levels. These results suggest that the present schools had invested little in physical English books. Previous studies (e.g. Pardede, 2019) suggest that digital resources have their limitations, as people's reading practices tend to be less effective when reading on a screen. Scholars typically advise that digital resources should be used to supplement physical reading resources (Pardede, 2019). Thus, it may be problematic for schools to only provide access to English reading resources digitally. Nevertheless, the effects of digital reading on young EFL learners arguably remains under-researched.

All of the teachers reported that their schools organise reading projects and reading programmes. However, these typically focused on reading in Norwegian. The teachers reported that they spent a certain amount of time on these projects, which often involve competitions, either in the schools or at the national level. These projects may also involve having what they called book weeks, where the focus is on reading a lot (similar to extensive reading). Some teachers also reported that they had reading programmes such as, reading siesta. One teacher (T2) reported that the whole school read a book (e.g. *A fish for Luna*), and

each pupil got their own copy and worked systematically⁴ with reading. These results suggest that schools recognise the importance of reading, and they organise opportunities for the pupils to read. This is beneficial for pupils as they need reading programmes and projects to help developing their pleasure for reading (Helgevold et al., 2005; Stuestøl, 2020). However, as the focus is not in English, it seems that English reading is overlooked. Munden (2021) supports that reading programmes can be a way for the school and teachers to motivate pupils to read, but there can be challenges with finding money to buy books and organize reading in school. Therefore, schools could also facilitate such programmes within the English subject, as it can lead to more reading, reading for pleasure and reading in one's free time.

Home-school cooperation can also be an important factor for pupils' reading experiences. The core curriculum emphasises that this cooperation can help to strengthen pupils' learning and development (Ministry of Education and Research, 2017). One teacher (T2) reported that pupils who have resourceful parents are probably the ones that are encouraged to read during their free time. Gamble (2013) argues that parents who spend time practising reading at home can help pupils become more motivated to read during their free time. However, T4 contended that having children sit down to read during their free time can be equally as difficult for the parents as it is for the school. This is because reading has to compete with other activities, such as social media, gaming, sports, music, and so on. Furthermore, some parents might not have the interest, time, opportunity or knowledge to help (Gamble, 2013). In turn, teachers can try to actively collaborate with parents to facilitate manageable opportunities for pupils to read both in and out of school. Schools could offer parents advice on how to help their children's reading development (Gamble, 2013), both in Norwegian and English. For example, this cooperation can be done through parent-teacher meetings. Some of these meetings can focus on reading and involve having teachers and parents share their knowledge and perspectives.

5.5 Limitations and avenues for further research

This section identified the limitations of this study and highlights possible avenues for further research. Due to restrictions related to Covid-19, four of the five interviews were conducted

⁴ Unfortunately, the teacher did not explain what was meant by working systematically with reading.

online through Zoom. This may have limited the degree to which the interviewer could establish relations with the interviewee, which in turn may have lowered the internal validity of their answers. In order to mitigate this issue, the researcher tried to ease the informants into the interview situation by making small talk before starting the interview proper. Thereafter, the researcher presented themselves, the topic of the research and the expectations of the informants (See Appendix A). It was emphasised that there are no right or wrong answers and that teachers could share their honest opinions.

The study's participants were limited to five Norwegian EFL teachers. Although all the teachers had at least two years' teaching experience, not all had received an education within the English subject. Furthermore, their teaching experience ranged from 3-to 20 years. Thus, although the results potentially represent perspectives among a wide range of teachers, the sample is somewhat heterogeneous, which limits the external validity of the study. Further research could hold interviews or questionnaires with a larger number of teachers.

Alternatively, the interviews could be held with two groups: one of fully trained English teachers and one of teachers who have no formal education within the English subject. Their answers could be compared to investigate how formal education affects their perceptions and practices. Furthermore, pupils could be interviewed in order to learn more about their perspectives on reading in English.

