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**“Learning to Learn”:  
Norwegian Upper Secondary Learners’ Beliefs about  
Self-Regulated Learning and the Application of  
Learning Strategies in the EFL Classroom**

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## Abstract

This thesis is a study of English as a Foreign Language (EFL) learners' beliefs about self-regulated learning (SRL) and the application of learning strategies in the Norwegian upper secondary EFL classroom. The main aim of the study was to investigate if the EFL learners in Norwegian upper secondary school believed that they learned how to learn in the English subject and if they found learning strategies useful in becoming self-regulated learners in the EFL classroom. Additionally, it aimed at exploring the contribution that extramural English (EE) learning could provide learners in terms of SRL. Thus, the study aimed to answer the following research questions:

1. What are the Norwegian upper secondary pupils' beliefs about the use of learning strategies in the EFL classroom?
2. Do the Norwegian upper secondary pupils view themselves as self-regulated learners?
3. Are the Norwegian upper secondary pupils aware of their own learning process and how they learn best in the English subject?
4. Is there any relationship between the pupils who view themselves as self-regulated learners in the EFL classroom and the pupils who are regularly involved in extramural English activities?

In order to answer the above questions, the study used a mixed methods approach, namely a questionnaire answered by 134 Norwegian upper secondary pupils, followed up by individual interviews with four Norwegian upper secondary pupils.

The main findings indicated that while some EFL learners believed in the usefulness of learning strategies in the English subject, not all were aware of the specific strategies taught or used. This highlighted a need for clearer emphasis on the teaching of learning strategies in the EFL classroom. The study also revealed that a significant number of the EFL learners viewed themselves as self-regulated learners and recognized the importance of SRL in the English subject. The findings also suggested that promoting self-regulation in the EFL classroom could help learners become more autonomous, develop effective learning strategies, and take greater ownership of their learning process. Lastly, the study examined a potential relationship between self-regulation in the EFL classroom and participation in EE activities. While the participants

did not explicitly confirm a clear relationship between the above, the interviews revealed that those who were self-regulated learners spent more time on EE activities. The findings suggest that EE learning could contribute to the pupils' learning the language and improving their proficiency, in addition to the promotion of SRL and the use of learning strategies. Overall, this thesis has contributed to the deeper understanding of Norwegian upper secondary EFL learners' beliefs about self-regulated learning and their use of learning strategies in the EFL classroom. It has also provided important implications for Norwegian EFL teachers.

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## Abbreviations

EE: Extramural English

EFL: English as a foreign language

L2: Second Language

LK20: Læreplan Kunnskapsløftet 2020 (The Norwegian Curriculum of 2020)

SDT: Self-Determination Theory

SILL: Strategy inventory for language learning

SRL: Self-regulated learning

VG1: First year of Norwegian upper secondary school



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# 1. Introduction

## 1.1 Topic and Aims

This thesis is a study of English as a Foreign Language (EFL) learners' beliefs about *self-regulated learning* (SRL) and the application of learning strategies in the EFL classroom in Norwegian upper secondary school. The main aim of the study is to investigate if EFL learners in Norwegian upper secondary school believe that they learn how to learn in the English subject and if they find learning strategies useful in becoming self-regulated learners in the EFL classroom. Thus, learning strategies and self-regulation are key concepts addressed in this thesis.

Scholars have attempted to define the term *learning strategies* in a number of ways, but the definitions have been argued to be inconclusive (Cohen, 2011; Dörnyei, 2005; Richards & Rodgers, 2014). Considering this thesis deals with learning strategies in the EFL classroom, they can be referred to as *language learning strategies*. Accordingly, the following definition by Cohen (2011) was deemed pertinent to this thesis: “thoughts and actions, consciously selected by learners, to assist them in learning and using language in general, and in the completion of specific language tasks” (p. 682).

The popularity of learning strategies within educational research in the 1980s was followed by the rise of the related term *self-regulation* in the 1990s (Dörnyei, 2005, p. 190). The concept of learning strategies was to some extent sidelined as self-regulation to a greater extent encompassed the aspect of learners being process-oriented (Dörnyei, 2005, p. 195). Concisely, self-regulation deals with a learner's ability to be aware of their own learning process and to take an active part in it (Etkin, 2018; Vygotsky, 1978; Zimmerman, 1989). Oates (2019) describes self-regulated learners as “intrinsically motivated and autonomous individuals who are proactive in pursuing their own goals for their learning and who take control of the process of their learning” (p. 2).

The term *learner autonomy* has often been used for similar objectives, as it deals with the learners' own independent role in their learning (Richards & Rodgers, 2014, p. 332). However, it is argued that learner autonomy does not encompass as much as self-regulation, such as the

aspect of motivation (Hammershaug, 2021, p. 14). Based on Oates' (2019) explanation, self-regulation deals with a learner's motivation as well as their level of autonomy, thus encompassing more than the term learner autonomy. Therefore, the researcher chose to use self-regulation to cover all aspects of interest.

## **1.2 Research Questions and Methods**

The thesis aims to investigate Norwegian upper secondary pupils' beliefs about the use of learning strategies in the English subject, and if they view themselves as self-regulated learners who are intrinsically motivated and autonomous in their learning process. Additionally, the thesis aims to explore whether the pupils have awareness of their own learning process and how to acquire new knowledge in the English subject. Lastly, the thesis aims to research a possible relationship between SRL and extramural English (EE) activities and explore the contribution that EE learning could provide learners in terms of SRL. Accordingly, the following research questions guide this study:

1. What are the Norwegian upper secondary pupils' beliefs about the use of learning strategies in the EFL classroom?
2. Do the Norwegian upper secondary pupils view themselves as self-regulated learners?
3. Are the Norwegian upper secondary pupils aware of their own learning process and how they learn best in the English subject?
4. Is there any relationship between the pupils who view themselves as self-regulated learners in the EFL classroom and the pupils who are regularly involved in extramural English activities?

To answer the research questions, the study employs mixed methods, namely a questionnaire and in-depth interviews. Firstly, a student questionnaire was carried out with 134 Norwegian EFL learners at upper secondary school. Secondly, four in-depth interviews were conducted with four Norwegian EFL learners at upper secondary school.

## **1.3 Relevance**

As explained by Etkin: "The ultimate goal of educators is to create lifelong learners" (Etkin, 2018, p. 35), and *learning to learn* is a term that has become prevalent in society and school curricula around Europe (Thoutenhoofd & Pirrie, 2015, p. 72). This goal is related to the rapidly

developing technological society where new information, facts, and opinions are one click away and the expectations of society's citizens are constantly changing. To succeed in this environment, one needs to acquire new knowledge efficiently and further develop oneself in accordance with society. Oates (2019) highlights the importance of learning to learn in developing self-regulated learners who are autonomous (p. 4). Hence, terms such as learning to learn, learner autonomy, and self-regulation are relevant when discussing educational settings and focus on preparing pupils for the society's demands and expectations.

In the Norwegian context, previous studies have focused on the teachers' experiences and beliefs about learning strategies, learner autonomy, and self-regulation (e.g. Haglund, 2018; Vestvik, 2020; Hammershaug, 2021). The learners' perspective has not been in focus when discussing learning strategies, learner autonomy, and self-regulation. Thus, this thesis can contribute to a deeper understanding of the Norwegian EFL learners' views on learning how to learn in the English subject, and in turn support EFL teachers in their ability to understand what the learners need and give insights to how the teachers can better facilitate for their pupils to learn how to learn.

## **1.4 Thesis Structure**

The thesis consists of six chapters. The first chapter, the introduction, has presented a description of the topic and aims of this thesis, an explanation of the research questions and the methods used to answer these, as well as the relevance of the present study. The second chapter explains the theoretical background to this thesis, with a focus on providing a thorough explanation of relevant terms and theories. Additionally, the chapter presents relevant research previously conducted in the Norwegian context and touches upon relevant studies from other countries. Afterwards, Chapter three extensively explains the methods and design of the study. Chapter four presents the findings obtained from the questionnaire and the interviews. Subsequently, Chapter five discusses the findings in light of the theory and previous research presented in Chapter two. Finally, Chapter six concludes the thesis by answering the research questions in addition to reflecting on the implications of the findings on EFL teaching and providing suggestions for further research.

## 2. Literature Review

### 2.1 Introduction

This chapter provides a review of the theoretical background used as framework for this thesis, in addition to an overview of relevant research. First, it highlights relevant parts from *The National Curriculum* in Norway with a focus on the curriculum in the English subject. Subsequently, it gives a thorough description of the terms ‘learning strategies’ and ‘self-regulated learning’ before it discusses Self-Determination Theory and learner cognition theories. Additionally, it explains the term ‘extramural English’ and its relevance to this thesis. Lastly, it considers previous research in the EFL context with regard to relevant topics, such as learner autonomy, learning strategies, and self-regulation.

### 2.2 The National Curriculum

The national curriculum in Norway was renewed in 2020, and the *Knowledge Promotion 2020* (LK20) was put into action. *The Core Curriculum* (2017) describes different aspects that function as a basis for all school subjects. One of the topics in *The Core Curriculum* is ‘Learning to learn,’ which states that pupils should learn and understand how they learn and in which way they can acquire knowledge on their own (Core Curriculum, 2017). Furthermore, it emphasizes the importance of teaching and learning, which fuel “motivation, promote good attitudes and learning strategies, and form the basis for lifelong learning” (Core Curriculum, 2017).

In terms of the English subject curriculum, LK20 (2019) states that one of the aims of the teaching is to be able to use strategies. The first reference to strategies in the English subject can be found under the aims for Year 7 stating that the pupil should know how to use “simple strategies” (LK20, 2019). After Year 10 the pupil should be able to use a “variety of strategies”, while after the first year of upper secondary school (VG1) General Studies the aim is “to be able to use appropriate strategies for language learning, text creation and communication” (LK20, 2019). Regarding this aim, the curriculum explains that “language learning refers to developing language awareness and knowledge of English as a system, and the ability to use language learning strategies” (LK20, 2019). Therefore, in the Norwegian school system pupils should be introduced to learning strategies in the English subject in elementary school.

The competence aims in the English subject regarding the use of strategies follow a progression according to the year in school, which can help direct the teaching and the emphasis it should have on learning strategies. If pupils are introduced to simple strategies in elementary school and a variety of strategies in lower secondary school, it implies that pupils at upper secondary school in Norway should have knowledge of the use of several different strategies in the English subject. Consequently, English teachers at upper secondary school should help the pupils further develop their knowledge of different learning strategies in addition to knowing when to use which strategies in order to fulfill the aim of being able to use “appropriate strategies”. However, the curriculum does not state the specific strategies that should be taught in English.

In the English subject the term strategies is mentioned in relation to the basic skills of speaking, writing, and reading, implying that the pupils should be taught different strategies in connection with the different skills (LK20, 2019). Thus, LK20 leaves room for teachers to choose which strategies they introduce to their pupils. Each class in upper secondary school consists of pupils from different elementary and lower secondary schools. As a result, upper secondary school English teachers will not know which strategies the different pupils have been familiarized with and to what extent they have promoted knowledge on the use of strategies.

## **2.3 Theoretical Background**

### **2.3.1 Learning Strategies**

The concept of language learning strategies was introduced in the latter part of the 1970s and quickly gained its place within Second Language (L2) research and in the L2 classroom (Dörnyei, 2005, p. 166). According to Dörnyei (2005), early research showed that learners’ active participation in their own learning process by employing strategies had significance in a learner’s language acquisition (p. 167). Dörnyei (2005) describes learning strategies as “immensely ambiguous” and requests a clear and concrete definition (p. 162). The definitions Dörnyei (2005) refers to, lack a distinction between a learning strategy and a “normal learning behavior” (p. 164). However, Dörnyei (2005) proposes Riding and Rayner’s (1998) argument that “an activity is strategic when it is particularly appropriate for the individual learner, in contrast to general learning activities which a student may find less helpful” (p. 165). From this perspective, a strategy is a method chosen by the learner through an awareness of what might help them in the specific learning situation they are in.

In relation to language learning, the classification of learning strategies has varied between three different types (Cohen, 2011, p. 682). The first classification distinguishes between strategies for learning new materials and strategies for using materials already learned, while the second classification categorizes according to the different skill areas of reading, writing, speaking, and listening (Cohen, 2011, p. 682). The third classification deals with the function, namely if the strategies are metacognitive, cognitive, affective, or social (Cohen, 2011, p. 682; Richards & Rodgers, 2014, p. 335). Metacognitive strategies involve the methods learners use to control their learning process such as planning, checking, and evaluating it, while the cognitive strategies encompass the methods the learners use to understand and remember the learning materials. Affective strategies deal with the management of learners' own emotions and motivation, whereas social strategies deal with communication and interaction. Even though the classifications can be useful to understand the many different types of strategies, Cohen (2011) argues that when researching it can be difficult to put the strategies in use into categories because strategies frequently are employed in complex clusters (p. 682).

Learning strategies can allow for different approaches in each learner's learning process. In language learning, learning strategies can be defined as a learner's choice of approach and method in meeting with a language (Richards & Rodgers, 2014, p. 334). In this sense, it could be suggested that learning strategies is one of many ways to facilitate for learner autonomy in the classroom. Furthermore, the teaching and training of strategies in the classroom could provide learners with improved skills, awareness, as well as a wider range of strategies to choose from (Dörnyei, 2005, p. 174). This argument is supported by Cohen (2011), who suggests that effective strategy instruction considers different learner variables, such as their knowledge, learning style, and strategy collection, in addition to the teacher's knowledge (p. 684). Furthermore, Cohen (2011) proposes that strategy instruction involves raising an awareness on the learners' existing strategies, presenting new strategies, providing opportunities to practice the new strategies, and encouraging them to evaluate their strategy use (p. 683). Weinstein et al. (2000) stress that pupils need to practice the strategies "in order to learn how to use them" as different strategies can prove useful in different situations (p. 730). This approach involves explicit teaching of strategies. However, both implicit and explicit teaching of strategy use can prove useful.



### *2.3.2 Self-Regulated Learning*

Boekaerts et al. (2005) state that “self-regulation is a very difficult construct to define theoretically as well as to operationalize empirically. Nevertheless, (...) self-regulation is an important topic that is highly relevant to the science of the mind and human behavior” (p. 4). Self-regulated learning (SRL) is an aspect of the concept “self-regulation” and was introduced in the 1990s in connection with educational research (Boekaerts et al., 2005, p. 1). Different areas of research have studied the concept of self-regulation, such as psychology, education, and health, resulting in a lack of “a general understanding” of the term across research fields (Boekaerts et al., 2005, p. 2). Therefore, this section aims to define the terms self-regulation and self-regulated learning in accordance with the focus of this study.

According to Vygotsky (1978), a person is self-regulated when they have started a voluntary internal process in which they check and manage their own thoughts (p. 90). Similarly, Etkin (2018) describes self-regulation as the knowledge and awareness of a learner’s own ability to learn. Zimmerman (1989) further explains self-regulation as a term to use in relation to learners who are active in their own process of learning in a way where the learner is not dependent on direction and instruction from others in order to gain new knowledge (p. 329). In this sense, a self-regulated learner would start an internal process when meeting a new task in the EFL classroom. This internal process is not dependent on the teacher to explain what the learner should do, instead the learner would actively reflect on the task and choose the best strategy to meet this task according to their level of competence. While using the chosen strategy, the learner would actively monitor their progress and be able to adjust accordingly.

Moreover, Zimmerman (1989) states that learners need to “involve the use of specified strategies to achieve academic goals on the basis of self-efficacy perceptions” (p. 329). Self-efficacy perceptions have been linked to learners’ use of self-monitoring and learning strategies as learners with high self-efficacy have shown to use better learning strategies and more often self-monitor their learning (Zimmerman, 1989, p. 331). One of the key implications of this for the EFL classroom is that learners will not have the same level of self-efficacy and the same level of competence in different types of strategies. Self-regulation deals with the processes and methods the learners choose, the frequency of their use, and the effectiveness of their use (Schunk & Ertmer, 2000, p. 632). Hence, it is important that teachers investigate their learners’ level of competence to understand how they can support them and help them become self-regulated.

Furthermore, Boekaerts and Niemivirta (2000) argue that traditional role beliefs inhibit the development and realization of self-regulation in the classroom if the learners expect the teacher to provide them with knowledge, motivate their learning process, and monitor the outcomes (p. 419). The traditional view on teaching focuses on the teachers' role in the learning process, and "it is accepted, even expected, that teachers should be largely in control of what is being learned, how it is learned, when it is learned, and to what extent" (Boekaerts & Niemivirta, 2000, p. 417). It is argued that this type of learning situation deprives the learners of opportunities to self-regulate and organize their learning process (Boekaerts & Niemivirta, 2000, p. 417). Nonetheless, teachers are viewed as important in learners' development of SRL as they can provide the learners with SRL initiation, support, and scaffolding (Oates, 2019, p. 2). In this sense, a learner-centered classroom where the teacher can support and guide their pupils towards SRL is beneficial to their development towards becoming self-regulated.

### **2.3.3 *Learner Autonomy***

Learner autonomy refers to the learner's independent role in their learning process where they are encouraged to take an active part in understanding and deciding how they learn and in which way they learn (Richards & Rodgers, 2014, p. 332). As acknowledged by Fenner and Skulstad: "the concept of learner autonomy has widely influenced both national curricula and language teaching throughout Europe in the past decades" (p. 289). According to Richards and Rodgers (2014), learning strategies and learner autonomy have been viewed in relation to each other (p. 343). This link is also pointed out by Fenner and Skulstad (2020) explaining that learning strategies and learner autonomy have similar characteristics such as the need for the learner to be active in their own learning (p. 293). Similarly, it has been argued that in the Norwegian context, the term *learner autonomy* overlaps with *self-regulation* (Fenner & Skulstad, 2020, p. 295). However, Hammershaug (2021) argues that the two terms differ, as self-regulation deals both with self-perception and motivation in a way learner autonomy does not (p. 14). Respectively, this thesis uses learner autonomy as an aspect of self-regulated learning.

### **2.3.4 *Self-Determination Theory***

Ryan and Deci's (2017) *Self-Determination Theory* (SDT) focuses on understanding humans' psychological and social needs in order to develop with a focus on "the social conditions that facilitate or hinder human flourishing" (p. 3). It is a psychological theory that specifies the

optimal social conditions in addition to psychological processes where humans' personal progress, self-regulation, and social integrity can be enhanced (Ryan & Deci, 2017, p. 8). SDT suggests that humans are naturally apt for improvement, learning, and communication, if they receive support for three basic needs: autonomy, competence, and relatedness (Ryan & Deci, 2020, p. 1). In the context of education, SDT emphasizes that it is important to provide learners with a supportive learning environment that fosters the three needs. In this thesis, SDT is of relevance particularly in relation to self-regulated learning (SRL) in the EFL classroom.

In a discussion of SDT in an educational setting, two types of motivation are often included: intrinsic and extrinsic motivation (Ryan & Deci, 2020). A learner who is intrinsically motivated engages in an activity because it is inherently interesting or enjoyable (Ryan & Deci, 2017, p. 14). In contrast, an extrinsically motivated learner would engage in an activity because of external rewards such as social approval or avoiding negative consequences (Ryan & Deci, 2017, p. 14). On the one hand, learners with intrinsic motivation in the EFL classroom would take part in the language learning activity because of the enjoyment they receive from learning and improving their skills. A learner with extrinsic motivation, on the other hand, might take part in the activities to help themselves receive a certain grade, gain social approval, or avoid negative consequences by performing badly in the English subject.

Moreover, there are subcategories within extrinsic motivation: external regulation, introjected regulation, and identified regulation, each reflecting varying degrees of autonomy. External regulation involves engaging in an activity solely for the sake of obtaining an external reward or avoiding punishment, "controlled by external entities or persons" (Ryan & Deci, 2017, p. 15). Introjected regulation is internally controlled and involves engaging in an activity to avoid feelings of guilt or shame, or to gain approval or avoid disapproval from others (Ryan & Deci, 2018, p. 15). Identified regulation involves engaging in an activity because one values and recognizes the importance of the activity and can be viewed as the more autonomous type of extrinsic motivation (Ryan & Deci, 2017, p. 15).

Since Deci and Ryan introduced the concepts of intrinsic and extrinsic motivation, their use in research and discussions in relation to language learning have become more common (Sundqvist & Sylvén, 2016, p. 89). According to Sundqvist and Sylvén (2016), research has shown that the learning outcomes of a pupil who is intrinsically motivated can be of a higher quality because they find the learning process meaningful (p. 89). In the EFL classroom,

intrinsic motivation is demonstrated through activities initiated by the pupils themselves due to an inner motivation such as joy, pleasure, or curiosity. Extrinsic motivation, on the contrary, deals with activities that stem from an outer motivation such as getting a specific grade or passing an exam (Sundqvist & Sylvén, 2016, p. 89).

An EFL learner who is extrinsically motivated can be viewed as being controlled by these external factors such as avoiding a punishment or having been promised an external reward if one performs well on a test. On the contrary, a learner motivated through introjected regulation could be viewed as autonomous because “the behavior yields outcomes that are personally valued or important” (Ryan & Deci, 2017, p. 14). Nevertheless, Ryan and Deci (2017) state that “intrinsically motivated behaviours are, by definition, autonomous” (p. 14). As presented in Subsection 2.3.2, the concept of self-regulation deals with a learner’s internal processes. In this sense, intrinsic motivation can be seen in correlation with self-regulation because it is driven by the learner’s involvement and enjoyment in the learning activity leading to persistence and effort to further develop. However, extrinsically motivated learners may require more effort in self-regulation because a lack of autonomy may make it difficult to sustain behavior initiated by extrinsic motivation.

### ***2.3.5 Extramural English Learning***

The term “extramural English” (EE) refers to the acquisition of English outside of school, which is not projected by the teacher (Sundqvist & Sylvén, 2016, p. 6). It involves activities that enhance English learning, both intentionally and unintentionally, such as television, music, books, websites, video games, and interacting with others in English. Sundqvist and Sylvén (2016) state that studies from different parts of the world, such as Sweden and Indonesia, show that English learners express the idea that they learn as much English outside as inside school (p. 4). Additionally, it is argued that there is an increase regarding time spent on EE related to the learners’ age (Sundqvist & Sylvén, 2016, p. 32). Concerning this thesis, EE learning is relevant to the motivational aspect of SRL and SDT.

Teachers should aim for teaching which helps motivate learning both inside and outside the classroom (Sundqvist & Sylvén, 2016, p. 14). On the one hand, teachers should support learners regardless of the amount of EE they are involved in. On the other hand, studies on the use of EE activities such as movies, music, and video games, imply that there is potential in acquiring English through their use (Sundqvist & Sylvén, 2016, p. 34). Sundqvist and Sylvén (2016)

emphasize that EE learning is interrelated with learner autonomy in addition to “successful L2 English learning” and stress the importance of conveying this to the learners to help them be aware of their own learning (p. 129). Thus, a teacher can help their learners be more aware of their own learning by making it clear that the EE activities that they do because of intrinsic motivation directly affects their learning in the English subject in a positive way.

Moreover, teachers should aim for teaching which helps pupils become independent learners in line with the idea of self-regulated learning discussed in Subsection 2.3.2 to complement the core aim of learning to learn. The learners’ awareness of their EE learning and its positive effect on their language learning can contribute to more self-monitoring and higher intrinsic motivation. EE can also contribute to the aspect of lifelong learning as lifelong learning refers to both formal and informal learning (Sundqvist & Sylvén, 2016, p. 200). Thus, it can serve purposeful to investigate the EFL pupils’ use of EE activities and its relation to self-regulated learning as well as the aspect of learning to learn.

