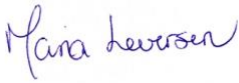




The Faculty of Arts and Education

MASTER'S THESIS

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Abstract

This thesis is based on a case study of using Curriculum-Based Readers Theatre (CBRT), a group reading activity where pupils rehearse and perform content-based texts, in an upper secondary school English as a foreign language (EFL) class. The class consisted of 28 pupils and their teacher. The research questions aimed at finding how CBRT functions as a reading strategy for learning content in English class, as well as looking at the benefits and challenges of the project. The project also aimed at connecting CBRT to content-based learning and instruction.

Two variants of CBRT was used: firstly, the pupils were given a pre-written CBRT script which they practiced. Secondly, the groups were given one topic each, and created and performed their scripts for the class. One class session was spent to introduce the pupils and teacher to CBRT, four class sessions were spent working on the scripts and performing.

Different methods were used for collecting data, making for a mixed method research. The teacher and a group of pupils were interviewed twice: pre- and post project. In addition, the class was also given a pre- and post project questionnaire. The researcher functioned as a participating observer. Using interviews made it possible to get an in-debt view of the teacher's and the pupils' thoughts and opinions towards the project. The questionnaire made it possible to get to know the whole class' thoughts on the project, and to compare the results found in both methods.

The study revealed that CBRT is a fun and motivating method where the pupils learn content in a new and creative way. They were enthusiastic when working with and performing their scripts. The activity gave the class the opportunity to become closer socially, as they needed to cooperate in groups and step out of their comfort zone when performing. CBRT covers several curricular aims from the national subject curriculum *LK06*, which makes it a valid method to use in upper secondary school. The project revealed that CBRT is a successful method to implement in upper secondary school. The pupils learned to become more confident speaking English in class, how to cooperate in groups, and how to create their own CBRT scripts.

The most challenging parts of the project were logistics and time. It is a time consuming activity, and it requires structured planning. The researcher solved this by planning the project in good time ahead, and the pupils were given different topics so that as much content as possible were covered. It was evident that the benefits outnumbered the challenges.

Most of the research on RT or CBRT in Norway has been conducted in primary and lower secondary schools, and the researcher has only found one study that has previously been done on CBRT in lower secondary school in a Norwegian EFL context. The present study, with its focus on upper secondary school, has contributed to expand on the research on RT and CBRT. The results of this project have found that CBRT has great potential in upper secondary school; however, it should be followed up by for example more case studies, in order to confirm the findings in this thesis.

List of abbreviations

CBI	Content-Based Instruction
CBRT	Curriculum-Based Readers Theatre
CLIL	Content and Language Integrated Learning
EFL	English as a foreign language
LK06	English subject curriculum used in Norway
RT	Readers Theatre
SFL	Second or foreign language

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1 Introduction

The present thesis is a case study of Curriculum-Based Readers Theatre (CBRT) in a Norwegian upper secondary English as a foreign language (EFL) class. CBRT is a way of using traditional Readers Theatre (RT) by focusing on content-learning and curriculum-based texts. This is a mixed-method study, which makes use of pre- and post-project interview sessions and questionnaires. While RT in general has been shown to work well in primary- and lower secondary school settings, the aim of the current project was to see how CBRT functions as a reading strategy and study technique for content-based learning in a Norwegian upper secondary EFL setting.

Flynn (2007) argues that CBRT corresponds to the curriculum of any class. RT is in essence a repeated reading method which increases reading fluency and comprehension. Characters, story and textbook material comes to life through intonation, gestures and voice. Researchers such as Drew & Pedersen (2010; 2012) has found that RT has a great effect on the confidence in reading aloud in class for reluctant speakers of English. During the activity, the readers are grouped and rehearse and then perform a script. One can use pre-made scripts, scripts adapted from texts, or create own scripts. RT is an activity that has been used much in schools, especially in the UK and US (Drew & Pedersen, 2010: 2).

The present project has used Curriculum-Based Readers Theatre with content-based topics. Flynn (2004; 2007) defines CBRT as the use of traditional RT with curriculum-based topics to teach pupils content, while also increasing creativity, reading fluency and comprehension. CBRT scripts address prescribed standards for learning. In the Norwegian context, this is the National Subject Curriculum *LK06*. CBRT is a valid method to use and is supported by the aims in *LK06*. The method covers aims from the general part of the curriculum in terms of reading, writing and using oral skills, in addition to covering aims in relation to the part where pupils are supposed to learn about culture, society and literature¹.

Reading is a vital part of education in Norway, and is a part of the curriculum in every subject. However, in upper secondary school, reading is not taught as a skill on its own. As there are several aims to cover in the English subject throughout the upper secondary school years, it is essential that the teacher use methods that cover different aims. CBRT is such an

¹ <https://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/competence-aims-after-vg1-%E2%80%93-programmes-for-general-studies-and-vg2-%E2%80%93-vocational-education-programmes?lplang=http://data.udir.no/kl06/eng>. Accessed: 22.04.19.

activity, as it covers aims within reading and understanding texts, being able to write different kinds of texts, as well as understanding different topics in terms of culture, society and literature.

The researcher followed one upper secondary school EFL class and their teacher during five English lessons. Firstly, the class was introduced to CBRT by viewing a performance on video, in addition to being informed about the project. Secondly, the groups were given a pre-written script about CBRT so that they could practice how RT functions, as well as to learn about CBRT. Lastly, the groups were given one topic each, and created their own CBRT scripts with the guidance from the researcher.

1.1 Aims and relevance of the study

The aim is to connect Readers Theatre to content-based learning, through Curriculum-Based Readers Theatre (Flynn 2004). Since all parts of the English subject curriculum in upper secondary school emphasizes that pupils should learn about content, culture, society and history with language learning skills (Utdanningsdirektoratet, 2006), the aim for the project is to see how CBRT functions as a method integrating several parts of the curriculum.

The following research questions have been devised for the present thesis:

- How did Readers Theatre function as a reading strategy and study technique for content-based learning in the present study?
- What are the benefits and challenges of using CBRT as a reading strategy for content-based learning in upper secondary school?
- How is CBRT connected to content-based learning?

Little research has been conducted on Readers Theatre in Norwegian upper secondary schools. The research that has been conducted in Norway focuses primarily on pronunciation and reading skills in lower secondary and primary schools (Myrset, 2014; Drew & Pedersen, 2010; 2012). The present research will therefore contribute to add further inquiry into the field of RT as a method within applied linguistics. Since there has only been conducted one master's thesis project on Curriculum-Based Readers Theatre in EFL classrooms (Pettersen, 2014), the present research will make a considerable contribution to filling the gap.

The competence aims for the first year of upper secondary school in Norway emphasize the combination of teaching oral-, communicative-, and writing skills in combination with

teaching culture, society and literature from English-speaking countries (Utdanningsdirektoratet). Flynn argues for the validity of CBRT, and says that "CBRT is a learning activity that directly addresses standards of learning and increases reading fluency – and therefore comprehension – as pupils participate in an authentic purpose of reading and writing across the content areas" (Flynn, 2007: 8). As the *KL06* English subject curriculum in upper secondary school emphasizes the teaching of language skills together with culture, society and literature, there is great relevance in using CBRT as a study technique for content-based learning; basically, CBRT covers parts of all aspects in the current curriculum.

1.2 Thesis outline

Chapter 2, 'The Nature of Readers Theatre', explains what Readers Theatre is. It highlights the theoretical background and relevant research on RT and Curriculum-Based Readers Theatre. The chapter explains the difference between the two models of RT. It also highlights how CBRT scripts are created, and connects CBRT to the Norwegian National subject curriculum *LK06*.

Chapter 3, 'Theoretical Background', presents theory relevant for this thesis on educational psychology within the field of constructivism and social constructivism, reading fluency and comprehension and Content and Language Integrated Learning (CLIL) as well as Content-Based Instruction (CBI).

Chapter 4, 'Methodology', describes the nature of qualitative, quantitative and mixed methods research, and describes the methods used for this study: interviews and questionnaires. The chapter also present the participants and how they were selected. It also considers the teaching context of the project. Finally, the chapter highlights reliability and validity, in addition to ethical considerations.

Chapter 5, 'Results', presents the findings from the current project. The chapter presents data collected through the interview sessions and questionnaires. It is divided into two parts, first presenting the pre-project results, then showing the post-project results.

Chapter 6, 'Discussion', discusses the results found in the project in relation to the theory. The chapter is divided into four parts, discussing the results in relation to relevant theory aiming at answering the three research questions. The last section raises awareness to the limitations of the project.

Chapter 7, 'Conclusion', concludes the thesis and highlights the main findings, in addition to giving recommendations for further research in the field.

2 The nature of Readers Theatre

This chapter highlights the theoretical background and relevant research in relation to Readers Theatre and Curriculum-Based Readers Theatre. It also puts focus on CBRT in relation to the national English subject curriculum (LK06). The chapter is divided into four subchapters. The first defines what Readers Theatre is, the second views the models of Readers Theatre, the third says something about Curriculum-Based Readers Theatre, and the last one discusses CBRT in relation to *LK06*.

2.1 What is Readers Theatre?

Readers Theatre is a repeated reading activity where a group rehearses and eventually reads a scripted text out loud for an audience. The text is divided into segments and the readers read one section each in a fixed order (Drew & Pedersen, 2012). The reading is for authentic reading purposes, and the script comes to life through intonation, stress and reading speed (Drew & Pedersen, 2010). According to Shepard (2004), there are several styles of RT, and all styles share some characteristics. These characterizations emphasize that RT is a narration which "serves as the framework of dramatic presentation" (Shepard, 2004: 9). This means that the narration and the use of language are the most important features of the performance. There are no props, costumes or other kinds of stage sets. If they are used at all, it is to a minimum degree (Shepard, 2004: 9).

The principle of RT is that the pupils are supposed to increase their reading fluency and comprehension, by rereading a script without memorizing the lines (Flynn, 2007). By doing so, the pupils can concentrate on fluency and comprehension without focusing on memorization. Kinniburgh and Shaw (2007) defines RT as a "strategy to build fluency" (Kinniburgh & Shaw, 2007: 17). Shepard also brings us to the fact that RT is a repeated reading activity, and repeated readings "bring fluency" (Shepard, 2004: 9). Fluency is a central part to comprehension, which will be discussed in chapter 3.2.

The staging of RT is very simple in contrast to a regular theatrical performance. All performers stay on the stage throughout the whole performance, standing or sitting in a semicircle or straight line. The scripts play a significant part during the practice and act. They are visible, and performers face the audience while reading (Flynn, 2007). The emphasis of the performance is supposed to be on gestures and spoken words (Flynn, 2004), and pupils should use their voice as a tool to engage the listeners. The idea that the text is supposed to come alive only through voice and gestures can be traced all the way back to Coger & White

(1967), who acknowledge that "the readers are interpreters, who must bring life and meaning to the symbols on the page by vocal and physical means" (Coger & White, 1967: 5); symbols here refer to text and words. The message from the symbols is put forward through voice, facial expressions and movements.

RT is often used with stories, folktales and literature; however, any text can be adapted to RT (Drew, 2013). Flynn (2004; 2007) shows that it is possible to use RT with factual texts, and calls this Curriculum-Based Readers Theatre, which is the kind of RT the present thesis is focusing on (see chapter 2.3).

Shepard (2004) expresses that RT has been found useful in social studies as well as with language arts. By using RT with social study topics, pupils can learn about other cultures, which can impinge on their interest in topic based learning, by for example giving them the opportunity to learn about a foreign culture.

Readers Theatre has an old and long tradition, going back to Ancient Greece, with the tradition of oral recitations of poems and other literary works (Coger & White, 1967). This tradition has continued throughout the modern era, and has been used as a method in theatres since the 1950s and 60s in the USA and England. RT was eventually implemented with great success as a method in colleges and schools (Drew, 2009).

Even though RT is not as widespread in Norway as in the USA, teachers and researchers use it as a method, and study pupils' learning effects, especially in primary and lower secondary schools (Drew, 2009; Drew & Pedersen, 2012;2012; Myrset 2014; Pettersen 2014). Drew and Pedersen (2010; 2012) have found that Readers Theatre has a great effect on pupils' motivation and enjoyment to read English aloud in class, and that it can increase their reading comprehension and fluency.

There has been conducted different research on the effect and use of Readers Theatre in schools. This thesis focuses on studies conducted in Norway and the USA, because most of this research has found relevant evidence that RT is a functioning method for teaching in language classes. Much of the current and relevant research has been conducted in lower secondary school. Researchers such as Drew and Pedersen (2012; 2010) studied how Readers Theatre works towards confidence in reading, reading fluency and motivation to read. Even though the present thesis does not focus on these aspects of Readers Theatre on their own, it is important to take into consideration that they are aspects that are highly significant for reading for content-learning, and should therefore be addressed. Flynn (2007) makes several points for the validity of CBRT, and one of them is how reading fluency helps pupils to understand texts and content. Rasinski (2012) defines reading fluency as "reading with and for meaning"

2.3 CBRT: Curriculum-Based Readers Theatre

Curriculum-Based Readers Theatre (CBRT) is a method used for educational purposes to teach content in any given subject. In the book *Dramatizing the Content With Curriculum-Based Readers Theatre, Grades 6-12*, Flynn (2007) defines CBRT as "an instructional strategy that combines traditional Readers Theatre with creative writing to increase pupils' fluency, comprehension, and retention of information in any content area" (Flynn, 2007: 2). In other words, CBRT is a way of using regular RT in combination with teaching content, such as information, as an arts integrated activity where pupils can be creative while studying to learn content. Flynn's (2007) definition will be a basis for the present research.

In an article written for the International Reading Association, Flynn (2004) emphasizes that CBRT scripts are written for curriculum topics and to address planned standards of learning. In the Norwegian teaching context, this refers to the national English Subject Curriculum. The connection between these will be discussed further in chapter 2.4. She explains that CBRT should inform and entertain both the pupils who create the scripts, and the audience who experience the performance (Flynn, 2004).

CBRT can be used in any class and with any curriculum-based topic. Flynn (2007) provides several examples of pupils' work with CBRT. These examples show that pupils have created CBRT scripts within different class subjects, such as writing about the theme of friendship in *Of Mice and Men* or about the order of operations in mathematics.

In their article about the use of RT in science class, Kinniburgh and Shaw (2007) indicate that RT can be used with science based texts and with trade books about informational science. They explain the importance of being fluent readers to be able to comprehend a text, and indicate that RT can work as a suitable strategy to teach content and content based vocabulary. Kinniburgh and Shaw (2007) emphasize that being able to understand academic vocabulary plays a significant role in connection to fluency and comprehension. Even though their focus is on CBRT in the elementary science classroom, they conclude that CBRT is a fun strategy which "effectively integrates language arts into other areas of the curriculum" (Kinniburgh & Shaw, 2007: 18).

Pettersen (2014) conducted a project looking at how CBRT worked in an 8th grade EFL class. She found that CBRT increased the confidence in terms of reading and performing in front of the class for most of the pupils, especially the more reluctant ones. She also found that the scriptwriting process was rewarding, and that they learned something new from it (Pettersen, 2014: 54-55). However, she discovered that the class struggled with cooperation

regarding the scriptwriting process. Pettersen (2014) also found that it was a challenge to introduce the pupils to CBRT, as they had never done a similar project before.

2.3.1 Creating CBRT scripts

There are mainly three ways of using CBRT/RT scripts in the classroom. We might call these the three different variants of RT scripts (Pettersen, 2014). The first variant is a pre-written script which the pupils only rehearse and perform. Another variant is to give the pupils the task to adapt already existing texts into CBRT/RT scripts. The last, and the most challenging one, is to give the pupils the task to create their own CBRT/RT scripts.

When pupils are given the task to write their own scripts, it is important to emphasize that the scripts should be informative as well as entertaining (Flynn, 2004). The focus of the scripts should be on a curriculum-based topic. The first part of the scriptwriting process is to choose a topic. This can either be done together as a whole, or the teacher could choose a list of topics that the pupils can choose from. If time is a limit, the teacher could also assign topics. The topics need to be narrow, because using a topic which is too wide will create scripts that are too lengthy. The scriptwriting process should always be scaffolded by a teacher or supervisor (Flynn, 2004).

In her CBRT project, Pettersen (2014) found that the most effective way of incorporating script creation into the classroom is to make the pupils write their own scripts. This variant of the script making process incorporates several aspects from the basic skill competence in the national curriculum, and is therefore the most effective one to use in the present project, as the pupils are in upper secondary school.

2.4 CBRT and RT in relation to the *LK06* English curriculum

Due to major changes in society and children's' lives throughout the past 10-15 years, the national curriculum for Norwegian schools is in a mode of change. There will be a shift in the curriculum, both in the general part and with each subject. The new national curriculum will be in use by the start of the school year in 2020. It is therefore relevant to look at both the current curriculum and how it will be different in 2020. The general part has already been changed; however, it will not be practiced until the whole curriculum is completed.

The *LK06* is divided into one main part called 'Core Curriculum' and one curriculum for each subject. The English subject curriculum is one example. The Core Curriculum elaborates on the Educational Act, and states that education should give children and young

adults the tools they need to prepare them for meeting the world outside. Education is going to give the pupils the skills to become an integrated part of the work life and community. The Norwegian education system is based on basic humanistic and Christian values, and the focus of the education should be on the spiritual, creative and working human being:

"Education must be based on the view that all persons are created equal and that human dignity is inviolable. It should confirm the belief that everyone is unique, that each can nourish his own growth and that individual distinctions enrich and enliven our world" (Utdanningsdirektoratet, 2006, Core Curriculum).

These are basic values that all teachers are encouraged to follow, regardless of what subject is taught.

Competence aims after the first year of upper secondary school in Norway put great emphasis on the combination of teaching oral-, communicative-, and writing skills in combination with teaching culture, society and literature from English speaking countries (Utdanningsdirektoratet, 2006). Flynn (2007) argues for the validity of CBRT, and says that "CBRT is a learning activity that directly addresses standards of learning and increases reading fluency – and therefore comprehension – as pupils participate in an authentic purpose of reading and writing across the content areas" (Flynn, 2007: 8). As the *LK06* English subject curriculum in upper secondary school puts an emphasis on the teaching of language skills together with teaching culture, society and literature, there is great relevance in using CBRT as a study technique for content-based learning. CBRT covers parts of all aspects from the current curriculum, both in lower and upper secondary school. Figure 2 shows how many curricular aims the current project, and CBRT projects in general covers, all retrieved from the *LK06*.

As can be seen from Figure 2, there are several curricular aims that are covered from a CBRT project in upper secondary school than in lower secondary school. This reveals that using CBRT as a method in both levels can be supported by the national curriculum. The new national curriculum will build on *LK06*; however, it will have a greater focus on constructivist theory in which the pupils should learn how to find information on their own, and create their own learning by the supervision from a teacher. The pupils will have more time for in-depth learning. There will be a greater focus on cross-subject learning and topics. CBRT fits well into the ideas of the new national curriculum, and can contribute to in-depth and cross-subject learning.

Competence aims after year 10	Competence aims after Vg1- programmes for general studies and Vg2 – vocational education programmes
<ul style="list-style-type: none"> • use different situations, working methods and learning strategies to develop one’s English-language skills • choose and use different listening and speaking strategies that are suitable for the purpose • understand and use a general vocabulary related to different topics • understand the main content and details of different types of oral texts on different topics • listen to and understand variations of English from different authentic situations • express oneself fluently and coherently, suited to the purpose and situation • use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication • choose and use different reading and writing strategies that are suitable for the purpose • understand and use a general vocabulary related to different topics • understand the main content and details of texts one has chosen • read, understand and evaluate different types of texts of varying length about different topics • use own notes and different sources as a basis for writing • write different types of texts with structure and coherence • use central patterns for orthography, word inflection, sentence and text construction to produce texts • use digital tools and formal requirements for information processing, text production and communication • discuss and elaborate on the way people live and how they socialise in Great Britain, USA and other English-speaking countries and Norway • explain features of history and geography in Great Britain and the USA • communicate and converse about contemporary and academic topics 	<ul style="list-style-type: none"> • evaluate and use different situations, working methods and learning strategies to further develop one’s English-language skills • evaluate and use suitable listening and speaking strategies adapted for the purpose and the situation • understand and use a wide general vocabulary and an academic vocabulary related to his/her own education programme • understand the main content and details of different types of oral texts about general and academic topics related to one’s education programme • express oneself fluently and coherently in a detailed and precise manner suited to the purpose and situation • introduce, maintain and terminate conversations and discussions about general and academic topics related to one’s education programme • use patterns for pronunciation, intonation, word inflection and various types of sentences in communication • evaluate and use suitable reading and writing strategies adapted for the purpose and type of text • understand and use an extensive general vocabulary and an academic vocabulary related to one’s education programme • understand the main content and details in texts of varying length about different topics • read to acquire knowledge in a particular subject from one’s education programme • use own notes to write texts related to one’s education programme • write different types of texts with structure and coherence suited to the purpose and situation • use patterns for orthography, word inflection and varied sentence and text construction to produce texts • evaluate different sources and use contents from sources in an independent, critical and verifiable manner • discuss and elaborate on culture and social conditions in several English-speaking countries • present and discuss current news items from English language sources • discuss and elaborate on the growth of English as a universal language

Figure 2. The competence aims after year 10 and Vg1- programs for general studies and Vg2 - vocational education programs

Since reading is not taught as a separate skill in upper secondary school, regular Readers Theatre is not seen as the preferred teaching method. The teacher must include several parts of the curriculum when working with reading skills in upper secondary school. Therefore, the researcher assumes that Curriculum-Based Readers Theatre will function as a task justifying the use of the teaching method in relation to the national curriculum.

3 Theoretical background

The theoretical background for the present thesis focuses on Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL), constructivism and reading. The reading part puts specific focus on fluency and comprehension. Theories such as CBI and CLIL are relevant towards understanding why CBRT is an effective method in language teaching. The chapter is divided into three subchapters. The first focuses on constructivism, the second puts emphasis on reading fluency and comprehension, and lastly, the third focuses on CBI and CLIL.

3.1 Constructivism

Constructivism is a theory about learning in the field of educational psychology, which focuses on learning as a cognitive construction within the person who is going through the learning process (Myrset, 2014). It concentrates on deep cognitive understanding and development (Fosnot & Perry, 2005). The main idea is that we as humans cannot access an "objective reality since we are constructing our version of it, while at the same time transforming it and ourselves" (Fosnot & Perry, 2005: 27-28). In other words, the idea is that our sense of the real world is constructed within our cognitive mind, and we transform this sense into our own meaning; the same objective can mean two different things to two different people.

Opposed to behaviorism and maturation theory, which put the emphasis on behavioral skills, constructivist theorists view learning as "complex and fundamentally nonlinear in nature" and knowledge and skills are "understood as constructions of active learner reorganization" (Fosnot & Perry, 2005: 11). According to Fosnot & Perry (2005), constructivism explains learning as development, and our knowledge and cognitive processes are biological structures central to psychological comprehension. They define structures as "human constructions – cognitive mental systems with transformational laws that apply to the system as a whole and not only to its elements" (Fosnot & Perry, 2005: 21), meaning that structures are created in our mental cognitive system, and that this system is a whole process consisting of different elements of understanding. Fosnot and Perry (2005) refer to Piaget's theory of cognitivism, and state that much of the structural explanation could be related to maths and science. Anyhow, one can also find structural changes in arts, literacy and social science related areas such as reading strategies, spelling, and writing development (Fosnot &

Perry, 2005). They argue that "the structure of the mind and the knowledge we construct of the world are a part of an open system" (Fosnot & Perry, 2005: 28-29.) Knowledge and the cognitive mind affect each other, and cognitive structures are influenced by the context and culture we live in (Fosnot & Perry, 2005).

Imsen (2014) refers to Dewey's concept *learning by doing* and Bruner's concept *learning by discovering* when discussing the use of constructivism in the teaching context. The basic principle of constructivism is that knowledge is developed through experience, and pupils must discover their knowledge by being active and exploring things on their own. In other words, the pupils must discover to learn. The things they explore will be constructed into subjective knowledge through cognitive structures.