In order to delimit the focus of the present study, only teachers of 5th to 7th grade were asked to participate. This decision was made as it is more likely that 5th to 7th grade pupils read books in English compared to 1st graders. Furthermore, the English subject is assigned more hours in grades 5 to 7 compared to grades 1 to 4. Nevertheless, considering that the present results indicate that reading in English was under-prioritised in grades 5-7 at the present schools, further investigating English reading practices in grades 1-4 seems important. Exposing young foreign language learners to positive reading experiences at an early age is likely to impact their language acquisition (Elley & Mangubhai, 1983). An aspect that could add to this research is to have a similar study, but cross-sectional. This could include interviews or questionnaires with teachers in each grade from 1st to 7th grade, to see how reading for pleasure is cultivated in the different grades.

The last limitation to this study is the aspect of previous research and theory. The topic of reading pleasure has not received much research attention and is arguably under-theorised. Not only is reading for pleasure an abstract term that can be interpreted in many ways, but the

Norwegian term “leselyst” carries different connotations. This makes the term difficult to operationalise and difficult to discuss in interview settings as researchers and their participants may hold incommensurable understandings. Furthermore, reading for pleasure may not be fully conceptualised regarding L2 reading, despite its importance for L2 reading development and language development in general.

6 Conclusion

Reading texts in English is an essential part of acquiring and developing linguistic and cultural competence, which is crucial for pupils' L2 learning. The English curriculum (Ministry of Education and Research, 2019) recognises reading as a basic skill and it highlights the importance of “reading pleasure” for cultivating this skill. This thesis investigated teacher perceptions of reading for pleasure in English in 5th to 7th grade. Furthermore, it investigated which strategies and activities teachers use to motivate their pupils to read in English with a focus on the aspect of reading for pleasure.

The main findings to the first research question (what are teachers' perceptions of reading pleasure in English as an L2 in Norwegian primary schools?) are that the teachers had an understanding of what reading for pleasure is and aim to address this to varying extents in their classrooms. However, the results suggest that the teachers did not prioritize reading for pleasure in English. This was perhaps due to the English subject being assigned relatively few hours in primary schools, which makes it difficult to prioritize free voluntary reading. Furthermore, teachers reported that it is difficult to facilitate reading for pleasure due to the lack of resources available at their schools.

Regarding the pupils' reading for pleasure, the findings suggest that pupils read more in Norwegian compared to English. Not only is Norwegian probably the L1 of most pupils, but the Norwegian subject is also assigned a greater number of hours. Furthermore, engagement with reading in English also depends on the pupils. The results suggest that the stronger readers were those who find pleasure in reading books in English, while the struggling readers find it difficult to enjoy English books. An important aspect of the findings are the pupils' reading habits outside school. The results suggest that pupils most likely do not read English books during their free time as reading competes with other extra-curricular activities, such as playing video games, football practice and social media. Thus, if reading outside school is important for the pupils to gain pleasure in reading, the question remains regarding how to make it more appealing. Perhaps it is not only the school and the teacher who should focus on extra-curricular reading but also parents.

The main findings to the second research question (how do teachers engage pupils' pleasure for reading in English as an L2 in Norwegian primary schools?) are that the teachers use

various strategies to facilitate reading for pleasure. The activities that were found in the results included reading aloud activities, particularly Reader's Theatre (Drew & Pedersen, 2012) and shared reading. Another activity that stood out was introducing and presenting books to the pupils, where both teachers and pupils can share their recommendations.

The strategies that the teachers used to motivate pupils to read in English were spending time on reading and making sure books were available to the pupils. The teacher's role was considered to have a great impact on pupils' reading, as teachers who enjoy reading are positive and promote reading in the classroom can motivate pupils to read themselves. The last strategy was guidance. While one teacher found it was important for the pupils to choose books on their own, the other teachers believed that pupils need guidance regarding their choice of books. They found it important to help both strong and weak pupils to find books that are at their reading level and are of interest to them. Nonetheless, all teachers found that the pupils' interest was important in their choice of books, and that most pupils chose English books that they would typically read in Norwegian. Hence, their choices were determined by which books and authors they already knew of.