### ***2.3.6 Learner Cognitions***

According to Lightbown and Spada (2013), learners tend to have strong ideas on what type of teaching works best for them and how they learn best even though the degree of awareness regarding their learning styles varies (p. 90). Therefore, investigating and understanding learners’ beliefs can give productive information to teachers as to how they should structure lessons and what the contents of those lessons should be. Furthermore, studies have shown a discrepancy between learners’ beliefs and teachers’ beliefs (Lightbown & Spada, 2013, p. 91), which can imply that the teaching does not always correspond with how the learners believe they learn best. As a result, learners might not realize the full potential of the lesson.

Badger (2018) emphasizes the difference between input, i.e. what teachers say, and intake, i.e. what learners hear, as well as the importance of teachers being aware of it when they teach. As Badger (2018) points out: “Learners’ knowledge is partial and so their constructions do not always match what the speaker said, or the writer wrote” (p. 1075). Though Badger (2018) focused on language acquisition, the idea of input versus intake can still prove relevant to other aspects of language teaching. For example, if an English teacher decides to teach learning strategies explicitly, it is of importance that the learners fully understand what the teacher says and that their intake reflects the intended input from the teacher.

Moreover, the learners need to be committed to “constructing intake from the input” (Badger, 2018, p. 1075). It is important to note that the conception and intake will depend both on the learner’s previous knowledge of the topic and the target language if the instruction is not conducted in their mother tongue. Hence, research on learners’ beliefs and cognition does not always reflect what has been taught in the classroom but what the learners have experienced to be taught.

## **2.4 Relevant Research in the Norwegian Context**

### **2.4.1 Research on Learner Autonomy**

Knaldre (2015) studied two previous Norwegian national curricula (LK97 and LK06/13) and how they promoted learner autonomy. LK97 was the first curriculum to prominently mention the concept of learner autonomy, and LK06 was the curriculum in action at the time the study was conducted. Although the study focused on the English curriculum, it also investigated the promotion of learner autonomy in *The Core Curriculum, The Principles and Guidelines for Compulsory Education* and *The Quality Framework*. Knaldre (2015) argues that the content of the national curriculum is an important factor in how language learning is facilitated in classrooms (p. 8). Thus, investigating how different concepts are explained and promoted in the school curriculum can serve useful in understanding how the English subject should be structured and taught. Knaldre (2015) performed a qualitative document analysis of the two curricula to study the information given through each curriculum and to investigate if relevant information had been omitted (p. 44).

Knaldre (2015) found that learner autonomy was promoted in LK97 through an emphasis on different learning methods, while LK06 was not as specific as to how teachers can facilitate learner autonomy in the classroom (p. 74). Furthermore, LK97 seemingly gave more straightforward guidelines on the importance of learner autonomy and how teachers can help pupils become more autonomous (Knaldre, 2015, p. 77). However, the lack of guidelines in LK06 can be thought to give teachers more freedom in their teaching and the methods they choose. The study has its limitations as it only uses document analysis due to the limited time and scope of the study. It could have been useful to have the document analysis accompanied by a study of teachers’ beliefs and understanding of the two curricula and the promotion of learner autonomy to further discuss the findings. However, more recent studies have been conducted, with a focus on teachers’ beliefs.

Firstly, Haglund (2018) investigated Norwegian EFL teachers' beliefs about learner autonomy with a focus on the teachers' reflections on, and experiences with incorporating this knowledge into their teaching. The study involved 200 upper secondary school teachers with representation from all counties in Norway (Haglund, 2018, p. 43). Haglund (2018) chose to conduct the research study using quantitative and qualitative questions in a web-based questionnaire as it allowed for recruiting participants from all parts of Norway (p. 31). Haglund's (2018) research revealed that in general the upper secondary school teachers believed learner autonomy could positively influence the learners, though it was hard to promote in the classroom. More teachers answered that they promoted learner autonomy through giving learners choices than through an emphasis on methods and strategies (Haglund, 2018, p. 88).

Haglund (2018) argues for the choice of only conducting a questionnaire, even though conducting follow-up interviews was considered (p. 32) In-depth interviews with some of the teachers could have strengthened the validity of the study. In some of the answers, it could have been useful to discuss certain aspects further with some of the participants. As an example, Haglund found that some of the participants viewed learner autonomy as the learner taking responsibility for their own learning (2018, p. 63). Moreover, a participant wrote that "responsibility for own learning" was a stigmatized term and thus learner autonomy was a better term to use, implying that the two terms mean the same (Haglund, 2018, p. 63). Therefore, interviews after the questionnaire analysis could have discussed such issues further to gain more knowledge on the teachers' beliefs.

Furthermore, Haglund (2018) later stated that follow-up interviews could have helped clarify some assumptions that appeared after the questionnaire (p. 64). Forty-nine out of the 200 participants viewed learner autonomy and self-regulation as related to one another, and Haglund (2018) wondered if this was connected to how some teachers seemed to view learner autonomy as a trait instead of something that could be developed (p. 64). Only 12 participants stated that they saw a connection between learner autonomy and learners taking an active part in their own learning (Haglund, 2018, p. 64). Haglund (2018) suggests that teachers at times believe that a learner-centered classroom that focuses on learner autonomy provides the learners with full control (p. 64).

Two years later, Vestvik (2020) conducted a similar study on Norwegian EFL teachers at upper secondary school and investigated how they facilitated learner autonomy in the classroom. The study was published the year LK20 was put into action, thus the study reflects teaching perspectives connected to LK06. Vestvik (2020) used Haglund's (2018) study on teachers' beliefs as a foundation to build upon by studying teachers' practices (Vestvik, 2020, p. 5). Similar to Haglund's research, Vestvik (2020) conducted a questionnaire with quantitative and qualitative questions. Seventy-seven teachers responded to Vestvik's (2020) online questionnaire; thus, it has limits as to the degree it can be generalized about how teachers in Norway facilitate learner autonomy in the EFL classroom. Nonetheless, it can still give valuable information on how some EFL teachers facilitate learner autonomy and indicate if there are any issues regarding the facilitation.

Vestvik's (2020) study showed that the upper secondary school EFL teachers perceived learner autonomy as an important component and most often promoted it through providing choices (p. 103). Moreover, it showed that teachers promoted learner autonomy by the way they perceived their pupils, their habits, and their level of maturity (Vestvik, 2020, p. 104). Thus, EFL teachers seem to adapt the way they facilitate learner autonomy and the degree of autonomy according to the group of learners. When asked about the advantages of learner autonomy, Vestvik (2020) found that the results indicated "that teachers see 'learning to learn' and 'motivation' as the most outstanding advantages of learner autonomy (p. 60). Similarly, the participants in Haglund's (2018) study most frequently responded that motivation was the most outstanding advantage. Interestingly, one of Vestvik's (2020) participants suggested that learner autonomy is not beneficial unless the learner is prepared through a "certain degree of self-regulation" (p. 60). The suggested degree of self-regulation includes that a learner is able to regulate their own learning process in terms of planning, organizing, goal setting, and understanding their work. This comment indicates that self-regulation is viewed as an essential aspect and important part of acquiring learner autonomy.

#### ***2.4.2 Research on Learning Strategies and Self-Regulation***

In terms of research in connection with the terms self-regulation and learning strategies, there is one study that is highly relevant to this thesis and has functioned as inspiration in the planning of this study. Hammershaug (2021) investigated learning strategies and self-regulation in LK20 and how EFL teachers understood the terms and the information LK20 provides. The study used a mixed methods design where LK20 was analyzed, and eight lower secondary EFL



teachers were interviewed individually through a semi-structured interview (Hammershaug, 2021).

The analysis of LK20 showed that the curriculum in the English subject mentions strategies explicitly seven times. However, it does not explain the term strategies or why it should be included in the teaching of English (Hammershaug, 2021, p. 42). Nevertheless, Hammershaug (2021) points out that in other areas of the curriculum, such as under ‘Relevance and central values’, one can find an implicit explanation. Furthermore, the curriculum implies that the learner should be shown a variety of strategies, in addition to showing when the different strategies could serve useful (Hammershaug, 2021, p. 83).

The study of teachers’ beliefs and perspectives showed that there was a common agreement on the importance of teaching strategies to the learners (Hammershaug, 2021, p. 85). However, there appeared to be differences in the method of teaching strategies and its emphasis in the classroom (Hammershaug, 2021, p. 86). The findings could imply that there is a need for clearer directions from the curriculum on how, when, and which strategies should be taught in the classroom. As mentioned, Knaldre’s (2015) analysis of LK97 and LK06 showed that the guidelines on learner autonomy seemingly decreased in the newer curriculum and suggested that a reason for this might be to provide teachers with more flexibility in their teaching. Through Hammershaug’s (2021) analysis of LK20 in accordance with the teacher interviews about learning strategies, it appears that LK20 lacks relevant guidelines in order to give teachers more responsibility and flexibility in the way they teach the subject.

Furthermore, one participant in Hammershaug’s (2021) study stated that the competence aims gave “teachers too much freedom” and preferred if the curriculum was more specific (p. 62). Additionally, another participant pointed out that the work with strategies should have a long-term approach. As in Section 2.2, the curriculum in the English subject has continuous aims in regard to learning strategies that follows a development from elementary school to upper secondary school. However, Hammershaug’s (2021) findings indicate that there is a need for more focus on the development and how to teach learning strategies through a long-term approach. With reference to the competence aim after lower secondary school where pupils should be able to use “a variety of strategies” (LK20, 2019), four participants state that they are unsure if their pupils will have reached this goal after Year 10 (Hammershaug, 2021, p. 63).

Evidently, teachers can see the competence aim as ambiguous, and the lack of specific guidelines can hinder the learners from fulfilling some of the competence aims.

In terms of self-regulation, four of Hammershaug's (2021) participants reported that the term was to different degrees unfamiliar to them, but they were still able to connect it to "independent work" (p. 55). One participant connected it to psychological needs, while the remaining seven participants connected it to strategies, content, self-assessment, and ownership of the learners' own work (Hammershaug, 2021, p. 55). Additionally, two of the participants linked the term to learners' ability to motivate themselves to choose methods of learning, to manage the learning process, and assess it afterwards (Hammershaug, 2021, p. 55). Thus, it indicates that the teachers see a connection between the use of learning strategies and being self-regulated, and that self-regulation is related to an inner motivation.

Hammershaug's (2021) study is relevant for this thesis as it provides useful data in terms of comparing her findings on teachers' beliefs and this thesis' findings on learners' beliefs. By doing so, the findings may point out if there are any aspects where learners' beliefs about learning strategies or self-regulation that collide with the teachers' beliefs. The teachers' perceptions of learner autonomy and self-regulation seem to determine the ways learning strategies are promoted in the EFL classroom. This can imply that not everyone is taught learning strategies, which could be explained by findings on how the newer curriculum provide teachers with more freedom of choice on what and how to teach (Knaldre, 2015; Hammershaug, 2021). Therefore, investigating learner's beliefs and experiences can give further insights to this.

## **2.5 Relevant Research Outside of Norway**

Tsuda and Nakata (2013) examined self-regulation in language learning, the factors that may influence it, and its connection to language proficiency among EFL learners in a Japanese high school. The study is based on a mixed-methods approach including a survey answered by 1076 EFL learners and six interviews (Tsuda & Nakata, 2013, p. 74). The results showed that there was a significant correlation between SRL and EFL proficiency, suggesting that learners who engage in self-regulated learning are more likely to be proficient in English (Tsuda & Nakata, 2013, p. 84). Tsuda and Nakata (201) argue that the findings imply that language teachers should encourage and support each individual learner to develop their self-regulation skills (p. 85).

Overall, the study highlights the importance of self-regulation in language learning and suggests that the promotion of self-regulation can lead to more effective language learning.

Duong and Nguyen (2021) investigated the use of language learning strategies among 238 Vietnamese EFL learners at high school. The study used a questionnaire based on Oxford's (1990) characterization of learning strategies, as well as individual interviews with twenty EFL learners. The findings showed that metacognitive strategies were most frequently used among the participants, contradicting the studies used to compare their findings with (Duong & Nguyen, 2021, p. 56). Overall, the study showed that the EFL learners were aware of the usefulness of learning strategies to aid their English learning but did not use them frequently (Duong & Nguyen, 2021, p. 57). Thus, this study suggest that more attention should be given to the use of different strategies to promote more frequent and correct use to enhance one's English learning.

In the Chinese EFL context, Banisaeid and Huang (2015) conducted a study that aimed to investigate the relationship between motivation, self-regulated learning, and language learning strategy use among 49 Chinese EFL learners at university level. Banisaeid and Huang (2015) based their study on three different surveys: strategy inventory for language learning (SILL) which is based on Oxford's (1990), motivated strategies for learning questionnaire (MSLQ), and language learning orientation scale (LLOS\_IEA). In terms of self-regulated strategies, the findings showed that effort regulation was the most common among the participants (Banisaeid & Huang, 2015, p. 40). Interestingly, Banisaeid and Huang's (2015) SILL survey had contrasting findings from that of Duong and Nguyen (2021) as memory and affective strategies proved the most used (Banisaeid & Huang, 2015, p. 40). Identified regulation was the most frequent type among the participants, and the study found that intrinsic motivation influenced the use of learning strategies and level of self-regulation positively (Banisaeid & Huang, 2015, p. 41).

## **2.5 Conclusion**

This chapter has delved into the thesis' theoretical background, as well as relevant research conducted in the EFL context. To summarize, the chapter has explained the emphasis on teaching pupils how to learn and the use of learning strategies in the English subject in LK20. The chapter has also explained the concepts *learning strategies*, *self-regulation*, *learner*

*autonomy*, *SDT*, and *EE* learning. Moreover, the chapter pointed to researchers and relevant discussions in connection with the concepts. Subsequently, the chapter reviewed previous research relevant to this thesis. More specifically, it pointed to research on learner autonomy in the context of the EFL classroom as well as research on self-regulation and learning strategies in the EFL classroom.

## **3. Methodology**

### **3.1 Introduction**

This chapter aims to give a thorough explanation of the choice of research methods. It gives a description of how the research project was planned and conducted, and clarifies the analysis process of the data. Lastly, it discusses reliability and validity issues relevant to this thesis before it explains the ethical considerations taken into account in this study.

### **3.2 Mixed Methods Research**

This thesis is based upon a mixed-method research design consisting of a questionnaire and follow-up interviews. Mixed-method research is the type of research combining both a quantitative and qualitative method within the same study (Dörnyei, 2007, p. 44). As questionnaires alone are often not sufficient to examine “beliefs, attitudes, and inner experience” (Gall et al, 2003, p. 222), interviews are desirable as an additional method in this project. Accordingly, the quantitative part of this research consists of an online questionnaire answered by 134 Norwegian upper secondary EFL learners, while the qualitative part consists of in-depth interviews with four upper secondary EFL learners.

The research happened sequentially where the quantitative questionnaire was conducted prior to the qualitative interviews. Dörnyei (2007) emphasizes that when a qualitative method follows the quantitative method, it can help strengthen the validity of the research as it can address issues from the quantitative method and add a sense of depth to the research (p. 45). Thus, the questionnaire data collection was conducted and analyzed before the interviews took place. The focus in the interviews was on uncovering possible confusions, issues and questions that emerged from the questionnaire data. The interviews provided valuable insights into the learners’ perspectives and beliefs, as they allowed for follow-up questions to be asked, resulting in more detailed information.

### **3.3 Questionnaire**

#### **3.3.1 Questionnaire**

Questionnaires are a commonly used tool in quantitative research due to their ability to generate structured and measurable data (Gall et al., 2003, p. 223). The questionnaire in this project

contributed to the understanding of the learners' beliefs about the use of learning strategies both inside and outside the classroom. In addition, it gave insights related to the learners' beliefs about the relevance of self-regulation in the EFL classroom. Furthermore, it investigated if the learners believed that they learned how to learn in the English subject and how they did it. Lastly, it investigated possible relationships between self-regulation, the use of learning strategies, and extramural English activities. This section aims to explain how the questionnaire was structured and to highlight relevant theory on questionnaires as a research method.

As suggested by Gall et al. (2003), the research objectives should be thoroughly examined and defined before a questionnaire is designed (p. 224). This serves useful when organizing the questionnaire to ensure it is structured logically. Gall et al. (2003) propose grouping items within the same topic or with similar content together (p. 226). In consequence, the questionnaire was designed according to the topics within the scope of the research questions. Hence, the first section of the questionnaire focused on the topic of learning strategies while the second section looked into SRL. The third section focused on the aspect of learning to learn, and lastly the fourth section's content was related to EE.

As suggested by Dörnyei and Taguchi (2009, p. 26), the questions were designed to have closed-ended responses to ensure the data collected would be measurable as well as being straightforward to the participants. The questionnaire items were based upon the Likert-scale technique where each question is structured as a statement (Dörnyei & Taguchi, 2009, p. 27). The participants were asked to answer the statements on a six-point rating scale with the answers ranging from '*strongly disagree*' to '*strongly agree*' (see Appendix 3). Likert-scales have most commonly been used with either five- or six-point rating with the difference between the two being whether the middle category represents a single "neutral" answer or split into two "slightly agree" or "slightly disagree" categories (Dörnyei & Taguchi, 2009, p. 28). The rationale behind using a six-point rating scale in this study was to minimize participants tendency to use the middle category as a means of not making a choice on the statements.

Gall et al. (2003) state that questionnaires should not include terms or jargon that the participants might not comprehend (p. 226). The terms relevant to this thesis might not be familiar to the 16-year-old participants. It highly depends on whether their teachers have mentioned, explained, or used the terms during their English lessons. Considering that some might be familiar with the terms to some extent, the following terms were included in the

questionnaire: learning strategies, self-regulated learning, and learning to learn. However, to ensure comprehension, explanations of the terms were included in the questionnaire before the different sections related to each term. Furthermore, regardless of open-ended or closed-ended questions, conducting a questionnaire in the participants' mother tongue is favorable when the aim is to ensure readability. Therefore, the questionnaire items were written in Norwegian with simple language to ensure all participants understood the questions at hand.

The platform SurveyXact was used to create the online questionnaire, collect the data, and analyze it. The University of Stavanger recommends SurveyXact for online surveys because it ensures that data is securely stored on the platform and provides anonymity of the respondents' data.

### ***3.3.2 Questionnaire Sampling***

Criterion sampling was used to select participants for the questionnaire, as it served useful to find learners suitable for the study (Dörnyei, 2007, p. 128). Thus, the sample was chosen according to age, year in school, and study direction (i.e. sixteen/seventeen-year-olds in VG1 general studies). Questionnaires are beneficial in the way that they can reach out to multiple participants in different geographical areas in a short timespan (Gall et al., 2003, p. 222). This is of advantage when the aim is to have many participants to answer the questions at hand.

To recruit participants for the questionnaires, the researcher reached out to upper secondary schools and English teachers in General studies on the west-coast of Norway. Five upper secondary teachers responded and received a link to the online questionnaire. The teachers were then asked to share the link with their pupils, emphasizing that the participation was voluntary. This approach allowed for the questionnaire to reach out to different schools within different proximity, while ensuring that all participants were first year pupils involved in the general studies program.

### ***3.3.3 Questionnaire Piloting***

It is highly recommended to conduct a pilot of quantitative research methods to strengthen the validity and reliability of the study (Gall et al., 2003; Dörnyei, 2007). A disadvantage of questionnaires is that once the questionnaire is created and the data collection has started, it is not possible to change or adapt the questionnaire items (Gall et al., 2003, p. 222). This is

especially a problem if the items are unclear to the participants, or they are unsure of how to answer them. Due to this, the questionnaire was piloted before the data collection started.

The questionnaire in the pilot study consisted of 39 items with the same structure explained in Subsection 3.3.1. The pilot was given to five pupils in VG1 General studies following the criterion sampling for the study. This allowed for participants of the pilot to be comparable to the participants of the current study. The aim was to receive feedback on the pilot study from similar participants to ensure that the items, terms, and structure were understandable to the age-group. This helped to further improve the questionnaire. Additionally, a teacher in the Norwegian subject conducted the pilot to ensure correct language use and grammar.

Overall, the feedback was positive and mainly word choices and explanations were adjusted after the pilot. Two of the participants highlighted the usefulness of providing an explanation of the terms in the questionnaire, as some of them were unfamiliar with terms such as ‘self-regulated learning’. Prior to receiving the explanations, the participants were asked answer if they understood the terms. To ensure that all participants had a general understanding of the terms, an example of self-regulated learning was presented along with the explanation (see Appendix 3). An explanation and examples were provided for the terms learning strategies and learning to learn as well (see Appendix 3). This way the participants were more likely to understand the items concerning each term without the need to adapt or explain the Likert-scale items.

As a result of the pilot, an additional item was added at the beginning of the questionnaire. The participants were asked to pick the county they went to school in from a list of the 11 counties in Norway. Thus, this item is the only item in the questionnaire which is not a Likert-scale item. This closed-ended question was included with an aim to uncover whether the participants were from different counties.

#### ***3.3.4 Collection of Questionnaire Data***

After sampling and piloting, information and a link to the questionnaire was sent to the teachers. The teachers provided their pupils with the link, and it was opened by those who wished to participate. After the time available for collection had ended, 134 responses had been collected and the analysis began. Since the questionnaire data was collected using SurveyXact, the online platform did a considerable amount of the data analysis. SurveyXact converted the answers into



numerical scores thus sorting the coding specifications, before it gave the user multiple options of how to summarize and view the answers and statistics. As the questionnaire was strictly quantitative with closed-ended questions, the findings in the following chapter are presented through figures and percentages.

### **3.4 Interviews**

#### ***3.4.1 Semi-Structured Interviews***

The interviews conducted in this study were semi-structured with a predetermined set of questions developed after analyzing the results of the questionnaire. In qualitative interviews, such as a semi-structured interview, the format and structure should not be very strict. This allows the participants to freely express their thoughts and opinions using their own words (Gall et al., 2003, p. 239). Semi-structured interviews have the benefits of providing some standard data as well as more in-depth answers than strictly quantitative interviews (Gall et al., 2003, p. 240). They start with the same question in each interview, but additional questions may be added based on each participant's responses. Thus, the semi-structured interview allowed for space to ask questions or dive deeper into any additional information the participant brought to the table. Similar to the questionnaire, the interviews were conducted in the interviewees' mother tongue to avoid the participants feeling restricted, providing a space for them to speak freely.

The thesis' sequential design allowed for the questionnaire to be analyzed before the interviews were conducted. Thus, the questionnaire analysis was taken into consideration when creating the interview guide. For instance, a questionnaire item asked the participants to state if they learn new learning strategies in English lessons. The interview allowed the researcher to ask open-ended questions where the interviewees could elaborate on which learning strategies they have learned in the English classroom and how they were taught. Moreover, the interview allowed for more in-depth answers such as: "What do you think being self-regulated in the English subject involves?" This question was connected to the questionnaire item asking the participants to state if they believe that there are benefits of being a self-regulated learner in the classroom. Ergo, the sequential design allowed for the researcher to investigate the 'how', 'what', and 'why', behind some of the questionnaire items.