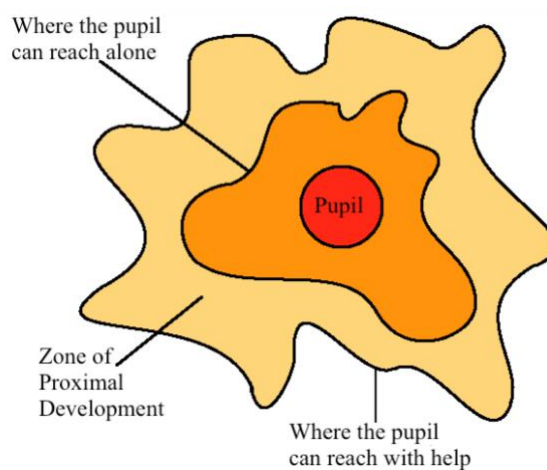


Figure 3. The Zone of Proximal Development (adapted from Imsen, 2014)

Bruner (1976) uses the term *spiral curriculum*. The essence here is that pupils have some core problems that they want to explain, and that these problems should be a part of the educational system. The problems need to be adapted to the level of the pupils, and developed further within their education. Meaning that the core problems should be developed as their level of knowledge and awareness rises, until they have grasped the full purpose of the problem (Bruner, 1976). He argues that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development" (Bruner, 1976: 33). His argument can be tied to Vygotsky's (1978) term *the zone of proximal development*. He defines this term as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978: 86). This guidance is defined as *scaffolding*. Vygotsky (1978) argues

further that the zone of proximal development is an important tool for educators because it helps to understand where the student is in his/her "internal course of development" (Vygotsky, 1978: 87). Figure 3 shows a visualization of his concept.

Bruner's (1976) spiral curriculum and Vygotsky's (1978) zone of proximal development go hand in hand, and have affected how the *LK06* national curriculum has been planned, which will be looked at below. When it comes to teaching, Myrset (2014) argues that Bruner's spiral curriculum is based on the pupils' level of comprehension rather than whether the topic is too difficult or not.

Bruner (1976) argues that it is of high significance that the problems and criterions for any subject will have some sort of importance in the student's adult life. Will the pupils become better adults by knowing what they have learned in a younger age? If the answers to this question is negative, Bruner (1976) argues that the criterions should not be integrated into the curriculum (Bruner, 1976: 52). He then continues by arguing that if the hypothesis "any subject can be taught effectively in some intellectually honest form to any child at any stage of development" (Bruner, 1976: 33) is true, then a curriculum should follow principles and values important to the society. Teaching literature is an example of where these principles are found. Traits from Bruner's (1976) spiral curriculum can be found in the *LK06* national curriculum, by for example looking at the aim: "give examples of situations where it might be useful to have some English language skills" (language learning after year 2). The following aims are listed below from the lowest level in lower secondary school to the highest level in upper secondary school.

- identify situations where it might be useful or necessary to have English language skills
- identify and use different situations and learning strategies to expand one`s English-language skills
- use different situations, working methods and learning strategies to develop one`s English-language skills
- evaluate and use different situations, working methods and learning strategies to further develop one`s English-language skills

The curricular aims develop throughout the child's education, starting with the most basic aims at after year 2, and ending with the most complex ones at after VG1 for general studies/after VG2 for vocational studies. In these curricular aims one find a common

denominator of the ability to identify situations where English skills are necessary. The level of development changes as the pupils' ability to think independently and critically increases.

According to McKay, "a constructivist classroom is based on instruction and assessment in an environment that promotes the construction of student knowledge" (McKay, 2008: 135), is much more successful than a classroom where a teacher transmits his/her knowledge. Pupils base their learning on motivation and interest, which makes constructivism an effective approach and theory to teaching (Myrset, 2014).

3.1.1 Social constructivism

People are social beings who act together. We construct meaning and knowledge through social interaction. According to Richards & Rodgers, "interaction in the learning context is fundamental to learning" (Richards & Rodgers, 2014: 119). An extension of constructivism is social constructivism, which is mostly influenced by the scholar Vygotsky. McKay (2008) refers to Vygotsky and argues that pupils need to be engaged with interactive activities to be able to structure their own independent thinking. She also argues that "the interaction of young readers with others while interacting with text (...) provides the frames and supports for independent thinking" (McKay, 2008: 139), meaning that the collective interactions that social constructivists talk about support independency and construction of knowledge.

Vygotsky (1978) argues that children learn from before they start school, and that learning and development happens from their first day of life. Their learning and development happens with the social support of their family. What the children learn before starting school could be an advantage when developing throughout their school years (Vygotsky, 1978). Pupils build on prior knowledge, but needs to be guided to reach their fullest potential, which has been referred to as scaffolding. Putting Vygotsky's thoughts in a more manageable way, one could say that for pupils to be able to develop some cognitive structures and build on their knowledge, they need to be a part of an enriching and challenging social environment.

In the present project, social constructivism is a relevant theoretical approach, because when working with CBRT, pupils learn in a social arena through group work and class discussions. Observations made by McKay (2008), in an undergraduate class, conclude that RT is a socially and engaging activity, which promotes meaningful student discussions in a purposeful manner. RT is a method influenced by social constructivism. Rather than focusing the instruction and assessment on the teacher's knowledge, it is based on how pupils construct their own knowledge, preferably with peers or teachers.

According to McKay (2008), Cambourne (2008) defines eight conditions essential for learning to occur. These are set up to show how they can be applied to RT (see Figure 4). The conditions are called immersion, demonstration, expectations, responsibility, employment, approximations, response, and engagement. These eight conditions have been created after years of observing pupils using complex knowledge and skills in their everyday life. The conditions can be used to support literacy learning.

Cambourne's conditions for learning	Application to Readers Theatre
Immersion: It is important for pupils to be immersed in language and text of all kinds.	In the process of planning, preparing, and performing readers theatre, pupils are immersed in literacy rich language as well as in text.
Demonstration: Pupils need to see, hear, or experience what literacy learning looks like, sounds like, and feels like. Modelling is a key element of learning.	The teacher demonstrates the process of planning and preparing for readers theatre and models fluent and dramatic reading. This demonstration and modelling helps pupils to understand what both good reading and readers theatre looks and sounds like.
Expectations: Learners often achieve what they are expected to achieve. It is important for learners to receive messages that tell them they can be successful.	Because pupils are expected to prepare and present the readers theatre, they realize that there is an expectation of success. Learners are successful because they know that the expectation is that they will succeed.
Responsibility: Learners need opportunities to make decisions about their own learning. Increased student responsibility improves the likelihood of learning engagement.	When pupils are given the opportunity to plan and prepare a readers theatre presentation, they are accepting responsibility for that presentation and the learning that takes place during the process. They become responsible for the interpretations of the literature and for the organization of the reading.
Employment: Learners need to practice what they are learning. As pupils practice, they gain control over their learning. They also gain increased confidence.	Practice is an essential component of readers theatre. Pupils are required to practice various roles and characters. This practice results in pupils reading with better understanding of the text, as well as, increased confidence and competence.
Approximations: Learners need opportunities to try things out, to make mistakes in the process of learning, and to recognize that the mistakes help them to improve their approximations.	During the preparation and practicing of readers theatre, pupils support each other in trying out various roles and characters.
Response: Feedback is important for learning, growth, and improvement. The feedback needs to be specific, timely, and nonthreatening.	Feedback is a part of readers theatre preparation process. Teacher and student feedback supports the pupils' reading, group work, and interpretations.
Engagement: Engagement is the critical condition for learning. Engagement occurs when learners believe that they are capable and likely to engage in whatever is being demonstrated. Learners are also more likely to be engaged if the demonstrations are given by those they trust and anxiety is minimized.	The conditions of engagement apply in the preparations and performances. Performing makes the planning and the practice authentic because it is for a real audience and purpose. Pupils feel safe because they are supported by their group. They also feel safe because they do not have to rely on memorization, can read the text, and have practices with feedback. Pupils have a choice about what they read and how they will perform the text. Choice is a key component of engagement.

Figure 4. Cambourne's conditions for learning applied to RT (adapted from McKay, 2008: 136-138)

According to McKay (2008), these eight conditions are what provides to the success of RT, and they can be found in the planning, preparation and presentation of the method.

3.2 Reading fluency and comprehension

Fluency and comprehension has been found to be dominant parts of reading instruction. Reading fluency was earlier defined as reading with speed, concentrating on reading rate (Rasinski, 2012). Focusing exclusively on reading rate makes the teaching of reading static, with barely any attention on comprehension. However, Rasinski (2012) defines reading fluency as "reading with and for meaning" (Rasinski, 2012: 517). Fluency is what gives language flow, rhythm and quality (Worthy, 2005). He argues that fluency consists of two parts; automaticity and prosody. Automaticity is when the reader is able to recognize words automatically, without having to decode the meaning of each word. Prosody is the link which connects fluency to comprehension, and it means that the reader reads with expression. In other words, the reader knows what words to emphasize, which adds unstated meaning to the text. Worthy defines fluency in a similar way, saying that "fluent readers can read and comprehend efficiently and with appropriate expression" (Worthy, 2005: 17). When a reader reads with fluency and uses prosody in oral readings, it will also help with comprehension in silent reading (Rasinski, 2012). Fluency (automaticity in word recognition) and prosody are developed through repeated, deep and wide reading practice (Rasinski, 2006; 2012; Worthy, 2005).

Worthy (2005) explains how fluency is developed in her book *Readers Theatre for Building Fluency*. The main principle for building fluency is that children are surrounded by different experiences with literacy. It is significant that the experience starts early. Teachers should be enthusiastic regarding reading and literacy, because that could have a positive effect towards the pupils. Fluency is fostered by repeated readings, word decoding skills such as automaticity in reading and experiences with books, texts etc. (Worthy, 2005). RT is a repeated reading activity where pupils experience text in different ways, which makes it an activity that fosters fluency.

McKay (2008) discusses the importance of RT in relation to reading instruction, especially towards motivation, fluency and comprehension. In her article, *Readers Theatre – Take Another Look – It's More Than Fluency Instruction*, she presents her view on RT and connects it with reading instruction theories, such as social constructivism and reader response theory. In her own teaching experience with RT, she has found that RT is an

engaging method increasing "reading comprehension, motivation, appreciation of literature, and confidence in reading performance" (McKay, 2008: 132). Worthy (2005) also emphasizes that RT is an activity which increases pupils' comprehension. She discusses that without being able to comprehend a text, the text is only words on a page. By using RT in a classroom, pupils engage deeply with the text and discuss books and scripts among themselves and the teacher. This engagement with the texts creates quality to their comprehension.

McKay (2008) connects RT to the *reader response theory*, which emphasizes the readers' part in constructing meaning from text. The basic principle of this theory is that "the reader brings past knowledge and experience to the text and uses these to support understanding" (McKay, 2008: 138). In other words, the reader response theory is connected to the fluency aspect of reading and constructivism; the reader constructs meaning from earlier experiences, which is a part of fluency development and the theory of constructivism. After trying out RT in an undergraduate class, she found that the method could be successfully implemented with any age group (McKay, 2008).

Readers Theatre can be adapted to any class level and age group. Black and Stave (2007) address that adaptations are easily made at all levels of education because it incorporates every component of language arts; writing, reading, speaking, listening and viewing. Since the pupils used in this project are in high school, it is useful to look at how RT can be adapted to their level. Black and Stave (2007) emphasize that pupils at this age are ready for higher levels of thinking and discussion, and it is therefore important to use texts and topics that bring forth critical thinking. High school pupils need a greater level of independence than younger pupils, and RT might therefore be more successful when pupils can choose their own texts and create their own scripts based on a topic of interest.

3.3 Content and Language Integrated Learning and Content-Based Instruction

Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL) are two similar content-based approaches to English language teaching which slightly differ in focus. According to Brinton, one approach is "the theories of language and language learning that guide the principles and practices of language teaching" (Brinton, 2014: 342). As both language learning approaches are content-based, it is important to emphasize that "content matter is not only about acquiring knowledge and skills, it is about the learner *creating* their own knowledge and understanding and *developing* skills" (Richards & Rodgers, 2014: 119). Content-based language learning focuses on the fact that pupils are independent and should be

able to generate their own knowledge as well as understanding and increasing skills, such as language development. When discussing differences and similarities between CBI and CLIL, Richards & Rodgers emphasize that "CBI and CLIL address the role of language as a vehicle for learning content as well as the role of content in the learning of language" ... "the focus of teaching is how meaning and information are communicated and constructed through texts and discourse" (Richards & Rodgers, 2014: 120).

The term 'content' has gone through some change. Historically, the focus has been on grammatical structures in a language. Then, in the 1980s, when the communicative approach to language teaching was of greater importance, the term went from focusing on grammar to communicative purposes (Snow, 2014). Today, the term is defined as "the use of subject matter for SFL (second or foreign language) teaching purposes" (Snow, 2014: 439). The content might focus on meaningful topics based on pupils' interests. Snow (2014) uses an umbrella term for CBI and CLIL, which she calls *content-based language teaching* (CBLT). The present thesis will either use the term CBI or CLIL. Snow (2014) identifies that when teachers use a CBI or CLIL approach to teaching, the degree of emphasis could either be on content or language. This thesis address the content aspect of CBI/CLIL.

The main difference between the two approaches is that CBI is commonly used in the USA, while CLIL is practiced in Europe (Richards & Rodgers, 2014). Both approaches to language teaching are relevant to discuss because they are of equal significance when it comes to CBRT. One of the main difference why they differ is because "the CLIL curriculum may originate in the language class, whereas CBI tends to have as its starting point the goal of a content class" (Richards & Rodgers, 2014: 116). CBI is often used by a language teacher, partnering with a content teacher, or is used by a content teacher teaching and designing content-based instruction in an EFL class. Richards and Rodgers (2014) also emphasize that "people learn a second language more successfully when they use the language as a means of understanding content, rather than as an end in itself" (Richards & Rodgers, 2014: 118). CBRT is a method which implements this theory because the pupils acquire knowledge within a topic, while also increasing their language skills such as writing and reading comprehension.

3.3.1 CBI: Content-Based Instruction

Several researchers discuss the topic of Content-Based Instruction. According to Brown and Lee (2015), it is an approach to language teaching with the focus on subject matter and

content material. Richards and Rodgers (2014) uses a similar definition to CBI. They specify that CBI is an approach where pupils will acquire content knowledge, such as history or mathematics, as well as increasing their linguistic skills. The basic principle is that the pupils learn language and content simultaneously (Richards & Rodgers, 2014).

Brown and Lee (2015) talk about 'theme-based' or 'topic-based' curricula, meaning that the language courses or classes are often organized around purposeful topics. This might be said to be the same thing as content-based instruction. The approach is supposed to provide formal necessities in a curriculum, as well as catching the pupils' interest. "Theme-based curricula can serve multiple interests of pupils in a classroom and can offer a focus on *content* while still adhering to institutional requirements" (Brown & Lee, 2015: 49). This means that the curriculum is supposed to cover meaningful content and topics, while also covering linguistic skills such as grammar. The *LK06* does this by implementing different content topics with language skills and institutional requirements through the curriculum.

Using meaningful topics in the teaching context also increases student motivation. Motivation is a wide term with several definitions and focus arenas (Dörnyei, 2014). One often distinguishes between internal and external motivation. Using meaningful topics for educational purposes will most likely increase pupils' internal motivation, because they chose to study because it is fun and interesting. According to Dörnyei the motivation is connected to "affect (emotion) and cognition" (Dörnyei, 2014: 519). Even though there are several views to motivation, researchers agree that the main principle to motivation is that it determines human behavior; it is a factor to why we behave as we do, how long the behavior lasts and how hard humans are willing to pursue the behavior (Dörnyei, 2014). It is therefore very important that teachers use a content-based instruction which primarily includes interesting topics.

A content-based instruction classroom focuses primarily on content or subject matter while "concurrently acquiring linguistic ability" (Brown & Lee, 2015: 57). "Language takes on its appropriate role as a vehicle for accomplishing a set of content goals" (Brown & Lee, 2015: 57). CBRT can act as a method which aids the practice to accomplish the content goals. Using content and focusing on comprehension in classroom situations have showed significant impact on the cognitive process when learning a second language. Richards & Rodgers (2014) say that:

"a focus on the comprehension and expression of meaningful and engaging content is believed to activate a range of cognitive skills that are basic to learning and to

intellectual as well as interactional processes that support naturalistic second language development" (Richards & Rodgers, 2014: 119).

Maintained content is important for providing authentic, relevant matter for pupils to improve their language skills. Brown and Lee (2015) distinguishes that "content-based classrooms have the potential of yielding an increase in intrinsic motivation and empowerment, because pupils are focused on subject matter that is important to their lives" (Brown & Lee, 2015: 57). Motivation, comprehension and eventually an increase in linguistic skills will most likely develop when pupils feel that what they do is meaningful. Motivation and comprehension go hand in hand, and are important features in language learning.

3.3.2 CLIL: Content and Language Integrated Learning

CLIL is considered a response to globalization in Europe, because there is a great interest in knowledge-driven economies and societies, and is used in second language learning situations. Richards and Rodgers (2014) argues that "CLIL is believed to help achieve individual as well as educational, social, and intercultural goals for language learning" (Richards & Rodgers, 2014: 119). The world is expanding and cultures connect, both language and content wise. For younger generations to be able to be a part of this globalizing society, it is important to teach content in addition to language.

There are several similar definitions of the term CLIL. Drew (2013a) describes it as "an approach in which the target language is used to learn about another subject, for example English as a foreign language is used to learn history" (Drew, 2013a: 1). Pupils enhance their language learning skills through language engagement. They are exposed to large amounts of the target language, and create a realistic setting for language learning (Drew, 2013b). The targeted language becomes a tool to learn about other subjects (Drew, 2013a). Harmer (2015) also discusses CLIL. He defines it as "the teaching of content through, and with, English" (Harmer, 2015: 7). CLIL is an approach which mainly focuses on content-teaching; however, because a second language is used, language learning will also occur. Drew (2013a) points out that CLIL allows pupils to increase skills in a target language through the engagement in that language. Harmer (2015) also explains that "CLIL mixes the teaching of content and language so that the pupils learn both the content and the *specific language they need to express that content* at the same time" (Harmer, 2015: 8). Because CLIL serves two coinciding purposes, it has gained popularity among teachers (Drew, 2013b).

CLIL is just as meaningful to foreign language learning as CBI. "It provides a motivating and meaningful context for language use" (Drew, 2013b: 69). For learning to occur, it is important that pupils are motivated and feel like they are doing something meaningful. CLIL can be a supportive approach to increase learner motivation (Drew, 2013b). In a CLIL project conducted in a 9th grade EFL class which taught content about the Second World War, Drew found that "CLIL increases learners' confidence and raises their motivation; it raises standards in foreign language learning without having negative effects on subject learning" (Drew, 2013b: 70). He also says that:

"language learning is optimal when learners are more focused on what they are using language for, rather than when they are focused on the language itself. Optimally, the activity or content becomes so interesting in itself that learners become less conscious of the fact that they are using a foreign language" (Drew, 2013b: 75).

In other words, this means that it is very important that pupils find their inner motivation for learning a language by not focusing on language on its own, but rather focusing on it as an integrated part of other teaching methods. Drew emphasizes that for CLIL to be motivating and interesting for the pupils, the material used must be "meaningful, relevant and interesting for the learners" (Drew, 2013b: 75), otherwise learning and production will be ineffective. The materials must be "appropriate, both in terms of language and content, but also attractive" (Drew, 2013b: 70). This means that the teacher should know the class and probably adopt texts to the class level, and remember to scaffold them with content and language. Drew says that: "One of the most interesting findings is that most of the pupils place more emphasis on what they have learnt about World War Two, i.e. the subject, than on learning English, i.e. the target language" (Drew, 2013b: 75). The teacher puts great emphasis on the fact that the class developed a realistic understanding of the content (the World War Two), and that the project added to the interest in the war (Drew, 2013b). The largest benefit found in this project was vocabulary development. "The greater exposure to the target language through CLIL leads to greater vocabulary acquisition and a generally higher degree of communicative competence" (Drew, 2013b: 70-71).

Even though the main focus in CLIL is content learning, language learning also plays an important role. Because pupils work on larger amounts of text, these texts generate "coherence and cohesion within genres and text types" (Richards & Rodgers, 2014: 120). Language and grammatical knowledge is developed through content, rather than through

language and grammar learning itself. Researchers have found that CLIL increases pupils' academic vocabulary knowledge (Drew, 2013b; Richards & Rodgers, 2014). For meaning to be conveyed, knowledge of specialized vocabulary plays a significant part in CBI and CLIL classes (Richards & Rodgers, 2014). Richards and Rodgers (2014) emphasizes that grammar is a factor of other skills. They argue that "the language learned needs to be related to the learning context, to learning *through* that language, to reconstructing the content" (Richards & Rodgers, 2014: 119). This means that to be able to comprehend texts and gather meaning, pupils need to know some basic grammatical structures. These structures can be learned through working with a text as a whole.

"Topic- or theme-based courses provide a good basis for an integrated skills approach because the topics selected provide coherence and continuity across skill areas and focus on the use of language in connected discourse rather than in isolated fragments" (Richards & Rodgers, 2014: 121).

For CLIL to be a successful approach in the EFL classroom, and because it is an approach which "view[s] language use as involving several skills together" (Richards & Rodgers, 2014: 121), it is significant that the teacher is proficient in the target language, in this case English, as well as knowledgeable in the content area (Drew, 2013b).

3.3.3 CLIL in connection to CBRT

Readers Theatre and CLIL, independent of each other, have shown cognitive benefits for L2 learners of English (Drew, 2013a). Drew (2013a) studies how RT and CLIL are linked together in foreign language education in Norway, especially with classes learning English as a second language. He argues that CLIL is a context where the targeted language is used to learn about another topic, and RT is the tool for communicating the other topic. He also concludes that "the combination of RT and CLIL has a great potential for the explicit and implicit learning of language and vocabulary, in addition to learning subject matter" (Drew, 2013a: 9).

Before reaching his conclusion, Drew (2013a) argues that CLIL is compatible with the current *LK06* for English because there is a link between English language learning and topics such as history and geography. The *LK06* focuses on three main parts; language learning, oral and written communication, and society, culture and literature. Examples which show the

connection between CLIL and *LK06* include the following competence aims after VG1 in the English subject curriculum (Utdanningsdirektoratet, 2006):

- Discuss and elaborate on culture and social conditions in several English-speaking countries
- Introduce, maintain and terminate conversations and discussions about general and academic topics related to one's education programme
- Listen to and understand social and geographic variations of English from authentic situations
- Understand the main content and details in texts of varying length about different topics
- Discuss and elaborate on texts by and about indigenous peoples in English-speaking countries

Since communication and being able to comprehend different texts (oral and written) about various topics are important features of *LK06*, RT is a method which can be used as a communicative tool to learn about topics within the English teaching context (Drew, 2013a). RT can be used to increase comprehension within various topics, which eventually will result in language learning also. Richards and Rodgers (2014) say that "comprehension is a necessary condition for second language learning to occur" (Richards & Rodgers, 2014: 121). Teachers must modify their teaching to the pupils' level.

"These modifications include using a slower rate of speech, adjusting the topic, emphasizing key words or phrases, building redundancy into their speech by using repetition, modeling, and paraphrases and giving multiple examples, definitions, and synonyms to facilitate comprehension" (Richards & Rodgers, 2014: 121).

CBRT and RT are methods which give the teacher the opportunity to use most of the modifications in Richards and Rodgers's (2014) list.

Modifying the teaching to the pupils' level might also be called scaffolding. This is a term which focuses on the fact that learners are dependent on others with more experience and knowledge, and then they are eventually being able to take more responsibility for their own learning (see chapter 3.1). "In the classroom, scaffolding is the process of interactions

between two or more people as they carry out a classroom activity and where one person (e.g. the teacher or another learner) has more advanced knowledge than the other (the learner)" (Richards & Rodgers, 2014: 122). The learners' prior knowledge is also important for comprehension to occur. They "need to access schema of different kinds in relation to the content they are studying as well as sociocultural knowledge related to situations, people, and events" (Richards & Rodgers, 2014: 122). One could conclude that CBRT is a mix between CLIL and regular RT, as it incorporates content and language learning with RT. The method also gives the teacher and other peers the opportunity to scaffold others if necessary.