Based on the theories presented and the interviews with the five informants in this thesis, it can seem that the desire to read is facilitated to some extent in the English subject and is seen as important for pupils' reading skills. However, teachers may benefit from gaining further knowledge on the topic and its importance for L2 acquisition, as well as learning about more activities and strategies for promoting reading for pleasure.

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Appendices

Appendix A: Interview guide

Informasjon til informanter:

Da vil jeg starte med å si tusen takk for at du ville delta i intervjuet mitt, det settes veldig stort pris på. Jeg heter Linnea og går siste året på grunnskolelærer 1.-7. på Universitetet i Stavanger. Jeg skriver min masteroppgave om leselest på engelsk. Dette intervjuet handler om dine perspektiver/tanker og undervisningsmetoder/strategier i forhold til leselest på 5.-7. trinn. Det er ikke noe riktig eller feil svar, så du må føle deg fri til å dele dine egne meninger/tanker og jeg setter pris på eksempler hvis du kommer på dem underveis (prøv å ikke si navn på elevene dine hvis du kommer med noen slike eksempler). Dette intervjuet vil bli tatt opp og det er kun meg og min veileder som vil ha tilgang til opptakene. Intervjuet vil vare i ca. 1 time. Har du noen spørsmål du lurer på før vi starter intervjuet? Hvis alt dette høres greit ut så kan du signere samtykke skjema og så kan vi gå videre til intervjuet. Jeg starter opptaket nå.

Zoom:

Har du noen spørsmål du lurer på før vi starter intervjuet? Hvis alt høres greit ut så går vi videre. Når det gjelder samtykkeskjemaet så lurer jeg på om du kunne signert det og sendt bilde av det til meg etter intervjuet en gang. Akkurat nå så vil jeg da måtte trenge samtykke fra deg muntlig – hvis du ikke har lest gjennom det enda, så ramser jeg opp hva det er du samtykker til. Du samtykker til at intervjuet blir tatt opp, og at jeg og min veileder har tilgang til disse filene. Du kan når som helst både før, i og etter intervjuet ta tilbake ditt samtykke og da vil all data om deg bli slettet. Jeg kommer til å starte opptaket snart og da vil jeg at du skal si at du samtykker. Er det greit? Da starter jeg opptaket nå.

Bakgrunn:

1. I hvor mange år har du jobbet som engelsklærer?
2. Underviser du i engelsk nå?
3. Hvilke trinn pleier du å undervise i engelsk?
4. Har du utdanning som engelsklærer, eller andre språkfaglige utdannelse?

5. Hvilke fag har du utdannelse i?
6. Hvilke andre fag underviser du i?

Lesing på skolen de jobber på:

1. Er lesing generelt prioritert på denne skolen? Hvordan prioriteres det?
2. Kan du beskrive leseressursene på denne skolen?
3. Er lesing på engelsk prioritert på denne skolen? Hvordan prioriteres det?

Dine tanker om motivasjon og leselyst på **engelsk** og det du tror om elevens egen synsvinkel:

1. Hva legger du i begrepet lesemotivasjon?
2. Hva legger du i begrepet leselyst?
3. Oppfatter du at leselyst er noe annet enn lesemotivasjon?
4. Hvilke tanker har du rundt **elevenes** motivasjon til å lese på engelsk?
5. Hvilke tanker har du rundt **elevenes** leselyst på engelsk?
6. Hvilken plass har lesing i din engelskundervisning?
7. Tror du **dine egne** oppfatninger av leselyst påvirker elevene dine? Hvis ja, hvordan?
8. Merker du på elevene når de opplever/ikke opplever leselyst? Hvis ja, hvordan viser de dette?

Undervisningsmetoder/strategier:

1. Gjør du noe for å motivere elevene til å lese på engelsk? Hvis ja, hva gjør du?
2. Har du erfart at noen arbeidsmåter/aktiviteter gir leselyst? Hvis ja, hvilke?
3. Legger du til rette for at elevene har tilgang til engelske bøker? Hvis ja, hvordan? (Hvis nei, hvorfor?)
4. Får elevene velge bøker selv?
 - a. Hvis ja, hvilke bøker velger de?
5. Hvilke sjangre får du inntrykk av at elevene dine liker?
6. Virker elevene interessert i å lese på engelsk i fritiden og på skolen?