Additionally, the interviews provided the opportunity to ask the interviewees for their opinions on trends that appeared in the questionnaire data. To illustrate, a questionnaire item stated that “I participate in activities outside of school which involves the use of the English language because I believe it makes me better in English” (Researcher’s translation, see Appendix 3). The answers to this item showed a discrepancy amongst the participants (see Subsection 4.2.4), and the researcher chose to use the interviews as an opportunity to ask the interviewees to elaborate on their reasons for taking part in EE activities. Similarly, the questionnaire data indicated that more pupils participated in EE activities with spoken language than EE activities involving written language use (see Subsection 4.2.4). An interview question asked the interviewees what they thought might be the reason for this tendency (see Subsection 3.4.3). Thus, the interviews allowed for more thorough answers from the participants concerning their opinions, beliefs, and experiences than the questionnaire.

### ***3.4.2 Interview Sampling***

Similar to the questionnaire sampling, criterion sampling was used to find suitable interviewees. To find participants, the teachers who gave the questionnaire to their pupils were asked to check if there were any volunteers in their classes who wished to participate further in the study. A total of nine pupils expressed their willingness to be interviewed. Due to the time limitations of this study, only four interviews were conducted. The four interviewees first participated in the questionnaire, thereby giving them an understanding of what to expect from the interviews and which topics might be discussed.

### ***3.4.3 Interview Guide***

Before the interviews were conducted, an interview guide was prepared to ensure that the interviews had the same core structure. Hammershaug (2021) conducted semi-structured interviews and divided the interviews into four main topics based on the four research questions. From these main topics, relevant questions were formed and categorized. As it had a semi structure, each individual interview allowed for exploration within the questions and different follow-up questions could appear depending on what the participant brought up (Hammershaug, 2021, p. 27). The structure of Hammershaug’s interview guide inspired the interview guide for this study. Thus, the interview guide was divided into four main parts based on the four research questions posed in this study. Consequently, the interview questions were based upon these four parts to ensure that the interview covered all aspects of this thesis. A total

of twenty questions were formed and organized accordingly with five questions belonging to each main part (see Appendix 5).

#### ***3.4.4 Collection of Interview Data***

The researcher interviewed the participants one by one. Due to the semi structure, the interviewer had not set a time limit for the interviews. The length of each interview was dependent on how much each interviewee elaborated on each question and whether follow-up questions were necessary to clarify their responses. On average, the time spent in each interview was 25 minutes. The interviews were recorded through the platform Nettskjema, which provides a safe recording tool specifically made for such purposes. Nettskjema's app called Diktafon recorded the interviews before uploading them to the platform.

Recording the audio in interviews can be beneficial to avoid interrupting the interview by the need to take notes of what is said. However, it can influence the participant in a negative way since the conversation is being recorded (Gall et al., 2003). Nevertheless, for this research, it still seemed beneficial to audio record the interview as the interview questions did not involve highly personal information.

The University of Stavanger recommends Nettskjema and the tool Diktafon for safe audio recording and collection of audio data as the platform keeps it safe and only the researcher has access to it. Furthermore, audio recording ensured that no information was lost during notetaking (Dörnyei, 2007, p. 139). However, an audio recording will leave out certain information during an interview such as non-verbal information through body language like gestures and facial expressions (Dörnyei, 2007, p. 139). Audio recording the interview was still deemed the most beneficial tool as the most relevant information to this study was the verbal information the interviewees provided.

#### ***3.4.5 Transcription***

After each interview was conducted, they were transcribed and anonymized. This work started directly after the interviews. Dörnyei (2007) highlights the importance of making sure that participants are not possible to be traced back to or to be identified through recorded and transcribed data (p. 68). In line with this, the interviews were only recorded through the platform Nettskjema recommended by the University of Stavanger. Additionally, the interviewees were

anonymized during the transcription process, and only the researcher listened to the audio recordings. To secure anonymity throughout the thesis each interviewee has been given a pseudonym in the thesis. Thus, the names used for each interview are made up for the purpose of this thesis.

The interviews were transcribed word by word, thus including everything the interviewees answered to the different questions, as well as filler words. As the focus of the transcription was to collect the interviewee's relevant thoughts and beliefs, the researcher did not transcribe the introduction to the interview where the interviewee received necessary information. Equivalently, the interview's closing remarks were not transcribed. Any sensitive information given during the interview was removed during the transcription process to maintain the aspect of anonymity. The four transcribed interviews can be found in Appendix 6.

### **3.5 Validity and Reliability**

When conducting research within the field of applied linguistics, there are certain potential threats to the validity and reliability of the research. It is important for researchers to be aware of these potential threats in order to take steps to minimize them. Reliability refers to the extent to which the research study would provide similar results if it were to be replicated, and if the results are consistent within the given category of participants (Dörnyei, 2007, p. 50). Thus, the degree of reliability indicates to what extent the research is trustworthy. Validity in turn refers to the "quality of the interpretations" (measurement validity) and "the overall quality of the whole research" (research validity) (Dörnyei, 2007, p. 52). Thus, this section aims to uncover and discuss the different potential threats relevant to this study and explain the steps that were taken to minimize them.

To strengthen the validity and reliability of the research study, certain measures were taken after the possible threats to validity and reliability were disclosed. The first measure taken was the decision to use triangulation and a mixed method design instead of a strictly quantitative or qualitative method. By using both a quantitative method and a qualitative method, one can support the findings in either method or support arguments by providing findings from two different research methods. Dörnyei (2007) explains that triangulation has been an effective method to limit "systematic bias" (p. 61).

Secondly, possible biases were identified. One bias that the researcher was aware of is the social desirability bias, which deals with participants not giving truthful answers as they are trying to meet the attitude, or behavior, they believe is desirable (Dörnyei, 2007, p. 54). An example would be that the questionnaire participants might state that they are motivated to learn English in the classroom because they do not want to disappoint their teacher. To avoid or limit such a bias, the questionnaire participants were made aware that their answers were anonymous, and that their teachers would not see their answers. Moreover, at the beginning of the questionnaire a note stated that there were no right, or wrong, answers and the aim of the questionnaire was to investigate their true opinions, beliefs, and experiences.

One of the disadvantages of interviews is the lack of anonymity during the interview (Gall et al., 2003, p. 222). The interview data can be anonymized by the researcher after the interview has been conducted, but the participants' identity is known to the researcher, which may impact their answers. Consequently, the social desirability bias was relevant in the interviews as the participants were to speak with the researcher face to face. As Dörnyei (2007) explains, interviewees inevitably enter an interview with an idea of what would be preferable responses to certain topics (p. 141). Another example would be that interview participants give "kinder" answers than what they think because they perceive the interviewer as a person of authority. This is a threat to the reliability and validity of the study as it can limit the degree of truthfulness within the participants' responses to certain questions. To deal with this threat, the researcher took certain steps towards neutrality and to not impose any personal bias when interviewing. Dörnyei (2007) suggests that this involves that the interviewees are given space to express themselves openly without feeling restricted (p. 141). Consequently, some steps were taken.

The steps taken aimed at creating an open space and were based on the suggestions by Dörnyei (2007, p. 141). Firstly, the interviewees were given the same information as in the questionnaire: the focus was on their own experiences, beliefs, and opinions, and their answers would be anonymized. Secondly, the researcher focused on listening and giving space for anything the interviewee brought to the table. Thirdly, the researcher gave 'carry-on feedback' during the interview with gestures and non-verbal cues that could help ease the interviewee and show that their responses were interesting and worthwhile (Dörnyei, 2007, p. 142). Lastly, as the interviews had a semi structure, they allowed for the researcher to encourage elaboration through low inference paraphrasing and clarification questions.

### **3.6 Ethical Considerations**

As Dörnyei (2007) states, “Social research – including research in education – concerns people’s lives in the social world and therefore it inevitably involves ethical issues” (p. 63). The ethical aspect of this thesis, particularly in the qualitative part of the research, needed to be considered before the data collection began as it focused on the participants’ personal views and opinions of the participants. Accordingly, an ethical framework for the research was created in line with Dörnyei’s (2007) suggestions. In addition, the researcher notified Sikt (formely known as the Norwegian Centre for Research Data (NSD)), to ensure that the guidelines for data collection were followed, and that the data management was conducted in an ethical manner. The letter of approval from Sikt has been provided in Appendix 1.

The first aspect of the thesis’ ethical framework was related to information and consent. In research, it is important that each participant is given necessary information about the research and the data collection before they decide to join (Gall et al, 2003, p. 63). However, Dörnyei (2007) discusses the dilemma of how much information the researcher should give to the participants (p. 65). Therefore, consent letters with the most essential information about the research project were given to each participant, and they were required to sign to give their consent to the data collection. The consent letters are based on the suggestions provided by Sikt, included a short description of the research study and more importantly an explanation of the participants’ rights as well as how to contact the researcher if there were any questions. In the questionnaire, the consent letter (see Appendix 2) was included electronically in the online questionnaire stating that by giving consent and continuing to the next page the participants confirmed their participation. The interview participants received consent letters (see Appendix 4) that they had to sign before the interviews began. All the participants were over sixteen years of age and could therefore give their consent without parental approval.

Secondly, the aspect of anonymity was included in the ethical framework. Although it is not always possible in research, the chosen methods and research questions allowed for the questionnaire data to be anonymous. The use of the platforms SurveyXact and Nettskjema also provided the possibility of anonymity and safe storage. Being recommended by the University of Stavanger, the platforms ensure anonymity where it is necessary. As an example, SurveyXact gives the researcher the option to not save who the participants are or where they are located. Nettskjema, which was used to record the interviews, is a safe platform for data storage and only the researcher has access to the recordings and the identity of the interviewees.

In addition, the closed-ended questions did not leave room for the participants to give unforeseen answers or personal information not intended by the researcher. The interviews were transcribed, and the volunteers were given anonymity in the thesis through a pseudonym and leaving out any personal information. Dörnyei (2007) points out that researchers need to be aware of the fact that participants can give sensitive information in interviews without this being the researcher's intention (p. 66). The interview guide was created to give the interviews structure and clear questions to guide the conversation. This can help avoid any sensitive information being disclosed in the conversation. The transcription allowed for the researcher to leave out sensitive information if a participant happened to reveal too personal information or not related to the thesis topic.

## 4. Findings

### 4.1 Introduction

This chapter presents the findings from the questionnaire and the interviews. The chapter is organized according to the order of the research design. Hence, it first addresses the findings from the questionnaire before it presents the findings from the interviews. Section 4.2 presents the questionnaire findings, and the results from all questionnaire items are presented in the figures. Section 4.3 presents the interview findings. This section provides tables, figures, and translated parts of the transcribed interviews that can be found in Appendix 6. Both sections are structured in accordance with the focus of each research questions in order to facilitate further discussion. Consequently, the findings are divided into the topics of (1) learning strategies, (2) self-regulation, (3) learning to learn, and (4) extramural English learning.

### 4.2 Questionnaire Findings

#### 4.2.1 Learning Strategies

First, the questionnaire aimed to elicit information regarding the participants' beliefs about learning strategies in the English subject. The following two figures present the findings related to learning strategies, with Figure 1 focusing on the Norwegian EFL learners' beliefs about learning strategies in general, and Figure 2 focusing on their use of learning strategies in particular. The following statements are represented in Figure 1: I am familiar with the term "learning strategies". I believe it is important to learn about learning strategies in the English subject. I have learned some learning strategies in the English subject during elementary school, lower secondary school, or upper secondary school. When I am to learn something new in the English subject, I use learning strategies.

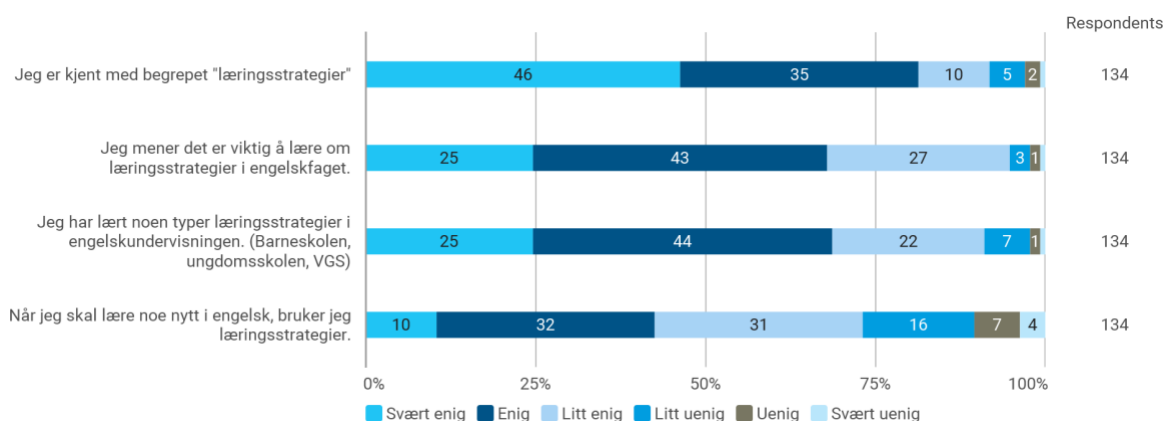


Figure 1: Questionnaire Items Regarding Learning about Learning Strategies



As can be seen above, 81% of the participants either agreed or highly agreed with the statement “I am familiar with the term learning strategies”, implying that they know what the term means. Ninety-five percent of the participants highly agreed, agreed, or somewhat agreed, that learning strategies were important to learn about in the English subject.

The following statements are presented in Figure 2: When I want to improve my written English skills, I use learning strategies. When I want to improve my spoken English skills, I use learning strategies. I use learning strategies during the English lessons when my teacher instructs me to do so. I use learning strategies during the English lessons on my own initiative. I use learning strategies outside of school to improve my English when my teacher has assigned me the task. I use learning strategies outside of school to improve my English on my own initiative. I learn new learning strategies during the English lessons. I learn new learning strategies on my own. I believe there are benefits with using learning strategies.

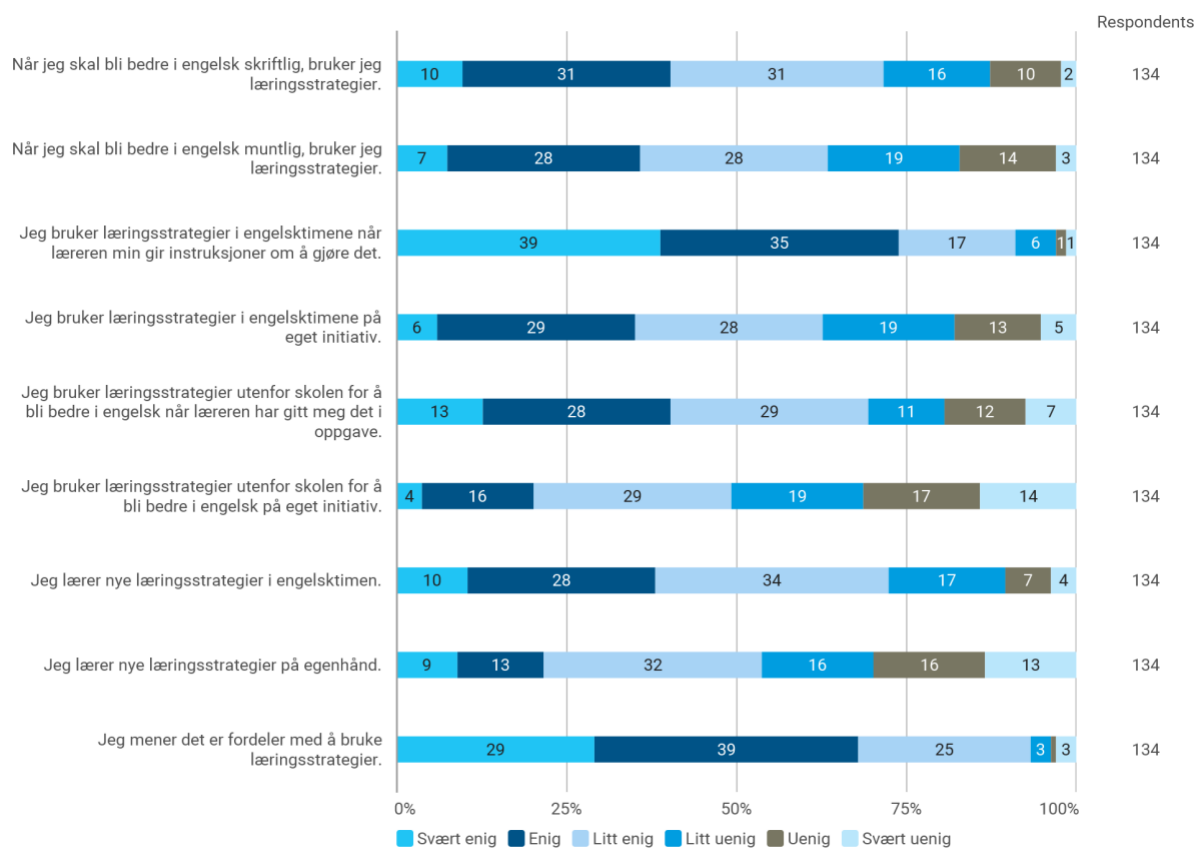


Figure 2: Questionnaire Items Regarding the Use of Learning Strategies

The above figures indicate that the pupils slightly more often use learning strategies when working on written English than spoken English. Figure 2 shows that 72% out of the 134

participants to varying degrees agreed that they used learning strategies in written English, while 63% agreed that they used it in spoken English. Additionally, the findings show that 91% of the participants used learning strategies if their teacher told them to do so in class, while 63% to varying degrees used learning strategies on their own initiative. Furthermore, 72% of the participants believed that they to some extent learned new strategies during the English lessons and 54% stated that they to some extent learned new strategies on their own. The statement did not specify if those who learned new strategies on their own did this in school or outside of school, which can limit the information that it provides. However, when answering if they “believe there are benefits with using learning strategies” a total of 93% agreed with this statement to varying degrees. Thus, the results may indicate that the pupils find learning strategies important and are interested in learning about them both in and outside school.

#### ***4.2.2 Self-Regulation***

Figure 3 presents the questionnaire results to the statements connected to the topic of self-regulation, namely: I am familiar with the term self-regulated learning. Based on the explanation, I believe that I am self-regulated in the English subject. I have learned about self-regulated learning in the English subject. I believe that the English subject thus far have contributed to making me more self-regulated. I believe that learning about self-regulated learning is useful in the English subject. I believe there are benefits to being self-regulated in the English subject. I believe learning strategies can be useful to become self-regulated in the English subject.

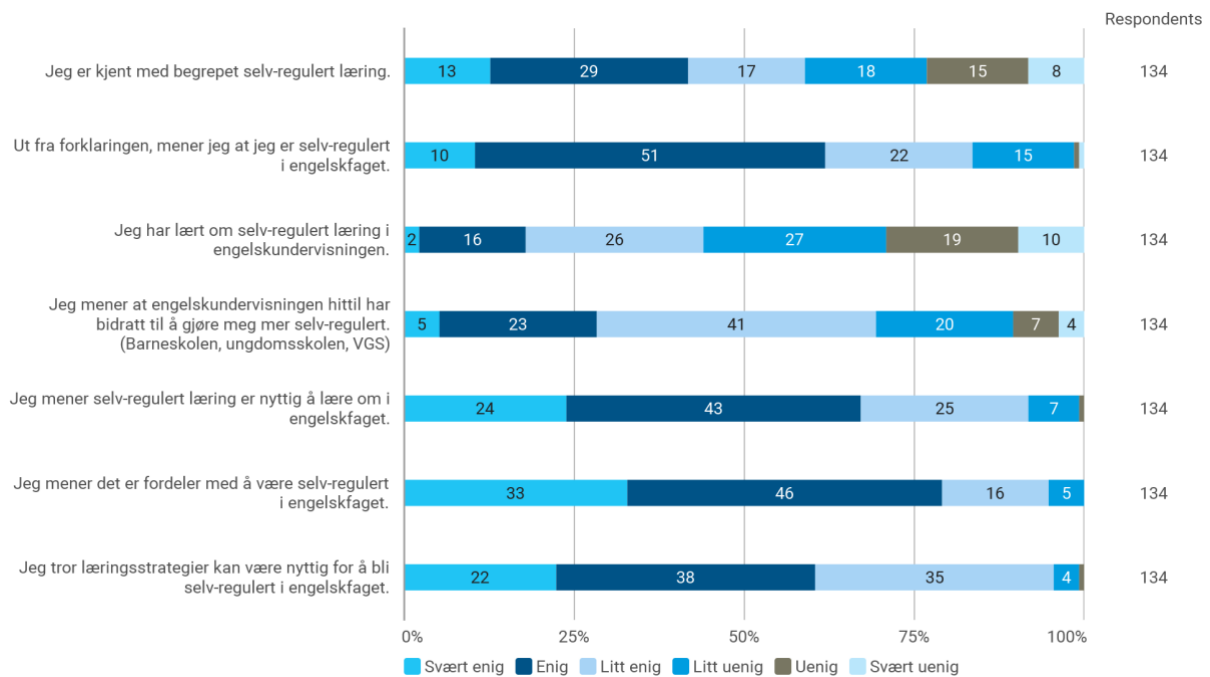


Figure 3: Questionnaire Items Regarding Self-Regulation

As can be seen in Figure 3, regarding the term self-regulated learning (SRL), 41% of the 134 participants reported that they were to different degrees unfamiliar with the term. While after being provided with the explanation, a total of 83% of the participants stated that they somewhat agreed, agreed, or highly agreed that they viewed themselves as self-regulated learners in the English subject. Moreover, 69% believed that the English subject so far had to some extent contributed to making them more self-regulated, even though 44% reported that they believed they had been taught about SRL in the English subject. Furthermore, 93% of the participants believed that SRL was useful to learn about in the English subject, and 95% believed that there were benefits with being self-regulated in the English subject to varying extents. To the statement if they “believe learning strategies can be useful to become self-regulated in the English subject”, 38% of the participants agreed, 22% highly agreed and 35% somewhat agreed. Consequently, a total of 96% of the participants agreed to different degrees that learning strategies could help the pupils become more self-regulated.

#### 4.2.3 Learning to Learn

Firstly, Figure 4 presents the findings of the questionnaire items asking the participants to state to which degree they agree or disagree with three statements about how learning in the English subject is connected to lifelong learning. Firstly, they were asked if they believed that the English gave them tools and knowledge that they will use later in life. Secondly, they were

asked if they believed the English subject prepared them for further studies after upper secondary school. Thirdly, they were asked if the English subject prepared them for their future careers.

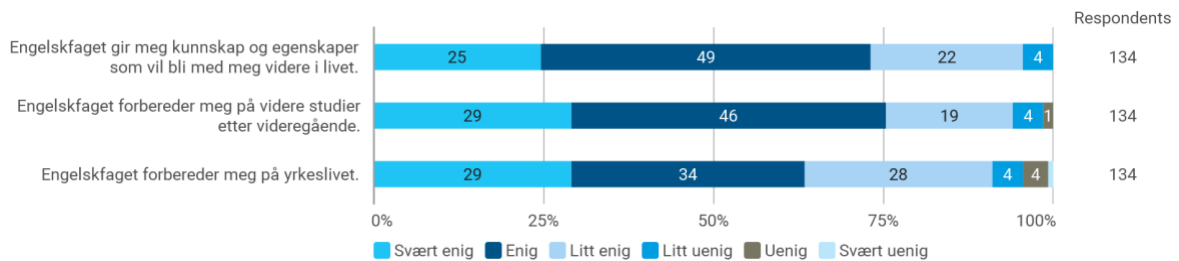


Figure 4: Questionnaire Items Regarding the English Subject and Lifelong Learning

The findings indicate that participants believe, to different extents, that the English subject prepares them for life after upper secondary school. A total of 96% somewhat agreed, agreed, or highly agreed, that the English subject gave them knowledge and tools that they would use later in life. Additionally, 94% agreed to different extents that the English subject prepared them for further studies after upper secondary school, and 92% agreed to different extents that it prepared them for their future careers.