4 Methodology

The current study is based on findings from a classroom research project on Curriculum-Based Readers Theatre, conducted in a first-year upper secondary school class during January 2019. This chapter presents the methods applied in finding the answer to the following research questions:

- How did Readers Theatre function as a reading strategy and study technique for content-based learning in the present study?
- What are the benefits and challenges of using Curriculum-Based Readers Theatre (CBRT) as a reading strategy for content-based learning in upper secondary school?
- How is CBRT connected to content-based learning?

Since only one group of subjects participated in the study, three main methods have been used to collect data in order to acquire as detailed information as possible. The methods were as follows: two semi-structured interviews with the teacher and the pupils, two student questionnaires and open participant observation/research log. These methods compose a mixed-method research. By using several methods in a small sample group, the researcher can study the findings from different perspectives and achieve a fuller understanding of the results. An application outlining the research project was submitted to Norsk Samfunnsvitenskapelig Datatjeneste (NSD) and permission to proceed was granted².

Initially the chapter is divided into sections explaining qualitative, quantitative, mixed methods and classroom research in general. These are followed by sections on how the subjects were selected, how the teaching was carried out, and how the interviews and questionnaires was created and used to collect data. How the data has been analyzed is explained in a data analysis section. The chapter continues with discussing the reliability and validity of the methods, and ends with looking at the ethical considerations regarding the project and methods.

² Reference number: 570818. <https://nsd.no/> [accessed 02.05.19].

4.1 Research methods in applied linguistics

Dörnyei (2007) distinguishes between quantitative, qualitative and mixed method research as methods used to collect data in applied linguistics. The main difference between quantitative and qualitative methods is that the quantitative methods focus on data from a larger part of the population, while qualitative methods look at the individual human experience. A mixed method research includes both. Since the present project deals with the mixed method research, all three are presented in the following section. Scholars discuss the distinction between quantitative and qualitative methods, and Dörnyei (2007) agrees that they are two ways of observing the same domain (2007: 25). Nunan (1992) explains that the discussion about the two methods is purely philosophical, originating in the idea of knowledge, and how we construct our knowledge and assertions of the world (Nunan, 1992: 10). Dörnyei (2007) also argues that it is easier to understand the three methods if one starts by presenting the quantitative method first. This is because the qualitative research gained status following reactions towards the quantitative method being the preferred one (Dörnyei, 2007: 30). The current thesis also presents the methods in this manner. This is done because it creates a natural development of understanding the two methods and how they combine in a mixed method study.

Quantitative method

Quantitative methods primarily deal with numerical data collection, often analyzed statistically (Dörnyei, 2007: 24). Numbers are very powerful, but for them to work, the researcher must distinguish between what categories the numbers present. There must be an explanation and precise definition to each category that the numbers represent. When managing these steps, numbers are very useful within a research because they are systematic, focused and provide precise results. Quantitative data collectors are interested in common features of groups of people, rather than in individuals. These features are measured by counting and scaling. By counting and scaling a phenomenon, the scholar can create a statistic picture of the research. Because people always quest generalizability and universal law, quantitative methods are often the preferred ones. In other words, they are easier to understand as they show a "picture" of a phenomenon. On the other hand, Dörnyei (2007) questions whether such laws can exist without the human experience (2007: 32-34), which will be further discussed in the section about the qualitative method.

A typical example of quantitative methods is using surveys or questionnaires to collect data, analyzing the results and presenting it statistically. A statistical device offers integrated quality checks, which makes the results from quantitative methods easy to validate. Even though the quantitative method presents data in an understandable and validating way, the downside to the method is that one cannot observe individual differences, and therefore it generalizes the results found in a study (Dörnyei, 2007: 34-35). Quantitative methods cannot give a validating result when using a smaller group of participants, because the ideal sample size is a group which is representative to larger parts of a population (Dörnyei, 2007: 96).

Qualitative method

Qualitative methods give the researcher an adequate amount of data with a smaller group of participants. The focus within the qualitative method is the human experience, with subjective opinions, feelings and views of the phenomenon being studied (Dörnyei, 2007: 38). Dörnyei (2007) refers to Punch and alerts us to the fact that:

"it is a fundamental QUAL principle that human behavior is based upon meanings which people attribute to and bring to situations and it is only the actual participants themselves who can reveal the meanings and interpretations of their experiences and actions" (Dörnyei, 2007: 38).

The qualitative scholars therefore seek to observe a social phenomenon from the participants' individual view. They enter the process with an open mind, without having to test a proposed hypothesis. The research concept analyzed can change throughout the process and the analysis is a product of the researcher's subjective interpretation (Dörnyei, 2007: 38).

Qualitative data collection methods include interviews, journals, field notes, diaries, images, recordings etc. The data often involves large amounts of text, or recordings being transcribed. As qualitative methods are used to collect and understand cultural or personal meanings, the data should seize complex details (Dörnyei, 2007: 38). This is done through a natural setting where the researcher should not manipulate the situation being studied, such as in a classroom session.

Researchers conclude that the main problem with a qualitative data research is that it can generate too much information, and it is therefore important that the researcher tries to collect useful data (Dörnyei, 2007: 125). Collecting and translating qualitative data is time

consuming, and in a master's thesis for instance, it is essential that the researcher restricts oneself to one or a few qualitative methods.

Opposed to a quantitative research where the principle is to use a sizeable sample, the main goal of the sampling within the qualitative area of research is to find "individuals who can provide rich and varied insights into the phenomenon under investigation so as to maximize what we can learn" (Dörnyei, 2007: 126). The principle is to study a phenomenon in-depth, rather than determining how representative the respondent sample is. The present research sampling strategy will be discussed further in chapter 4.3.

Mixed method

Mixed methods research involves a study that combines qualitative and quantitative methods in a research project. The varieties of combinations are rich, and the present thesis concerns a concurrent mix of qualitative and quantitative methods in the form of interviews and two questionnaires. Dörnyei (2007) argues that mixed methods research helps the researcher validate the data found in a smaller project, it reaches a broader audience, and increases the strengths while eliminating the weaknesses of the qualitative and quantitative methods (Dörnyei, 2007: 45-46).

Scholars discuss the purposes of mixing methods in research, and Dörnyei (2007) emphasizes that mixing methods have two main purposes: "(a) to achieve a fuller understanding of a target phenomenon and (b) to verify one set of findings against the other" (Dörnyei, 2007: 164). The decision to use a mixed method research in the present thesis is based on these two principles. Mixed method research has reached an increased popularity among scholars, especially within the field of applied linguistics (Dörnyei, 2007).

Classroom research

Classroom research deals with "empirical investigations that use the classroom as the main research site" (Dörnyei, 2007: 176). In other words, classroom research deals with any place where a teaching context is being studied. Classroom research is not considered a research method; however, it is considered the setting for educational research. Classroom research is the setting for the present thesis, and is considered the main research site in applied linguistics, especially with foreign or second language teaching. Because of the variety and dynamics of a classroom situation, mixed methods research and classroom observations are the most common methods used when studying a classroom situation.

4.2 Selection of subjects

The participating informants consisted of 28 pupils, 14 males and 14 females, and their teacher. The school is a Norwegian urban upper secondary school, and the school subject under study was English. The pupils are doing a program for general studies, specializing in sports. Their grade level from lower secondary school is somewhat high. The teacher chose the pupils that participated in the focus group interview sessions. This was done because she knows the pupils, and could decide which pupils who would be able to reflect upon and answer questions. See chapter 4.4. to read more about the interview sessions.

In the present project, the researcher has used what Dörnyei (2007) calls convenience sampling (2007: 98-99, 129), which is the most practical way of sampling a group of participants. The sampling criterion is based on the willingness to volunteer, project time restraint, and the availability of participants at a certain time. Dörnyei (2007) explains that in a typical sampling, a researcher chooses participants "whose experience is typical with regard to the research focus" (Dörnyei, 2007: 128). In the present research, the common student experience is that they all study English as a foreign language, and they all specialize in sports. A larger sample of subjects would have provided more data and thus giving the research increased validation; however, feasibility issues like time and participant availability did not make this possible.

4.3 The teaching context

The project and Readers Theatre was introduced to the class before the Christmas break. The pupils were given a consent form describing the project and their rights; this form can be found in Appendix 1. A PowerPoint presentation was used to explain the project, and a video showing an example of a performance was screened. This was done to visualize and give the pupils the opportunity to more fully understand the concept of RT. The classroom research was conducted in January 2019.

The teacher had divided the class into four groups; two groups of seven and two groups of eight. They were handed a document, created by the researcher, that outlined what the task was about. In this document, the researcher had included four different topics, and links to content-based texts that the pupils were supposed to use as a basis for their scriptwriting. The topics were as following: *a. American Culture*, *b. English as a World Language*, *c. Gun Control in the US*, and *d. The American Dream*. The researcher handed out the topics randomly. It would be preferable for the pupils to choose their own topics;

however, this was not manageable because of time restraints. The pupils were also given different templates used as examples of how to start their script writing (see Appendix 10). When explaining the concept of RT to the pupils, the researcher emphasized that they had to focus on intonation, pronunciation, body language and sound effects to make their performance as interesting and entertaining as possible.

During the project, the researcher acted as a participating observer, conducting the teaching while observing the class. Five English sessions were spent on the research project, including interviews and questionnaires. Each session lasted 80 minutes. Before being re-introduced to CBRT, the pupils filled out a pre-project questionnaire, and the researcher conducted a group interview with six pupils, and one interview with the teacher. During the first questionnaire session, 14 females and 14 males participated. During the post-project questionnaire session only 12 males participated and 14 females. This means that two males were missing in the session spent for the post-project questionnaire, and one female was missing for the pre-project questionnaire. This is a limitation that the researcher had to keep in mind, and will be further discussed in chapter 6.1. Because of the difference in the number of pupils participating in the two questionnaires, the results are presented in percentage (see chapter 5).

The first session started by outlining the plan for the project, and introducing the pupils to CBRT. They were given a pre-written CBRT script which explained what CBRT is; this script is found in Appendix 3. They practiced the script to get a feeling of how CBRT is practiced and performed. After a few re-readings, the researcher listened to the groups and together with the pupils we agreed that they were ready to start the script writing process. During this process, the pupils used different rooms, including their classroom, to practice. Most of the script writing process was done by the groups alone, but the researcher went around observing all and guiding the ones in need for help. The next sessions throughout the week continued in the same manner, the pupils got together in their groups to write and practice their scripts, while the researcher went around supervising them. The last two sessions were spent right after one another, so that the pupils could spend most of the time finishing their scripts and practicing their performance. The last session was spent on performances and filling out the post-project questionnaire. After the whole class filled out the last questionnaire, the researcher conducted the last focus group and teacher interview sessions. The researcher interviewed the same 6 pupils in both focus group interview sessions.

4.4 Data collection: interviews and questionnaires

As stated above, to collect data in the present research, the researcher used the following qualitative methods; pre- and post-project semi-structured interviews. To add to and to validate some of the findings in the interviews, a pre- and post-project questionnaire was given in the class. This is the quantitative method used in the project. These methods combine a mixed methods study.

The semi-structured interviews

Interviews are the most frequent methods used within the qualitative research area, and it is being used in various arenas in our society. There are different types of interviews, and the most significant one in applied linguistics is the semi-structured interview (Dörnyei, 2007: 134). This is also the type of interview that has been used in the present research. A semi-structured interview offers a set of open-ended and structured questions as a guide through the conversation. The interviewees are encouraged to elaborate on their answers, and follow-up questions are also encouraged. The interview serves as a guide to direct the conversation between the interviewer and the interviewee. Dörnyei explains that "the semi-structured interview is suitable for cases when the researcher has a good enough overview of the phenomenon or domain in question" (Dörnyei, 2007: 136). He also argues that in these cases, a researcher is able to create broad and open questions beforehand.

The questions used in the interviews were created to give the researcher an adequate amount of data to be able to answer the research questions. The questions were created so that the interviewees would feel competent in answering, relaxed in the situation, and encouraged to open up about their own ideas and thoughts. Dörnyei (2007) lists a few points that the researcher should keep in mind when creating the content of the questions. These are as follows: "(a) experiences and behaviors, (b) opinions and values, (c) feelings, (d) knowledge, (e) sensory information (meaning what someone sees, hears, smells etc.)" (Dörnyei, 2007: 137). These points were kept in mind by the researcher, which is reflected in the questions asked.

Some of the questions were somewhat close-ended, but there were possibilities for follow-up questions and elaborations. There were in total four interview sessions; two focus group interview sessions with six pupils and two individual interview sessions with the teacher. The researcher conducted the interviews, and used the same pupils in both group interviews. All interviews were recorded and conducted in a group room at the school. The

interviewees preferred to answer in Norwegian, that way they felt that they could give better answers.

The first two interview sessions took place before the classroom project started. This was done to establish the teachers' and pupils' knowledge of RT beforehand, and also to see if their thoughts on RT and content-based learning changed throughout the project. 10 questions were prepared in the focus group interview, and 12 questions in the teacher interview. The interviews included questions such as: What do you already know about Readers Theatre? How do you normally learn content in English class? What are your views on group activities in class? What are your expectations about using Curriculum-Based Readers Theatre as a method of learning content? (For the interview guides, see Appendix 2).

The last two interview sessions took place after the project was finished. This was done to compare the results from before and after the project, and to give the researcher comparable data to be able to answer the research questions. The researcher wanted to see if the interviewee's opinions and thoughts changed after working with CBRT and content-based learning. All interviews were recorded on the researcher's phone with written approval from the interviewees. The researcher took notes of all interviews in case of technical difficulties.

The questionnaires

The most frequent data collection method used in a quantitative study is the questionnaire. The data collected is most often analyzed quantitatively, but one can include open ended questions that require a qualitative analysis (Dörnyei, 2007: 101). The researcher gave the pupils a pre- and post project questionnaire. Both questionnaires were given in paper format. The pupils circled the answer to different statements, and they had to include their gender so that the researcher could categorize the results between male and female. They also had to answer two open ended questions at the end of each questionnaire. Since the main data collection in the present thesis is based on interviews (discussed above), the researcher thought it necessary to include a qualitative data collection part in the questionnaire, so that the whole class could elaborate on their opinions towards the phenomenon being studied. The reason why the questionnaires were given in paper rather than electronically was because the researcher did not have access to their learning platform, and it was therefore easier to do it this way. The class spent about 10-20 minutes answering each questionnaire.

There are different types of questionnaires, all according to what kind of data a researcher wants to collect. In the present research project, the researcher created what Dörnyei calls "attitudinal questions". These are used to find the respondents beliefs, attitudes,

opinions and interests on the phenomenon being studied (Dörnyei, 2007: 102). It was also important to keep in mind the wording of the questions, as the respondents were to answer according to their level of agreement. Minor differences in the wording of the question can give major differences in the level of agreement. In other words, a researcher can affect the results consciously or unconsciously by the way the questions or statements are worded (Dörnyei, 2007: 103).

Both questionnaires were characterized by what Dörnyei (2007) calls "likert scales". This is a type of questionnaire consisting of characteristic statements and the respondents need to indicate their level of agreement to each statement (Dörnyei, 2007: 105). The pre-project questionnaire included nine statements and the post-project questionnaire included 12 statements. The reason why the second one included more statements was because the researcher wanted to use some of the same statements in both to see if their thoughts had changed during the project, but also adding a few more statements to see how the pupils felt about using CBRT in class. Both questionnaires contained responses ranging from *agree*, *partly agree*, *disagree* to *I don't know*. The questionnaires included two open ended questions. Here are a few examples from both questionnaires: (for a full overview, see Appendix 8 and 9).

(1) I like to read English books, texts, newspapers, articles online etc.

Agree Partly agree Disagree I don't know

I prefer to use English to learn about content and topics, such as history and geography.

Agree Partly agree Disagree I don't know

Curriculum-Based Readers Theatre made me more comfortable speaking and reading English aloud in class.

Agree Partly agree Disagree I don't know

I think Curriculum-Based Readers Theatre worked well as a learning strategy for content and topic learning in English class.

Agree Partly agree Disagree I don't know

What do you think are the benefits and challenges with group work?

After finishing the project, what do you think are the advantages and disadvantages of CBRT/the project? Write at least one advantage and one disadvantage.

4.5 Data analysis

The semi-structured interviews have been transcribed, and the transcriptions are found in Appendix 4 and 5. The transcription was done to be able to get a structured overview of the interview sessions. This was especially important because the focus group interviews included several interviewees. Since the interview sessions were held in Norwegian, a further explanation of the interviews is found in the results chapter (Chapter 5). The recordings enabled the researcher to go back and listen to the interviews several times, which created transcriptions that were as accurate as possible.

All questionnaires were given on paper, and therefore the researcher had to analyze them manually and copy the answers into a digital format. The questionnaires were analyzed quantitatively, dividing the answers into categorized groups and presenting the results in percentages through different graphs. The same questions asked pre- and post project were juxtaposed, while the remaining ones were set alone. The answers to the open-ended questions in the survey were copied into a digital format and numbered. Since the pupils were asked to identify their gender, the longer answers were split into female and male answers.

4.6 Reliability and validity

Validity deals with "the extent to which one has really observed what one set out to observe, and the extent to which one can generalize one's findings from the subjects and situations to other subjects and situations" (Nunan, 1992: 232). In other words, this means the degree of relevance between a topic and the research, and how that research can contribute to add to the research field in question. On the other hand, according to Nunan, *reliability* deals with

"the extent to which (a) an independent researcher, on analyzing one's data, would reach the same conclusions and (b) a replication of one's study would yield similar results. *Internal reliability* refers to the consistency of the results obtained from a piece of research. *External reliability* refers to the extent to which independent researchers can reproduce a study and obtain results similar to those obtained in the original study" (Nunan, 1992: 231-232).

Because there was a limited number of sample groups to choose from, a mixed method research gave the researcher an opportunity to view the case from several angles. The present thesis includes a rich set of data, in the sense that it includes two focus group interviews, two interviews with the teacher, two class questionnaires and observation done by the researcher. A rich set of data in a small case study makes the results reliable; however, because the sample size is small, one cannot generalize the results found in this project. On the other hand, the same results found in this project has also been found in other RT and CBRT projects (Drew & Pedersen, 2010; 2012; Pettersen, 2014; Myrset, 2014; Flynn, 2007). CBRT is a valid method to use with educational purposes because it addresses several prescribed standards of learning from the *LK06*.

4.7 Ethical considerations

All social research concerns people's lives in one way or another; thus, social research must pay central attention to ethical considerations (Dörnyei 2007: 63). As far as this thesis is concerned, ethical consideration is inevitable because it deals with people's thoughts, beliefs and opinions. Dörnyei (2007) states that a basic principle for ethical considerations in applied linguistic research is to submit a detailed plan to an institutional review board, and get it approved before starting the research project. In Norway, this is done through NSD (Norsk Senter for Forskningsdata)³. It is also important to give the respondents an informed consent form, where the participating individuals must give a written approval of attendance. The informed consent form pertaining to the current study is found in Appendix 1.

³ The researcher applied for such an approval in the current research. Reference number: 570818.

5 Results

The following chapter presents the results gathered during the project. These results will be used to answer the research questions outlined for this thesis (see p. 2). The chapter is divided into two main sections; the pre-project results and the post-project results. Before the interview sessions and questionnaires were conducted, the researcher informed the pupils about the CBRT project, the scriptwriting process and how to perform and read from the script (see Chapter 4.3). The interview guides are found in Appendix 2 and the questionnaires are found in Appendix 8 and 9. Since all interviews were conducted in Norwegian, all examples found in this chapter have been translated into English by the researcher.

5.1 Pre- project results

The following section presents the pre-project results from one focus group interview session, one teacher interview session and the pre-project questionnaire. The sections will look at the pupils' and the teacher's answers towards content-based learning, group activities, their expectations towards the CBRT project, and the use of English language in class. All examples shown are found in their full context in Appendix 4, 6 and 8.

5.1.1 First focus group interview

The first focus group interview revealed that the pupils had never used Readers Theatre before. They only knew what the researcher had introduced them to from beforehand. Even though they had never used a similar method before, they were all excited to try a new way of learning content.

Content-based learning

The pupils explained that they normally do not use text books in English class; however, they are given texts and articles through online resources and sometimes they watch films. They explained that there is a large variation in the type of texts and materials that are used in English class. Here are a couple of examples from what the pupils said about the use of materials in English class.

- (2) We have always used the internet, books and sometimes we have recieved newspapers that we have used in class. We have had good variation (Appendix 4: 86).

(3) In lower secondary school we only used books; however, now we use the internet, articles and so on (Appendix 4: 86).

When asked how they normally learn content in English class, they said that they read the texts, some take notes and some do tasks and write summaries. Here are a few examples from the interview session:

(4) I normally take notes. I feel like that increases my ability to remember what I have read (Appendix 4: 87).

(5) I write summaries from the text and if we're given tasks, I do them (Appendix 4: 87).

(6) I normally read a part of the text, then look up and retell the main points without looking at the text (Appendix 4: 87).

Group activities

During the interview, the pupils were asked how they view group activities. Their answers were somewhat similar. They agreed that group activities are fun and motivating, because they can socialize while sharing ideas and knowledge with each other. They said that it feels like the classes where group activity is included go by faster than classes where the work lies on them. One pupil said:

(7) A class session where you work alone go by more slowly than a class where you work in groups (Appendix 4: 87).

Even though they showed contentment towards group activities, they also reflected on the challenges. They mentioned that you can easily get distracted by your peers, and the workload might be unevenly distributed and therefore assessed unfairly. The pupils also mentioned that communication can be hard if the personality of the group members does not match. If this happens, it can be hard to work together. The examples below show the opinions most of them had.

(8) Group work can both be good and challenging. It is fun to work with others, to be able to get new ideas from other pupils, but it can also be a challenge (Appendix 4: 87).

(9) It can be challenging because you work together and that can easily distract you. One can end up by talking about everything except the work (Appendix 4: 87).

(10) You are able to share different viewpoints with each other on different topics, which is good, but sometimes people don't do as much work as you, which can be difficult (Appendix 4: 88).

The researcher thought these answers were interesting, and asked a follow up question: *What can we, both as teachers and pupils, do to prevent such challenges?* The pupils then answered that the teacher could give the group members individual assessment. They also emphasized that the peers should divide the work evenly amongst the group members, and everyone should take responsibility for themselves.

CBRT project

When asked about their thoughts on the advantages and disadvantages towards CBRT in their class, their answers were coinciding. Several advantages were mentioned. They all agreed that it is exciting to try something new. The method could make it easier to develop knowledge towards a topic. The interview showed that it could also increase their ability to remember facts and information. One pupil said:

(11) I think it will be easier to learn from it. When you do and say something simultaneously you might remember better (Appendix 4: 89).

Another pupil also pointed out:

(12) I agree with the others. I think a lot of people will get something out of this project. It is a new way to learn. It is not the same as sitting down and reading a book. We have to be engaged and therefore people probably remember better (Appendix 4: 89).

The pupils said that because the whole class is engaged in the project, people would engage in the script writing process and performance. They also emphasized that the class might learn from each other by watching all the performances.

As to the disadvantages, the pupils mentioned that it could be challenging to get started on the script writing process, since they had never done something similar before. They also thought the performance could become awkward, and they mentioned that because of time limitations it might be hard to succeed. All in all, the pupils expected the project to be exciting and motivating. They hoped to learn a new way of working with a topic, and that they might become more confident speaking English in class.

The use of English language in class

When asked how motivated they are at speaking English in class, all pupils except one said that they feel comfortable and are motivated. The one who disagreed explained that she had little experience with speaking English in class from lower secondary school, which effected how she felt about it now. One of the male pupils said that he thought some pupils might be nervous speaking English in class, and would therefore avoid it if possible.