Oppsummering: da har vi snakket om motivasjon og leselyst på 5-7 og dine arbeidsmåter.

Ønsker du å legge til noe mer som du tenker på om det vi har snakket om i intervjuet?

Appendix B: Information and consent form

Vil du delta i forskningsprosjektet

“Reading pleasure in English as a second language”?

Dette er et samtykkeskjema for et forskningsprosjekt hvor formålet er å finne ut hvordan lærere jobber med leselyst på engelsk, hvilke tanker og oppfatninger de har om leselyst på 5-7 trinn, og hvilke undervisningsmetoder/strategier de bruker for å engasjere elevene til å lese. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Jeg er masterstudent i engelsk på grunnskolelærerutdanning for 1-7 ved institutt for grunnskolelærerutdanning, idrett og spesialpedagogikk, Universitetet i Stavanger.

Masteroppgaven min har leselyst og undervisningsmetoder som tema. Jeg er interessert i å finne ut hvilke tanker lærere har om leselyst på engelsk på mellomtrinnet, og hvordan lærere jobber med å engasjere elever til å lese på engelsk.

Målgruppen for intervjuet er lærere som underviser på mellomtrinnet som har både erfaring og utdanning som støtter engelskfaget. Formålet med intervjuet er å få et innblikk i hvordan lærere oppfatter leselyst på engelsk, prioriterer skolen de jobber på lesing, hvordan egne oppfatninger påvirker elevene, motivasjon til lesing, og til slutt hvilke arbeidsmåter lærere bruker for å motivere elevene til å lese på engelsk. Jeg vil derfor bruke det som kommer frem i intervjuet i min masteroppgave.

Hvem er ansvarlig for forskningsprosjektet?

Institutt for grunnskolelærerutdanning, idrett og spesialpedagogikk, Universitetet i Stavanger er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta fordi du er eller har vært engelsklærer på mellomtrinnet.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du stiller på intervju på valgfritt sted. Det vil ta deg ca. 1 time. Intervjuet inneholder spørsmål om leselyst, motivasjon, lesing og arbeidsmåter. Intervjuet blir tatt opp på en diktafon (dikteringsmaskin).

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.

Notater og opptak fra intervjuene vil bare benyttes av meg, og veilederen min vil ha innsyn.

Navnet og kontaktopplysningene dine vil ikke lagres sammen med opptakene, eller de transkriberte intervjuene og vil dermed ikke kunne linkes til deg. Jeg lagrer datamaterialet på forskningsserver som vil være kryptert.

Notater, opptak og masteroppgaven vil bli anonymisert, ingen andre enn meg og veileder vet hvem som blir intervjuet, dermed vil ingenting som blir sagt i intervjuet tilbakeføres deg. Taleopptaket gjøres på en diktafon og opptakene vil bli lagret på en hemmelig server som vil være passord-beskyttet, uten navn eller andre identifiserbare faktorer vedlagt.

Eventuelle navn, lokalisasjoner, eller andre identifiserbare faktorer og deg, kollegaer eller elver vil endres, så ingen skal kunne gjenkjennes.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 31.07.2022. Da vil all datamaterialet som personidentifiserbare opplysninger fjernes og lydopptak slettes.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Institutt for grunnskolelærerutdanning, idrett og spesialpedagogikk, Universitetet i Stavanger har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

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

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

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

Meg, Linnea Stenrud Naqvi på e-post: ls.naqvi@stud.uis.no

Institutt for grunnskolelærerutdanning, idrett og spesialpedagogikk, UiS ved James Jacob Thomson på epost: james.thomson@uis.no

Vårt personvernombud: 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: 53 21 15 00.

Med vennlig hilsen

Prosjektansvarlig

Student

James Jacob Thomson

Linnea Stenrud Naqvi

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet [Reading for pleasure in English as a second language], og har fått anledning til å stille spørsmål. Jeg samtykker til:

å delta i intervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca.

31.07.2022

(Signert av prosjektdeltaker, dato)