Furthermore, Figure 5 provides the findings regarding the participants' beliefs about learning to learn in connection with the English subject. Thus, the participants were asked to state to what extent they understood the concept of learning to learn in the English subject. Subsequently, the following statements were asked: I believe it is important to learn how to learn and acquire new knowledge in the English subject. Thus far, the English subject has taught me how to learn and acquire new knowledge. I believe that learning how to learn will be useful for my future. I believe there are benefits to learning how to learn in the English subject. I believe the use of learning strategies in the English subject can help me learn how to learn. I believe that self-regulated learning can help me learn how to learn.

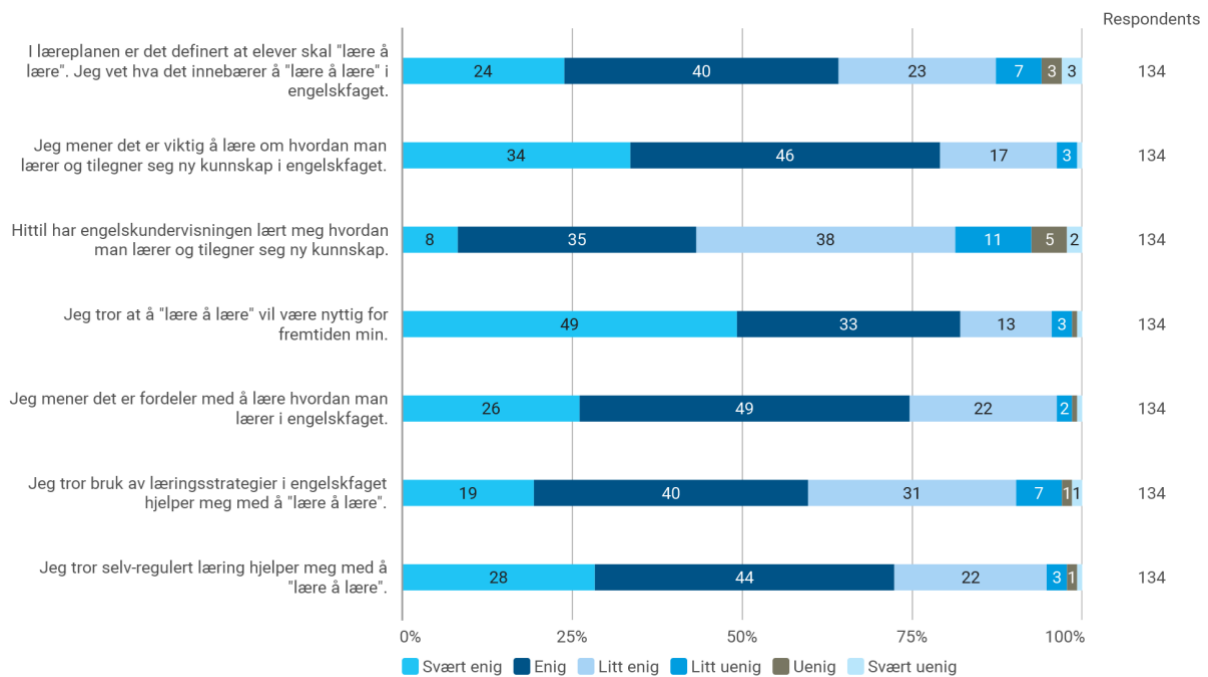


Figure 5: Questionnaire Items Regarding Learning to Learn

Prior to explaining the concept of learning to learn, 87% of the 134 participants agreed to a different extent that they knew what this concept encompassed within the English subject. After the explanation, a total of 97% of the participants somewhat agreed, agreed, or highly agreed that they believed it was important to learn how to learn and acquire new knowledge in the English subject. Additionally, 95% believed that learning to learn would be useful, to some extent, for them in the future. Interestingly, 18% of the participants reported that they to some extent disagreed with the statement that the English subject had taught them how they could learn and acquire new knowledge this far, and 38% somewhat agreed with the statement. The findings indicate that the English subject has not made it clear or given them the tools the pupils believe are necessary. Overall, the questionnaire has indicated that the participants believe SRL and learning strategies are useful in order to learn how to learn. Just 9% of the participants disagreed that learning strategies helped them and only 4% disagreed that SRL helped them.

#### 4.2.4 Extramural English Learning

Figure 6 presents the findings of the questionnaire items regarding the participants' motivation to learn English in the classroom and outside of school. The following statements were given to the participants: I am motivated to learn English in the classroom. I am motivated to learn English outside of the classroom. I know how I can develop my English skills in the classroom. I know how I can develop my English skills outside of the classroom.

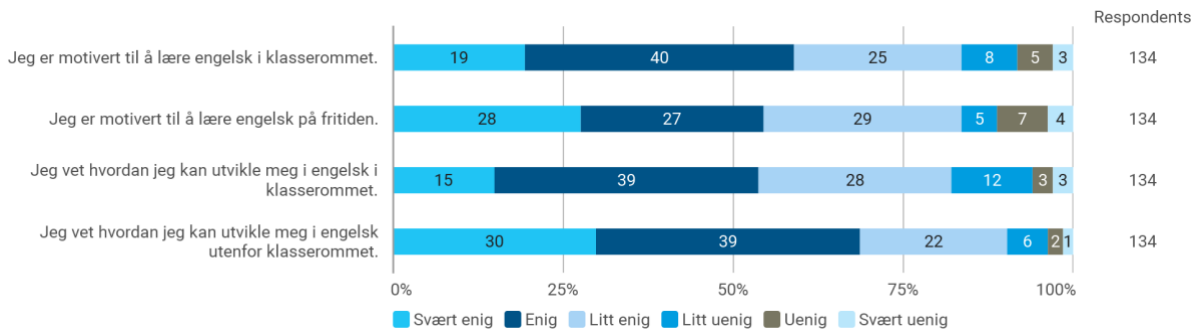


Figure 6: Questionnaire Items Regarding Motivation to Learn English

The responses to the participants' motivation to learn English in the classroom and the responses to their motivation to learn English outside of school are the same when comparing those who agreed to different extents and those who disagreed to different extents, with 84% agreeing and 16% disagreeing. However, when looking into the degree that they agreed, 19% highly agreed that they were motivated to learn English in the classroom, while 28% highly agreed that they were motivated to learn English outside of school. Interestingly, 91% of the participants highly agreed, agreed, or somewhat agreed, that they knew how to further improve their English outside of school, while 82% highly agreed, agreed, or somewhat agreed, that they knew how to further improve their English in the classroom.

The following figure presents the findings of the questionnaire items related to motivation and EE learning through the following statements: I participate in activities during my spare time that involve spoken English, such as gaming, conversations, listening to podcasts, music, and watching TV or movies. I participate in activities during my spare time that involve written English, such as gaming, messaging, reading English books, reading English news, and watching TV or movies with English subtitles. I am motivated to improve my English skills in the classroom. I am motivated to improve my English skills outside of the classroom. I participate in activities in my spare time that involves the English language because I believe it makes me better at English.

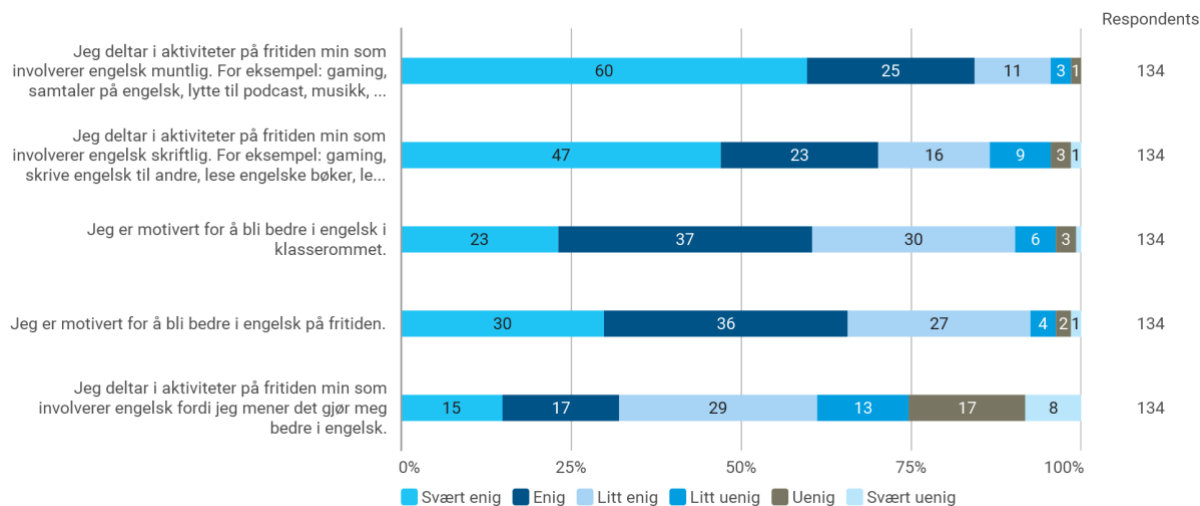


Figure 7: Questionnaire Items Regarding Extramural English

The findings indicate that some pupils are more motivated to learn English outside of school. As can be seen, 93% of the 134 participants reported to different degrees (somewhat agree, agree, highly agree) that they were motivated to become better at the English language outside of school compared to 90% who reported that they were motivated to become better at English within the classroom. Additionally, 96% of the participants reported that they to different extents took part in activities outside of school which involved spoken English and 86% reported that the activities involved written English to different degrees.

The findings indicate that the participants were more exposed to the spoken English language than the written language. However, there was a higher discrepancy amongst the participants to which extent they agreed to the statement: “I participate in activities outside of school which involves the English language because I believe it makes me more proficient in English”. A total of 38% of the participants either somewhat disagreed, disagreed, or highly disagreed with this statement. This finding can indicate that even though some pupils are motivated to become more proficient in English outside school, it is not their main reason for participating in activities which involves the English language.

## 4.3 Interview Findings

### 4.3.1 Learning Strategies

The first part of the interviews contained questions regarding the participants' beliefs about learning strategies and started with the participants' own definitions of the term "learning strategies". Table 1 presents the four interviewees' description of the term learning strategies.

*Table 1: Interviewees' Description of the Term Learning Strategies*

Question	Answers summarized
How would you describe the term learning strategies?	<p>Lisa:</p> <p>“Methods which can help you when learning something new, for example when reading a long text in a short amount of time.”</p> <p>“When you want to learn efficiently and acquire as much information as possible.”</p>
	<p>Victoria:</p> <p>“Different ways of acquiring new knowledge.”</p> <p>“Methods such as mind maps, note-taking, and watching videos.”</p>
	<p>Marcus:</p> <p>“Something you do to learn.”</p> <p>“What works is very subjective, some learn by talking, some have other ways, maybe listening.”</p> <p>“I would say a learning strategy is the method that works best for a person to learn.”</p>
	<p>Sophie:</p> <p>“Different ways of acquiring information, and memorizing information in a long-term perspective.”</p> <p>“It deals with different strategies which work for me to learn what I need to learn for a specific subject.”</p>

All of the interviewees explained, in different ways, learning strategies as methods to gain and acquire new knowledge. Lisa further linked learning strategies to learning something



efficiently. Marcus and Sophie both pointed out that they believed learning strategies were subjective in the way that different strategies would work for different people.

Interestingly, all of them mentioned reading strategies when asked if they had learned any learning strategies in the English subject. Lisa mentioned that she first started learning about specific learning strategies in upper secondary school. Similarly, Sophie stated that she had learned reading strategies in the English subject in upper secondary school which could also be found in their English subject's textbook. Victoria, while not stating when she learned about learning strategies, believed that it happened naturally, by giving the example of taking notes when the English teacher was speaking in lower secondary school because she saw everyone else doing it. Marcus pointed out that the learning strategies he knew were not only from English teachers, but also from teachers in the Norwegian subject and school counsellors. Both his and Sophie's answers indicate that, at times, they used specific learning strategies in multiple subjects in school, not just the English subject.

When asked when they used learning strategies, Lisa and Marcus stated that they frequently used learning strategies before assessments. Lisa and Sophie normally used reading strategies, however Sophie also briefly mentioned that she used strategies for time management in addition to structuring texts. In turn, Victoria and Marcus explained that they found learning strategies useful for acquiring new knowledge and memorizing. Thus, the findings indicate that the participants used learning strategies in the English subject mostly in situations in which they needed to understand a text or prepare themselves for assessments and projects in the subject. Additionally, they were also used for time management and structure.

Overall, the four interviewees seemed to make a distinction between learning English and learning in the English subject. When answering the question "In which way do learning strategies help you with learning English?", Marcus clearly stated that learning strategies were for acquiring knowledge and information in the English subject, "not actually learning the language" (Researcher's translation). Lisa, Victoria, and Sophie all expressed that learning strategies helped them in a way that made it easier for them to learn and understand. Sophie further explained that they made it easier to write and be more aware of her language as well. Even though Marcus mentioned memorizing, he seemed to distinguish between learning strategies and memorization here.

In general, the participants believed that they needed to take responsibility to practice and use learning strategies more often in order to become better at using the learning strategies. Moreover, Lisa emphasized that it is the pupils' responsibility to use the learning strategies after they had been introduced by the teacher. Victoria explained that it could be useful to learn about many different strategies in order to find the ones that work best for each individual. Both she and Sophie mentioned that it would be useful to learn more about different learning strategies from the teachers to help widen their range of learning strategies to choose from. Sophie further explained that once she had found some that she felt worked for her, it became more difficult to try to discover new learning strategies.

### 4.3.2 Self-Regulation

When asked if the participants viewed themselves as self-regulated learners, Lisa said yes and stated, "I take responsibility for my own learning" (Researcher's translation). Similarly, Sophie also linked self-regulation to independently taking responsibility for one's own learning and believed she was a self-regulated learner. In the example Sophie gave, she explained that if she noticed that there was knowledge missing in order to complete a task or keep up with the rest of the class, she took responsibility to learn and acquire what was necessary. In turn, Victoria related self-regulation to her level of stress and stated that it was easier to self-regulate if she was not in a stressful time period. To the contrary, Marcus stated that he would not view himself as self-regulated and believed that it was because he at times struggled to stay focused. Thus, there was a variation in the degree to which the interviewees viewed themselves as self-regulated learners.

Table 2 presents the interviewees' beliefs about what self-regulation in the English subject involves.

*Table 2: Interviewees' Beliefs about What Self-Regulation in the English Subject Involves*

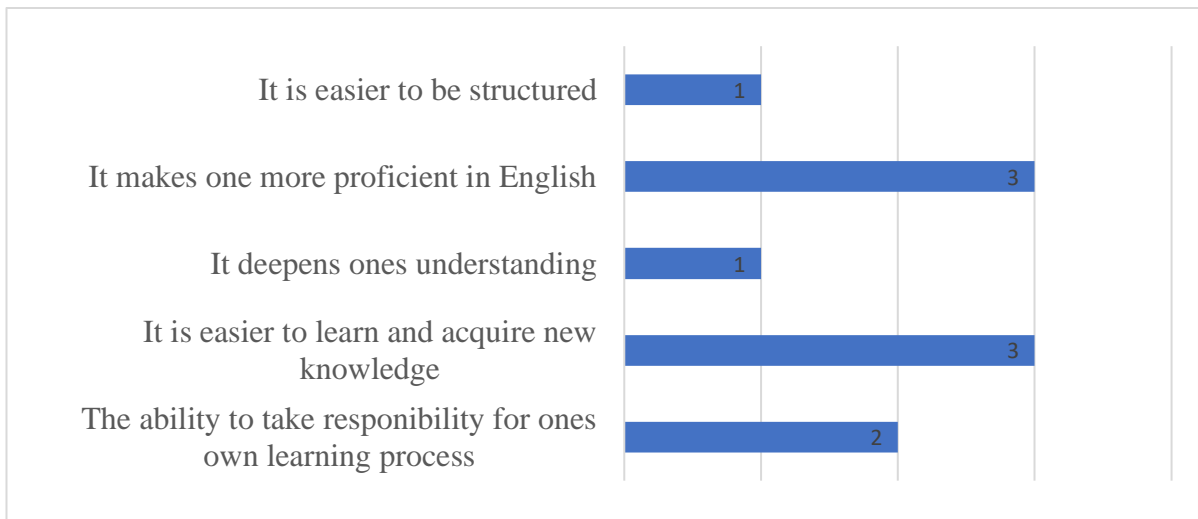
Question	Answers summarized
What do you think being self-regulated in the English subject involves?	Lisa: To take responsibility of your own learning. To pay attention in class.
	Victoria:

	To make sure to apply the English language in your everyday life.
	Marcus: To pay attention. To acquire necessary information. To present and use the language understandably.
	Sophie: To work on what you find difficult. To use the feedback you receive.

Lisa’s, Marcus’, and Sophie’s answers reflect that they believed being self-regulated in the English subject involved being independent and taking responsibility for one’s own learning. However, Sophie also believed that one could ask for help and guidance from the teacher, but that it was up to oneself to work on it. Lisa and Marcus believed it had to do with paying attention in class, while Victoria believed that self-regulation in the English subject involved including the English language in one’s everyday life, with an example of speaking English in the mirror. The answer indicates that she found a connection between self-regulation and extramural activities.

Lisa and Marcus specified learning strategies when answering if the English subject had contributed to make them self-regulated, indicating that they found a connection between being self-regulated and being able to use learning strategies. Additionally, Lisa and Sophie mentioned that they believed what they had learned in the English subject had helped them in other subjects as well. Lisa explained it as being able to transfer the strategies she had learned in English to other subjects, indicating that the learning strategies have helped her to be self-regulated. Sophie’s answer expressed an awareness of her own learning process, and that this awareness helped her in all subjects.

Figure 8 summarizes the interviewees’ beliefs about the main benefits of being self-regulated in the English subject.



*Figure 8: Interviewees' Beliefs about the Benefits of Being Self-Regulated in the English Subject*

In terms of the benefits of being self-regulated in the English subject, all the interviewees believed that it in general helped them in the English subject in different ways. Lisa and Marcus believed that it helped them take responsibility of their own learning. Additionally, Victoria believed it helped her improve her spoken skills, while Marcus believed it helped him acquire new information and learn new strategies. Lisa believed it helped her learn the language more easily. Sophie thought it supported her in a long-term perspective in the sense that self-regulation helped her work on the parts of the subject she found challenging, which in the end would make it easier. Sophie's answer indicates that she believed being self-regulated aided her in overcoming challenges.

Table 3 displays the summary of the interviewees' beliefs about what they could do to become self-regulated learners.

*Table 3: Interviewees' Beliefs about What They Can Do to Become Self-Regulated*

Question	Answers summarized
What do you believe you can do to become even more self-regulated?	Lisa: To prepare for lessons. To work on topics at home. To pay attention in class. To discuss with others.

Victoria:
To reflect on what you have done.
To reflect on what you can do differently.
To reflect on what you should do next.
Marcus:
To take interest in the subject.
Sophie:
To focus on the aspects/topics you find challenging.
Be disciplined.
To use learning strategies.

When asked what they believe they can do to become more self-regulated, Victoria stated that she found it important to be able to reflect. This involved reflecting in the moment on what had been done, what needed to be done, but also using reflection as a tool to understand and work on the feedback given by the teacher. Sophie’s answer also indicates that she believed that being able to reflect is connected to self-regulation by investigating and understanding what one struggles with, what one needs to do to improve, and how to achieve what one wants.

**4.3.3 Learning to Learn**

Figure 9 illustrates the interviewees’ beliefs about how they best acquire new knowledge.

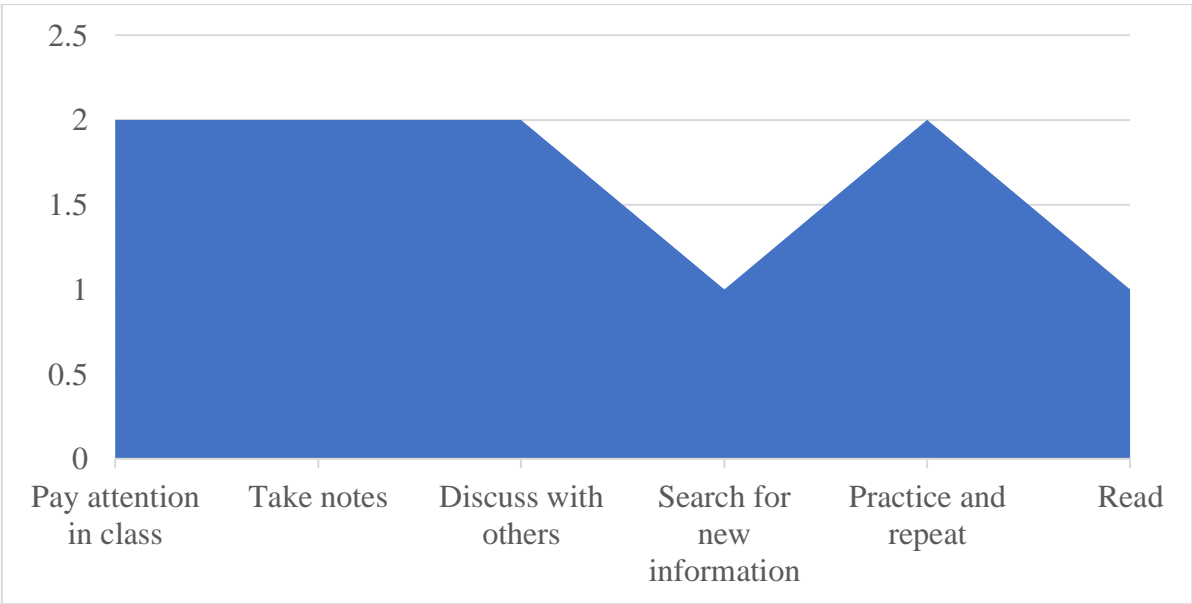


Figure 9: Interviewees’ Beliefs about how They Best Acquire New Knowledge

Sophie explained that it depended on the topic whether she knew how to acquire new knowledge, but that most often she needed to read until she understood it. Both Marcus' and Lisa's answers imply that they mostly knew how to acquire new knowledge and that it very often depended on them paying attention in class. When they paid attention, they found it useful to take notes, and they both found discussions and talks useful to memorize and go deeper into the topic at hand.

Table 4 summarizes the interviewees' explanation of how they solve tasks in the English subject.

*Table 4: Interviewees' Explanation of how They Solve Tasks in the English Subject*

Question	Answers summarized
Can you explain what you usually do when given a task in an English lesson?	Lisa: <ol style="list-style-type: none"> <li>1. Discuss with someone else and share thoughts and ideas.</li> <li>2. Fully understand what the task involves and act accordingly.</li> <li>3. Find relevant information to answer the task by using reading strategies.</li> </ol>
	Victoria: <ol style="list-style-type: none"> <li>1. Read through the task a few times to understand it.</li> <li>2. Ask the teacher for help if it is not clear what should be done.</li> <li>3. If time, find relevant sources.</li> <li>4. Write down everything that comes to mind.</li> <li>5. Go through it to adapt it.</li> <li>6. Check for grammatical errors and further develop the vocabulary.</li> </ol>
	Marcus: <ol style="list-style-type: none"> <li>1. Procrastinate.</li> <li>2. Find relevant information.</li> <li>3. Mark, take notes, and memorize.</li> <li>4. Write down an improved version of the notes.</li> </ol>
	Sophie:

	<ol style="list-style-type: none"> <li>1. Is often stressed before getting started.</li> <li>2. Create an overview of what needs to be done and what the task involves.</li> <li>3. Find and read relevant information.</li> <li>4. Start to write.</li> <li>5. Check for grammatical errors.</li> </ol>
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The four interviewees had different ways of solving a new task in the English classroom, though they were somewhat similar to each other. The initial phase seemed to include a thought process where the aim was to comprehend the task at hand. Lisa explained that she found it helpful to discuss and reflect on the task and topic with someone else, while Victoria explained that she read it on her own a few times to make sure she understood the task. Marcus and Sophie both implied that the initial phase contained stress which delayed them, and Marcus clearly stated that it made him procrastinate. Sometime during their process, all the interviewees explained a phase of finding and reading information necessary to complete the task, whether it be short or long, spoken or written. Additionally, they all explained the writing part similarly where Victoria and Sophie also explicitly stated that they spent time checking their writing for grammatical errors afterwards. None of the interviewees stated that they used their teacher for help during their task completion, except towards the end of the process for tips or clarification (Marcus and Sophie).