The pupils were also asked about their opinions towards using English when learning content. Some of the pupils said that it is effective because you develop English language skills in addition to learning content. You are able to develop fluent language skills, and it might make it easier to read other English texts and articles about a topic. One pupil also stated that using English when learning about topics, in for example science or maths, could be hard because the vocabulary is difficult in Norwegian, and could therefore create a barrier as to learn the content in English.

5.1.2 First teacher interview

The teacher explained that she knows the basic principles of Readers Theatre because she has tried it while studying at the University of Stavanger. She has never created a script before; however, she has some experience with practicing and performing Readers Theatre.

Content-based learning

The teacher was asked what kind of materials and methods she normally uses when teaching content in English class, and explained that the school uses OneNote as their learning tool. This means that they need to identify texts and films, often from online resources, that go hand in hand with the topic and curricula. They frequently use an online resource called NDLA (Nasjonal Digital Læringsarena). This is a digital teaching and learning platform created for upper secondary school, created in cooperation with the county authorities. The

teacher also mentioned that it is important to keep up with worldwide news and try to include news articles in language education. When working on content-based learning, they follow the national curriculum in history, culture and society.

As to the methods used in English class, the interview revealed that the class often read aloud, either in pairs or the teacher reads aloud to the class. The class discusses the topic after reading; there is always a discussion or tasks connected to the text. The teacher emphasized that the pupils learn much and are active during the discussions, especially when they are set in smaller groups. They enjoy discussing the content amongst themselves.

Group activities

The teacher said that she thinks group activities are useful. She said that the pupils learn from each other and are able to discuss content and listen to how their peers speak English. They can assist each other, both in language skills and content knowledge. The teacher explained that it is useful to mix higher achieving pupils with lower achieving pupils. She said that there are always challenges when it comes to group work, especially regarding pupils not participating. She explained that some of the weaker pupils might not participate as much as the higher-level pupils. These challenges might be more prominent in VG1 than in VG2 and 3. This is because the pupils get to know each other better throughout their upper secondary school years. She concluded that the advantages of group work outweigh the challenges.

CBRT project

When asked what expectations the teacher has towards the project she answered that she thinks it will be a new, exciting and challenging way of learning content, especially when the pupils are to create their own scripts. The script planning and writing process will be a good way for the pupils to learn to take responsibility for their own work. To do their own research and to extract the most important content from texts is a great way of learning. She also thought that the method will help the pupils to become more confident in speaking and performing English in class.

The advantages mentioned were that the pupils build a hanger and association to the content. It could help them to easily remember the topic. The fact that there are few lines to read and that they are performing in a group could make them more comfortable performing in class. The challenges could be that some pupils would think it is scary and do not want to participate. She also mentions that there are always those who avoid the work and others who do their work. It is also a time consuming activity, and it is important that the teacher plans it

well. However, according to the teacher, the pupils are very excited and she thought that a method like this will give the pupils a feeling of success and task ownership. The teacher was curious about how CBRT would work in her class because she has only taught them for one semester, and she therefore does not know the class very well yet.

CBRT is an activity where the work load lies on the pupils' participation and responsibility. When asked what her thoughts on this was she explained that it is good because the pupils need to learn how to pay attention to one task and finish that task. She said that the pupils learn more when they have the responsibility to look up and present information, rather than using teacher oriented teaching. All in all, she thought that the pupils would benefit socially and academically from the project.

5.1.3 Pre-project questionnaire

The pre-project questionnaire was given to the whole class to get an overview of their view on different aspects towards the project, content-based learning and group work. The pupils gave their opinion on several statements ranging from *agree*, *partly agree*, *disagree* to *I don't know*. The results are presented in percentages through graphs. Some statements were given before and after the project, and these results are placed together in one graph. The merged statements are presented in this section.

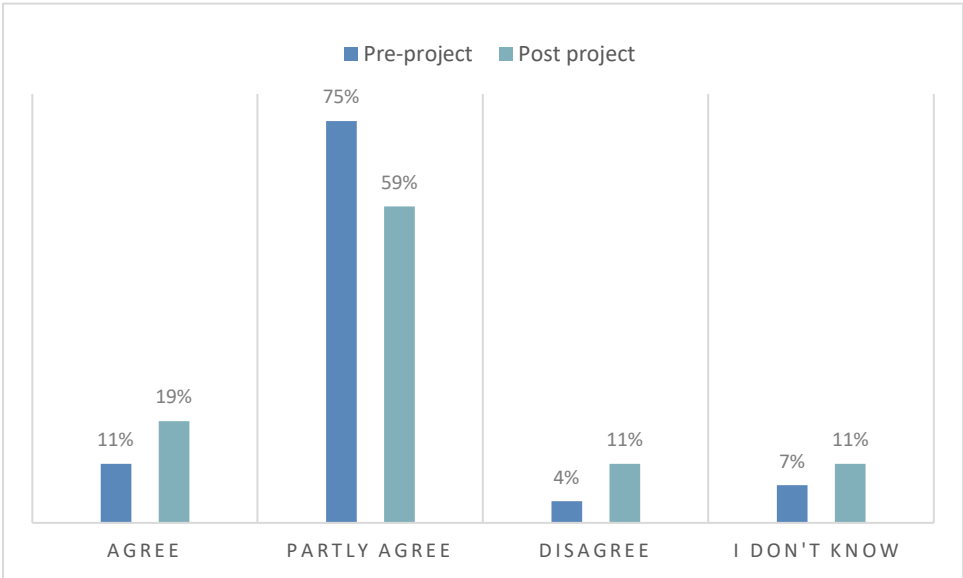


Figure 5. *I like to read English books, texts, newspapers, articles online etc.*

Figure 5 shows the results from the statement *I like to read English books, texts, newspapers, articles online etc.* The results are quite similar, both pre- and post-project. There is a slight

change after the project was completed, showing that overall one or two pupils less agree that they like to read English after the project.

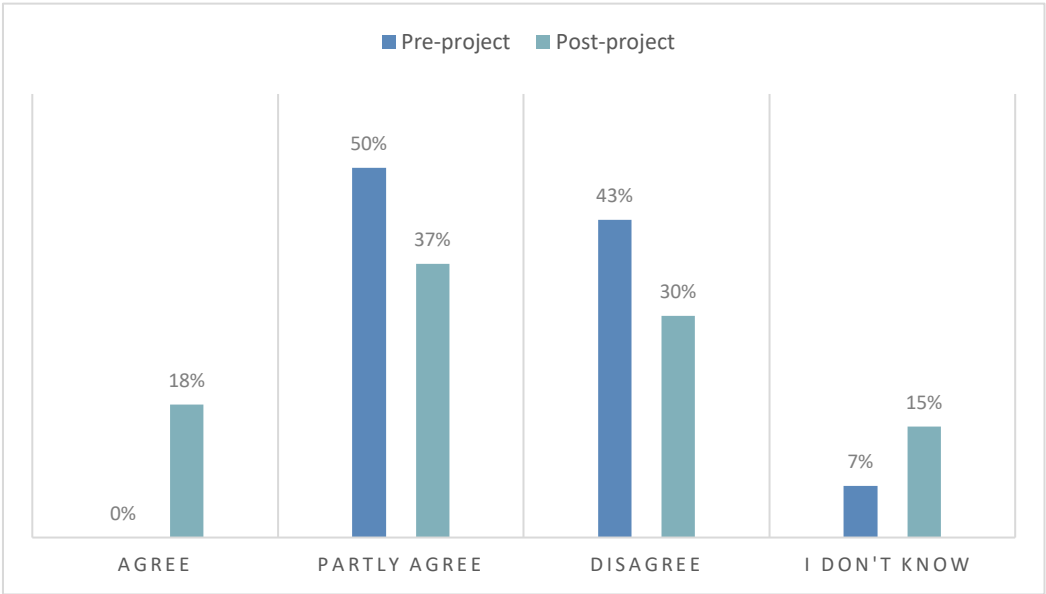


Figure 6. I like to read English aloud in class.

Figure 6 shows the range on how comfortable the pupils are at reading English aloud in class. There is a significant change after the project, showing that more pupils felt comfortable reading aloud after the CBRT project. There is an overall decrease in the number of pupils who disagree on this statement.

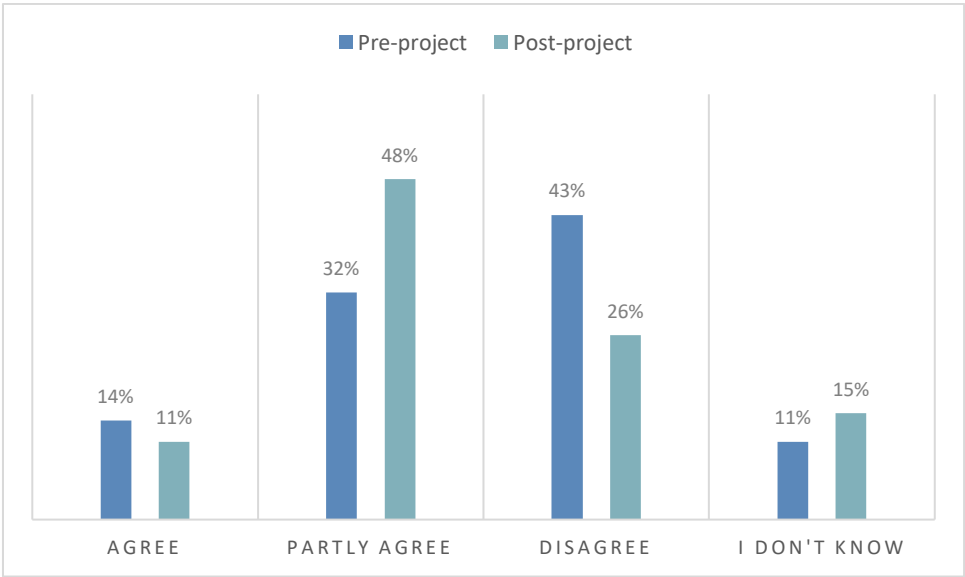


Figure 7. I like to speak English in class.

More pupils also say that they partly agree to the statement *I like to speak English in class* after the project, as also reflected in the decrease in the number of pupils who disagree to this statement. The *agree* and *I don't know* answers show an insignificant change.

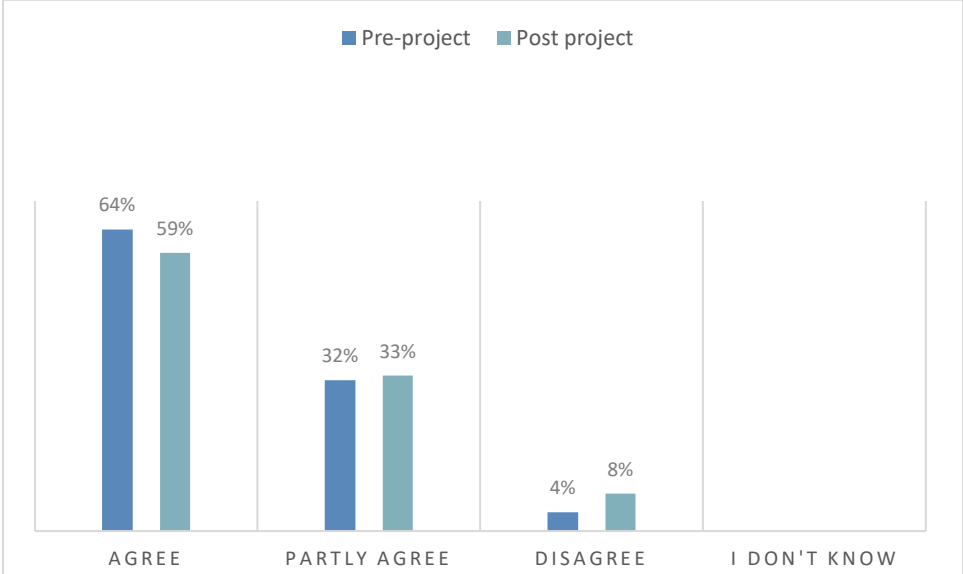


Figure 8. *I enjoy group work.*

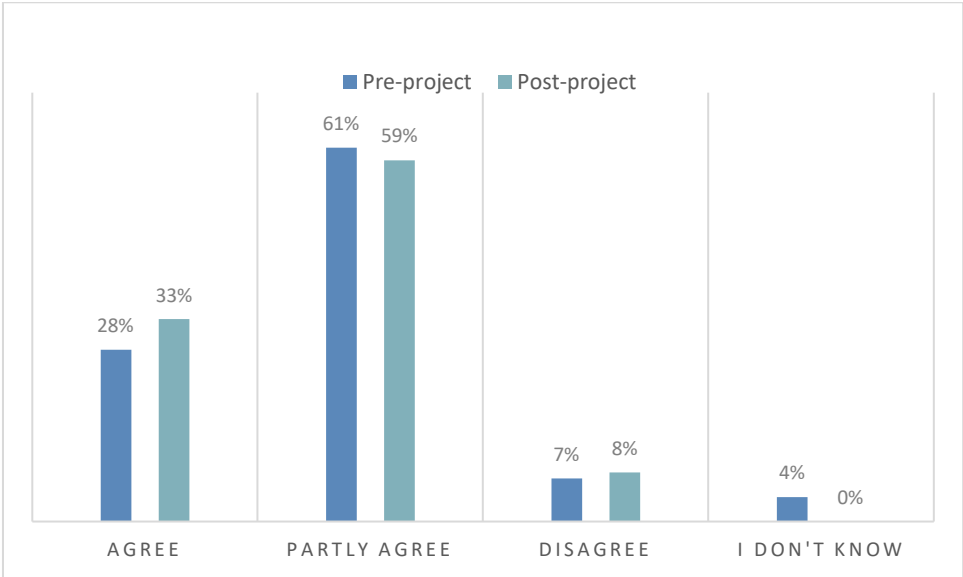


Figure 9. *I enjoy working alone.*

Most pupils also agree or partly agree to the fact that they enjoy working alone. However, more pupils partly agree to enjoying working alone, compared to the statement about group work, where most of the pupil agreed that they liked working in groups. This could indicate that the class in question generally enjoys group work over individual work.

In the statements that sought an indication to which degree the pupils prefer to use Norwegian or English when learning about content and topics, most of them prefer to use

Norwegian over English. About half of the class either agree or partly agree that they prefer to use English, and about 80-90% of the class prefer to use Norwegian. These results indicate that some pupils prefer both languages.

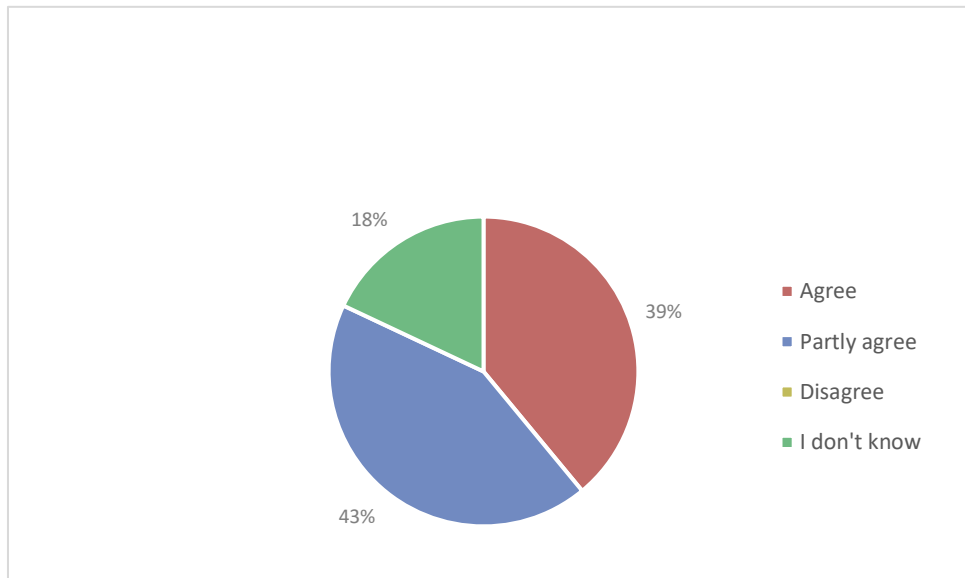


Figure 10. I look forward to use Content-Based Readers Theatre as a strategy for learning about content and topics.

Figure 10 reveals that most of the pupils more or less look forward to the project. Only a small minority of the pupils did not know whether they look forward to it or not. This is a good starting point for the project.

Long answers

In the questions that required a longer answer, the pupils were asked two questions:

- What kind of study techniques do you normally use when working with content/topics such as history, geography and cultural/social studies? (E.g. reading, taking notes, listening, re-reading, summarizing etc.) Please answer with a few sentences.
- What do you think are the benefits and challenges with group work?

These questions were given to get a picture of how the class works during English sessions on a regular basis, and how they view group work, since that was the kind of work the class was going to be doing.

The answers that were given the most when it comes to study techniques were reading, re-reading, taking notes, listening to the teacher, writing key words, creating mind maps,

drawing, writing a summary, summarizing the content orally, discussing and asking questions, doing tasks and teaching other people about the topic in question.

When it comes to group work, the whole class agreed that group work is a fun and social way of learning, and it is more motivating than other kinds of teaching. On the other hand, it is a method which can create distraction and uneven distribution of the work. Below is a list of the repeated challenges and benefits on group work that were mentioned in the questionnaire.

Challenges	Benefits
<ul style="list-style-type: none"> • Disagreements among the group members • One person does all the work/ takes responsibility for all the work • People do not participate • It is difficult to get started on the work or project • Uneven distribution the amount of work • It is easy to become distracted by others 	<ul style="list-style-type: none"> • Sharing ideas with each other • Get different perspectives on the topic • Help each other • Ask each other about things • Split the work load • More fun way of working with a topic

Figure 11. Challenges and benefits of the CBRT project.

5.2 Post- project results

The following sections present the results found post-project. The first one reveals the results from the second focus group interview session, followed by the second teacher interview session, and the last one reveals the results from the second questionnaire.

5.2.1 Second focus group interview session

The second focus group interview session was conducted after the CBRT project, and the researcher started by asking the pupils what they now know about RT. The interview revealed that they now know that it is a kind of creative teaching method where they are supposed to read aloud from their scripts. The pupils started the interview by telling how much fun they

had, and that they thought the project gave them a new and exciting way of learning content in English class.

CBRT project

As to the CBRT part of the interview session, the pupils were asked what they learned from the project, both in relation to content knowledge and other things. They were also asked what their expectations were and if they were met. This part of the interview revealed that they learned how to fix disagreements among group members, learned something about their topics and they learned how to become more confident in speaking English in front of their class. They also said that they learned how to do Readers Theatre. The interview revealed that the project met their expectations, and that a couple of the pupils who initially were skeptical towards it, ended up being very excited after the performances.

The pupils emphasized that the activity gave them a new way of remembering facts and information. They could tie the information on the topics to certain movements and gestures. One pupil also said that she remembered her lines very well, and that she probably will remember the facts she presented for a long time.

When it comes to the advantages and disadvantages of the CBRT project, the interview showed that CBRT is a very fun and engaging activity that motivates the pupils to do the work asked of them. They said that it is a new and interesting activity which supports their memory, it increased their ability to work together and to present something in the class. They also emphasized that it was fun to switch between reading lines one by one and together as a group.

Regarding the disadvantages, the interview session revealed that the activity was time consuming, both when it comes to the scriptwriting process and the presentations. On the other hand, according to the pupils, it was worth the time spent. One of the pupils, who was in a group that was less effective than the others, said that he thought a disadvantage was that they spent a lot of time getting started with creating the script. The researcher asked why he thought this happened, and then he said that the group disagreed on several points on how to write the script, and they therefore ended up doing nothing at first. All in all, they concluded that the advantages outweigh the disadvantages.

Group activities

In both interview sessions, the pupils were asked what their views on group activities are. The first session aimed at finding out their general view on group activities, while the second

session focused on finding out if this view had changed after the project. This interview session revealed that group activities are still a challenge, at least when it comes to distributing the amount of work evenly and getting started on the work. However; the pupils also mentioned that when they were able to get started, the work went by efficiently. Since the pupils revealed that it was difficult to get started on their script writing process, they were asked what they could have done to prevent this. They then said that they could have structured the distribution of the work among the group members better; in other words, to plan the work better. As to the challenges, the pupils also mentioned communication; that it is important to communicate well with each other. They also said that it was helpful when the researcher walked around and observed and guided the groups.

The use of English in class

The interview revealed that the pupils felt more comfortable speaking and reading English aloud in class after the project. The project broke the barrier and made it easier and more fun to use oral English in class, especially when they all had to do it. They emphasized that working in a group was one aspect of it, in addition to bringing their own scripts. One pupil also said that they tried to speak English when doing the group work, which got them more used to speaking the language.

The interview session ended with asking if the pupils would want to do a similar project/method again and why/why not. They all agreed that they could do it again; however, they emphasized that it could be hard to have a test on the topics afterwards, because they could not control what the other groups presented. They also said that they would prefer to work on a topic unknown to them, while in the present project they were somewhat familiar with the topics used.

5.2.2 Second teacher interview

The second teacher interview was conducted right after the project was finished. The teacher was asked what she now knows about CBRT. The interview revealed that she knows a lot more than before the project. She is aware of how to set up and start a similar project by for example giving the pupils templates beforehand. She said that it was a good method to use for recapitulating, and she said she could imagine it being a good method introducing a new topic.

CBRT project

The interview revealed that the teacher could imagine using CBRT as a method for learning content in English class again. She said that this is because it gave the pupils a learning outcome, while at the same time having fun. The teacher revealed that the pupils worked well on the project, and agreed that they learn and remember more when they put in a lot of work and produce their own results.

The interview also revealed that the teacher's expectations were fulfilled. She was positively surprised by the result of the project. She thought the pupils had taken the task seriously, and done a good job. The content and creativity of the manuscripts were good. She expressed that she is very impressed by the result. However, the group work could have been better, although that part was as expected.

The teacher was asked about her thoughts on the advantages and disadvantages of using CBRT as a method for learning content in upper secondary school. The interview revealed that the advantages are that it is a fun and new way of learning. It is a different way of learning because it challenges the pupils to do their own research. The teacher emphasized that they have to find their own content, create scripts and use sources in a critical manner. It is good that they can pick and choose what is important and interesting to them within a topic. Another advantage which she emphasized is that it works well for pupils who do not prefer to work in groups, or work in general, and for pupils who is reluctant speaking in front of the class. It is a good entry to challenge themselves for doing unfamiliar things.

The main disadvantage according to the teacher was time. She explained that it is a time consuming activity with regard to how busy the weeks normally are. It would probably be more effective timewise if the project started on a new topic; however, because of time limitations for this project, to approach the project with known topics seemed like the best option.

As to the pupils' attitude towards the project, the teacher revealed that it was very split. Some were skeptical; yet they still participated because they did not want to be the only ones who avoided it. These pupils had said that it could be fun as well, and it was not intimidating because it was not going to be assessed. The pupils who were skeptical were proud of themselves, they had taken a step towards something, grown and learned something new about themselves as people, which, according to the teacher, is bigger than learning the content. The majority of the class expressed excitement.

The teacher was also asked what she thought were the challenges of the project. She explained that because the groups were big, it can be hard to involve everyone. She said that

there is normally one who is writing and doing most of the work. To find a location for all the groups can also be a challenge. She explained that she would prefer groups of 6 pupils instead of 8, which was the initial plan; however, it was not possible to divide the class into groups of 6.

As CBRT is an activity where the workload lies on the pupils' participation, the researcher asked what the teacher's thoughts on that were after completing the activity. She revealed that it has worked well. However, one cannot put them into a group room and expect that they work. As a teacher, one has a responsibility to guide the groups throughout the whole project.

The teacher was asked what she thought the pupils learned from the project and explained that they learned content regarding to the topics, repetition of the content they had worked on before and group work. She also emphasized that they learned how to take responsibility for their own learning and to write a manuscript, which they had not done before. She concluded that she had observed that the pupils had a good time, that it was a positive experience for them all:

(13) The main point is that it is fun, and it is fun to do something different (Appendix 7: 103).