When asked if the English subject made them aware of how to learn, one interviewee answered no, one answered yes to some extent, while the remaining two interviewees answered yes. The following explanation is Lisa's view on the awareness English lessons have given her:

Before I went to upper secondary school, we did not use learning strategies, or maybe I used them unconsciously without knowing 'that is something one can do', such as reading strategies. Maybe I used reading strategies more subconsciously, and the fact that I am more aware of them now, and that they exist and that I might use them is something I have learned in the English lessons in upper secondary school. So, I feel like we have learned things to help us with learning. (...) You learn a lot during the years at school, ehm, or it builds up in a way. You simply learn more, which helps you with learning when the subject becomes even more difficult, so then you almost need to use some of these learning strategies. (Researcher's translation)

Through this answer, Lisa showed that she believed learning strategies were a helpful tool when dealing with more difficult topics. Similarly, Sophie expressed the idea that she had become aware of how she learned best in the English subject and stated that “for me, it has to do with reading, understanding, and memorizing, but other methods will work better for other people” (Researcher’s translation).

Figure 10 displays the interviewees’ beliefs about what teachers can do to facilitate for the pupils to learn how to learn.

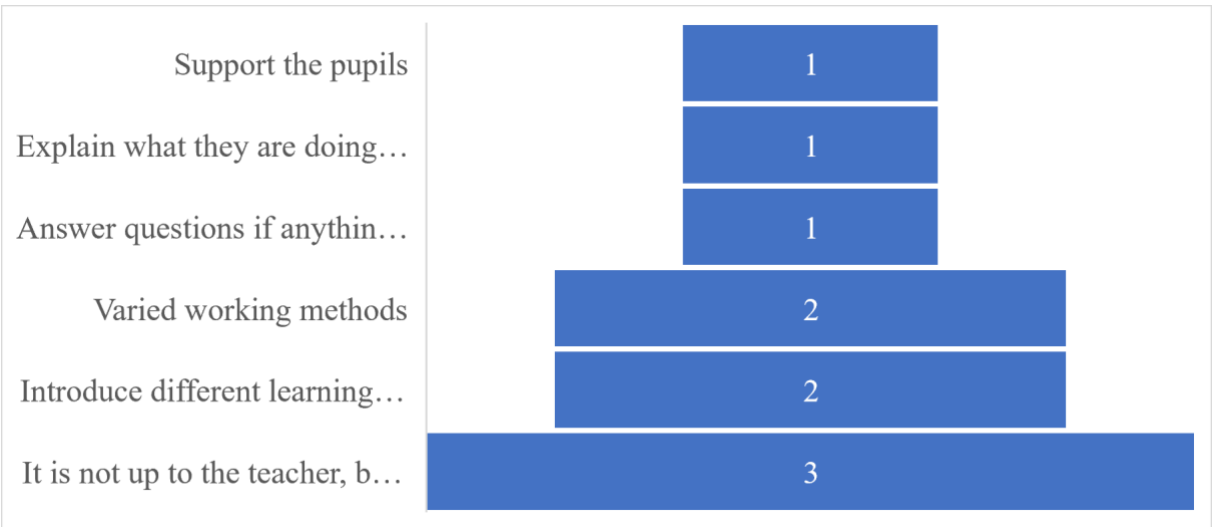


Figure 10: Interviewees' Beliefs about how Teachers can Facilitate for Pupils to Learn how to Learn

When asked how teachers can facilitate for pupils to learn how to learn, two of the interviewees, Victoria and Marcus, stated that teachers could do this through varied working methods in the English lessons. As Marcus explained, “the best way would be to incorporate many different ways of learning” (Researcher’s translation), so this way everyone can find the way they learn best. Victoria believed it would help the pupils to learn how to learn if the teachers made sure to explain everything the pupils were to do in each lesson and the reason behind doing things in a certain way. Interestingly, Lisa and Sophie stated that they believed learning how to learn was up to the pupils themselves. Lisa believed that teachers should teach different strategies, but it was up to the pupils to use them actively and be independent in their learning process afterwards. Moreover, Sophie also did not believe teachers could do much more than give the



pupils the tools available and then the pupils “need to do the work to understand something themselves” (Researcher’s translation).

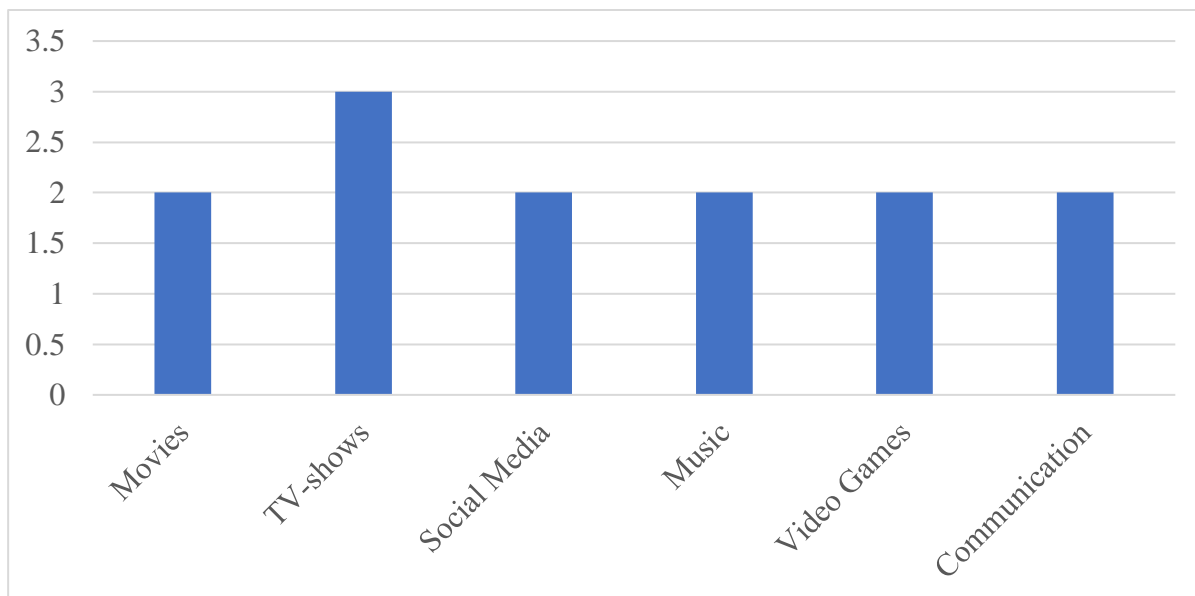
All the interviewees stated, to varying degrees, that they learned English both at school and outside of school. When asked about the difference between the two, the interviewees’ answers showed that they believed that what they learned in the English lessons at school mostly focused on information, history, and the rules of writing and speaking, such as grammar and formal writing (Victoria, Marcus, and Sophie). Lisa’s answer seems relevant to this:

I feel like English is something one knows, or basic English, because one starts to learn it in elementary school. Once one has reached upper secondary, one is at such a level where it is easy to speak and write English. (Researcher’s translation)

It seems Lisa believed that learning the English language was the focus in elementary school, and therefore the focus in upper secondary school has naturally shifted its focus towards information, history, language rules, and such. This is in contrast to what they believed they learned outside of school, which is becoming better at speaking (Victoria) and learning new words (Sophie, Lisa, Marcus). Marcus stated that he had spent quite some time while gaming and watching videos and stated that “most of my English competence was not developed at school, it was developed at home” (Researcher’s translation). No one mentioned learning strategies or learning to learn in terms of the question related to learning English. It might be that learning English is viewed as learning to write and speak the language, while what the English subject contains goes beyond the language itself. Learning English would then be different from learning in the English classroom.

#### ***4.3.4 Extramural English Learning***

Figure 11 illustrates the interviewees’ reported participation in Extramural English (EE) learning activities.

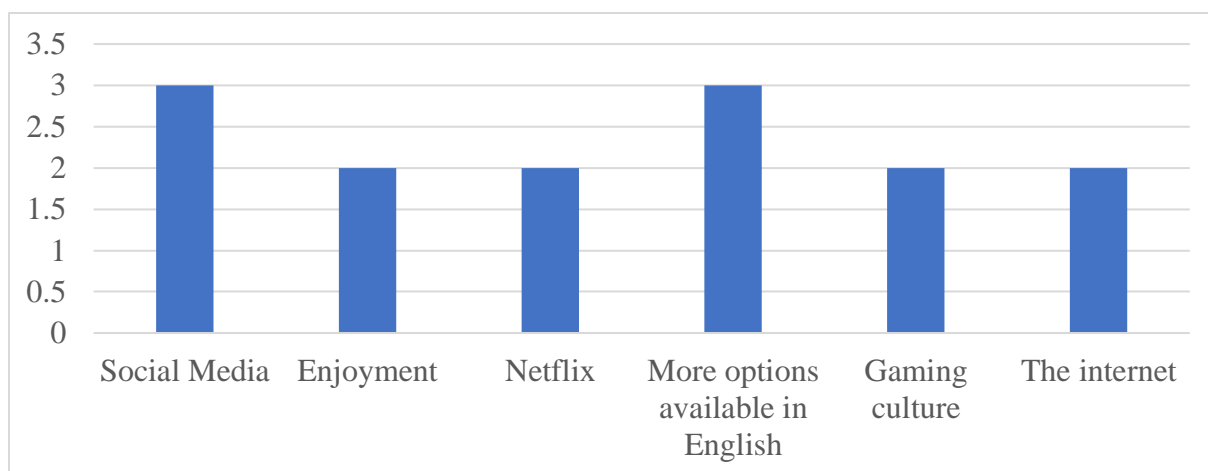


*Figure 11: Interviewees' Reported EE Learning*

When asked about extramural activities that involve English, the interviewees mentioned different things they did outside of school where they were exposed to the English language. Three of them stated that they watched series and movies in English or with English subtitles. Additionally, music with English lyrics were mentioned, as well as gaming where the game itself was in English and the communication with other gamers was in English. Victoria and Sophie also claimed that the social media they used most often was in English.

When asked about why they took part in activities that involved the English language, the interviewees explained that they enjoyed the activities themselves. To illustrate, Victoria and Marcus both explained that knowing English made more of their favorite activities available to them, such as listening to music, watching movies, and gaming. Moreover, Marcus explained that “to know English, and having learned English, is just a big bonus” as it makes more options available. Sophie said that knowing English made it possible for her to communicate with people from other linguistic backgrounds. However, she also mentioned that she tended to code switch and mix Norwegian and English if she was close to someone, such as close friends: “I do not speak formally, but mix, because we are such good friends” (Researcher’s translation).

Figure 12 demonstrates the interviewees’ beliefs about common reasons for participating in EE activities among 16-year-olds.



*Figure 12: Interviewees' Thoughts on Common Reasons for EE Participation*

The answers reflected that the interviewees believed that most 16-year-olds in Norway had the same reasons for participating in EE activities as they had. Social media was mentioned by three of the four participants, in addition to the aspect of availability, namely that knowing English makes more options of what one enjoys doing available. Marcus, who had stated earlier in the interview that he believed he had learned a lot of English through EE activities, was asked if he believed 16-year-olds were aware of the learning possibilities through EE exposure:

M: I think some are, but there are probably some that are not. Additionally, not everyone uses social media and such as much, so not everyone is as exposed to English. But most probably are.

I: Do you think that can be a motivation behind the EE participation?

M: Mm, yes.

I: Is it? For you?

M: If everything I did were mainly in Norwegian, there would not be any reasons for me to learn English. Eh, so it will be motivating; knowing that what you enjoy doing is in another language, you would want to learn that language so you can enjoy it even more. (Researcher's translation)

Sophie had distant relatives in Russia and reflected on the difference between the English language competence in Russia and in Norway. Sophie believed that there was a link between someone's proficiency in English and their exposure to EE. She explained that Norwegians were often proficient in English, and she believed that the main reason was that the internet, social media, series, and movies were mostly in English. In her experience, Russians were not

always proficient in English and the following quote is her reflection on the possible reason for this:

That is what I have seen in Russia, everything is in Russian: social media, TV. That is why English is so much worse there, than here in Norway. Here we have TV shows in English, everything on Netflix is in English, social media is in English, and we can communicate with all sorts of people in English. (Researcher's translation)

As presented in Subsection 4.2.4, the questionnaire findings showed that more of the participants reported that they took part in activities which involved spoken English, than those who took part in written English. The interviewees were asked to reflect on this finding and possible reasons for it. The interviewees supported the questionnaire finding and expressed the idea that they believed Norwegian 16-year-olds were more exposed to spoken English than written English. Both Victoria and Marcus argued that it was because most of the extramural activities dealt with communication and socialization. Victoria stated that “when playing video games, it is easier to speak than write when communicating” (Researcher's translation), and Marcus expressed the thought that “there are more people watching and listening to YouTube, than there are people reading news articles, at least among teenagers” (Researcher's translation).

The interviewees were asked if they believed EE learning helped them improve their use of learning strategies or become more self-regulated, and they were either unsure or answered the question negatively. The interviewees seemed to still believe that EE learning helped them learn the language and expand their vocabulary. Marcus mentioned again that learning the language was different from learning what he believed he should learn in the English subject, that way EE activities distracted him from the main aim in the English subject. However, Victoria believed that EE activities helped one improve skills in the English subject but was unsure if that also involved the use of learning strategies or being self-regulated. A similar answer was given by Lisa:

I: You mentioned earlier that you feel like you learn as much English at school as outside of school. The English you learn outside of school, do you believe it is conscious or not?

L: No, I think it happens unconsciously, that you do not notice that “ok, I learned something now” or “I learned a new word”. While at school, you are there to learn so one tries to actually learn, more than one does outside of school.

I: Mhm.

L: Or I do not believe it is common to consciously sit down to learn English outside of school, at least not in my case. Of course, it depends on who you speak to, but I believe very few people consciously sit down to learn English (outside of school).

I: Does that mean you believe you learn as much from conscious learning and unconscious learning?

L: Yes, I believe so. Of course it might be more educational to.. or when you.. If you feel like “I have to pay attention and learn something”, you might learn more useful things than what you learn from social media or TV or series. (Researcher’s translation)

Through this conversation, Lisa expressed the belief that both consciously learning and unconsciously learning English could be useful to learn the language, and that EE learning was more often unconscious learning. Sophie, however, could see a connection between EE learning and the use of learning strategies and specified that EE “can help with the English language, which helps you with understanding a text. Which again can help you with using learning strategies” (Researcher’s translation). In relation to the contribution to self-regulation she claimed that EE “can help you with making some aspects of English easier, which will make you more motivated to learn the language” (Researcher’s translation). Interestingly, this statement indicates that she linked motivation to self-regulated learning and that this can be influenced by EE participation.

## 5. Discussion

### 5.1 Introduction

The current chapter presents the discussion of the findings. Additionally, the discussion will compare the findings from the questionnaire and the interviews and discuss them in light of the theoretical background and relevant research in the EFL context. The chapter is divided into the same sections as the findings chapter, namely in accordance with each research question. The aim of the chapter is to provide a discussion in order to answer each of the following research questions:

1. What are the Norwegian upper secondary pupils' beliefs about the use of learning strategies in the EFL classroom?
2. Do the Norwegian upper secondary pupils view themselves as self-regulated learners?
3. Are the Norwegian upper secondary pupils aware of their own learning process and how they learn best in the English subject?
4. Is there any relationship between the pupils who view themselves as self-regulated learners in the EFL classroom and the pupils who are regularly involved in extramural English activities?

### 5.2 Learning Strategies

In terms of the definition of learning strategies, Dörnyei (2005) suggests that a learning strategy is an activity appropriate for the individual pupil (p. 165). Richards and Rodgers (2014) offer a similar explanation stating that learning strategies in language learning are a learner's chosen approach and method (p. 334). The interviewees' descriptions of learning strategies are thus in accordance with the above two explanations. Three out of the four interviewees mentioned that learning strategies helped them to learn and understand the subject content to a greater extent. The interviewees' answers thus suggest that learning strategies are used to gain and acquire new knowledge in the English subject (see Table 1).

Furthermore, as presented in Section 2.2, the competence aims in the English subject state that the pupils should be able to use "a variety of strategies" after Year 10 (LK20, 2019). As the participants are upper secondary pupils, they should therefore know about different strategies and be able to use them. Four of the eight teachers participating in Hammerhaug's (2021)

interviews were unsure if their pupils would be able to use a variety of strategies after lower secondary school in accordance with the Year 10 competence aim (p. 63). The questionnaire results showed that the participants generally believed they learned new strategies in English lessons, while half of the participants stated that they also learned new strategies on their own (see Subsection 4.2.1). However, interviewee Lisa mentioned that she did not learn about any specific learning strategies in the English subject before she started upper secondary school (see Subsection 4.3.1). Victoria believed she naturally started to use learning strategies in the English subject at lower secondary school while mimicking the pupils around her (see Subsection 4.3.1). It is unclear if Victoria believed she was never taught learning strategies by her English teacher, but her answer indicates that she has the perception that she learned from the other pupils. As the questionnaire did not ask the participants to state if the learning strategies were taught at lower or upper secondary school, the results imply that not all of the participants had reached the mentioned competence aim. The findings arguably legitimize the teachers' concern in Hammershaug's (2021) study.

The extent to which the participants were taught learning strategies in English lessons, either explicitly or implicitly, may have impacted their responses in both the questionnaire and the interviews. Moreover, there is not always a correspondence between input and intake, as to what teachers believe they teach and what learners believe they learn (Badger, 2018). Therefore, the participants who disagreed with the questionnaire statement that they learned new learning strategies in English lessons, or the interviewee who did not believe she started learning about learning strategies in lower secondary school, might have learned about them implicitly or might not have received the input from the teacher. However, Hammershaug (2021) found that lower secondary teachers had different methods of teaching strategies and the emphasis they put on it in the classroom (p. 86). Thus, the findings could indicate that there is a need for a clearer emphasis on the teaching of learning strategies for pupils' intake to match the teacher's input.

Furthermore, Dörnyei (2005) states that the term learning strategies is ambiguous. In this sense, the pupils might not fully understand what learning strategies encompass. To illustrate, in this study, 81% of the participants either agreed or highly agreed that they were familiar with the term learning strategies (see Subsection 4.2.1). The questionnaire did not ask the participants which learning strategies they had learned in the English subject and which strategies they had learned on their own. However, this was brought up in the interviews. When asked which

learning strategies they learned from the English subject, the four interviewees named reading strategies such as skimming, scanning, and taking notes (see Subsection 4.2.1). The fact that all of the interviewees mentioned reading strategies when asked this question is interesting considering that the English curriculum mentions strategies in relation to reading, but also the skills of speaking and writing (LK20, 2019). During other parts of the interviews other strategies were also suggested, such as discussions, listening to English, memorizing information, creating layouts before writing, time management, and structure (see Subsection 4.2.1). Hence, the interviewees seemed to have some knowledge about different learning strategies, but when asked specifically about strategies in the English subject, reading strategies seemed to be a common answer. This finding suggests that the participants did not have enough knowledge to fully understand what the term learning strategies entails.

As discussed in Subsection 2.4.1, research has shown that the current curriculum in Norway gives fewer guidelines for the teacher to follow, which can give the freedom to choose what to teach and how to teach it. However, Fenner and Skulstad (2020) point out that research has stated that teachers in the English subject tend to rely on the textbook, making it an essential guide in their teaching (p. 297). When interviewed, Sophie stated that she often used reading strategies they had learned in the English subject, which could also be found in their textbook (see Subsection 4.3.1). The questionnaire participants reported that they used learning strategies when working with written English more often than spoken English (see Subsection 4.2.1). As Fenner and Skulstad (2020) point out: “learning materials influence the ways in which students encounter the subject” (p. 351). Accordingly, the findings may indicate that the participants’ utilization of learning strategies is influenced by specific reading strategies outlined in their textbooks, which serve as a foundational resource for their teachers in the instruction of learning strategies. This could also explain the observed higher incidence of learning strategy implementation in conjunction with written English.

The questionnaire findings showed that most of the participants primarily used learning strategies if their teacher told them to do so in class. However, a significant proportion (63%) also reported employing learning strategies independently, without the teacher’s direction (see Figure 2). During the interviews, it was observed that the participants believed in the importance of enhancing their own use of learning strategies through practice and increased frequency (see Subsection 4.3.1). According to Lisa, it is the pupils’ responsibility to use learning strategies when necessary (see Subsection 4.3.1). The notion of learners taking responsibility to use them



can be seen in accordance with the learner-centered classroom where the teacher is the facilitator (Richards & Rodgers, 2014, p. 332), as well as the concept of learner autonomy.

Victoria suggested that pupils should learn different strategies to find the ones that work for them, and she linked improving the use of learning strategies to being able to self-regulate and being disciplined (see Subsection 4.3.1). The questionnaire findings showed that the majority of the participants believed there were benefits associated with using learning strategies. Thus, the results indicate that the pupils found learning strategies important and were interested to learn about them both in and outside of school. However, the results also indicate that not all of the participants used learning strategies without a teacher instructing them. An implication of this for the EFL classroom is that teachers need to encourage their pupils to apply the use of learning strategies in their independent work.

On the one hand, Fenner and Skulstad (2020) argue that it is possible to enhance one's learning through working on learning strategies as it creates an awareness of the different learning strategies one can use, and for which purposes (p. 307). On the other hand, they argue that learners need support to continue developing beyond a certain level (Fenner & Skulstad, 2020, p. 292). Furthermore, it is argued that for learners to use strategies "consciously", they need to be taught, practiced, and discussed (Fenner & Skulstad, 2020; Dörnyei, 2005). Duong & Nguyen (2021) highlight the importance of teachers providing their learners with different learning strategies, opportunities to practice them, and guide them in becoming autonomous (p. 57). Thus, Victoria's suggestion of learning different strategies from the teacher is reasonable considering an English teacher can provide such support and scaffolding, making the EFL classroom a comfortable place to learn, practice, and discuss learning strategies.

### **5.3 Self-Regulation**

Two interviewees stated that they viewed themselves as self-regulated learners and connected it to independently taking responsibility for their own learning (see Table 6). Sophie explained that if she noticed she lacked knowledge on a topic or had missed an English class, she took responsibility to learn and acquire the necessary knowledge to keep up with the rest of her class (see Subsection 4.3.2). This is in line with Vygotsky's (1978) definition of self-regulation as the voluntary process of checking and managing one's own thought (p. 90). Additionally, this finding agrees with Zimmerman's (1989) explanation of self-regulation, which is related to the

learners who are not dependent on teacher instruction and take active part in their own learning process (p. 329).