Group activities

After the project, the teacher was asked if her view on group activities has changed, and if so, why or why not. She explained that it had not changed. How well group activities function differs between different classes. She still thinks that using group activities is a good way to work in class; however, the challenge of not getting all pupils to participate is still evident, but the degree varies among groups and classes. The teacher said that she realized that the groups should not be too big; however, the groups should not be too small either. She also emphasized that it is the first time this class has had oral presentations where they presented in a big group, and that it is the first time they have had a presentation that has been well practiced with a manuscript. She concluded that this is a good method to introduce pupils to group work and presentations, especially pupils who are reluctant speakers.

5.2.3 Post-project questionnaire

The following section reveals the results from the questions that were only asked after the project was completed. The multiple-choice statements are presented in graphs and the long answers are presented as summaries with a few examples from the pupils' answers.

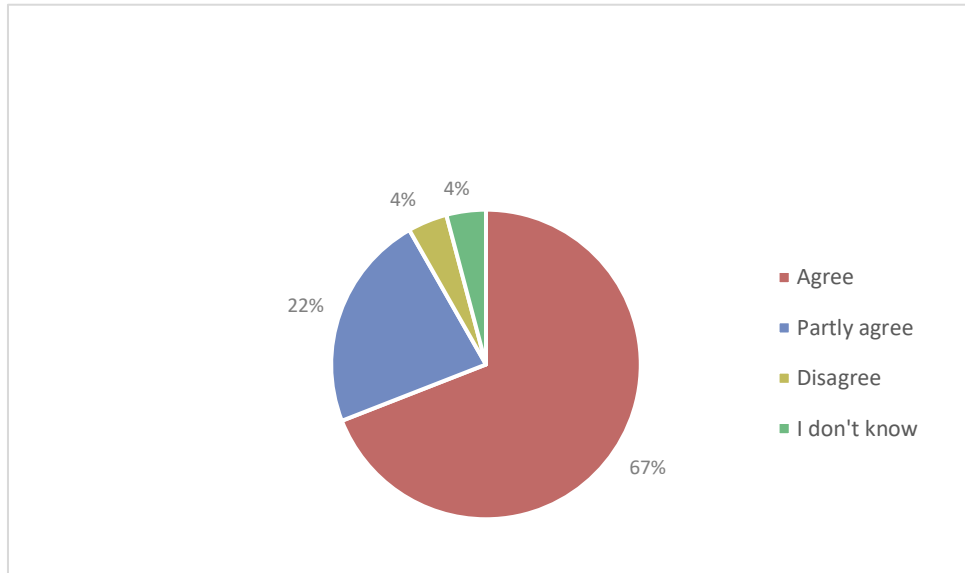


Figure 12. I enjoyed using Curriculum-Based Readers Theatre as a strategy for learning about content and topics.

Figure 12 shows that almost the whole class had a good time working on the CBRT project. There was only one pupil who did not enjoy the project, and one pupil who did not know if the project was enjoyable.

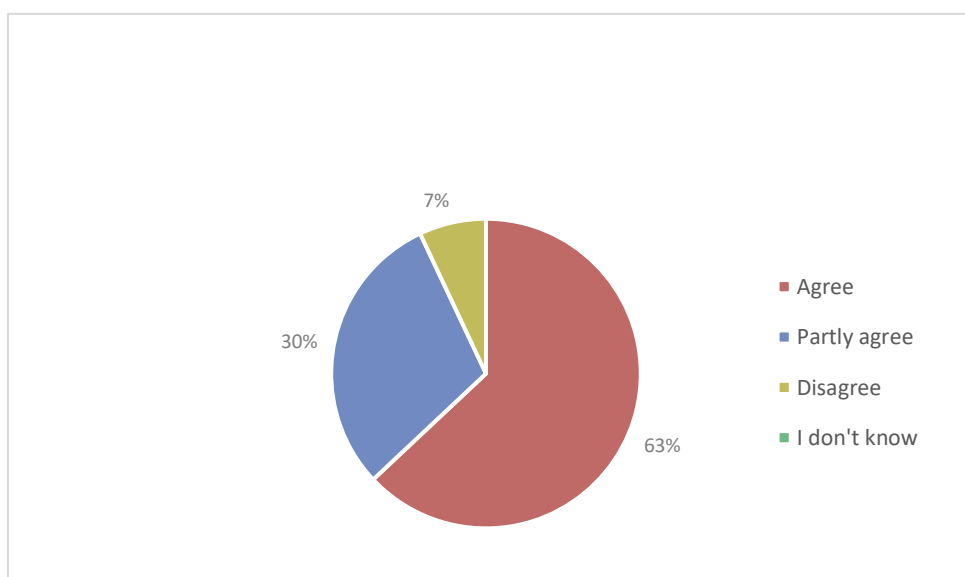


Figure 13. I have learned something about my topic.

Figure 13 indicates that almost all pupils, except two, felt that they learned something from the project.

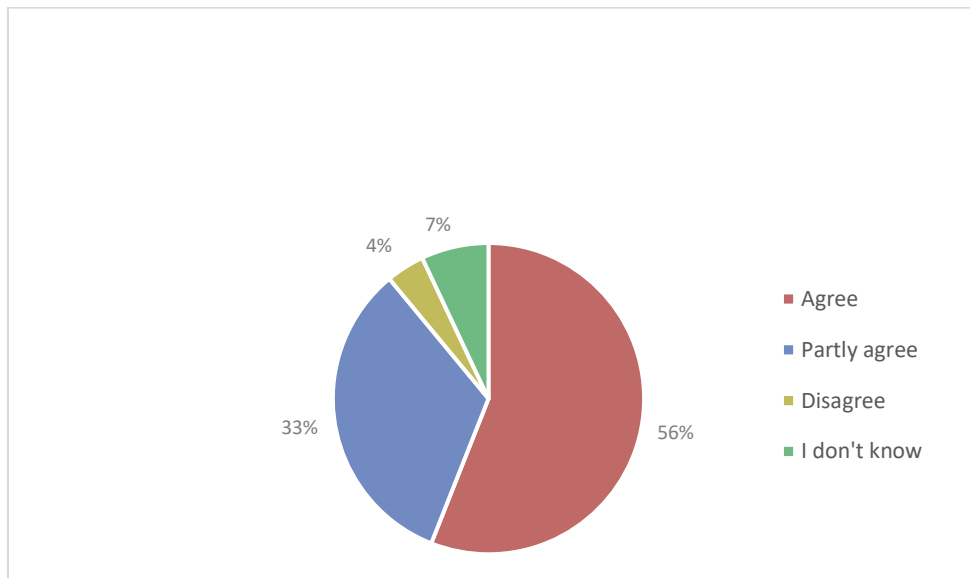


Figure 14. I think Curriculum-Based Readers Theatre worked well as a learning strategy for content and topic learning in English class.

Most of the class also believes that the CBRT is a good strategy for learning content and topics in English class (Figure 14). There is only one pupil who disagreed to this statement, and two who were unsure. All pupils said that they either participated or partly participated in the group work (Figure 15).

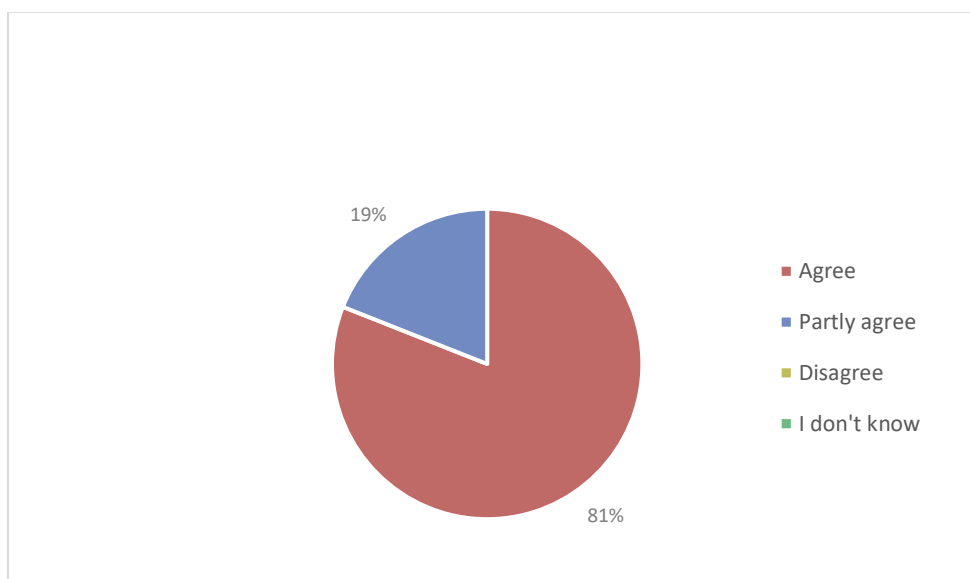


Figure 15. I participated in the group work.

Long answer

As in the first questionnaire, the pupils were asked two long answer questions in the second questionnaire:

- After finishing the project, what do you think are the advantages and disadvantages of CBRT/the project? Write at least one advantage and one disadvantage.
- How do you think CBRT functioned/ did not function as a strategy for learning content/learning about topics in English class?

These questions were given to see how the whole class viewed the project and to be able to get a broader perspective on their opinions. The pupils listed several advantages and disadvantages. Many pupils thought the project was fun and that it made it easy to read in front of the class. One pupil emphasized that "teenagers learn more when it's fun." (example from the post-project questionnaire). Other pupils said that having fun creates motivation for learning. They said that it was a strategy which increased their ability to learn, both when it comes to content knowledge and how to cooperate with each other in the groups. The pupils also wrote that they learned how to create something of their own (the scripts), and that it was interesting to watch the other groups perform. A couple of pupils wrote:

(14) I think CBRT was a good way to learn about topics. It was more fun and interesting to listen to the other pupils. We also learned much when we wrote our own scripts.

(15) I think it worked well for someone who find normal studying hard.

On the other hand, there were a few of pupils who did not think the strategy was as effective as the others thought, and emphasized that:

(16) I think it works well when it comes to remembering content, but I think it is not effective when it comes to the time you use to make a script. I think you can learn almost as much when you get a finished script. I think other methods are more sufficient.

However, the larger part of the class agreed that CBRT functioned well as a strategy for learning content and topics in English class, and say that it is especially helpful when it comes to remembering facts and information. Here are a few examples:

- (17) I think the CBRT functioned as a strategy for learning about topics in class, because it can help people remembering things more easily than just reading.
- (18) I think it worked very well, you listen and read and work together on a topic with people who can explain things easier and let you understand better.

Figure 16 shows an overview of the different advantages and disadvantages mentioned by the pupils. Most of these were repeated throughout the different answers.

Advantages of CBRT	Disadvantages of CBRT
<ul style="list-style-type: none"> • A fun activity • A new learning strategy • Makes it easier to read in front of the class • Watch the other groups' performances • Learn to cooperate in groups • Learn about the topic in question • Learn to create own scripts 	<ul style="list-style-type: none"> • Challenging to write the script • Difficult to agree in the group • Group work makes pupils less productive • Some avoid the work • Some might be afraid to speak in front of the class • Time consuming activity

Figure 16. List of advantages and disadvantages of CBRT.

The majority of the pupils thought the activity was fun, that it increased their ability to remember facts and information, and it made them more comfortable reading and speaking English aloud in front of the class. They thought it was rewarding to create and perform their own scripts. On the other hand, the pupils also reflected on the disadvantages of the activity. The majority of the pupils answered that it was challenging to start the scriptwriting process, since they had never done a similar activity before. They also thought it was a bit difficult to cooperate in the groups, and that it was a time consuming activity.

6 Discussion

The present chapter discusses the findings presented in the previous chapter in relation to the research questions, aiming to find out how Readers Theatre functions as a strategy for learning content in English class, how it can be connected to content-based learning, and what the benefits and challenges of using CBRT in upper secondary school are. The chapter is divided into 4 sections. Section 6.1 discusses the first research question: How did Readers Theatre function as a reading strategy and study technique for content-based learning? This section is divided into subsections, looking at different aspects from the project. These are as follows: The CBRT project, the use of English in class and group activities. Section 6.2 addresses the benefits and challenges of using CBRT in the current project, while section 6.3 discusses how CBRT is connected to content-based learning. Lastly, section 6.4 reviews the limitations of the study.

6.1 How did Readers Theatre function as a reading strategy and study technique for content-based learning?

The pre-project results indicate that almost all pupils had positive expectations towards the Curriculum-Based Readers Theatre project. On the other hand, there were a couple of pupils from the interview who revealed that they were a bit skeptical. After the project, these pupils admitted that it was a success and that they enjoyed working on it. The same result was found in the post-project questionnaire, where the majority of the class said they enjoyed the project and that it was a success.

The teacher was very positive towards the project and expected that it was going to be exciting as well as challenging. She pointed out that she thought the scriptwriting process would be the most challenging part; however, she also thought that would be the part that the pupils learned the most from. When asked if the project had met her expectations towards the end, she revealed that they were fulfilled beyond her expectations. She explained that she was very impressed by the pupils' work, involvement and enthusiasm when performing. The pupils spoke out with enthusiasm, expression and gestures. Flynn (2007) found the same results when she studied how CBRT worked with 10th grade pupils, and emphasizes as follows:

"The pupils speak loudly and clearly. (...) They read fluently and with expression. All pupils perform gestures and sound effects to emphasize their words and add a visual

element to the performance. (...) Their performance of the script allows them, as well as their audience, to learn science content material in a fun and entertaining way" (Flynn, 2007: 1).

Flynn's (2007) findings also support the findings on the benefits of the project: that it was a fun, engaging and motivating method, which will be further discussed in Chapter 6.2.

CBRT project

As the pupils normally read, take notes, write summaries and watch films in class, Readers Theatre became a new and exciting strategy for learning content in the given class. It was a motivating and entertaining task, and they tied an ownership to it because they had to create their own scripts. According to Flynn (2007), to tie an ownership to the script material is essential to the enthusiasm and motivation for CBRT. She explains that: "Part of the deep engagement in CBRT experiences can be attributed to the pupils' experience of ownership of the script they create, rehearse and perform. The script is their understanding and communication of the topic being studied" (Flynn, 2007: 14). She also emphasizes that CBRT should both inform and entertain the pupils, see Chapter 2.3 for more theory on this matter. The interviews, questionnaires and observations made by the researcher all revealed that this was true for the present study. The pupils were entertained while learning about the different topics. The post-project focus group interview session revealed that the activity gave them a new way of remembering facts and information, and that they related this information to movements from the performances. This indicates that CBRT is a method which enhances the ability to remember knowledge on different topics.

Pettersen (2014) conducted a CBRT project in lower secondary school and found out that it is more effective to give the pupils the task of creating their own scripts (see Chapter 2.3.1). This way the pupils are engaged in the project, and have to use their creativity to make an entertaining and informing script. In the present project, all groups engaged in the script writing process. Most of the pupils thought this process was doable.

On the other hand, the pupils emphasized that it was a challenge to get started and to agree within the group. The project revealed that in upper secondary school, one should always make the pupils create their own scripts. Pettersen (2014) also found this to be evident in lower secondary school. Creating their own scripts will enhance their script writing skills, and the pupils must put an effort to the writing process. The researcher therefore believes that pupils in upper secondary school have a greater learning outcome when engaging in the whole

Readers Theatre process. This is also supported by the *LK06* English subject curriculum. As seen in Chapter 3.3.3, CBRT is a method which involves several of the curricular aims found in lower and upper secondary school. The CBRT project covers all aspects from the curriculum. Figure 2 on page 10 shows a list of the competence aims from after year 10 and Vg1- programmes for general studies and Vg2 – vocational education programmes that are covered through the CBRT. From the language learning area, the curriculum says that the pupils should be able to use and evaluate different methods, situations and learning strategies to develop ones English language skills. It also emphasizes that the pupils should evaluate different digital resources and aids in a critical and independent manner to use for language learning. These aims were covered through the interview and questionnaire part of the project, where the pupils evaluated the project by answering different questions in relation to it. They were also included when the pupils read and chose different informational sources about their topics. The pupils had to choose what to include in their scripts by being critical and independent.

From the oral communication area, the project covers almost all aims which defines that the pupils should be able to understand, evaluate and use different listening and speaking strategies, and use a wide academic vocabulary in relation to their study program. They are also expected to understand the key content of different texts suited for academic topics related to their education program. This aim is covered by their work with the textual resources used to gather information for the scripts.

The *LK06* also indicates that the pupils should express themselves fluently with cohesion in a precise manner. They should be able to introduce and hold a conversation and discussion about general and academic topics related to their education program. In addition to this, the project also covers the aim which says that they should use pronunciation, intonation and word inflection patterns through various types of sentences in communication. These aims were covered through their cooperation with the scriptwriting, especially when reading and performing them. They were also covered through the group work, which expected the pupils to discuss and work together on their topic.

The project covered aims within the written communication part of the curriculum as well. These aims, which expect the pupils to be able to use different reading and writing strategies, were covered through the script writing process, and also through the CBRT project as a whole as it is a method which include both reading and writing strategies. In addition, they are expected to understand and use a varied vocabulary and content from texts on different topics related to their educational program. They should be able to read to acquire

knowledge in a subject related to their program. The project also covers several aims in relation to writing processes (see figure 1 on page 12-13). In this process, these aims were covered when the pupils had to understand the content in texts of varying lengths to acquire knowledge on different topics, to be able to write an informational script.

Shepard (2004) expresses that RT has been found useful in social studies topics as well as with language arts. The present study supports his findings, as the pupils were given topics related to social studies, culture and language arts (see Chapter 4.3). These topics were related to the culture, society and literature part of the curriculum, and covers the aim which says that the pupils should discuss and elaborate on culture and social conditions in several English-speaking countries. The topic *English as a world language* that was given to one of the groups covers the aim to discuss and elaborate on the growth of English as a universal language. The pupils revealed that they found RT useful and motivating towards learning about the topics.

The use of English in class

The project revealed that the pupils became more comfortable in their oral English usage. Figures 6 and 7 on pages 43 show an increase in the level of the pupils' comfort regarding speaking and reading English aloud in class after the project. These findings support Drew and Pedersen's (2010; 2012) conclusions, which indicate that Readers Theatre has a great effect on pupils' motivation and enjoyment towards reading English aloud in class, and that it can increase their reading comprehension and fluency, while also making the pupils more comfortable using oral English in class. Figures 13 and 14 in Chapter 5.2.2 reveal that the project was a success and support the earlier theory on the success of Readers Theatre (for more on the earlier research on RT, see Chapter 2.1). Looking at these results, in addition to the previous findings of the success on RT in schools (see Chapter 2), the researcher concludes that this is an effect which will most likely be seen if the project was conducted in other classes as well.

Group activities

The pupils were asked about their views on group activities before and after the project. The interview sessions revealed that their views did not change much. Before the project started, the pupils from the interview agreed that group activities are fun and motivating; however, it can also be a challenge because of disagreements and the workload being unevenly distributed among the group members. The same views were reflected on after the project;

however, they mentioned that while it was easier than anticipated to distribute the workload, communication among the group members could have been better.

The teacher was also asked about her views on group activities before and after the project. She emphasized that group activities are good ways for pupils to discuss with and learn from each other. She explained that it enables the teacher to mix pupils of different levels, so that for example higher level pupils can guide the lower level pupils. Her answers agree with the theory on constructivism and social constructivism found in Chapter 3.1.

The main principle for this theory is that people construct knowledge, and that they should find the solution to a problem on their own, often with guidance from someone who is more knowledgeable in the subject. Vygotsky (1978) calls this guidance for scaffolding. In the present project, one could indicate that the pupils were scaffolding each other as they worked in the groups to create their own product, while also being scaffolded by the researcher who gave them guidance throughout the project.

Learning by doing is also a concept connected to constructivism, and is evident in the present project. The pupils created knowledge on their given topics by being active and exploring things on their own. According to Richards & Rodgers (2014), interaction is central to learning, which has been found evident in the current RT project.

The teacher's view on group activities had not changed after the project. Her conclusion is that group activities work well in most classes. On the other hand, there is still the challenge of getting all pupils to participate when the workload lies on them. The teacher should therefore be an active participant and always guide all groups. She explained that it is important to plan the project thoroughly. She experienced that having groups of 8 was inefficient and concluded that groups of 6 would probably work better, especially when they are to write their own scripts. If one used a Readers Theatre version where the pupils were given pre-made scripts, larger groups would most likely work. This is because the script writing process was the most challenging aspect of the project.

She also emphasized that it is the first time this class has had oral presentations where they presented in a big group, and that it is the first time they have had a presentation that has been well practiced with a manuscript. In conclusion, CBRT or regular RT is a good method to introduce pupils to group work and presentations, especially pupils who are reluctant speakers.

6.2 What are the benefits and challenges of using Curriculum-Based Readers Theatre (CBRT) as a reading strategy for content-based learning in upper secondary school?

The pupils and the teacher listed several different benefits and challenges observed in the CBRT project. The main benefit that was mentioned by most of the pupils and the teacher was that it is a fun and motivating activity. The main challenge mentioned by most of them was that it was a time consuming activity. There are always advantages and disadvantages with a project like the current one, and it is important to evaluate and be aware so that one knows what to do differently and what to keep for next time.

Benefits

The post-project focus group interview session revealed that the benefits of the project were mainly that it was a fun, engaging and motivating method. The post-project teacher interview session showed the same results. Motivation is an important part of successful teaching. Dörnyei (2014) discusses the motivational aspect of teaching, and emphasizes that using meaningful topics for educational purposes will increase pupils' internal motivation. The pupils choose to work on an activity because it is fun and peaks on their interest. CBRT is a method where teachers can use interesting topics which enhance their pupils' motivation, which then will affect their learning outcome.

The interview sessions also revealed additional advantages like the fact that the pupils had to look up content on their own while being critical towards the sources used. The teacher also emphasized that it was a good method for pupils who are reluctant speakers of English, and pupils who do not enjoy working alone. Both interviews revealed that it was a new and interesting activity. The same results were also found in the post-project questionnaire. The long answer questions revealed that most of the pupils thought the activity was fun, and that they learned something about the topics presented. The pupils emphasized that they learn more when having fun. These results are supported by Drew & Pedersen's (2010;2012) findings, which say that RT has a great effect on pupils' motivation and enjoyment towards reading and working on English language. Kinningburgh & Shaw (2007) also found that CBRT is a fun strategy that incorporates language arts with other parts of the curriculum (Kinningburgh & Shaw, 2007: 18). The questionnaire revealed that 67% of the class enjoyed the project, and an additional 22% partly agreed that they enjoyed the project. This discloses that the pupils and teacher experienced the project as a success, and based on these findings,

the researcher also agrees that it was a success, and that it would most likely be a success if conducted again. The results found in the interview sessions are supported by the results from the questionnaire.

Challenges/disadvantages

There are several challenges to CBRT. Firstly, the project was completely new to the class. The challenge was therefore to introduce the class to Readers Theatre, as they were not familiar with it. This challenge was also found in Pettersen's (2014) CBRT project conducted in lower secondary school (see Chapter 2.3). The teacher was somewhat familiar with it; if she had not been familiar with RT, it could have made it more challenging for the researcher, as one would have had to explain RT to the teacher as well. Secondly, cooperative learning made it somewhat difficult to get started on the project, as the pupils found it hard to agree within the groups at first. Pettersen (2014) found the same challenge when conducting her CBRT project. However, cooperative learning was also mentioned as a benefit to making the project fun and motivating. Thirdly, logistics is one of the major challenges of CBRT. Finding rooms, scripts, topics and dividing the class into groups that work well together takes time and a lot of work. Finally, guiding and assessing the pupils (if assessment is a part of the CBRT project, which it was not in this case) are also challenges that occur.

The post-project focus group interview session revealed that the main challenges of the CBRT project were that it was time consuming, and that it was challenging to get started on the scriptwriting process. In the post-project teacher interview session, the teacher also revealed that the main challenge was that it is a time consuming activity. During this interview, it was discussed that it would most likely be more efficient to introduce the pupils to a new topic, rather than using the method as a recapitulation on topics they had worked on before. However, time limitations to the present project did not allow for this (for a further discussion on limitations, see Chapter 6.4).