In terms of motivation, Lisa's and Sophie's explanations suggest that the motivation behind their behavior is autonomous and in line with the Self-Determination Theory and thus Ryan and Deci's (2017) explanation of motivation. However, the interviews do not fully provide enough explanation to conclude whether the interviewees' motivation belongs to the most autonomous aspect of extrinsic motivation, identified regulation, or fully intrinsic. As explained in Section 2.5, Banisaeid and Huang (2015) found that most of their participants were driven by identified regulation or intrinsic motivation and argued that these types of motivation made learners more self-regulated (p. 41). Therefore, according to the interviewees' explanations, Lisa and Sophie were correct to view themselves as self-regulated learners even if their motivation is on the aspect of identified regulation or fully intrinsic.

The questionnaire results showed that almost half of the 134 participants were unfamiliar with the term self-regulated learning (SRL), but 83% would define themselves as self-regulated learners in the English subject after having read the definition (see Figure 3). As previously stated, Hammershaug's (2021) study also showed that four of the eight teachers were unfamiliar with the term "self-regulation". The teachers who are unfamiliar with the term would most likely not focus on it in their teaching, thus it can be seen reasonable that some of this study's participants were also unfamiliar with it.

Furthermore, Hammershaug's (2021) participants linked the concept of self-regulation to independent work, strategies, self-assessment, ownership of one's own work, in addition to the learners' ability to motivate themselves, choose methods, manage their learning, and assess it (p. 55). Similarly, this study's interviews showed that the interviewees connected self-regulation in the English subject to taking responsibility for one's own learning, paying attention in class, acquiring necessary knowledge, and using the feedback one receives to improve (see Table 2). Additionally, both the interviewees and questionnaire participants generally believed learning strategies could contribute with SRL (see Figure 3 and Subsection 4.3.2). Evidently, the EFL teachers' beliefs in Hammershaug's (2021) study appear to correspond with the beliefs of this study's EFL learners in terms of what self-regulation encompass and its relevance in the English subject.

Most of the participants believed that it would be useful to learn about SRL in the English subject. However, half of the participants disagreed that they had been taught about self-regulation in the English subject (see Figure 3). Previous research has shown that Norwegian EFL teachers found it favorable to promote learner autonomy in their classroom by providing the learners with choices rather than teaching them strategies (Vestvik, 2020, p. 103; Haglund, 2018, p. 88). Additionally, Haglund's (2018) study revealed that the teachers viewed learner autonomy as the learner being able to take responsibility for the learning process (p. 63). Considering the similarities between learner autonomy and self-regulation (see Subsection 2.3.2), it is conceivable that some of the present study's participants have not been taught about self-regulation explicitly. Moreover, the focus on providing learners with choices and lack of promoting self-regulation may have influenced the teaching of learning strategies adversely. As Hammershaug (2021) argues, the concept of self-regulation seems to encompass more than the concept of learner autonomy. Therefore, a stronger focus on self-regulated learning than learner autonomy might provide learners with both autonomy, self-monitoring skills, and learning strategies.

The ability to reflect has been viewed as a vital aspect of becoming autonomous (Fenner & Skulstad, 2020, p. 292). Interviewee Victoria found a link between self-regulation and reflection and believed that reflection was an important tool to improve in the English subject (see Subsection 4.3.2). Reflection could be used in the learning situation to reflect on what has been done, what needs to be done, and as a tool to understand and work on the feedback given by the teacher. Oates (2019) states that the ability to monitor one's own progress and the ability to reflect on one's work and strategy usage are traits of a self-regulated learner (p. 4).

The ability to reflect can be seen as a metacognitive strategy as it deals with the learners' ability to think about their own thinking. Duong and Nguyen (2021) found metacognitive strategies to be the most common strategy in use among their participants. Furthermore, Tsuda and Nakata (2013) highlight the contribution of metacognition to improve self-regulation, and the importance of teachers striving "to activate students' metacognition" (p. 85). Additionally, Schunk and Ertmer (2000) argue that learners evaluate themselves and adapt their use of strategies accordingly when reflecting (p. 636). Thus, theory supports Victoria's suggestion of a link between self-regulation and reflection. Additionally, it can be argued that Victoria's usage of reflection as a tool to further improve and monitor her work is an indication of self-regulation which helps her with strategy use.

## 5.4 Learning to Learn

As presented in Section 2.2, the Norwegian Core Curriculum (2017) stresses the importance for pupils to acquire knowledge not only through traditional teaching methods, but also by developing an understanding of their own learning process. This is what has been called “learning to learn” with the aim that the pupils discover ways in which they can learn independently. This study has explored the pupils’ perspectives on how they view this and whether they have any challenges with this concept. Only after having been provided with an explanation of the concept, the majority of the participants agreed that it is important to learn how to learn and acquire new knowledge in the English subject (see Figure 5). Additionally, they believed learning to learn would be useful, to some extent, for them in the future (see Figure 5), suggesting a usefulness of learning to learn in terms of lifelong learning.

The findings of the present study indicated that the EFL learners believed the English subject had not taught them how they could learn and had not given them the tools they believed were necessary (see Figure 5). As discussed in Subsection 2.3.6, research has shown that learners’ beliefs and teachers’ beliefs do not always align and that learners often have strong opinions on how they learn best (Lightbown & Spada, 2013). Accordingly, the participants’ teachers might have taught what they believed was necessary without explicitly stating the reasons to their pupils. Due to the limitations of the questionnaire, it is unclear what the participants believed would improve their skills when it comes to learning to learn. However, this was discussed in the interviews and Victoria expressed a suggestion that teachers should be mindful of explaining a lesson’s content and the reasons behind this content (see Subsection 4.3.3).

Marcus viewed learning to learn in correlation with learning strategies as he explained that teachers should incorporate different ways of learning for everyone to find the way they learn best (see Subsection 4.3.3). Lisa further emphasized the relationship between learning to learn and the use of learning strategies, and that teachers should teach different strategies (see Appendix 6.1). Cohen (2011) states that the instruction of learning strategies “should be embedded into language instruction so that learners are provided an opportunity to enhance their language learning experiences” (p. 695). Although there is great inherence in acquiring learning strategies, it is equally important to learn how and when to use them. Weinstein et al. (2000) argue that learners need to be given knowledge on which situations different strategies

could be useful for them to become “effective in their use of any given strategy” (p. 731). Thus, the learners’ beliefs are supported. This suggests that EFL teachers should not only teach different learning strategies but also emphasize their practical value.

As suggested in Subsection 2.3.6, traditional role beliefs have been argued to minimize learners’ development of self-regulation skills (Boekaerts & Niemivirta, 2000). Interestingly, Lisa and Sophie stated that they believed that learning how to learn is up to the pupils themselves, linking the concept of learning to learn with being autonomous and self-regulated (see Subsection 4.3.3). Thoutenhoofd and Pirrie (2015) underscore that there are similarities between SRL and learning to learn (p. 72). Lisa explained that after learning different learning strategies, it was up to the pupils to use these actively and be independent in their learning process. Similar connections were indicated in the questionnaire. Thus, the participants believed SRL and learning strategies were useful to learn how to learn (see Figure 5). Accordingly, learning different learning strategies will give pupils knowledge about different ways of working with new material and acquiring new knowledge. This helps pupils reflect on and be aware of their learning process, thus making them more self-regulated. Consequently, they learn how to learn. Therefore, teachers should introduce different learning strategies, help the pupils reflect on their usefulness and give them opportunities to practice them in order for them to learn how to learn.

Through their explanations, all of the interviewees generally seemed to be aware of their own learning process and could thoroughly explain what they did when encountering new tasks in the English subject. Though they solved it somewhat differently, they had similarities in how they would conduct a new task. As explained in Subsection 4.3.3, the participants reported that they started with comprehension through thinking independently or discussing with others. The next phase involved finding and reading information necessary to complete the task before they actually conducted the task at hand.

Some participants stated that they at times used to procrastinate before they started conducting a task (see Subsection 4.3.3), which according to Schunk and Ertmer (2000) could “display deficiencies in the area of self-regulation” (p. 632). It seems as though the interviewees knew how they could acquire new knowledge and solve new tasks in language teaching, but having more possible solutions and strategies to choose from could have helped them be more efficient in their learning process. This would also help them know if the strategies they used actually

worked best for them. In a way, this proves they are quite aware of their learning and can reflect on it, proving that they are to some extent self-regulated.

## **5.5 Extramural English Learning**

As pointed out by Sundqvist and Sylvén (2016), different studies around the world have shown that learners express the idea that they learn as much outside as inside school in terms of the English language (p. 4). Interestingly, the questionnaire participants were as motivated to become more proficient English learners both in and outside of school (see Subsection 4.2.4). The interviewees' elaborations showed that they believed one learns a lot in terms of the English language, especially vocabulary and communication, through the use of EE activities (see Table 12). The interviewees implied that they believed there was a difference between learning the English language and learning in the English subject, and Marcus believed that he learned the English language at home (see Subsection 4.3.3). In essence, this is in line with the studies pointed out by Sundqvist and Sylvén (2016). Moreover, Sundqvist and Sylvén (2016) support the learners' beliefs as studies have implied that EE activities can contribute to language acquisition (p. 34).

An interesting contribution to the discussion on becoming proficient through EE came from Sophie who had distant relatives in Russia and believed that there is a connection between proficiency in English and one's exposure to EE (see Subsection 4.3.4). She found Norwegians more proficient in English than Russians, and in her experience, there is more exposure to English through social media, television, and in everyday life, in Norway than in Russia (see Subsection 4.3.4). Tsuda and Nakata (2013) argue that EFL learners in the East Asian context face difficulties with English language learning and improving English language proficiency, one of them being a lack of opportunity to use English outside of the EFL classroom (p. 72). This strengthens the argument of a relationship between EE participation and English proficiency.

The fourth research question asked if there were any relationship between the pupils who viewed themselves as self-regulated learners in the EFL classroom and the pupils who were regularly involved in extramural English activities. The questionnaire and interview findings could not explicitly demonstrate a clear correlation between the ones who viewed themselves as self-regulated and the ones participating in EE activities. However, the majority of the

questionnaire participants stated that they viewed themselves as self-regulated and the majority participated in EE activities (see Section 4.2). Furthermore, in the interviews it became clear that the four interviewees were to different extents self-regulated and participated in EE activities (see Section 4.3). Thus, the findings do indicate that there is a relationship between self-regulation and EE participation even though the interviewees in general were not certain if they found any relationship.

Viewing a connection between self-regulation and EE activities, Victoria believed incorporating the English language into one's daily routine could be a way to practice self-regulation (see Subsection 4.3.2). Sundqvist and Sylvén (2016) highlight that awareness of the benefits of EE activities can contribute to motivation (p. 200). On the one hand, Marcus believed some pupils might be aware of the benefits of EE, but his main motivation behind EE participation was the enjoyment from the specific activity (see Subsection 4.3.4). Similarly, the questionnaire findings indicated that even though some pupils were motivated to become more proficient in English outside school, it was not their main reason for EE participation (see Subsection 4.2.4). On the other hand, Sophie pointed out that EE participation could improve motivation by making certain aspects of English learning easier, thereby contributing to self-regulation (see Subsection 4.3.4).

Sophie's explanations support the argument that participating in EE activities influence self-regulation skills, in particular the aspect of motivation. Schunk and Ertmer (2000) point out that self-regulation happens when the learning situation is not dictated by a teacher (p. 632). Considering this, it is plausible to think that EE participation improves self-regulatory skills as the activity and learning is initiated by the learners themselves.

Overall, the questionnaire and interview participants believed they were more exposed to spoken English than written English through their EE activities with series, movies, music, and gaming being among the most popular activities (see Subsection 4.3.4). Both Victoria and Marcus argued that the reason was that most extramural activities dealt with communication and socialization (see Subsection 4.3.4). Though Marcus viewed English acquisition through EE activities, especially gaming, as "just a bonus" (see Subsection 4.3.4), Ryan and Deci (2017) argue that video games support the needs of autonomy, competence, and relatedness (p. 513 – 517). Additionally, when people take part in video games, they need to concentrate, prepare,

plan, and solve problems, and their engagement can be linked to intrinsic motivation (Ryan & Deci, 2017, p. 512). Thus, video games can be seen in connection with SDT.

As mentioned, intrinsic motivation can be seen as an aspect of self-regulation according to Oates' (2019) definition. In turn, Etkin (2018) explains self-regulation as “a learning process in which one manages their emotions, behaviours, and attitudes, to reach an ideal level of stimulation where they are best able to learn” (p. 35). Thus, video games can arguably be seen in connection with SRL. Considering that video games often have a natural process of scaffolding according to the level that is being played at, they can be intrinsically motivating, and provide practice in planning, self-monitoring, and persistence. As the results of this study have shown, participation in EE activities can contribute to learning in the English subject, the English language, enhance self-regulation, and improve the use of strategies. Therefore, EFL teachers should encourage EE participation and explain the benefits of EE learning.



## 6. Conclusion

### 6.1 Main Findings

This study has looked into Norwegian EFL learners' beliefs about self-regulated learning and the application of learning strategies in the upper secondary EFL classroom. The main aim of the study was to investigate if the EFL learners believed that they learned how to learn in the English subject and if they found learning strategies useful in becoming self-regulated learners in the EFL classroom. Additionally, the thesis aimed to explore if the pupils had awareness of their own learning process and knew how to acquire new knowledge in the English subject. Lastly, it aimed to research a possible relationship between self-regulated learning and extramural English (EE) activities. The thesis aimed to answer the following research questions:

1. What are the Norwegian upper secondary pupils' beliefs about the use of learning strategies in the EFL classroom?
2. Do the Norwegian upper secondary pupils view themselves as self-regulated learners?
3. Are the Norwegian upper secondary pupils aware of their own learning process and how they learn best in the English subject?
4. Is there any relationship between the pupils who view themselves as self-regulated learners in the EFL classroom and the pupils who are regularly involved in extramural English activities?

In order to answer the research questions, mixed methods were used, namely a questionnaire answered by 134 Norwegian upper secondary pupils, followed up by interviews with four Norwegian upper secondary pupils.

In terms of the use of learning strategies, the Norwegian upper secondary pupils had varying beliefs about their application in the EFL classroom. While some of the participants expressed positive views about learning strategies in the English subject, emphasizing their usefulness in learning and understanding content to a greater extent, there were also indications that not all of the participants were aware of the specific learning strategies they had been taught or had used in the English subject. The findings call attention to a possible discrepancy between what teachers believe they are teaching and what the learners believe they are learning as regards learning strategies.

Furthermore, the findings suggest that there may be a need for a clearer emphasis on the teaching of learning strategies in the EFL classroom. On the one hand, the participants viewed the application of learning strategies as beneficial and believed that it was their responsibility to use them when necessary. On the other hand, the findings imply that there could be a greater emphasis on learning different strategies and practicing their use. In addition, guidance from the teacher could help learners become aware of which learning strategies benefit them in different situations and their preferred learning style. Overall, this research accentuates the importance of attention to EFL pupils' beliefs and use of learning strategies in the English subject. Lastly, it highlights a need for clear emphasis on the teaching of learning strategies to promote awareness and help the pupils understand when and how to apply them in their learning process.

The second research question focused on self-regulated learning and the pupils' ability to learn and acquire new knowledge. Based on the questionnaire and interviews, it is reasonable to conclude that a significant number of the participants in this study viewed themselves as self-regulated learners. The study also revealed that although a considerable number of participants were unfamiliar with the term at first, they recognized the importance of SRL in the English subject and believed learning strategies could help them become more self-regulated. Additionally, the findings indicated that the participants associated self-regulated learning with attributes such as independent work, ownership of one's work, and the ability to motivate and manage one's learning. The findings suggest that promoting self-regulation in the language classroom can help learners become more autonomous, develop effective learning strategies, and take greater ownership of their learning process.

As for the pupils' awareness of their own learning process, the participants recognized the importance of learning how to learn and acquire new knowledge even though they expressed the idea that the English subject had not provided them with the necessary tools or clarity on how to do so. Despite this, the interviewees were able to describe their own learning processes and strategies, indicating that they possessed a level of awareness. Nonetheless, the participants believed that incorporating different ways of learning, as well as teaching various learning strategies, and promoting self-regulation could benefit their learning how to learn. The interviews revealed that the participants had similar approaches to solve new tasks in the English subject, which often involved phases, such as comprehension, discussion, finding

information, taking notes, answering the task, and monitoring their work. Interestingly, some participants believed that the pupils have the responsibility to learn how to learn, while others suggested that teachers should provide guidance on different learning strategies and foster self-regulation skills. The findings suggest that the participants to different extents are aware of their own learning process, although it could be beneficial to receive more guidance from the teacher to help the pupils learn how to learn sufficiently.

The final aspect to address is the fourth research question, which examined any possible relationship between self-regulation in the EFL classroom and participation in EE activities. On the one hand, the pupils participating in the study did not confirm any relationship to SRL in their answers. Nor did they find a clear connection to learning strategies. On the other hand, the majority of participants reported that they viewed themselves as self-regulated learners and participated in EE activities. Additionally, the interviews showed that those who were self-regulated actually spent time on EE activities.

The findings also showed that the most common EE activities mostly exposed learners to spoken language, rather than written English. The EFL learners were motivated to develop their skills in the English language both in and outside the EFL classroom, indicating that EE participation can be associated with self-regulation and intrinsic motivation. The findings suggest that EE learning can enhance self-regulation, improve the use of learning strategies, and contribute to learning outcomes in the English subject, making it important for EFL teaching to encourage EE participation.

## **6.2 Limitations of the Study and Implications for the EFL Classroom**

Firstly, though the mixed methods design strengthens the study, the scope of the study and time limitations restricted the researcher's ability to make any generalizations in the Norwegian EFL context. Thus, it would have been beneficial to recruit more questionnaire participants so that these represented a bigger part of Norway. Additionally, a greater number of in-depth interviews could help strengthen the findings and provide more data to compare. Nevertheless, the present findings have given interesting, deep insights into aspects of Norwegian EFL learners' experiences, thoughts, and beliefs about the concepts of self-regulation, learning strategies, and EE learning, which can provide valuable knowledge for EFL teachers.

The findings of this study imply that a stronger emphasis on the teaching of learning strategies in the English subject is needed in order to align EFL learners' intake with the input provided by their teachers. Moreover, the findings suggest that Norwegian EFL learners could benefit from a focus on self-regulation, in addition to learner autonomy in the EFL classroom. As Hammershaug (2021) argues, the concept of self-regulation encompasses more than just learner autonomy. This argument is supported by this thesis' findings, which indicated that the Norwegian EFL learners had not experienced a focus on self-regulation and teaching of learning strategies. The findings underscore the importance of incorporating self-regulation into language instruction, in order to promote effective and efficient learning.

Furthermore, the findings related to EE learning suggest that Norwegian EFL learners are motivated to become more proficient in English both inside and outside of the classroom. Therefore, educators can encourage and support extramural activities involving the English language, such as series, movies, music, and gaming, as these can contribute to language acquisition and provide opportunities for learners to practice and apply their language skills. Moreover, the prevalence of extramural activities involving spoken English highlights the importance of providing ample opportunities for learners to practice and develop their oral communication skills in the classroom. Finally, the link between video games and self-regulation suggests that incorporating elements of digital technology into language learning activities could be an effective way to foster students' intrinsic motivation and help them develop self-regulated learning skills.

It is deemed crucial to incorporate the concept of learning to learn into the English subject to help Norwegian EFL learners acquire new knowledge effectively. However, the participants' responses also indicate that the English subject has not given them the necessary tools to learn how to learn, which implies that more attention needs to be given to teaching learning strategies and self-regulation in the classroom. The participants also expressed a wish for various learning methods and strategies to cater for individual learning styles. Therefore, it is essential for teachers to incorporate a variety of teaching methods and encourage learners to find the most effective way for them to learn. Additionally, the findings suggest that teachers should instruct different learning strategies and encourage learners to apply them actively and independently in their learning process.

### **6.3 Contribution and Suggestions for Further Research**

In terms of further research, a more comprehensive study with participants from all over Norway would be necessary to conduct in order to generalize in the Norwegian context and fully understand the severity of the implications suggested in the previous subsection. The present study investigated the teaching of learning strategies to support the development of self-regulation within the context of VG1 general studies. Therefore, it would be valuable to investigate this topic within the context of VG1 vocational studies. Such research could enable a comparative analysis and may reveal differences in the outcomes, thereby potentially identifying distinct pedagogical needs specific to vocational studies. Further research could also explore specific strategies or interventions that can enhance Norwegian EFL learners' self-regulation skills in the English subject and investigate potential barriers or facilitators to implementing such strategies in the classroom. Moreover, the aspect of EFL learners' motivation was a very limited aspect of this study and a more specific study on upper secondary EFL learners' motivation could be interesting to investigate.

Lastly, the aspect of language learning strategies could be studied more in depth with research on which language learning strategies Norwegian EFL learners tend to use the most. Such research could highlight which strategies EFL learners are familiar with, and which strategies could benefit from a clearer emphasis in the EFL classroom. The suggested studies could give further knowledge to Norwegian EFL teachers on how they can further develop their teaching and contribute to a fruitful and beneficial environment in the EFL classroom. Nevertheless, this thesis has contributed to the understanding of Norwegian upper secondary EFL learners' beliefs about SRL and the use of learning strategies in the English subject. Additionally, the thesis has provided practical implications for EFL teachers in Norway, and highlighted the importance of incorporating self-regulated learning, learning strategies, and outcomes of extramural English learning into English language instruction to promote lifelong learning in the Norwegian context.

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## 8. Appendices

### Appendix 1: Sikt Approval



[Meldeskjema](#) / ["Learning How To Learn": Learners' Beliefs About The Application Of...](#) / Vurdering

## Vurdering av behandling av personopplysninger

**Referansenummer**  
913515

**Vurderingstype**  
Standard

**Dato**  
07.12.2022

**Prosjekttittel**

"Learning How To Learn": Learners' Beliefs About The Application Of Learning Strategies In The EFL Classroom To Become Self-Regulated

**Behandlingsansvarlig institusjon**

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

**Prosjektansvarlig**

Dina Lialikhova

**Student**

Emma Magerøy

**Prosjektperiode**

07.10.2022 - 16.06.2023

**Kategorier personopplysninger**

Alminnelige

**Lovlig grunnlag**

Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 16.06.2023.

[Meldeskjema](#)

**Kommentar**

OM VURDERINGEN

Personverntjenester har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personvernregelverket.

Vi har nå vurdert den planlagte behandlingen av personopplysninger. Vår vurdering er at behandlingen er lovlig, hvis den gjennomføres slik den er beskrevet i meldeskjemaet med dialog og vedlegg.

**VIKTIG INFORMASJON TIL DEG**

Du må lagre, sende og sikre dataene i tråd med retningslinjene til din institusjon. Dette betyr at du må bruke leverandører for spørreskjema, skylagring, videosamtale o.l. som institusjonen din har avtale med. Vi gir generelle råd rundt dette, men det er institusjonens egne retningslinjer for informasjonssikkerhet som gjelder.

**TYPE OPPLYSNINGER OG VARIGHET**

Prosjektet vil behandle alminnelige personopplysninger frem til datoen oppgitt i meldeskjemaet.

**LOVLIG GRUNNLAG**

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Lovlig grunnlag for behandlingen er den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 a.

**DE REGISTRERTES RETTIGHETER**

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

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

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

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

#### MELD VESENTLIGE ENDRINGER

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

<https://www.nsd.no/personverntjenester/fyll-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema>

Du må vente på svar fra oss før endringen gjennomføres.