Flynn (2007) addresses a detailed preparation plan for conducting CBRT in a classroom. She emphasizes that one should always start by giving the pupils an introduction to CBRT. This is only done once, as the pupils will know what it is next time. In the introduction, the teacher should get into detail and show an example script and performance. One should also brainstorm around the topic that is going to be used. The pupils should start their scriptwriting process together with the teacher as a part of the instructional phase of CBRT. Flynn (2007) has planned that the instructional phase should last for about five days (2007: 20). She continues explaining the next phases of conducting CBRT. These phases take

up a lot of time; however, they are only recommendations on how to use CBRT in the classroom. The researcher has used the phases as an inspiration for conducting the present CBRT project; nevertheless, time did not allow the researcher to go through them all. Flynn's (2007) research and outlined plan for CBRT supports the challenge that the project was time consuming.

As the national subject curriculum requires that a teacher covers several aspects of the English subject, a teacher, especially in upper secondary school, should implement different aims to a CBRT project. For CBRT to be successful in a school situation, it is significant that the teacher plans the project with the English subject curriculum in mind, while also trying to be creative and use interesting topics that increase pupil motivation. The pupils can also be a part of this planning process, which can increase motivation even further.

6.3 How is CBRT connected to content-based learning?

The following section connects the findings from the results chapter with the findings on CLIL and content-based learning in Chapter 3.3, and discusses how CBRT is connected to content-based learning.

Content-Based Instruction and Content and Language Integrated Learning are two terms with a slightly different focus. Richards & Rodgers (2014) emphasize that "CBI and CLIL address the role of language as a vehicle for learning content as well as the role of content in the learning of language" ... "the focus of teaching is how meaning and information are communicated and constructed through texts and discourse" (Richards & Rodgers, 2014: 120) (see Chapter 3.3). The main difference between the two approaches to language learning is that CBI is used in the USA, while CLIL is used in Europe. CLIL curriculum often originates in the language class itself, used by a language teacher partnering with a content teacher, or used by a content teacher teaching content-based instruction in an EFL class (Richards & Rodgers 2014).

CBRT is a method which can be used within the content-based learning approaches. It is a task that focuses on curriculum content while using the target language to learn about different topics. CBRT is found useful for language learning, as it addresses language learning while learning about content based topics. When using CBRT in the classroom, the pupils read informational texts in English; they use the language while gathering information about a topic. They write a script, using their own words in English, to inform the rest of the class or audience about their topic. While doing so, the pupils also use oral English skills

through communicating the information and content. These components of CBRT are all connected to content-based learning, and one can therefore argue that CBRT is a method which fall under the term content-based learning.

The results from the present project has found that CBRT is useful in terms of both content and language learning. It integrates content learning in English-language classes. The pupils expand and create more detailed knowledge about a content-based topic by creating informative and entertaining scripts. In addition, the pupils also increase their language learning skills by writing, reading and speaking English. The pupils are able to learn content and become more fluent in a language by being engaged in a fun, motivating and entertaining activity. Drew (2013a) connects RT to CLIL and argues that CLIL is a setting where a language is used to learn about other topics, and that RT is a tool for communicating the topics. He argues that "the combination of RT and CLIL has a great potential for the explicit and implicit learning of language and vocabulary, in addition to learning subject matter" (Drew, 2013a: 9) (see Chapter 3.3.3). RT and CBRT can increase comprehension within different topics, and as a result, language learning might also occur.

6.4 Limitations of the study

The study is limited to being a case study of one class. The number of subjects participating was limited, and one can therefore not generalize the findings in relation to other classes or schools. Nevertheless, the class may be considered a mainstream upper secondary school class of academic studies, with specialization in sports. One can therefore argue that a similar project would probably have a similar outcome in other upper secondary school classes; however, one cannot be sure and another similar project would test this theory. The lessons functioned somewhat similar to how they would have functioned if a teacher implemented RT in a class: The researcher functioned as a participant observer, as a teacher would when being alone with a class, and the teacher was present in some of the sessions. The main difference between this project and normal teaching was that the teacher divided the class into groups, because she is the one who knows the class.

The main limitation to the project was time. The researcher had to follow the class and teacher schedule, and she was not able to spend more than five English sessions, including interviews and questionnaires. This meant that the researcher had to plan accordingly, and since the class was not familiar with Readers Theatre, it was essential that the researcher explained this by giving the pupils a pre-written script beforehand. The pupils did not spend a

lot of time on this script, even though Flynn (2007) encourages teachers to spend some time on all parts of Readers Theatre, to make sure that the pupils understand what they are doing. The script writing process was not as long as preferred either; however, the pupils spent most of the sessions preparing the scripts. Flynn (2007) recommends that the scripts are drafted and revised; however, time limitations did not allow for this. On the other hand, the pupils in a group wrote in a shared document and were able to guide each other throughout the writing process. The pupils were also guided by the researcher throughout the whole writing process.

The researcher was only given five lessons, each lasting 80 minutes, to spend on the project. Even though this is not a lot of time to spend conducting a class project, it is a realistic time perspective for conducting teaching projects in upper secondary school. Projects lasting longer are difficult to complete in an ordinary course, because there are several curricular aims to cover and many skills to develop throughout a school year. A tight time schedule therefore increases the project's creditability, as it is a project conducted in upper secondary school.

7 Conclusion

This thesis has aimed at studying how Curriculum-Based Readers Theatre functions as a reading and learning strategy for content based learning in an upper secondary school class. To do so, the project intended to find the advantages and disadvantages of implementing CBRT in an upper secondary school classroom, and connect CBRT to content-based learning. The project was carried out in a class selected by convenience sampling, and the participating subjects consisted of 28 pupils and their teacher. Different methods were used to collect data which composed a mixed-method research: two focus group interviews with a group of six pupils, two interviews with the teacher and two class questionnaires. All methods were conducted before and after the project was completed. The researcher also observed the pupils' process during the project; however, there was not conducted a structured observation, and the observation has not been used as a part of the thesis. The different methods used for collecting data increase the validity of the research.

Five English subject sessions were spent on the project, each lasting for 80 minutes. During this project, the pupils were first introduced to RT and the project before it was planned to start. The project started by conducting one focus group interview, one teacher interview and one class questionnaire, aiming to get an idea of their expectations and opinions towards the project. The pupils were divided into groups, and all groups were given a pre-written scrip, which informed them about Curriculum-Based Readers Theatre. They spent time practicing this script during the first session, aiming to understand how RT works and what CBRT is. The groups were then given one topic each. Their task was to read about their topic and create an entertaining and informative CBRT script, using templates to get an idea how to start writing. They were also given valid sources to read from. The scriptwriting process gave the pupils the possibility to learn about a topic in a new, fun, creative and motivating manner. The class spent the most time writing and practicing their scripts. They were performed with great enthusiasm.

The questionnaires and interviews aimed at finding out how the pupils and teacher experienced CBRT, both in terms of advantages and disadvantages. They also aimed at giving the researcher a view of how they experienced the whole process and project. The main benefit found in this project was that CBRT was experienced as a fun, motivating and entertaining activity that gave the pupils a new way of learning content in English class. The pupils explained that they felt more comfortable speaking and reading English in class. The project also revealed that the pupils learned more about how to cooperate in groups, as well as

learning about different curriculum-based topics. The activity worked well towards making the pupils more responsible for their own learning. The teacher revealed that it was a good activity that demonstrated that the pupils needed to be critical towards the information gathered in their scriptwriting process.

The main challenge found in the project was that CBRT is a time-consuming activity that requires logistic planning in terms of finding available rooms, creating curriculum-based topics, finding texts that are suitable for the age and academic level of the pupils and creating a well-structured introduction to CBRT. The method also requires a teacher to spend a few English sessions on the activity. The logistic challenges would most likely apply to other classes as well; however, when comparing the benefits to the challenges, it is apparent that it is worth the time spent.

Even though the researcher was only given five lessons, this is a reasonable and realistic amount of time to spend on a project in upper secondary school. This is because longer projects are difficult to complete in an ordinary course, as there are many curricular aims to cover and several skills to develop throughout a school year. The researcher also concludes that CBRT is a relevant method for both the current and the new curriculum, which is scheduled to be implemented in 2020.

To increase the validity and relevance of CBRT in upper secondary school, the teacher can use it as an assessment after working on it as a class activity. In an assessment situation, the teacher could assess the pupils' written work, as well as their oral presentation in relation to content, structure and language. By using the method as a class activity and assessment situation, the method could be more time efficient, both with regards to the planning ahead and the time spent in school.

The study has added further research into the broader field of applied linguistics, as well as adding research to the field of Readers Theatre. However, this project was different from the ones that have been conducted earlier, because an upper secondary school class was the target for the study. In contrast to this study, most of the research that has been conducted earlier involves primary and lower secondary school pupils.

It would be interesting to see a similar project conducted in upper secondary school. However, in another project, it would be preferable to increase the number of subjects, schools and teachers participating. Conducting more projects like the current one, as well as adding to the number of participants, could make it possible to generalize the results found. It would also be interesting to test the pupils' learning outcome by giving them pre- and post-project content tests. If a similar project would be conducted again, it would be preferable to

spend more time on the project, and go deeper into each topic. However, to do so in upper secondary school, one should spend time learning about new topics, and end the project as an assessment, assessing the written scripts and oral presentations in terms of content, language and structure.

All in all, the study found more benefits than challenges. As the benefits outnumber the challenges, the researcher concludes that the project was a success, and would most likely be a success if implemented again; however, by implementing the changes mentioned above, the outcome of the project could probably have been even more successful.

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Appendix 1 – Consent form

Vil du delta i forskningsprosjektet ”Forskningsprosjekt for masteroppgave om Curriculum- Based Readers Theatre i videregående skole utført av Universitetet i Stavanger”?

Kjære elever,

Mitt navn er Maria Leversen. Jeg er 25 år og student ved Universitetet i Stavanger, hvor jeg går 5. året på lektorprogrammet med spesialisering innenfor humanistiske fag. I år skal jeg skrive en masteroppgave innenfor engelskfaget, rettere sagt innenfor English Applied Linguistics. Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut av hvordan leseteater (Readers Theatre) fungerer som en metode for lære faginnhold i engelsktimene. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

I dette prosjektet skal vi bruke noe som kalles Curriculum-Based Readers Theatre som metode for å lære om et emne i engelsktimene. Readers Theatre har blitt forsket på tidligere ved skoler i USA og Norge. Denne forskningen har fått positive resultater. Problemstillingene eller forskningsspørsmålene jeg skal forske på er følgende:

How did Readers Theatre function as a reading strategy and study technique for content-based learning in the given study? What are the benefits and challenges of using Curriculum-Based Readers Theatre (CBRT) as a reading strategy for content-based learning in upper secondary school? How is CBRT connected to content-based learning?

Prosjektet skal gi data og informasjon som kan brukes i masteroppgaven min for å kunne svare på problemstillingene.

I prosjektet vil vi jobbe med Curriculum-Based Readers Theatre for å lære om og oppsummere et emne som dere har jobbet med tidligere innenfor engelskfaget. Dere kommer til å jobbe i grupper. Først vil dere få utdelt et ferdig manus, slik at dere får prøvd ut Readers Theatre på forhånd. Deretter vil dere få utdelt ulike emner som dere skal finne informasjon om og skrive deres eget manus ut fra disse emnene. Dette skal tilslutt fremføres/leses opp for klassen. Dere vil få grundig veiledning og informasjon i løpet av prosjektet. Hvilke roller dere vil ha i gruppen bestemmer dere selv. Prosjektet kommer til å finne sted i uke 2-5 i 2019, og vi vil bruke 3-4 engelsktimer. I tillegg kommer vi også til å bruke ca. en time med intervjuer og spørreundersøkelser.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Stavanger er ansvarlig for prosjektet og vil behandle og slette all data og informasjon fra prosjektet.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta fordi jeg har hatt kontakt med læreren din, og hun har takket ja til å delta i dette prosjektet.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut to spørreskjema. Et før prosjektets start og et etter prosjektets slutt. Det vil ta deg ca. 45 minutter tilsammen. Spørreskjemaet inneholder spørsmål om lesing på engelsk, læring av innhold i engelsktimene og dine holdninger til prosjektet. Spørreskjemaet er selvfølgelig anonymt. Dine svar fra spørreskjemaet blir registrert elektronisk.

Jeg vil også be en eller to grupper om å delta i et gruppeintervju. Dette blir tatt opp elektronisk og opplysninger fra intervjuet vil brukes i oppgaven.

Du vil også bli observert av meg (student) hvor jeg noterer ned hva jeg observerer. Dette vil selvfølgelig være anonymt, og ingen vil kunne kjenne noen igjen i observasjonene som blir skrevet ned.

Det er frivillig å delta

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

Jeg håper likevel at du ønsker å bidra og jeg tror med stor sikkerhet at du kommer til å få nytte av prosjektet. Ved å delta vil du være med på å styrke forskning på å bedre engelskundervisningen i skolen.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

Det er kun jeg og min veileder på universitetet som har tilgang til opplysningene som samles inn. Vi er underlagt taushetsplikt og opplysningene vil bli behandlet konfidensielt. Alle opplysninger vil være anonymisert i publikasjoner og ingen enkeltpersoner vil kunne gjenkjennes.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Masteroppgaven skal etter planen avsluttes juni 2019 og prosjektet skal gjennomføres i uke 2-5 i 2019. All data (lydopptak osv.) vil bli slettet av Universitetet i Stavanger når masteroppgaven er ferdigstilt.

Dine rettigheter

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

- innsyn i hvilke personopplysninger som er registrert om deg,

- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

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

Hvor kan jeg finne ut mer?

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

- Universitetet i Stavanger ved Kjetil Vikhamar Thengs. E-post: kjetil.v.thengs@uis.no.
Eller student Maria Leversen. E-post: marialeversen@gmail.com.
- Vårt personvernombud: Kjetil Dalseth. E-post: personvernombud@uis.no
- NSD – Norsk senter for forskningsdata AS, på epost (personvernombudet@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig
(Forsker/veileder)
Kjetil Vikhamar Thengs

Student Maria Leversen

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet **Forskningsprosjekt for masteroppgave om Curriculum-Based Readers Theatre i videregående skole utført av Universitetet i Stavanger** og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju
- å delta i spørreundersøkelse
- å delta i opplegget med Readers Theatre
- at student observerer under prosjektet

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. juni 2019.

(Signert av prosjektdeltaker, dato)

Appendix 2 – Interview guides

Student group pre-project interview

1. What do you already know about Readers Theatre?
2. What kind of material (books, online resources, texts etc.) do you normally use when learning content in English class?
3. How do you normally learn content in English class?
4. What are your views on group activities in class?
5. What do you think are the challenges when working in groups?
6. What do you think are the advantages and disadvantages of using CBRT in your class?
7. What experiences do you think you will have? What are your expectations?
8. What do you think you will learn from this project? What do you want to learn?
9. In general, how motivated are you to speak English in class?
10. How do you feel about speaking, reading and writing in English to learn content?

Student group post-project interview

1. What do you know about Readers Theatre now?
2. What did you learn from the activity?
3. What are your views on group activities in class after the project?
4. What were the challenges?
5. What were the advantages and disadvantages?
6. What experiences did you have?
7. Did the project and activity meet your expectations? Why, why not?
8. How do you feel about speaking, reading and writing in English to learn content after the project?
9. Is CBRT something you would like to do again? Why, why not?

Teacher pre-project interview questions

1. What methods do you normally use for teaching content in English subjects?
2. What kind of material (books, online resources, texts etc.) do you normally use when teaching content?
3. What are your views on group activities in class?
4. What do you already know about Readers Theatre?
5. What are your expectations about using Curriculum-Based Readers Theatre as a method of learning content?

6. What do you think are the advantages and disadvantages of using CBRT as a reading strategy and study technique for learning content?
7. What challenges do you think will occur?
8. How do you think CBRT will work in your class?
9. CBRT is an activity where the workload lies on the students' participation and responsibility for learning and completing the task. What are your thoughts on that?
10. What experiences do you think the students will have?
11. What do you think the students will learn from this project?
12. Why did you agree to take part in the project?

Teacher post-project interview questions

1. After working with CBRT, what do you now know about the activity?
2. Has your view on group activities changed? Why, why not?
3. Would you use CBRT as a method again? Why, why not?
4. Where your expectations fulfilled or where you disappointed? Please explain why.
5. What do you think are the advantages and disadvantages of using CBRT as a method for learning content in upper secondary?
6. How do you think CBRT worked as a strategy for learning content?
7. How was the pupils attitude towards the activity? Do you have any examples?
8. What were the challenges?
9. CBRT is an activity where the workload lies on the students' participation and responsibility for learning and completing the task. What are your thoughts on that after completing the activity?
10. What do you think the students learned from the activity?
11. What experiences do you think the students had?

Appendix 3 – Script about Curriculum-Based Readers Theatre

Script: What is Curriculum-Based Readers Theatre?

By Rosalind M. Flynn

1: What is Readers Theatre?

2: Readers Theatre is a rehearsed

All: group presentation

3: of a script that is read aloud –

4: NOT memorized.

5: Performers hold their scripts throughout the performance.

6: Lines are distributed among

1: individuals

2, 3: pairs,

4, 5, 6: small groups

All: and the whole group.

2: Readers Theatre emphasizes spoken words,

3: not staged scenes.

1: So the performers don't move around the stage and enter and exit?

All: Right!

1: They just stand there and talk?

4: Well, no. To make the performance more interesting, they add gestures that mean things like

5: welcome (all wave),

6: good idea (all give "thumbs up"),

2: stop (all hold hand up with palm facing out),

3: I don't know (all scratch heads).

4: The performers also add sound effects to spice things up.

1: Such as?

2: Groans (all groan).

3: Sighs (all sigh).

4: Gasps (all gasp).

5: Wind (all create wind sound).

6: Falling rain (all slap thighs with palms).

2: Music also adds to the entertainment value of Readers Theatre.

3: For example, humming "London Bridge is Falling Down,"

All: (begin and continue humming "London Bridge" under the words of the speakers)

4: enlivens a script about Elizabethan England,

5: the Globe Theatre,

6: and the dramatic works of William

All: Shakespeare.

1: So then – what's Curriculum-Based Readers Theatre?

2: It's Readers Theatre that's based on curriculum content.

3: It's scripts about facts and ideas that pupils are supposed to know.

4: Curriculum-Based Readers Theatre involves pupils in

5: researching,

6: writing,

1: revising,

2: rehearsing,

3: repeating,

4: and performing a script meant to inform and entertain.

All: Curriculum-Based Readers Theatre – (a rhythmic chant)

A different,/ creative,/ dramatic teaching tool

To work with information pupils need to learn in school.

Script: What is Curriculum-Based Readers Theatre?

By Rosalind M. Flynn

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All: Curriculum-Based Readers Theatre – (a rhythmic chant)

A different,/ creative,/ dramatic teaching tool

To work with information pupils need to learn in school.

Appendix 4 – pre-project focus group interview transcription

Focus group session 1: pre-project interview

(M) = Male

(F) = Female

Researcher: What do you already know about Readers Theatre?

(M) Student 1: Jeg vet at det er en læringsmetode som er som et skuespill hvor du har replikker du skal si. Det handler ikke så mye om hvordan du spiller det, det er replikkene som er i fokus.

(F) Student 2: Nei.

Researcher: Det er helt nytt for deg?

(F) Student 2: Ja.

Researcher: Det er helt greit, da skal du forhåpentligvis lære mye om det nå.

(F) Student 3: Jeg husker ikke så mye om det. Jeg har lært litt om det etter at du viste oss videoene og snakket om det. Jeg vet fremdeles ikke helt hva det er.

(M) Student 4: Jeg vet at det er en effektiv og kjekk måte å lære ting på. Og det er nytt fra andre læringsmetoder som kanskje ikke er like effektive.

(F) Student 5: Jeg vet ikke så mye.

(M) Student 6: Jeg visste heller ikke så mye om det før du fortalte om det. Det er i alle fall lov å ha med innlevelse.

Researcher: What kind of material (books, online resources, texts etc.) do you normally use when learning content in English?

(M) Student 1: Tidligere på ungdomsskolen brukte vi ei bok, men nå har det vært mer at vi bruker sider på internett, artikler og litt sånn.

(F) Student 2: Vi har alltid brukt internett, bøker og av og til har vi fått aviser som vi har brukt. Vi har egentlig hatt veldig variasjon.

(F) Student 3: Ja vi bruker jo mest sånn sider som på en måte læreren linker til. Og vi bruker gjerne fagtekster og skjønnlitterære tekster.

(M) Student 4: Vi ser en del filmer og. Også har vi oppgaver om filmen.

(F) Student 5: Jeg har ikke så mye mer å si.

(M) Student 6: Det er litt det samme som alle har sagt. Vi brukte bok på ungdomsskolen og nå bruker vi bare pc'en.

Researcher: Så det dere sier er at før brukte dere mye bok og nå bruker dere tekster og ressurser på interenett og pc. **How do you normally learn content in English class?** Da tenker jeg ikke på hva material dere bruker, fordi nå har vi snakket om det, men jeg tenker på hvordan dere lærer innholdet. Hva gjør dere for å lære innhold?

(M) Student 1: Hvordan jeg gjør det?

Researcher: Ja, for eksempel det.

(M) Student 1: Nei, jeg vet egentlig ikke helt.

Researcher: Leser du bare? Eller skriver du notater?

(M) Student 1: Egentlig så pleier jeg bare å lese gjennom teksten.

Researcher: Så du leser tekster du får utlevert?

(M) Student 1: Ja.

(F) Student 2: Jeg pleier ofte å ta notater, og liksom skrive dem ned. Det føler jeg hjelper meg å huske bedre.

(F) Student 3: Jeg skriver sammendrag av teksten og gjør oppgaver hvis vi får det.

(M) Student 4: Jeg skriver også notater også.

(F) Student 5: Jeg skriver også notater.

(M) Student 6: Jeg pleier å lese noe, også ser jeg opp fra teksten og prøver å gjenfortelle det uten å se på teksten.

Researcher: Da fortsetter vi litt videre. **What are your views on group activities in class?** Så hva tenker dere om gruppearbeid i klassen? Hva er synet deres på det?

(M) Student 1: Det kan være både og. Det er kjekt å samarbeide med andre, og kunne få ideer fra de andre. Men så kan det også være utfordrende.

(F) Student 2: Jeg synes at det gjør ting kjekkere. En time der du jobber alene går kanskje mye senere enn der du jobber i gruppe.

Researcher: Så tiden går fort. Og det er jo gjerne et tegn på at dere har det kjekt og at det er en god aktivitet.

(F) Student 3: Jeg er enig med det de andre sa. Det kan også være utfordrende fordi du jobber sammen og det er veldig lett å bli distraheret. Man kan ende opp med å snakke mye om andre ting.

(M) Student 4: Du får jo vite andre sine synspunkter på forskjellige ting og det er bra, men av og til så er det folk som ikke gidder å jobbe like mye som deg og da kan det være litt vanskelig.

Researcher: Dere har veldig mange bra synspunkter og det er kjekt å høre. Har du noen tanker om gruppearbeid?

(F) Student 5: Ja, men det meste er sagt.

(M) Student 6: Ja, det meste er sagt, men jeg føler at gruppearbeid gjør at folk blir mer motiverte til å gjøre noe fordi det er kjekkere.

Researcher: What do you think are the challenges when working in groups? Jeg synes dere har oppsummert det ganske bra på spørsmålet før. Men er det noen flere utfordringer som dere ikke har nevnt?

(F) Student 2: Det er jo hvis noen jobber mer enn andre, da blir det ubalanse i arbeidet også får alle creds for at en person har jobbet.

(F) Student 1: Gruppearbeid blir ofte utsatt og da tenker man kanskje at en annen i grupper kommer til å gjøre jobben. Men så ender det opp med at ingen gjør noe, også blir det gjort helt til slutt og dermed blir ikke resultatet så bra.