#### OPPFØLGING AV PROSJEKTET

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

Kontaktperson hos oss: Siri Tenden

Lykke til med prosjektet!

## Appendix 2: Questionnaire Consent Letter

### Vil du delta i forskningsprosjektet

«Elevs tanker og erfaringer med bruken av læringsstrategier i engelskundervisning»?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hva dagens elever på VG1 tenker og erfarer rundt bruken av læringsstrategier i engelskundervisningen. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

### Formål

Prosjektet er en del av en masteroppgave i Engelsk didaktikk ved Universitetet i Stavanger. Gjennom et elektronisk spørreskjema og intervju med elever på VG1, ønsker studien å svare på følgende spørsmål: Hva er elevene sine tanker rundt bruken av læringsstrategier i engelskundervisningen? Vet elevene hvordan de mest effektivt kan tilegne seg ny kunnskap? Ser de på seg selv som selv-regulerte som vet hvordan de selv lærer best?

### Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Stavanger er ansvarlig for prosjektet.

### Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta på bakgrunn av at du går VG1 studieforberedende.

### Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut spørreskjemaet som starter etter denne informasjonen. Det vil ta deg ca 10 minutter. Dine svar blir lagret elektronisk og anonymisert.

### Det er frivillig å delta

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

### Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Spørreskjemaet er lagd i verktøyet SurveyXact som sikrer at svarene blir anonymisert og ingen personopplysninger om deg blir lagret. Spørreskjemaet vil bli brukt i masteroppgave som skal bli publisert, men deltakere i spørreskjemaet vil ikke kunne gjenkjennes eller identifiseres i publikasjonen.

### Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes 11. mai 2023. Etter prosjektslutt vil alt datamateriale anonymiseres.

### Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler svarene fra deg basert på ditt samtykke.

På oppdrag fra Universitetet i Stavanger har Personverntjenester vurdert at behandlingen av

personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

### **Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til: innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene få rettet opplysninger om deg som er feil eller misvisende å få slettet personopplysninger om deg å sende klage til Datatilsynet om behandlingen av dine personopplysninger  
Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:

Student:

Emma Magerøy

Mail: e.mageroy@uis.no

Veileder:

Dina Lialikhova

Mail: dina.lialikhova@uis.no

Personvernombud:

Rolf Jegervatn

Mail: personvernombud@uis.no

Hvis du har spørsmål knyttet til Personverntjenester sin vurdering av prosjektet, kan du ta kontakt med: Personverntjenester på epost (personverntjenester@sikt.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen Emma Magerøy

Elektronisk samtykke:

- (1) Jeg har fått informasjon om prosjektet.
- (2) Jeg samtykker til å delta i spørreundersøkelsen.
- (3) Jeg samtykker til at de anonyme opplysningene jeg gir behandles frem til prosjektet er avsluttet den 11.05.23.

### **Appendix 3: Questionnaire Items**

Hvilket fylke går du på videregående skole i?

- (1) Rogaland
- (2) Vestland
- (3) Møre og Romsdal
- (4) Trøndelag
- (5) Viken
- (6) Innlandet
- (7) Vestfold og Telemark
- (8) Troms og Finnmark
- (9) Agder
- (10) Oslo
- (11) Nordland

---

Alle spørsmålene videre i dette spørreskjemaet er formulert som uttalelser/meninger hvor du skal svare i hvilken grad du er enig med setningen; fra svært enig til svært uenig. Husk: du er anonym, og jeg ønsker at du er helt ærlig.

---

Engelskfaget gir meg kunnskap og egenskaper som vil bli med meg videre i livet.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Engelskfaget forbereder meg på videre studier etter videregående.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Engelskfaget forbereder meg på yrkeslivet.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

---

Jeg er kjent med begrepet "læringsstrategier"

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

---

**Med læringsstrategier menes det metodene og fremgangsmåtene du velger i møte med nye oppgaver. I engelskfaget brukes dette oftest opp mot lesing, skriving og snakking.**

**Noen eksempler på læringsstrategier i engelskfaget:**

- å skrive logg
- å lage mål og jobbe mot dem
- ulike lesestrategier som skumlesing, markering, bison-teknikk
- memorering
- tankekart
- ta notater

Jeg mener det er viktig å lære om læringsstrategier i engelskfaget.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg har lært noen typer læringsstrategier i engelskundervisningen. (Barneskolen, ungdomsskolen, VGS)

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Når jeg skal lære noe nytt i engelsk, bruker jeg læringsstrategier.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Når jeg skal bli bedre i engelsk skriftlig, bruker jeg læringsstrategier.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Når jeg skal bli bedre i engelsk muntlig, bruker jeg læringsstrategier.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg bruker læringsstrategier i engelsktimene når læreren min gir instruksjoner om å gjøre det.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg bruker læringsstrategier i engelsktimene på eget initiativ.

- (1) Svært enig

- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg bruker læringsstrategier utenfor skolen for å bli bedre i engelsk når læreren har gitt meg det i oppgave.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg bruker læringsstrategier utenfor skolen for å bli bedre i engelsk på eget initiativ.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg lærer nye læringsstrategier i engelsktimen.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg lærer nye læringsstrategier på egenhånd.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg mener det er fordeler med å bruke læringsstrategier.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

---

Jeg er kjent med begrepet selv-regulert læring.

- (1) Svært enig
- (2) Enig



- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

---

**Selv-regulert læring handler om å kunne planlegge, gjennomføre og se over sin egen læring for å kunne tilpasse eller endre det man gjør for å nå et mål. For eksempel for å fullføre en oppgave i engelsktimen. Elever som er selv-regulerte vil blant annet på eget initiativ kunne jobbe med lærerens tilbakemeldinger, reflektere over arbeidet sitt gjennom egenvurdering, og motivere seg selv for videre arbeid i faget.**

Ut fra forklaringen, mener jeg at jeg er selv-regulert i engelskfaget.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg har lært om selv-regulert læring i engelskundervisningen.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg mener at engelskundervisningen hittil har bidratt til å gjøre meg mer selv-regulert.  
(Barneskolen, ungdomsskolen, VGS)

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg mener selv-regulert læring er nyttig å lære om i engelskfaget.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg mener det er fordeler med å være selv-regulert i engelskfaget.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig

- (5) Uenig
- (6) Svært uenig

Jeg tror læringsstrategier kan være nyttig for å bli selv-regulert i engelskfaget.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

I læreplanen er det definert at elever skal "lære å lære". Jeg vet hva det innebærer å "lære å lære" i engelskfaget.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

**"Lære å lære» handler om at dere, elevene, skal få kunnskap og verktøy som bidrar til dere kan fortsette å lære og tilegne dere ny kunnskap og nye ferdigheter gjennom hele livet.**

Jeg mener det er viktig å lære om hvordan man lærer og tilegner seg ny kunnskap i engelskfaget.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Hittil har engelskundervisningen lært meg hvordan man lærer og tilegner seg ny kunnskap.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg tror at å "lære å lære" vil være nyttig for fremtiden min.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg mener det er fordeler med å lære hvordan man lærer i engelskfaget.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg tror bruk av læringsstrategier i engelskfaget hjelper meg med å "lære å lære".

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg tror selv-regulert læring hjelper meg med å "lære å lære".

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg er motivert til å lære engelsk i klasserommet.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg er motivert til å lære engelsk på fritiden.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg vet hvordan jeg kan utvikle meg i engelsk i klasserommet.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg vet hvordan jeg kan utvikle meg i engelsk utenfor klasserommet.

- (1) Svært enig

- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg deltar i aktiviteter på fritiden min som involverer engelsk muntlig. For eksempel: gaming, samtaler på engelsk, lytte til podcast, musikk, se på TV, film.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg deltar i aktiviteter på fritiden min som involverer engelsk skriftlig. For eksempel: gaming, skrive engelsk til andre, lese engelske bøker, lese nyheter på engelsk, TV og film med engelsk undertekster.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg er motivert for å bli bedre i engelsk i klasserommet.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg er motivert for å bli bedre i engelsk på fritiden.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

Jeg deltar i aktiviteter på fritiden min som involverer engelsk fordi jeg mener det gjør meg bedre i engelsk.

- (1) Svært enig
- (2) Enig
- (3) Litt enig
- (4) Litt uenig
- (5) Uenig
- (6) Svært uenig

## Appendix 4: Interview Consent Letter

Vil du delta i forskningsprosjektet  
«Elevens tanker og erfaringer med bruken av læringsstrategier i  
engelskundervisning»?

**Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hva dagens elever på VG1 tenker og erfarer rundt bruken av læringsstrategier i engelskundervisningen. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.**

### Formål

Prosjektet er en del av en masteroppgave i Engelsk didaktikk ved Universitetet i Stavanger. Gjennom et elektronisk spørreskjema og intervju med elever på VG1, ønsker studien å svare på følgende spørsmål: Hva er elevene sine tanker rundt bruken av læringsstrategier i engelskundervisningen? Vet elevene hvordan de mest effektivt kan tilegne seg ny kunnskap? Ser de på seg selv som selv-regulerte som vet hvordan de selv lærer best?

### Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Stavanger er ansvarlig for prosjektet.

### Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta på bakgrunn av at du går VG1 studiespesialiserende.

### Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du deltar i et intervju. Det vil bli tatt lydopptak av intervjuet før det blir transkribert til tekst. Intervjuet vil fokusere på dine tanker og erfaringer rundt temaet læringsstrategier i engelskfaget og undervisningen du har fått i engelsk hittil i norsk skole. Eventuelle personopplysninger du oppgir under intervjuet vil bli anonymisert under transkripsjonen.

### Det er frivillig å delta

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

### Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Det er kun prosjektansvarlig, Emma Magerøy, som har tilgang til lydopptaket og svarene du gir vil ikke kunne knyttes til deg etter transkripsjon. Svarene du gir vil bidra i en masteroppgave som skal bli publisert, men deltakere vil ikke kunne gjenkjennes eller identifiseres i publikasjonen.

### Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes 11. mai 2023. Etter prosjektslutt vil alt datamateriale anonymiseres og lydopptak slettes.

### Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.  
På oppdrag fra Universitetet i Stavanger har Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

### **Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:  
innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene  
å få rettet opplysninger om deg som er feil eller misvisende  
å få slettet personopplysninger om deg  
å sende klage til Datatilsynet om behandlingen av dine personopplysninger

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

Student:

Emma Magerøy

Mail: [e.mageroy@uis.no](mailto:e.mageroy@uis.no)

Veileder:

Dina Lialikhova

Mail: [dina.lialikhova@uis.no](mailto:dina.lialikhova@uis.no)

Personvernombud:

Rolf Jegervatn

Mail: [personvernombud@uis.no](mailto:personvernombud@uis.no)

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

Personverntjenester på epost ([personverntjenester@sikt.no](mailto:personverntjenester@sikt.no)) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Emma Magerøy

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## **Samtykkeerklæring**

**Jeg har mottatt og forstått informasjon om prosjektet «Elevs tanker og erfaringer med bruken av læringsstrategier i engelskundervisning» og har fått anledning til å stille spørsmål.**

Jeg samtykker til å delta i intervju.

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

## Appendix 5: Interview Guide

Research Question	Interview Guide
What are the Norwegian upper secondary pupils' beliefs about the use of learning strategies in the EFL classroom?	Hvordan vil du beskrive begrepet læringsstrategier?
	Har du lært om ulike læringsstrategier i engelskfaget? Eventuelt hvilke?
	På hvilket tidspunkt velger du å bruke læringsstrategier i forbindelse med engelsk?
	På hvilken måte mener du læringsstrategier kan hjelpe deg med å lære engelsk?
	Hva tenker du at du kan gjøre for å bli enda bedre på å bruke læringsstrategier?
Do they view themselves as self-regulated learners who know how to learn and acquire new knowledge?	Anser du deg selv som selv-regulert? Hvorfor/hvorfor ikke?
	Hva tror du det innebærer å være selv-regulert i engelskfaget?
	Tror du engelskfaget har bidratt til å gjøre deg selv-regulert? Hvordan?
	Hva tror du er fordelene med å være selv-regulert i engelskfaget?
	Hva tenker du at du kan gjøre for å bli enda mer selv-regulert?
Are the Norwegian upper secondary pupils' aware of their own learning process and how they learn best?	Ved introduksjon av noe nytt i engelsktimen, vet du hvordan du best kan tilegne deg ny kunnskap?
	Kan du forklare hva du pleier å gjøre når du får en oppgave i engelsk?
	Gjør engelskundervisningen deg bevisst på hvordan du kan lære nytt materiale?

	På hvilken måte mener du lærere kan best legge til rette for at du skal 'lære å lære'?
	Føler du at det er en forskjell på å lære engelsk på skolen og lære engelsk utenfor skolen? Hvorfor/hvorfor ikke?
Are there any relationship between those who view themselves as self-regulated in the EFL classroom and the ones who do extramural activities?	Utenfor skolen, hvor mye gjør du som involverer det engelske språk?
	Hva er dine grunner til å delta i aktiviteter på fritiden som involverer engelsk?
	Hva tror du er de vanligste grunnene til at 16-åringer i dag blir eksponert for og deltar i så mye engelsk på fritiden sin?
	I spørreundersøkelsen kom det frem at flere deltar i aktiviteter som inneholder muntlig engelsk enn aktiviteter som inneholder skriftlig engelsk, hva tror du det kan komme av?
	Tror du at aktiviteter som involverer engelsk utenfor skolen hjelper deg med å forbedre din bruk av læringsstrategier eller bli mer selv-regulert?



## Appendix 6: Transcribed Interviews

### 8.6.1 Interview: “Lisa”

Time: 30:07

Nickname: Lisa

Interviewer (I): Det første spørsmålet er hvordan du vil beskrive begrepet læringsstrategier?

Lisa (L): Okei. Emm, jeg hadde sagt at læringsstrategier er emm eh på en måte metoder som kan hjelpe deg når du skal lære deg noe, for eksempel hvis du skal, hvis du har en veldig lang tekst du skal lese på kort tid så kan du bruke noen læringsstrategier for at det skal ta mindre tid med at du skal få med deg mest mulig informasjon på en måte. Emm så det er egentlig utgangspunktet emm som jeg sa tidligere at metoder skal være til hjelp når du lærer.

I: Så du tenker at læringsstrategier gjør læringen din mer effektiv?

L: Ja, at hvis du vil lære på en effektiv måte for eksempel få mest mulig informasjon av en eller annen tekst så kan du bruke noen læringsstrategier som kan hjelpe deg med det da.

I: Og har du lært om ulike læringsstrategier i engelskfaget? Eventuelt hvilke? Så jeg er ute etter spesifikke læringsstrategier.

L: Emm, vi lærte egentlig veldig lite om det på ungdomsskolen, men på videregående har vi egentlig lært en del om det eller det var hvertfall en time der vi snakket om emm da lærte vi om noen spesifikke lesestrategier som for eksempel skimming, at du skal lese kjapt gjennom ordene på en måte. da trengte du ikke få med deg alt, men det viktigste ehm. En læringsstrategi kan jo også være å se på under- og overskrifter og bilder selvfølgelig. Mm.

I: Mhm. I engelskfaget så er det jo fokus både lesing, snakking og skriving. Føler du at du vet om flere strategier koblet til lesing?

L: Enn skriving?

I: Ja?

L: Em, ja egentlig. Eller jeg føler at jeg kan flere strategier som går på lesing og hvordan du best kan få ut viktig informasjon fra en tekst enn når du skal skrive.

I: Det går gjerne litt inn på det neste spørsmålet, for jeg lurer på hvilke tidspunkt du velger å bruke læringsstrategier i forbindelse med engelskfaget?

L: Emm, egentlig spesielt før prøver. da prøver jeg å lese kjapt gjennom alt det vi har gått gjennom og kanskje spesielt notater i boken – at jeg leser kjapt gjennom dem. Men og hjelper det å se på bilder, spesielt i læreboken. Ja.

I: Mhm. På hvilken måte tenker du da at læringsstrategier kan hjelpe deg med å lære engelsk?

L: Mm. Vet ikke helt.

I: Vet ikke helt?

L: Emm det hjelper kanskje ikke å lære engelsk, men.. Eller du lærer ikke så mye engelsk av å bruke strategiene, men det kan være enklere for deg. Men det spørs på hvilken måte. Eh.. Nei, jeg vet ikke helt egentlig.

I: Det går helt fint. Men har du noen tanker hva du at du kan gjøre for å bli enda bedre på å bruke læringsstrategier?

L: Ehm, som sagt det er jo, en har jo litt ansvar for å bruke de selv. For engelsklæreren har jo på en måte lært oss om de og da har vi litt ansvar for å bruke de selv der vi på en måte føler at det kan hjelpe. Ehm, Vent, hva var spørsmålet igjen?

I: Hva tenker du at du selv kan gjøre for å bli bedre på å bruke læringsstrategier?

L: Ja, mm. Tenker at det gjør jo bare læringen enklere så em, hvorfor da ikke, bruke de på en måte. At hvis det bare går i din favør på en måte. Også må du jo som sagt ta litt ansvar selv for det og. Det er kanskje ikke like enkelt, men når du vet at det er noe som kan hjelpe deg så gjør du det som regel.

I: Mhm. da lurer jeg på om du anser deg selv som selv-regulert? Hvorfor/hvorfor ikke?

L: Ja, jeg hadde jo sagt at nja jeg, eller det jeg gjør er å passe på å følge med i timene fordi jeg føler egentlig at man kan få ganske mye ut av å bare være i timene og følge godt med. Eh, selvfølgelig går jeg gjennom det meste av stoffet før spesielt store vurderinger. Ehm, ja, men som sagt, jeg tar jo selvfølgelig ansvar for læringen min, og jeg vil jo gjøre det bra i alle fagene, men spesielt engelsk siden det er avgangs fag. Så da tar jeg sånn, si jeg har et ord jeg ikke vet hva betyr så skriver jeg det som regel ned eller prøver å huske det sånn at jeg kan begynne å bruke det for å øke vokabularet mitt for eksempel. Ja.

I: Mhm. Hva tror du det innebærer å være selv-regulert i engelskfaget?

L: Mm, kanskje ta litt ansvar for at hvis det er noe du ikke forstår hva betyr, spesielt fordi det er et fremmedspråk, ehm, kanskje ta ansvar for å spør hva de forskjellige tingene betyr. Men og passe på å vite hva du lærer om på en måte. Eller jeg merker spesielt selv at hvis jeg har peiling på det vi snakker om så synes jeg det er kjekkere å lære om, enn når vi har om tema som for eksempel jeg ikke vet noe fra før om. Og da går vi jo inn på det igjen med at man må ansvar for å følge med i timen selvfølgelig, fordi det blir jo sagt mye i timene.

I: Mhm. Tenker du at engelskfaget har bidratt til å gjøre deg selv-regulert hittil?

L: Mm, i alle fag? Eller at det jeg har lært i engelsk har hjulpet meg i andre fag?

I: Ja, jeg tenker at hvis vi tenker at målet er å bli en selv-regulert person, tenker du at engelskfaget har bidratt til det? Eller det du har lært i engelsk?

L: Ja, som sagt, så er jo, eh, for eksempel skimming og disse strategiene, altså vi har jo, vi lærte om de, og som vi tidligere snakket om så kan jo de bare hjelpe deg i læringen. Eh, og hjelpe deg å bli mer selv-regulert og kanskje ha mer peiling på stoffet og faget og sånn. Ehm, så det kan jo ja, jeg kan trygt si at jeg for eksempel har brukt noen av disse strategiene jeg har lært i engelsk i andre fag for å lettere huske ting eller lettere forstå ting eller få en større forståelse for ting, så jeg hadde jo sagt det da.

I: Så du føler at det har lært i engelsk på generell basis har bidratt til hvordan du lærer i andre fag også?

L: Ja, det har hvert fall hjulpet meg på vei med læringen og sånt. Mhm.

I: Så hva tror du er fordelene med å være selv-regulert i engelskfaget? Og engelsktimene?

L: Mm, altså som med alle språk så må jo man ta litt ansvar for læringen selv. Selvfølgelig, har en lærer som hjelper deg på vei, men læreren kan ikke sørge for at du eh selv blir flinkere i språket da, eller du må ta litt ansvar selv kanskje. Kan jeg høre spørsmålet en gang til?

I: Ja, hva er fordelene med å være selv-regulert i engelskfaget?

L: Mm, altså det å lære og være selv-regulert er jo egentlig bra i alle sektorer på en måte og lære å være selvstendig er jo bra overalt, men kanskje på skolen da, spesielt engelsk, så hjelper det med å lære språket enda bedre og få en fullere forståelse for språket og det vi snakker om i timene. At hvis du tar litt ansvar for å se på notater eller stoffet hjemme så kommer du kanskje forberedt til neste time og det er jo selv-regulert læring at du selv tar ansvar for å komme forberedt til neste time på en måte.

I: Mhm. Og hva tenker du at du kan gjøre for å bli enda mer selv-regulert?

L: Mm, tenker definitivt det jeg nettopp sa at man kan bli enda flinkere til å gå gjennom ting hvis jeg er usikker på ting vi har gått gjennom, eller hvis jeg føler jeg må forberede meg litt til neste time, at jeg kan bli enda flinkere til

å se på ting hjemme. Ehm, eller så tror jeg egentlig at å følge godt med i timene og være med i diskusjoner, da aktiverer du hjernen din på en måte. Eller såne diskusjoner når du får høre andre sine tanker og komme med innspill selv, og det føler jeg gjør at jeg lærer mer. Enn å for eksempel bare lese i en bok da.

I: Så du føler at du blir selv-regulert av å jobbe med de andre i klassen?

L: Ja, det høre kanskje rart ut siden selv-regulert betyr at du selv skal ta ansvar, men.. Men jeg selv tenker at det, at jeg ser det som en fordel å ha diskusjoner i klassen. For hvert fall for meg så kan de hjelpe med å aktivere hjernen og da tenke andre ting som jeg kanskje ikke har tenkt på før.

I: Og når du blir introdusert for noe nytt i engelsktimene, vet du hvordan du best kan tilegne deg den nye kunnskapen?

L: Mm, jeg tror egentlig det handler litt om å prøve seg litt frem og egentlig spesielt se hva den, hva stoffet er på en måte, eller ehm noen ganger hjelper det å bare egentlig følge godt med, andre ganger hjelper det å notere ting ned. For eksempel hvis det er noe nytt du ikke har hørt om før så kan det hjelpe å notere det ned. Hvis det er noe du har peiling på så kan du gå enda mer i dybden på det og som sagt hvis du diskutere og em får andre tanker ut på en måte enn du i starten hadde. Men jeg tror egentlig det bare er lurt, hvert fall det er jeg gjøre er, å prøve å følge med så godt jeg kan og notere ting jeg ikke visste fra før av eller er viktig å huske på, og så kan jeg gå tilbake til notatene før en vurdering for eksempel.

I: Prøver du da å finne ut av mer enn det som blir sagt i timen, eller baserer du deg på det læreren sier i timen?

L: Det sprøs veldig, eh, hvis jeg selvfølgelig lurer på noe midt i en time så søker jeg det opp eller spør i timene, men jeg har egentlig ikke opplevd at jeg må sitte hjemme og søke på ting fordi jeg ikke har fått full forståelse i timene.

I: Kan du forklare hva du pleier å gjøre når du får en oppgave i engelsk?

L: Ny vurdering liksom?

I: Ja, eller en oppgave som dere skal gjøre i timen.

L: I timen?

I: Mhm?