(J) Student 5: Ja, eller hvis dere er uenige. At noen mener noe annet enn deg. Så får de ikke viljen sin.

Researcher: Er det noe mer som kan være vanskelig?

(F) Student 2: Ja, hvis du kommer på gruppe med noen du ikke går så godt overens med så kan det skape problemer.

Researcher: Og da tenker jeg at det er både en negativ ting, at det er vanskelig å gå overens fordi man ikke klikker med personen. Fordi man kan jo ikke klikke med alle vi er rundt hele tiden. Men igjen så tror jeg at det er en god måte å lære seg at selv om man gjerne ikke klikker med folk på vennskapsbasis, så skal man fremdeles kunne jobbe sammen med dem. Jeg har et tilleggsspørsmål fordi det dere sier nå er veldig bra. **Hva kan man gjøre for at disse utfordringene skal bli enklere å forholde seg til? Eller at disse utfordringene ikke skal oppstå? Er det noen tiltak man kan gjøre? Som elev eller lærer.**

(M) Student 4: Ikke ha gruppekarakter. Slik at det ikke blir en felles karakter, for det kan være urettferdig.

(F) Student 2: Når man kommer i en gruppe bør man tenke at nå skal vi jobbe sammen, ikke overlate ansvaret til en person.

(G) Student 1: Fordele oppgaver.

Researcher: Jeg synes dette var gode punkter. Det virker som dere er godt reflekterte rundt dette og det er kjekt å se. Neste spørsmål. **What do you think are the advantages and disadvantages of using CBRT in your class?** Altså dette prosjektet som vi skal ha nå.

(M) Student 1: Jeg tror det kan bli spennende. Det er jo noe nytt, det er nytt for de aller fleste. Jeg tror det kan være utfordrende i begynnelsen. Det kan være vanskelig å få alle i gang med det.

(F) Student 2: Jeg tror det blir lettere å lære av det. Når du gjør noe og sier noe så kan det hende man husker det bedre. Men det kan også bli litt kleint siden det er noe vi ikke har gjort før. Så folk er gjerne ikke helt komfortable med det.

(F) Student 3: Jeg tror det som de sa, bare at mange vil kunne få noe ut av det. Det er en ny måte å lære på. Det er ikke å bare sitte ned å lese en bok. Man må bruke innlevelse og da husker gjerne folk det bedre.

(M) Student 4: Jeg tror det vil bli enklere på grunn av at det er så mange som gjør det, så mange som er med på prosjektet, og da er det enklere å få folk til å tørre å stå å lese.

(F) Student 5: Jeg har ikke noe mer å tilføye.

(M) Student 6: Vi har ikke noe erfaring med dette, og vi har litt liten tid på å gjøre dette, så det kan bli litt vanskelig å få det bra til. Men det er alltid kjekt å lære noe nytt.

(M) Student 1: En ting til kan jo være det at når en gruppe fremfører det så kan det være lettere for de som ser på å huske innholdet. Fordi det er noe annet enn om det hadde blitt lest opp fra en bok. Da lærer du mer av det de andre gjør.

Researcher: Ja, at man lærer av hverandre?

(M) Student 1: Ja.

Researcher: Det er jo det jeg også håper. Så jeg er spent på om det blir sånn. Hadde dere noe mer eller kan jeg gå videre? Da går jeg videre. **What experiences do you think you will have? What are your expectations?** Nå har dere jo sagt litt om erfaringene dere tror dere vil ha, og fordeler og ulemper, men er det noe mer i forhold til erfaringer? Eller har dere noen forventninger til prosjektet?

(M) Student 1: Nei jeg har ikke noe mer å komme med enn det jeg allerede har sagt.

(F) Student 2: Jeg håper jo det kommer til å bli gøy og en ny måte som gir motivasjon, at det er en ny måte å jobbe på, og det kan hjelpe de som ikke er så glad i "normale" timer.

(F) Student 5: Ja jeg håper det blir kjekt å stå foran klassen. At litt flere tør å stå foran klassen.

Researcher: Da går jeg videre hvis det ikke var noe mer å tilføye? **What do you think you will learn from this project? What do you want to learn?** Hva tror du at du kommer til å lære? Husk at det er et prosjekt hvor vi kommer til å jobbe med et emne innenfor engelsk undervisning.

(M) Student 6: Jeg har ikke peiling på hva vi skal lære. Jeg har ingen ideer.

(F) Student 5: Andre måter å jobbe på, en annen læringsmetode.

(M) Student 4: Det var det jeg også skulle si.

(F) Student 3: Jeg tror jeg kommer til å lære mye om de emnene vi kommer til å få. I tillegg til at mange kommer til å bli tryggere på å stå foran klassen.

(F) Student 2: Jeg tror det kommer til å hjelpe å huske bedre. Siden det er nok kjekkere å se på enn når folk at en "normal" presentasjon.

(M) Student 1: Du blir kanskje litt mer vandt til å snakke på engelsk. Det bli gjerne litt lettere enn det var tidligere.

Researcher: Good. Da går jeg videre. **In general, how motivated are you to speak English in class?**

(M) Student 6: Det går helt fint å snakke engelsk egentlig. Jeg føler meg helt trygg på språket. Og syns ikke det er så skummelt.

Researcher: Du er trygg. Men hvorfor det?

(M) Student 6: Hmm, jeg vet ikke. Jeg føler at jeg er god i engelsk. Det er ikke det vanskeligste språket.

(F) Student 5: Det går fint for meg også. Jeg ser film og serier på engelsk, og har engelske venner.

(M) Student 4: Jeg synes også at det går greit. Det er jo fordi vi har brukt engelsk så mye. Vi har hatt mange presentasjoner. Så da blir det på en måte naturlig.

(F) Student 3: Det går greit, men jeg synes det er mer ubehagelig enn å snakke norsk.

Researcher: Og hvorfor er det mer ubehagelig å snakke engelsk enn norsk tenker du?

(F) Student 3: Jeg tror det er fordi vi ikke snakka så mye engelsk på ungdomsskolen i timene, og vi var ikke nødt til å gjøre det. Det var veldig få som gjorde det, og man ble derfor ikke vandt til det.

(F) Student 2: Jeg føler det går helt fint. Men jeg føler at jeg er vandt til å snakke engelsk andre plasser enn skolen. Jeg synes ikke norske filmer er gøy, jeg må ha engelsk tale.

Researcher: Så du bruker det mye i hverdagen?

(F) Student 2: Ja, også har jeg familie som bor i USA. Og venninna mi sin mor er Canadisk så når jeg snakker med henne er jeg nødt til å snakke engelsk.

(M) Student 1: Jeg tror det er mange som synes det er ubehagelig å snakke og prøver å unngå det selv om det går greit.

Researcher: Mange bra svar. Siste spørsmål: **How do you feel about speaking, reading and writing in English to learn content?** Som for eksempler, historie, geografi, samfunnsfaglige tema, kultur osv. Hvordan føler dere for å bruke engelsk muntlig og skriftlig?

(M) Student 6: Kanskje at når du snakker høyt om noe så setter det seg bedre i hodet, man husker det bedre.

(F) Student 5: Også gjør du to ting på en gang. Du sparer tid.

Researcher: Hva tenker du når du sier to ting på en gang?

(F) Student 5: At du på en måte lærer litt engelsk, men du skal også jobbe med temaet samtidig.

(M) Student 4: Jeg er veldig enig med de to andre. Og tenker ganske likt.

(F) Student 3: Ja jeg er også enig med dem. Men i tillegg så tror jeg det ville vært utfordrende for noen fordi for eksempel i naturfag bruker de ganske vanskelige ord på norsk, og hvis man skal bruke dem på engelsk så må man først lære ordet, også lære stoffet. Så da blir det litt mer utfordrende.

(F) Student 2: Det hjelper nok mye på å få mer flyt i språket. Siden man må snakke det mer når man lærer det via andre temaer. Man får brukt språket mer. Det gjør det sikkert enklere å lese artikler om temaet. Når man for eksempel skal lese om noe på norsk, men så finner man en engelsk side, så hjelper det nok med å forstå teksten.

(M) Student 1: Jeg har ikke noe mer å tilføye.

Researcher: Veldig bra. Tusen takk for deltakelsen.

Appendix 5 – post-project focus group interview transcription

Focus group session 2: post-project interview

Researcher: What do you know about Readers Theatre now?

(F) Student 5: Jeg vet at det er en læringsmetode. Og du har lov å ha med manus.

(F) Student 2: Jeg vet at det var en ny måte å lære på. Det var veldig annerledes i forhold til det vi har gjort i andre timer. Jeg følte jeg lærte mye av det fordi det var veldig spennende å følge med på.

Researcher: Ja, så du følte du lærte mer?

(F) Student 2: Ja, jeg følte jeg klarte å følge lettere med.

(F) Student 3: Jeg synes det var en kjekk måte å lære på fordi det var muntlig og det var litt morsomt, også var det mer å følge med på enn bare en presentasjon. Jeg synes det var gøy.

(M) Student 4: Jeg har ikke noe mer å tilføye.

(M) Student 6: Jeg vet at det er lov å se på manus og lese litt innimellom. Det var litt morsomt å stå foran klassen å fremføre det. Det var gøy å fremføre. Du er ikke så nervøs når du er der oppe.

(M) Student 1: Det er jo en læringsmetode som krever mye av alle på gruppen for at det skal bli bra.

Researcher: Good. Next question. **What did you learn from the activity?** Da kan dere tenke litt på både faglig, om det var noe med emnene dere hadde om, eller om det var noen andre ting dere lærte ved å jobbe med dette.

(F) Student 5: Jeg lærte hvordan vi skulle ordne opp i uenigheter. Også finne måter å bli enige på.

(F) Student 2: Jeg følte jeg lærte mye av de andre gruppene og de temaene de hadde om. Jeg hadde nok lært mye av det vi hadde om også, men vi har hatt så mye om temaet vårt fra før, så vi kunne alt fra før av.

(F) Student 3: Jeg synes det var en øvelse å stå foran klassen fordi vi har ikke hatt presentasjoner foran klassen hele klassen før. Når alle jobber sammen så krever det at alle tar initiativ, men at vi blir bedre til å bli enige og snakke sammen. Men hvis vi hadde hatt om et nytt tema som vi kunne hadde lært litt om så tror jeg dette hadde funket veldig bra.

Researcher: Ja, og da hadde vi brukt mye mer tid på prosjektet. Vi hadde hatt en introduksjon til tema: gå gjennom det i fellesskap som klasse også får man jobbe med det i grupper etterpå. Dette prosjektet var mer en oppsummering av tema dere allerede har hatt om for å repetere, og dermed forhåpentligvis huske det bedre. **Føler du at du husker ting bedre selv om du har hatt om det før? Er det en aktivitet som gjorde at temaet festet seg bedre enn fra tidligere?**

(F) Student 3: Ja, jeg synes det. Hvis det er bevegelser med og ting skjer så er det interessant å høre på, også kan det hende man husker et ord og da husker man kanskje bevegelsen eller noe sånn. Jeg husker de tingene jeg sa godt.

(M) Student 4: Jeg følte at jeg lærte temaet ganske godt. Jeg husker fakta bedre, også lærte jeg mer om hvordan læringsmetoden fungerer og hvordan du kan bruke den.

Researcher: Gode svar. Det er kjekt å høre.

(M) Student 6: Jeg lærte mer av de andre gruppene enn min egen, men det var mest på grunn av at det er mye kjekkere å se på når de fremfører. Også setter informasjonen seg mer, fordi når noe er kjekt så er det lettere å lære det.

(M) Student 1: Jeg huska tall, som for eksempel at det skjer en "school shooting" per uke. Sånne ting som det. Jeg tror det hjalp. Jeg husker harde fakta som man må pugge.

Researcher: Så bra. What are your views on group activities after the project?

(M) Student 1: Det er en enda en utfordring hvis noen på gruppa ikke gjør noe. På gruppa jeg var på jobba alle.

(M) Student 6: Det var litt vanskelig å begynne, men etterhvert som vi begynte å skrive så gikk det lettere og vi fikk gjort arbeidet bedre.

(M) Student 4: Det vil alltid være utfordrende med gruppearbeid når du har så store grupper. Men det å samarbeide så mange på å skrive et manus var utfordrende. Det var vanskelig å finne ut hvor du skulle skrive noe osv.

Researcher: Hva kunne dere gjort for at manusskrivingen skulle blitt lettere?

(M) Student 4: Etterhvert kom vi på at vi kunne dele inn at 2 og 2 tok et tema og skrev den delen av manuset. Det var mye mer effektivt enn at vi startet fra toppen og gikk nedover.

Researcher: Det er lurt. Rett og slett å planlegge. Det å planlegge litt på forhånd og ikke bare begynne med en gang er lurt. Det er lurt å tenke: hvordan skal vi angripe dette. Hvordan skal vi få dette til å bli bra. Og det høres det ut som dere klarte etterhvert, det er bra.

(F) Student 3: Jeg tenkte det var greit å jobbe i grupper. Men som sagt så var det vanskelig å starte, komme i gang, vite hvordan man skulle gjøre dette og at alle skulle være enige, at alle skulle følge med og gjøre like mye slik at noen ikke bare faller av.

Researcher: Hva tenker du læreren kan bidra med mer for å lettere kunne komme i gang med opplegget?

(F) Student 3: Kanskje slik som dere gjorde: at dere går rundt. På vår gruppe funket det ganske greit hvis dere går litt rundt og følger med, da kan ikke en person alltid trekke seg bort.

(F) Student 2: Ja jeg følte det var slik på vår gruppe også. Det var vanskelig i begynnelsen og gruppearbeid er generelt litt utfordrende. Og det var egentlig ikke så mye gruppearbeid vi gjorde, men...

Researcher: Men, hva gjorde dere da?

(F) Student 2: Det var liksom mer sånn en og en jobbet på en måte.

Researcher: At dere delte inn arbeidsoppgavene?

(F) Student 2: Vi skrev det som passet der det passet, og da ble det kanskje ikke så bra.

Researcher: Så dere skrev hver for dere? Jobbet ikke som en gruppe med det?

(F) Student 2: Ja, vi skrev fakta og informasjon hver for oss.

Researcher: Ja, det er helt fint.

(F) Student 5: Jeg synes det gikk helt fint jeg. Jeg synes at vår fremføring var best.

Researcher: Ja, det er lov å føle det, at man har gjort en bra jobb. Neste spørsmål: **What were the challenges?** Nå har vi jo egentlig drøftet det litt: at det å komme i gang var den største utfordringen høres det ut som. **Var det noen andre utfordringer?**

(M) Student 6: Kommunikasjon kanskje. Blant alle i gruppa. Det var ikke så mye snakking og diskusjon om hvordan vi skulle gjøre det.

(F) Student 2: I vår gruppe var vi i tvil om hvordan vi skulle sette opp fremføringen og manuset. Det fantes jo eksempler som vi kunne følge, men vi var veldig uenige om oppsettet.

(F) Student 3: Vi hadde det sånn at vi gjorde alt i gruppa. Så det var litt sånn at alle hadde en mening. Vi fikk det jo til, det var ikke sånn at vi brukte så mye tid. Det var uenigheter når vi skulle bestemme om setningene skulle være med.

Researcher: Så dere sier at kommunikasjon, samarbeid og enig/uenigheter var de største utfordringene. Da går vi videre. **What were the advantages and disadvantages?** Da tenker jeg litt på hva som var fordelene og ulempene med hele opplegget, hele aktiviteten? Disadvantages henger litt sammen med utfordringene, så vi kan godt starte med fordelene. Hva var fordelene med dette opplegget egentlig?

(F) Student 3: Det var en kjekk måte å lære på. Vi husker det bedre. Det var en ny måte å lære på.

(M) Student 1: En fordel var at du lærer på en ny og interessant måte. Det gjør at flere vil høre på og lære noe ut av det.

(M) Student 6: Det er mest det at det er kjekt, samtidig som du lærer noe.

(M) Student 4: Så husker du kanskje de andre sine presentasjoner bedre enn hvis det var snakk om en vanlig presentasjon, fordi det var kjekt å høre på, og det var interessant.

(F) Student 2: Kanskje at mange ble mer trygge med det å jobbe sammen og stå foran klassen.

(F) Student 5: Det var kjekt at du kunne bytte på å si noe samtidig og andre ting alene.

Researcher: Nå har vi jo snakket litt om challenges og disadvantages, men er det noen fler vi burde nevne?

(F) Student 3: Kanskje at det tar litt mye tid. Det tar jo litt tid å skrive manuset og at alle gruppene skal fremføre. Men det er også en god måte å bruke tiden på.

(M) Student 4: Jeg følte vår gruppe brukte mye tid på å lage manuset ferdig. At man brukte mye tid på å lære det. Det tok tid å sette opp manuset. Jeg tror at hvis man hadde lest det samme innholdet så hadde man lært det raskere og lært mer, men samtidig tror jeg du sitter igjen og husker mye mer etter å ha brukt denne metoden.

Researcher: Ja, her er det ulike fordeler og ulemper. **Men hvorfor tror du at dere brukte så lang tid?**

(M) Student 4: Jeg tror det var fordi at vi var ganske uenige på gruppa og folk hadde så mange forskjellige meninger om hvordan vi skulle gjøre det, og da endte vi opp med å ikke gjøre noe.

Researcher: Ja, så dere sulla bort tiden forrige økt, og dermed fikk dere det travelt den siste økten? Og det er jo en lærdom til neste gang, hvordan man må planlegge og ta tak i det.

(F) Student 3: Ja, men jeg tror at hvis vi hadde gjort dette igjen så hadde vi ikke brukt like lang tid, for da vet vi hvordan vi skal gjøre det.

Researcher: Flott. Da tror jeg vi går til neste spørsmål. **What experiences did you have?** Tenk på utenom tingene vi har snakket om. Hva opplevelser hadde dere?

(F) Student 2: Jeg vet ikke helt.

(F) Student 3: Det er mest det å stå foran klassen. Vi har enda ikke gjort det dette skoleåret. Det var en ok opplevelse siden vi hadde manus. Du ble liksom ikke tvunget til å huske noe.

Researcher: Noe mer? Eller føler dere at dere har svart på det? (elevene nikket). Ja det er helt i orden. Da går vi videre. **Did the project and activity meet your expectations? Why or why not?** Forrige gang snakket vi om dere hadde noen forventninger til prosjektet. Da husker jeg at dere sa noe om å lære noe nytt, og lære hva Readers Theatre er, og det å jobbe i grupper, det å lære seg å gjerne møte utfordringer som oppstår i gruppearbeid. Hvordan føler dere at det har gått?

(F) Student 3: Jeg visste ikke helt hva jeg skulle forvente. Vi visste jo ikke hva dette var, utenom det du sa og viste av video før prosjektet startet. Jeg synes det var ganske kjekt.

Researcher: Så du var ganske åpen til det?

(F) Student 3: Mhm.

Researcher: Har noen andre noe? Dere hadde jo et par kommentarer på det før.

(F) Student 2: Jeg trodde ikke det kom til å bli så bra som det ble. Jeg trodde folk skulle være litt sjenerte og ikke turte å være så gira. Men så viste det seg at alle var engasjerte.

Researcher: Veldig bra. Jeg er helt enig. Jeg synes det var veldig kjekt å se hvor engasjerte alle var. Noe annet?

(M) Student 6: Jeg hadde ikke så mange forventinger, men jeg synes det var kult å se sluttproduktet.

(F) Student 5: Det var kjekt å opptre.

Researcher: Ja, så bra. Trodde du det skulle være det fra før av?

(F) Student 5: Nei. Jeg hadde tenkt det var teit, men så ble det mye kjekkere enn forventet.

(M) Student 4: Jeg tenkte også at det var lettere å stå foran klassen, selv om jeg på forhånd hadde trodd det kom til å bli mer utfordrende for noen.

Researcher: Jeg er også enig. Med tanke på at dere aldri har gjort dette, og som dere sier, at dere aldri har stått foran klassen før, så er dette kjempekjekt, og en god start til videre. Dere har brutt den isen. Ja, da går jeg videre. **How do you feel about speaking, reading and writing in English to learn content after the project?** Så, hvordan føler dere det er å bruke engelsk nå for å lære innhold i faget?

(F) Student 2: Jeg føler selv at jeg er mye mer komfortabel. Og i alle fall når alle må gjøre det. Da gjør alle det. Da blir det ikke så kleint.

(M) Student 1: Jeg synes også det ble lettere å snakke engelsk foran klassen pga. dette her. Det var en grei måte å starte første presentasjon på.

(M) Student 6: Du føler deg mye mer trygg når du står oppe med en gruppe, i stedet for å stå der alene. Du har alle rundt deg.

(F) Student 3: At vi snakket mer engelsk. Vi snakket mer engelsk i gruppene og når vi fremførte, skreiv osv. Det gjorde at vi ble mer vant til å snakke og skrive og lese engelsk. Det gjør at vi blir litt mer vant til det nå.

Researcher: Bra. Det høres ut som dere har gode tanker rundt dette. **Is CBRT something you would like to do again? Why, why not?**

(M) Student 1: Det var jo en kjekk måte å lære på, men det tok litt langt tid, så jeg tenker det er mer effektivt bruk av tiden ved å lese og skrive ned notater, enn å gjøre det på denne måten. Men det kan godt være at det sitter mer på denne måten, men jeg følte ikke det var så effektivt. Jeg kan godt gjøre det igjen, men jeg foretrekker å bare lese og skrive notater.

(M) Student 6: Jeg kunne tenkt meg å gjøre det igjen, fordi jeg er ikke så glad i å pugge og lese ting selv. Dette synes jeg var veldig kjekt.

(M) Student 4: Jeg kunne fint gjort det igjen. Jeg synes det var kjekt.

(F) Student 3: Ja jeg kunne også gjort det igjen fordi jeg er heller ikke glad i å lese så mye, så dette er en god variasjon.

(F) Student 2: Jeg kunne også gjort det igjen, men jeg føler det hadde vært litt utfordrende hvis vi hadde brukt denne strategien også skulle vi hatt en prøve i et kapittel etterpå. Da er jeg redd du ikke hadde fått med deg all infoen også.

Researcher: Hva tenker du at du kunne gjort hvis du skulle hatt en vurdering i slutten av et slikt opplegg? Hva kan man gjøre for å huske ting enda bedre?

(F) Student 2: Man kan jo notere når man hører på de andre. Men jeg tenker at hvis de ikke har med den infoen du trenger så blir det dobbelt arbeid for deg.

(F) Student 5: Ja jeg kunne gjort det igjen, men jeg ville hatt et tema som jeg ikke kan så mye om.

(F) Student 3: Det som kanskje hadde gått an er at alle hadde samme tema, ikke akkurat samme tema, men forskjellige biter innenfor et hovedtema. Da får vi forskjellig info fra samme tema. Da tror jeg det hadde vært lettere hvis man skulle hatt en prøve.

Researcher: Supert. Her er det veldig mange bra svar. Da tror jeg vi avslutter.

Appendix 6 – pre-project teacher interview transcription

Teacher pre-project interview session 3

Researcher: Første spørsmål. **What methods do you normally use when teaching content in English subjects?** Da mener jeg metoder du bruker for å lære historie, geografi, samfunnsfaglige tema og den biten der.

Teacher: Vi bruker noen ganger fagbøkene, som for eksempel Targets. Men i og med at vi har gått over til One Note som læringsverktøy, så plukker vi en del tekster og filmer selv. Vi bruker mye ndla. Også blir det litt å følge med i nyhetene og være litt oppdatert og ta inn stoff fra aviser, som for eksempel hva Trump sier når vi har om USA. Innholdet går jo på læreplanmålene. Da har vi gjerne om kultur eller historie, som for eksempel om inuittene. Det er veldig forskjellig, men vi bruker litt bøker og mest internett.

Researcher: Dette svaret dekket egentlig neste spørsmål også, som er what kind of materials do you normally use? Og det går jo på det samme som du sa. Men jeg har et spørsmål videre på det med metode. **Leser dere bare, eller gjør dere andre ting med tekstene?**

Teacher: Vi leser ofte, enten det er oversikt på å lese to og to, eller at jeg som lærer leser for elevene, også diskuterer vi. Men det er alltid en diskusjon eller oppgaver knyttet til teksten. Det er helst rundt diskusjonene vi får noe bra ut av det, både innholdsmessig og at elevene hiver seg på og er veldig aktive, og synes det er gøy å diskutere, så lenge det er i små grupper.

Researcher: Neste spørsmål. What are your views on group activities in class?

Teacher: Jeg tenker at det er veldig bra, nyttig. Jeg ser at det kan være utfordrende for enkelte, ikke de som er svake, men de som gjerne sliter litt mer i engelsk. Det kan være enkelt for dem å melde seg ut. Jeg er norsk og engelsk lærer og ser stor forskjell bare på disse fagene at det er enkelte som tar mye mer ordet i engelskgruppene enn det kanskje vil være i norsk. Jeg synes det er bra. De lærer av hverandre, og de kan høre hvordan andre uttaler språket og lære innhold av hverandre. Det kan være lurt å blande litt nivå. Jeg ser at det helt klart er utfordringer med det, men det er ting som elevene må bli trygge på. Nå er dette vg1, og der ser man at det er en ny klasse, nye folk og da er det vanskeligere med gruppearbeid enn når man kommer opp til vg2 og vg3, for da kjenner de hverandre og det vil ikke være de samme utfordringene. Utbyttet veier opp for utfordringene.

Researcher: Ja, så bra. What do you already know about Readers Theatre?

Teacher: Det jeg vet om Readers Theatre er at det er et leseteater, også har jeg jo gjort det selv når jeg gikk på lektorprogrammet. Jeg vet hva det går i og jeg har prøvd det.

Researcher: Ja, så du vet de basic prinsippene om det.

Teacher: Jaja, jeg vet hva du gjør også, men vi har aldri lagd manus selv. Vi har fått en tekst og lest den.

Researcher: Ja, det er jo likt som jeg også har gjort det på UiS. Så dette blir nokså nytt for meg også. Jeg er ganske spent på hvordan det blir. Neste spørsmål er: **What are your expectations with using CBRT as a method of learning content?**

Teacher: Jeg vet ikke hvilke forventninger jeg har. Jeg tenker at det kan være en litt kjekk måte og utfordrende måte for elevene med dette å finne tekster, og det å måtte gjøre en del research selv. Jeg tror det er det de lærer av. Også er det det å stå foran klassen. Kanskje de blir litt tryggere, ikke bare faglig, men bli tryggere å snakke foran klassen. Men jeg vet ikke, det er jo det du skal finne ut.

Researcher: Ja, ikke sant. **What do you think are the advantages and disadvantages of using CBRT as a reading strategy and study technique for learning content?**

Teacher: Det jeg tror kan være bra med det er at du bygger deg en knagg, så du husker bedre. I tillegg er det ganske få ting man skal si, og man må jobbe som en gruppe og lære deg alt gruppa skal si. Så jeg tror det er bra at man kan ha lett for å huske det. Ulempen kan være at noen kanskje synes det er litt skummelt og melder seg av. Så har vi jo alltid de som sluntrer unna, og får setningene servert. Nå tror jeg elevene er ganske gira på å være med på dette, så lenge klassen er med og de får et felles eierskap til leseteater så tror jeg det kan være veldig bra.

Researcher: Spennende. **What challenges do you think will occur?** Nå har du jo sagt litt om det under ulempen. **Er det noen andre utfordringer du tror kan oppstå?**

Teacher: Det er jo alltid dette med tid. Du har så og så mange timer i uka, og man skal gjøre dette på en relativt kort tid, i tillegg til at det går mange timer på å oppsummere et emne. Så hvis læringsutbyttet ikke er like bra, og det vet vi jo ikke enda, da tar det mer tid og er mer gøy enn hva elevene får utbytte av faglig.

Researcher: How do you think CBRT will work in your class?

Teacher: Ja, det er jeg veldig spent på. I og med at det er en ny klasse og jeg har hatt dem i et halvt år. Det er en idrettsklasse. Tidligere har man gjerne sett at elever ved studiespesialisering er litt mer på faglig, men i år er idretts elevene veldig flinke og de har kommet inn med høyt snitt, også er det flere jenter enn det pleier å være, som kanskje kan dra med seg en del av de guttene som er litt sånn som kun tenker idrett. Jeg tror det kommer til å fungere bra. Elevene virker veldig innstilt på dette. Det er bra at det er et prosjekt og en forskning. Og jeg har vært veldig tydelig på at vi er med å bidra til noe, og da føler de seg gjerne litt stolte. Så jeg tror de tar det seriøst og håper det gjør det. Jeg tror det kommer til å fungere.

Researcher: Så bra. **CBRT is an activity where the workload lies on the pupils participation and the responsibility for learning and completing the task. What are your thoughts on that?**

Teacher: Jeg tenker det er bra. Elevene må jo være flinke til å holde seg til det de skal gjøre, og det er der utfordringen ligger. Men det at de selv får ansvar og at de får et eierskap til sitt eget produkt som de skal lese tror jeg er veldig bra. Jeg tror de lærer mye mer av det enn at jeg skal stå å fortelle de om noe eller gi de mange tekster. Så jeg tror de har bra læringsutbytte av å gjøre så mye selv og ta ansvar.

Researcher: Så bra. **What experiences do you think the pupils will have?** Det er et lignende spørsmål ser jeg.

Teacher: Jeg tror de kommer til å sitte igjen med en følelse av at dette er noe nytt, at de har bidratt, men også på en måte lært en ny teknikk på å lære seg fagstoff kanskje. Men også dette med det sosiale. At det kan gi en boost i klassen og hjelpe til med det sosiale.

Researcher: Ja, det er jo spennende å se. **What do you think the pupils will learn from this project?**

Teacher: Det blir jo at de lærer å være i en ny situasjon, måtte angripe noe nytt. Og måtte lære seg stoffet på en ny måte og forholde seg til det.

Researcher: Ja, bra. Og siste spørsmål. Why did you agree to take part in the project?

Teacher: Jeg synes det er veldig spennende og jeg har jo prøvd det selv, og synes det er veldig gøy. Det er også en metode, ikke et teater der du gir dem manus og ber dem utfolde seg selv, men det er på en måte å inkludere en hel gruppe, både de som er litt usikre. Som jeg sa til deg i dag, så kom det to nye elever som egentlig ikke ville være med, men som hadde tenkt seg om og vil være med allikevel. Dette er to elever jeg aldri hadde trodd kom til å ønske å være med. Det er så tydelig hva de skal gjøre og si, de får ha med et manus hvis de trenger. Og også dette med at det ikke er en vurderingssituasjon, at det gjør at de senker skuldrene. For hadde det vært det hadde det kanskje vært litt verre for dem

Researcher: Supert. Tusen takk. Det var alt.

Appendix 7 – post-project teacher interview transcription

Teacher post-project interview session 4

Researcher: After working with CBRT, what do you now know about the activity?

Teacher: Nå kan jeg jo ganske mye. Jeg kan forskjellige oppsett om hvordan du starter opplegget: forskjellige moduler og hjelpemidler som verktøy. Så kan jeg dette med hvordan det er lurt å dele inn i grupper. Jeg har observert at det gjerne ikke bør være for mange på en gruppe, eller for få. Det er en bra måte å bruke som oppsummering av tema man tidligere har hatt om. Dette kommenterte elevene også. Jeg ser også for meg at det kan være en kul måte å innlede et nytt kapittel eller tema.

Researcher: Has your view on group activities changed? Why or why not?

Teacher: Nei. De har ikke endret seg. Dette er ikke første året jeg jobber som lærer, jeg har jobbet i 4 år nå. Jeg vet at det er veldig individuelt fra gruppe til klasse i forhold til hvordan gruppearbeid fungerer. Det har ikke endret seg noe. Det eneste jeg kanskje kan påpeke er det at dette er første gang vi har hatt en presentasjon hvor de må stå foran klassen å snakke i så stor gruppe, med et såpass innøvd opplegg og de kan bruke manus. Derfor tror jeg at dette kan være en god måte å innlede gruppearbeid og presentasjoner i klasser som sliter med det å stå fremme.

Researcher: Så bra. Would you use CBRT as a method again? Why, why not?

Teacher: Ja det kunne jeg tenkt meg, fordi jeg ser at elevene har læringsutbytte og ikke minst har det kjekt. Også som elevene sier: de lærer mye mer og husker mer når man har jobbet med det. De har fått produsert noe eget. Og det synes jeg var veldig viktig, at de fikk produsert sitt eget manus. Så det kunne jeg veldig gjerne tenkt meg å gjøre igjen.

Researcher: Så bra. **Were your expectations fulfilled? Or were you disappointed? Please explain why.**

Teacher: Jeg ble positivt overrasket. Jeg synes elevene har tatt det seriøst og gjort en bra jobb. Jeg synes manuset og innholdet var bra. De har fått med fakta. Det har ikke vært skuffende, egentlig tvert i mot. Jeg er ganske imponert over resultatet. Litt så som så med gruppearbeidet til elevene, men det blir jo ofte slik. Noen jobber, noen jobber ikke, men det forventet jeg. Men jeg er veldig imponert over resultatet.

Researcher: Ut fra hvordan mange jobbet i gruppene så synes jeg de fikk et utrolig bra resultat. Så det er veldig kjekt. Så bra. **What do you think are the advantages and disadvantages of using CBRT as a method for learning content in upper secondary school?** Vi kan begynne med fordelene.

Teacher: Fordelene er jo at det er en gøy måte å lære på. Det er en ny måte å lære på. Det er en litt utfordrende måte å lære på, fordi de er nødt å gjøre research: finne stoff, lage manus, bruke kilder. Og en annen fordel er at dette tydeligvis fungerer for de som gjerne ikke liker å jobbe så godt i grupper, jobbe generelt, eller stå fremme foran klassen. Det er en god inngang å utfordre seg på andre måter enn de pleier. Også innholdsmessig: de kan velge og plukke innenfor et tema, velge ting de synes er interessant.

Researcher: Mhm. Og ulempene?

Teacher: Tid. Det er veldig tidskrevende i forhold til at vi har en travel hverdag. Når skal man få dette inn hvis det bare er for gøy. Sånn som nå gjorde vi det for repetisjon, men kanskje det er mer effektivt hvis man går inn i et nytt tema, i og med at vi har så få timer.

Researcher: Også kan du jo også vurdere det. Det er mulig å vurdere. Du kan bruke det som en vurdering, både skriftlig, at du vurderer manus, innhold og språket, men også selve fremføringen muntlig. Så man kan få dette inn, og da vil gjerne det være mer verdt tiden, spesielt hvis man skal sette seg inn i et nytt tema og bruke mye tid på det. Men det er bare et tips. How was the pupils attitude towards the activity? Do you have any examples?

Teacher: Det var veldig delt. Noen av dem var veldig skeptiske, men ble med fordi de gjerne ikke ville være de eneste som stod utenfor, og fant ut at det uansett kunne være litt gøy. Det var ikke så farlig fordi det ikke var en vurdering. Mens andre var kjempegira. Det var noe nytt og gøy. Så det var veldig delt. Det var mest folk som synes det var gøy. Men det var noen som var veldig skeptiske.

Researcher: Men de ble fremdeles med.

Teacher: Ja, det ble med og de var veldig stolte over seg selv. Så selv om okei noen ganger er det gjerne ikke innholdet, hvis du jobber med noe en uke, okei greit du vil jo de skal lære mest mulig, men her har de faktisk vokst noe, tatt et steg som nesten er større enn å gjerne lære seg akkurat dette med "school shooting" for eksempel.

Researcher: Ja, de har lært noe om seg selv om person mer enn noe annet.

Teacher: Og noen kunne masse om temaet fra før og noen av dem ikke. Det var ikke noe nytt, men det er det å samarbeide. Ikke bare innholdet, det er alt det andre også.

Researcher: What were the challenges? Jeg føler vi har gått innom det, spesielt det med tiden, var det noe annet du observerte som var utfordrende?

Teacher: Det er jo det at når de blir såpass store grupper så er det vanskelig å få alle med. Det er som regel en som sitter å skriver. Så si det gjerne er 6 stykk, så hadde det gjerne vært enklere å passet på at alle er med, enn når de er 8 stk. Da blir gruppene såpass store, og du må finne grupperom, du må finne en plass å sitte. Så det kan kanskje være en sånn greie, at jeg gjerne ville prøvd med litt mindre grupper for eksempel.

Researcher: Ja, og det var jo tanken min til å begynne med, men slik skjer.

Teacher: ja, det gikk ikke an å dele opp klassen slik i denne omgang.

Researcher: Ja, men det lærer vi jo av. CBRT is an activity were the workload lies on the pupils participation and responsibility for learning and completing the task. What are your thoughts on that after completing the activity?

Teacher: Jeg tenker at det har fungert. Det som jeg sa tidligere var jo at det ikke alltid er alle som er med. Man kan jo ikke bare kaste dem i gang og sende dem inn på et grupperom, man må gå inn og passe på og observere og sjekke med dem hvordan de ligger an. Også har de et

ansvar å gjøre noe hjemme også om de ikke blir ferdige på skolen. At du hele tiden må oppfordre til arbeid.

Researcher: Ja, du må følge dem opp. Nå hadde jeg jo den ene gruppen som ikke hadde kommet i gang på egenhånd, og jeg så det i dag, og jeg måtte bruke tiden på å delegere oppgaver. Det var en gruppe som virkelig trengte denne hjelpen, men så var det andre grupper som bare ordnet alt selv. Det er stor variasjon, og det vil man jo finne i alle klasser.

Teacher: Absolutt, men den gruppen var litt spesiell fordi den måtte bygges opp av elever som trives sammen, men som gjerne har vanskelig med å tørre å stå foran folk å snakke. Så det at de i det hele tatt gjorde det var et veldig pluss. Noen trenger alltid litt ekstra hjelp.

Researcher: Ja. Jeg føler vi har snakket litt om neste spørsmål. What do you think the pupils learned from the activity?

Teacher: Det føler jeg går på innhold, repetisjon av innhold, gruppesamarbeid, dette med å ta ansvar for egen læring, det å ta ansvar for å produsere et manus: det har de ikke gjort før. Så jeg tror de har lært både dette som går på innhold, men også gruppesamarbeid.

Researcher: Så bra. Og siste spørsmål: What experiences do you think the pupils had?

Teacher: Jeg opplevde opplevelsen som positiv for alle. Og elevene sier det samme. Hovedgreia er at det er gøy, det er kjekt å gjøre noe annerledes.

Researcher: Good, da er vi ferdige.

Appendix 8 - Pre-project class questionnaire

Circle your answers. There are two pages with questions.

I am female male

I like to read English books, texts, newspapers, articles online etc.

Agree Partly agree Disagree I don't know

I like to read English aloud in class.

Agree Partly agree Disagree I don't know

I like to speak English in class.

Agree Partly agree Disagree I don't know

I enjoy group work.

Agree Partly agree Disagree I don't know

I enjoy working alone.

Agree Partly agree Disagree I don't know

I prefer to use English to learn about content and topics, such as history and geography.

Agree Partly agree Disagree I don't know

I prefer to use Norwegian to learn about content and topics, such as history and geography.

Agree Partly agree Disagree I don't know

I use English on an everyday basis when reading and looking for information, for example when you use social media or the internet.

Agree Partly agree Disagree I don't know

I look forward to use Content-Based Readers Theatre as a strategy for learning about content and topics

Agree Partly agree Disagree I don't know

What kind of study techniques do you normally use when working with content/topics such as history, geography and cultural/social studies? (E.g. reading, taking notes, listening, re-reading, summarizing etc.) Please answer with a few sentences.

What do you think are the benefits and challenges with group work?

Appendix 9 - Post-project class questionnaire

Circle your answers. There are two pages with questions.

I am female male

I like to read English books, texts, newspapers, articles online etc.

Agree Partly agree Disagree I don't know

I like to read English aloud in class.

Agree Partly agree Disagree I don't know

I like to speak English in class.

Agree Partly agree Disagree I don't know

Curriculum-Based Readers Theatre made me more comfortable speaking and reading English aloud in class.

Agree Partly agree Disagree I don't know

I enjoy group work.

Agree Partly agree Disagree I don't know

I enjoy working alone.

Agree Partly agree Disagree I don't know

I prefer to use English to learn about content and topics, such as history and geography.

Agree Partly agree Disagree I don't know

I prefer to use Norwegian to learn about content and topics, such as history and geography.

Agree Partly agree Disagree I don't know

I enjoyed using Curriculum-Based Readers Theatre as a strategy for learning about content and topics.

Agree Partly agree Disagree I don't know

I have learned something about my topic.

Agree Partly agree Disagree I don't know

I think Curriculum-Based Readers Theatre worked well as a learning strategy for content and topic learning in English class.

Agree Partly agree Disagree I don't know

I participated in the group work.

Agree Partly agree Disagree I don't know

After finishing the project, what do you think are the advantages and disadvantages of CBRT/the project? Write at least one advantage and one disadvantage.

How do you think CBRT functioned/ did not function as a strategy for learning content/learning about topics in English

Appendix 10 – CBRT script templates

Appendix 10A – Template 'Classroom'

CBRT Script Template—Classroom

Note. This template is only a guide or a pattern to jumpstart your thinking. Feel free to make any changes in the words as better suit your original script.

CURRICULUM TOPIC: OPEN-ENDED

1: Good morning, class. _____

All: Good morning, _____

1: Welcome to the first day of school. _____

All: [sound effect] _____

1: Please open your _____
books to page 12. _____

All: [sound effect] _____

2: Teacher, it's the first day of school! _____

3: It's too soon to start learning! _____

All: [sound effect][gesture] _____

1: Boys and girls, it is never too soon to start
learning! Today's cool curriculum topic is

All: Cool. [sound effect] [gesture] _____

4: OK, so what do we need to know?

Appendix 10B – Template 'Pupils in Conversation'

CBRT Script Template—Students in Conversation

Note: This template is only a guide or a pattern to jumpstart your thinking. Feel free to make any changes in the words to better suit your original script.

CURRICULUM TOPIC: OPEN-ENDED

1: Hey—did anyone do last night's _____ homework?

All: Uh-huh.

1: Great. OK, what are _____?

All: _____!

1: C'mon you guys!

2: All right. Let's help him out. _____ are

All: Oh—those _____! [sound effect]

3: Right—_____ is like

1: You mean _____?

All: Um-hmm! [gesture]

11: Gotta run.

12: Time for sixth period.

13: See ya after school.

14: Peace out.

1: Thanks for your help!

Appendix 10C – Template 'Newspaper Report'

CBRT Script Template—Newspaper Report

Remember: This template is only a guide or a pattern to jumpstart your thinking. Feel free to make any changes in the words to better suit your original script.

CURRICULUM TOPIC: OPEN-ENDED

1: Extra! Extra! _____

2: Read all about it! _____

3: Get your copy of the _____
_____ News right here! _____

4: In this issue—all the news that's fit to print
about _____

5: _____!

All: _____?
[sound effect][gesture] _____

5: That's what I said! _____

6: You'll read all the details of _____
_____!

All: [sound effect] [gesture] _____

7: There are interviews with _____
_____!

All: _____? [sound effect] [gesture] _____

7: Ummm, hmmm... _____

All: [gesture] [sound effect—scrambled
voices—e.g., "I want a copy!" "One for
me!"] _____

8: Look what it says here: _____
_____!

All: [sound effect] [gesture] _____

9: And then, _____!

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Appendix 11 – Student scripts

Appendix 11A – American Culture

Readers Theatre Script: American Culture

1. Good morning class.

All: Good morning teacher

1. Welcome to the first day of school.

2,3,4 (Celebrate) 5,6,7,8 (Sad noise)

1. Please open your computers to OneNote.

5. No, I want to play tetris!!!

6. I want to watch Youtube!

7.No, I want to learn about American culture!!

2,3, 4. Yaa, thats fun

5,6,7,8. I guess...

All. I want to learn about fame, values, traditions and sports!

2. Yes, how does it feel to be famous?

8. Fame is to accomplish something real.

3. To be famous could be a great feeling!

2. But there is also much gossip

7. Everybody wants you to be perfect, and that can be stressful.

8. Today it is easier to become famous than it was before.

1. What about the values in America?

4. They are very proud of their nation.

5. They sing their national anthem at the start of most sports games

7. And they display their flag whenever they can.

8.And did you know that 75% of the people in America have never been outside their country?

3. It's all about America in America.

5. Isn't that what they call patriotism?

3. Yes it is!
4. And it is very important to earn money so you can afford college and others things.
5. Did you also know that the Americans are known as “doers”.
6. What does that mean?
5. In short it means when people are barely allowing themselves a vacation on a yearly basis because they need to work.
7. They set their goals high and to accomplish success is a big part of it.
1. Let’s talk about American Holidays and Traditions.
2. Yes! I know a few traditions.
1. Does someone else know about any traditions?
7. The Independence day!
8. Labor day!
2. Thanksgiving!
4. Easter!
3. Christmas and New Year
5. Halloween and Valentines day.
1. Does anyone know what Independence day is and what Labor day is?
- All. Yes!
7. Independence day is America's birthday which is on the 4th of July.
8. Labor day is the 1st day of September and it is known for a day to recognize workers in America.
1. What traditions are the same in America and Norway?
2. Easter!
4. Christmas!
5. New Year!
6. Halloween!
7. Valentine’s day, which is about love!

1. Did you guys know that Martin Luther King Jr. also has a special day in America? This special day is in January.

4. Can we change the subject?

1. What about sports?

8. Yes, that's interesting

1. Can you mention some American sports?

6. I know about basketball

4. Baseball

7. Cheerleading

8. American football

1. Do you know any famous players?

3. LeBron James.

6. Kobe Bryant.

5. Michael B. Jordan.

1. Yes they are famous basketball players.

2. Is basketball the most popular sport in America?

1. No, it's actually American football.

4. Every second year they host this big event called The Super Bowl.

5. I have heard that the most viewed Super Bowl had 111,5 million viewers.

6. WOW! That's a lot of people.

3. That's more than 22 times the population of Norway.

7. Isn't it a bit weird that they call it Football when they barely kick the ball?

8. The ball is even hard to kick precisely and is easier to catch and throw.

1. Sorry for interrupting but the class is over soon. Today's class was very interesting.

3. Yes we have learned a lot about the American culture.

Appendix 11B – English as a world language

English as a world language

Readers theatre - Breaking news

1: Three, two, one

3,2,4: we're live! (all: clap)

All: Dun dun dunn

2: Channel history is back with breaking news.

3: English has now become a global language

All: But how!! (alle vet ka bevegelse me ska jør her)

4: Changed the course of history! (Sound effect) (gesture) (ps hrs hshs hos hsp)

5: English is the world language

All: What!!!!!! ("scream")

6(2): Well

7: Why is english such a great language?

2,3: Listen closely (rest: touch ears like we listen)

1. We will tell you 10 reasons why it's the global language.

4: It's the language of the internet

5: Most commonly spoken language in the world

7: in the world!?

5: in the world bro!

1: it is Language of 400 million people around the world (rest: naahhh)

6(4): Increases the chances of getting a job

7: Language of media industry

1: it's also

2: based on a simple alphabet

3: they also

4: learn from other cultures

5: through the language

All: that's great

1: we use english communication in

3: science
2: business
3: entertainment
4: radio
5: diplomacy
6(3): films
7: In the 16th century
4: England
1: started to establish overseas colony
3: they had
6(2),7: colonies
5: in India
2: Africa
4: Caribbean
1: Canada
6(5): and the future United States
3: That was interesting
4: Do you want to hear something more interesting?
All: YES!
6(7): Did you know
5: English has a great global influence
2: Especially on the Norwegian language.
4,7: words like
3: Snowboard
5: shorts
6(7):bacon
(all: mmmm)
1,2: Teenagers

4: use a lot of lone words.

All: But now!!!

5.Over to the weather. Mr Knudsen how does it look

7: Thank you Mr. Smææææmo.

all:dun dun duunnn