L: Ehm, først så spør det om det er en diskusjonsoppgave eller om det er noe jeg må gjøre selv. Hvis det er en diskusjonsoppgave så prøver jeg å mm snakke med personen ved siden av og ehm kanskje vi kan lære litt av hverandre for eksempel hvis vi har forskjellige tanker så kan vi diskutere litt og se.. Eller du får en mye større forståelse på ting hvis du får høre andre ting enn bare det du tenker. Hvis det gir mening.

I: Mhm.

L: Hvis det er skriftlig oppgave ehm åh det spørs veldig på hva oppgaven går ut på, men hvis det for eksempel er å finne noe i boken så kan du for eksempel lese gjennom en tekst for å finne fakta eller finne svaret du leter etter der du igjen kan bruke disse læringsstrategiene, for eksempel 'skim-reading' da kan du jo bare lese kjapt gjennom eller bare prøve å finne enkelte ord du leter etter, ehm. Men det er egentlig sånn jeg går mest fram, og først selvfølgelig se hva oppgaven går ut på, se om jeg må gjøre den alene eller med noen andre, finne fakta hvis det trengs til oppgaven. Hvis det bare er en refleksjonsoppgave så har jeg opplevd at det hjelper å snakke med andre for å få frem andre ting som du ikke tenker selv med en gang.

I: Mhm. Hvis det for eksempel er en oppgave som du skal gjøre alene og den er litt åpen, at læreren ikke gir så klare instruksjoner på hvordan du skal gjøre oppgaven, hvordan løser du den?

L: Mm, da pleier jeg som regel å bruke nettet. Eh, jeg kan jo tenke over om jeg har notater fra tidligere vurderinger, for eksempel ungdomsskolen, finne frem et dokument som kan hjelpe meg. Men egentlig i størst grad nettet hvis det er noe nytt og jeg ikke kan så mye om det fra før av, nettet eller hvis det står noe om det i boken.

I: Mhm. Føler du engelskundervisningen gjør deg bevisst på hvordan du kan lære nytt materiale?

L: Mm.. Vent, kan du si det på nytt?

I: Føler du at engelskundervisningen hittil har gjort deg bevisst på hvordan du kan lære nytt materiale og få ny kunnskap?

L: Ehm, ja, eller som jeg tidligere sa så har vi jo blant annet lært om sånne eh strategier som kan hjelpe oss med læringen. Ehm. Vi har jo, altså, det går jo mest i at vi går gjennom nytt stoff og på en måte ja, engelsklæreren forbereder oss på fremtidige vurderinger og sånn. Men jeg føler og at vi bruker en del tid på ehm.. Og da aktivt bruke disse strategiene, at vi for eksempel får fem minutter på å lese en lang tekst og da må du selv på en måte velge en teknikk som best fungerer for å få ut den informasjonen du trenger som jeg igjen føler at vi har lært i engelsktimene. Eller, jeg, før jeg begynte på videregående, så brukte ikke vi så mye disse læringsstrategiene eller jeg brukte de kanskje ubevisst uten å vite 'Okey det er noe en gjør' på en måte, for eksempel lesestrategier. At jeg kanskje brukte lesestrategiene mer ubevisst, men at jeg nå er bevisst på dem og at de finnes og at jeg kanskje kan bruke de som igjen er ting jeg har lært i engelsktimene på videregående føler jeg. Så jeg føler som sagt at vi har lært ting som kan hjelpe oss med det.

I: Mhm. Tror du da at engelskundervisningen i løpet av alle årene dine på skole har gitt deg verktøy som du kommer til å ta i bruk seinere i livet?

L: Verktøy, da mener du?

I: Metoder, måter å jobbe på..

L: Jaja, definitivt. Man lærer jo i løpet av skolegangen ehm eller det bygger seg opp på en måte. Du lærer bare enda mer som hjelper deg med læringen når faget blir enda tyngre på en måte, så da må man nesten bruke noen av disse strategiene. Hvis det gir mening?

I: Mhm. Og på hvilken måte mener du lærere kan best legge til rette for at du skal 'lære å lære'?

L: Mm, altså jeg, jeg er sånn som liker å tro at man må legge litt inn i det selv, man må ikke legge alt ansvar på læreren, og hvis det er noe man ikke får til skyld på læreren, fordi man må jobbe, man må være litt selvstendig for å på en måte få til ting. Og selvfølgelig er det enkelt å spør en lærer om hjelp, og det må man jo gjøre om noe er uklart, men at du først og fremst hvis du har noe du vil finne ut av så er du selvstendig og må tenke på at 'det er jeg som har ansvaret for denne oppgaven' for eksempel og læreren kan jo ikke skrive teksten for meg.

I: Så i forhold til det med å lære hvordan man lærer, føler du at det er noe læreren bør legge vekt på og tydelig undervise om eller tenker du at fagene gjør det automatisk?

L: Mm, det er jo kanskje litt greit å få sagt det og kanskje fortelle hva det går ut på og hvordan man kan bruke forskjellige strategier, læreren har jo et ansvar for å lære oss disse tingene, men det er jo vi som aktivt kan bruke det etterpå.

I: Mhm.

L: Så ja, vi kan godt lære om å lære eller lære forskjellige strategier, men da er det igjen du som etterpå har ansvaret for å bruke de.

I: Så du tenker at det at dere som elever tar i bruk ting etter timene og utenfor skolen hjelper dere med å lære å lære?

L: Ja, mhm.

I: Føler du at det er en forskjell på å lære engelsk på skolen og det å lære engelsk utenfor skolen?

L: Mm, jeg føler egentlig at jeg lærer engelsk gjennom begge deler. Og engelsk er jo sånn, eller hvert fall jeg føler at engelsk er sånn at man kan, eller basic engelsk siden man lærer det helt fra barneskolen, når man er kommet helt opp til videregående så er man på et sånt nivå at man kan greit snakke og skrive engelsk, og hvis man vil bli enda flinkere så er det jo igjen ditt ansvar og læreren sitt ansvar å gjøre deg enda bedre og.. Vent kan du si spørsmålet en gang til?

I: Ja, om du føler det er en forskjell på å lære engelsk på skolen og lære engelsk utenfor skolen?

L: Ehm, jeg føler at jeg lærer av begge deler og det er jo en forskjell siden engelsk på skolen er noe man på en måte man må. Man kan jo velge å ikke følge med i timene, men at hvis du skal lære engelsk utenfor skolen så må du ta ansvar for det selv, med mindre du kommer i situasjoner der du må lære. Eller se på en serie og lære nye ord, men det er jo og noe, eller, det er jo og noe du kan gjøre for å lære engelsk utenfor skolen.

I: Mhm. Så utenfor skolen, hvor mye gjør du som involverer det engelske språk?

L: Mm, for det meste så ser jeg filmer og serier på engelsk, og tik tok da. Mye av det på sosiale medier er jo på engelsk da, så egentlig alt av sosiale medier nesten. Ehm, snakker sjeldent engelsk med folk fordi jeg omgås rundt folk som snakker norsk.

I: Mhm. Og hva er grunnene dine til å delta i aktiviteter på fritiden som involverer engelsk?

L: Mm, sosiale medier bruker jeg mye av tiden min på, jeg har egentlig ikke så godt svar på hvorfor jeg bruker sosiale medier. Det er jo ikke alltid, som regel så er det jo bare ganske bortkastet tid og jeg kunne godt brukt tiden min på noe annet. Eh filmer, egentlig det samme som sosiale medier. Jeg vet jeg kanskje ikke lærer så mye av en film eller serie, men ja. Nei, jeg har egentlig ikke noen grunn. Jeg er ikke på sosiale medier fordi jeg vil oppnå noe eller på grunn av en spesifikk grunn.

I: Ja. Men hva tror du er de vanligste grunnene til at 16-åringer i dag blir eksponert for og deltar i så mye engelsk på fritiden sin?

L: Ehm. Hvorfor vi deltar i aktiviteter der man bruker engelsk?

I: Mhm.

L: Vi er veldig mye på sosiale medier, der vi blir eksponert for nesten bare engelsk og jeg tror egentlig ikke at det er mange andre som har en bedre grunn for å være på sosiale medier enn at det er litt kult og at du må få med deg litt sånn ting som er aktuelt. Jeg tenker ikke på nyheter, men litt sånn drama og sånn. Så vi er vel egentlig bare på sosiale medier for å få med oss ting, få med trender og forskjellige saker.

I: Mhm.

L: Også ser vi jo, jeg tror det er veldig populært å se på serier på netflix og ha en serie man følger med på og som regel er de seriene på engelsk.

I: Hvorfor tror du dere velger å se på engelsk?

L: Kanskje for at alle skal kunne se de og forstå de, en serie på norsk er det jo bare norske seere som kan se.

I: Ja. Hva tror du er grunnen til at de som er norsk velger å se engelske serier og filmer?

L: Kanskje fordi det er mer som er lagd på engelsk enn norsk, og man enklere finner ting man interesserer seg for og liker å se på, siden det er så mye som ligger ute.

I: At det ligger mer ute?

L: Ja, og det er mer tilgjengelig.

I: I spørreundersøkelsen kom det frem at flere deltar i aktiviteter som inneholder muntlig engelsk enn aktiviteter som inneholder skriftlig engelsk, hva tror du det kan komme av?

L: Du har jo sånne chatter og nettsider der du kan snakke med fremmede folk på nettet, ehm, men det kan jo være at mange har sånne, eller det var en greie før, sånne nettvenner da, at hvis du har venner fra rundt i verden så bruker begge engelsk til å kommunisere for å forstå hverandre. Engelsk er jo et veldig stort språk som veldig mange snakker. Annen muntlig eksponering for språket, det kan jo være at engelsk er morsmålet ditt eller at du har foreldre som snakker engelsk. Eller jeg syns egentlig det er litt rart, eller hvert fall jeg tror jeg var en av de som egentlig sa at jeg mest lese og hører engelsk enn bruker språket selv, men så klart du kan jo snakke med andre som bruker språket også, noen som ikke snakker norsk da for eksempel.

I: Mhm. Men tror du at, av sosiale medier og filmer og lignende, lærer du mest engelsk muntlig eller engelsk skriftlig?

L: da er det egentlig mest engelsk muntlig man lærer, selv om det er når du leser, eller ser på, eller hører på. Men du kan egentlig bruke det hvis du har lært et ord så kan du bare bruke det hvis du skriver eller hvis du snakker, men det er jo størst sannsynlighet for at du bruker det når du snakker enn hvis du skal skrive. For det er jo, hvert fall jeg føler at jeg skriver sjeldnere på engelsk enn jeg snakker engelsk.

I: Mhm. Og tror du at aktiviteter som involverer engelsk utenfor skolen, hjelper de deg med å forbedre din bruk av læringsstrategier eller bli mer selv-regulert?

L: Nei, eller det går jo mest i sosiale medier og egentlig eneste tingen jeg kan lære av sosiale medier, å se på tv og serier og sånt er jo å utvikle vokabularet mitt for eksempel hvis du lærer nye ord. Det kan jo og være at du ser en serie eller for eksempel en dokumentar der du lærer fakta, men hvert fall jeg føler ikke at vi ungdommer ser så mye på dokumentarer, det går mest i serier og filmer og sånt, sosiale medier, videoer, og da tror jeg at du kan lære og utvikle vokabularet hvis du for eksempel blir eksponert for nye ord du ikke kunne fra før av.

I: Mhm.

L: Jeg føler hvert fall det på meg selv, hvis jeg hører et ord jeg ikke bruker fra før av eller vet hva betyr så prøver jeg å bruke det hvis jeg syns det var litt kult eller tilføyer noe nytt til vokabularet mitt.

I: Ja, du sa i sted at du føler at du lærer like mye engelsk på skolen og utenfor skolen, men føler du at det du lærer fra engelsk utenfor skolen er det bevisst eller ubevisst?

L: Nei, jeg tror det er ganske ubevisst at du merker ikke det at 'Okey nå lærte jeg noe' eller 'nå lærte jeg et nytt ord', men at på skolen så er man der jo egentlig mest for å lære og da prøver man jo på en måte litt mer å lære enn du gjør utenfor skolen.

I: Mhm.

L: Eller jeg tror ikke det er så vanlig at du bevisst setter deg end og skal lære deg engelsk utenfor skolen, det er hvert fall ikke tilfellet mitt. Det spørs jo selvfølgelig hvem du snakker med, men jeg tror det er veldig få folk som bevisst skal sette seg ned å lære engelsk.

I: Så føler du at man kan egentlig lære mye både fra bevisst læring og ubevisst læring?

L: Ja, det tror jeg. Selvfølgelig er det jo kanskje mer lærerikt å... å, eller når du, hvis du føler at 'nå må jeg følge med og bevisst lære ting', så er jo kanskje det mer nyttige ting du lærer enn ting du lærer fra sosiale medier eller tv eller serier.

I: Mhm.. Har du noen spørsmål eller noe du vil utdype mer før vi avslutter?

L: Nei...

## 8.6.2 Interview: "Victoria"

Time: 21:48

Nickname: Victoria

Interviewer (I): Ja, da lurer jeg på hvordan du vil beskrive begrepet læringsstrategier?

Victoria (V): Ehm.. Jeg ville egentlig sagt at læringsstrategier er ulike måter å få inn kunnskap, eh ulike metoder for det er gjennom tankekart eller å skrive notater eller se videoer for eksempel.

I: Ja, og har du lært om noen slike læringsstrategier i engelskfaget? Eventuelt hvilke?

V: Ehm, læreren vår har nevnt eh å lese fort gjennom en tekst som jeg kan huske, det var i starten av året så jeg husker ikke alt, men kalte det skimming and scanning, at du skal scanne etter key points og det viktigste i teksten. Det er egentlig faktisk det eneste.

I: Ja, så andre læringsstrategier som du kan, er det noe du har lært i andre fag eller på egenhånd?

V: Jeg tror det kommer litt naturlig. For eksempel når du starta eh på ungdomsskolen så var det liksom å sitte og skrive ned det læreren sa for eksempel. Det var det andre gjorde og da ble jeg med på det.

I: Ja, at du hermet etter det andre gjorde?

V: Ja.

I: Ja.. På hvilke tidspunkt velger du å bruke læringsstrategier i forbindelse med engelsk?

V: Det er, ikke nødvendigvis hvis vi skal skrive en tekst, men hvis jeg skal få inn kunnskap. For eksempel om, vi hadde om Great Britain liksom, da må jeg kanskje sitte med flashcards eller pugge for meg selv. Eh, veldig simpelt hva det er og hva som ikke er med liksom for eksempel.

I: Mhm. Så litt pugge og memoreringsmetoder?

V: Mhm.

I: Og på hvilken måte mener du læringsstrategier kan hjelpe deg med å lære engelsk?

V: Mmm. Altså læringsstrategier ville jeg sagt du får joo.. Du får en bedre forståelse for det, og det kan hjelpe deg videre utover kommunikasjon med andre, derfor er jo engelsk et så viktig fag, å lære og kommunisere med andre. Mm, ja så jeg tror det er mest det.

I: Ja, så føler du det handler om å få inn ny kunnskap eller å lære deg språket?

V: Både og.

I: Ja. Hva tenker du at du kan gjøre for å bli enda bedre på å bruke læringsstrategier?

V: Oo.. Det blir vel kanskje det med å regulere det selv og disiplin. Ehm, hva var spørsmålet igjen?

I: Ja, hva du tenker at du kan gjøre for å bli enda bedre på å bruke læringsstrategiene?

V: Ehm, du kan.. (pause) Først og fremst ville jeg lært meg mange ulike læringsstrategier fordi det er flere som fungerer for ulike folk, det har jeg selv merka veldig godt.

I: Ja?

V: Og jeg tror det handler om det, også når du først finner den som funker for deg så handler det vel mest om å bruke den i de situasjonene du trenger og ta inn nytt stoff.

I: Mhm. Føler du at du på dette tidspunktet har mange læringsstrategier å velge mellom og har funnet ut hvilke som fungerer for deg?

V: Jeg ville sagt at jeg kunne ha lært flere.

I: Ja?

V: Ehh, for jeg merket at den jeg holder på med nå, sånn at jeg tar det litt mer dagen før, siden da merker jeg at jeg husker det akkurat der og da, men ikke i lang tid så det er jo veldig dårlig. Men jeg har, eller jeg vet ikke hvilke andre, så jeg synes det kunne vært litt bedre. Eh, at vi kunne lært litt flere læringsstrategier.

I: Mhm. Ja for synes du det er viktig at du får lært om det i timene av læreren eller er det noe du gjør på egenhånd?

V: Ja, jeg merker at i mange fag, hvert fall det halvåret her kan være litt langt, og noen lærere går fort gjennom pensum. da blir fort timer du kan følge med læringsstrategier, og studiespesialiserende er jo at du skal eh, jeg syns at du skal forberede deg litt på videre studier. Det er jo derfor man tar studiespesialiserende.

I: Mhm, ikke sant. Så litt over på dette med selv-regulering. Anser du deg selv som selv-regulert? Hvorfor/hvorfor ikke?

V: Mmm. Det er litt både og. Det kommer mest sånn an på stress, kor mye jeg regulerer meg rundt det. Jeg har en tendens til å tenke veldig mye på fremtiden, og da, da blir jeg veldig sånn 'okei men da skal jeg jobbe bra', men så kommer det tider der man er sliten og du ikke orker og da kan det fort være litt vanskelig å regulere seg selv. Jeg syns det går mye i disiplin og.

I: Mhm. For hva tror du det innebærer å være selv-regulert i engelskfaget?

V: Jeg vet ikke. Jeg er litt usikker på hva som skiller det fra andre fag. Kanskje at i engelsk så handler det mer om eh å lære og snakke språket samtidig som det og, det er jo som norsk, du lærer ikke om norske gårder liksom. Du lærer om ja hvordan språket fungerer, beklager hva var spørsmålet?

I: Hva du tenker det innebærer å være selv-regulert i engelskfaget?

V: Ja, så da blir det kanskje å sørge for at man prøver å få inn det dagligdagse at du snakker engelsk i speilet eller noe sånt. For eksempel.

I: Mhm. Men tror du engelskfaget har bidratt til å gjøre deg selv-regulert?

V: Mm. Uff. Ikke noe mer enn vanlig. Jeg syns det er litt enklere å forstå kanskje, men det tror jeg bare har med læreren egentlig. Ehm, det, det er vanskelig å svare på.

I: Ja.. Men hva tror du er fordelene med å være selv-regulert i engelskfaget?

V: Oj.

I: Kommer du på noen?

V: Kanskje at man. Jeg tror det er en stor fordel for hvis man (pause) eh, klarer å... Beklager, kan du si spørsmålet på nytt?

I: Ja, hva du tror er fordelene med å være selv-regulert i engelskfaget?

V: Okei, ja, ehm. Man... (ler) Jeg beklager.

I: Det går helt fint, det er ingen rette eller gale svar her.

V: Det bare er et veldig tenke spørsmål. Kanskje.. Jeg tror at du blir flinkere til å snakke det. Jo på en måte mer disiplinert du er, jo er du snakker det, eh, på en måte jo. Du blir jo flinkere. Du har en mer forståelse og du, hvis



du kommer til en dag der du flytter til et annet land enn Norge, da må du jo snakke engelsk, med mindre det er Danmark eller Sverige. Ehm. da tror jeg det er en veldig stor fordel sosialt, men også videre i livet å ha gode kunnskaper i engelsk. Og da må du jo være selv-regulert.

I: Mhm. Ja, hvordan tenker du at å være selv-regulert kan hjelpe deg senere i livet?

V: Mm. Sånn generelt så blir du mer rutinert, det kan være en stor fordel. da. Jeg tror for mange så hjelper det å ha en rutine istedenfor å bare våkne opp og sånn 'hva skal jeg gjøre i dag?'. Å ha en timeplan for seg selv, det tror jeg kan hjelpe på å få mindre stress for eksempel.

I: Ja, at du strukturerer dagen din?

V: Mhm.

I: Og hva tenker du at du kan gjøre for å bli enda mer selv-regulert?

V: Det er kanskje å tenke litt, tenke litt mer gjennom hva man gjør der og da, men også tenke gjennom hva man burde gjøre og skal gjøre (ler). Ehm. Reflektere. Ja, reflektere litt rundt hva man selv holder på med og prøve å skape liksom, ta steg for steg og skape små rutiner.

I: Mhm.. Du nevner dette med refleksjon, og det å reflektere rundt hva man har gjort, hva man eventuelt vil gjøre annerledes, og hva man vil gjøre videre, pleier du å gjøre det i engelskfaget?

V: Ja, da... da refererer jeg mye til engelske vurderinger og ta tilbakemeldinger til seg. For det er jo derfor man har vurdering, for å se hvordan man ligger an og få tilbakemelding. Og eh da tar du den informasjon og så forbedrer du det.

I: Ved introduksjon av noe nytt i engelsktimen, vet du hvordan du best kan tilegne deg ny kunnskap?

V: Ehm. Prøve å finne informasjon i det stoffet som kan virke litt interessant for min del. Om det bare er noe lite som kan gjøre det litt mer interessant om det er et kjedelig tema. Ja, prøve å finne noe du synes er kjekt med det.

I: Mhm. Og når du får en ny oppgave i engelsk, kan du forklare hva du pleier å gjøre når du får oppgaven?

V: Først så kan jeg sitte og lese oppgaven en del ganger, og eventuelt spør læreren for å forstå oppgaven så jeg ikke svarer på noe helt annet. Ehm. Og deretter så har jeg lært at jeg, for meg selv, at jeg, em, hvis det kommer til tekster, presterer bedre om jeg bare skriver ned alt jeg tenker. Eh, for da får jeg ned viktige poeng, og så etterpå så kan jeg gå gjennom teksten og finne liksom grammatiske feil og det der. Ehm. Om det er en heldag eller et essay så har du jo mye bedre tid så da bruker du god tid til å finne informasjon, sørge for at det er riktig, at kildene er troverdige og sånn der. Og så pleier jeg ofte å søke på synonymer for andre ord så jeg får bredere ordforråd.

I: Mhm. Gjør engelskundervisningen deg bevisst på hvordan du kan lære nytt materiale?

V: Ikke aktivt nei. Jeg syns som sagt det er ganske lite fokus på det. Det er mer, det er mer sånn, læreren viser en presentasjon og så ehh det er det vi har om. Jeg syns ikke det gjør oss mer bevisst på det nei.

I: Ja, for det går jo på det med at dere elever skal det vi kaller 'lære å lære'. På hvilken måte mener du lærere kan best legge til rette for at du skal 'lære å lære'?

V: Det er jo selvfølgelig en utfordring med tanke på alt pensumet som skal dekkes. Det er vel varierte, fortelle om hvorfor vi har varierte arbeidsmåter, det har engelsklæreren vår gjort faktisk. Vi ser litt film, og så gjør vi litt kahoot eller hva det skulle være, for å få det variert. Og da sier læreren liksom at det er viktig å ha det variert for å prøve å finne noe alle liker. Eh, og det kan gjøre det litt enklere å på en måte, det gjør det enklere å ikke falle av hvis det fort blir kjedelig liksom. Ehm. Men kanskje å begrunne hvorfor de gjør som de gjør, og lærer som de gjør, og informere elevene. Jeg tror det er det.

I: Mhm. Og føler du at det er en forskjell på å lære engelsk på skolen og lære engelsk utenfor skolen?

V: Ja, på skolen så er det jo mer, da kan det jo være litt mer sånn, informasjon om et land liksom ting som du ikke vanligvis ville sattet og lest om hjemme. Eller spørns jo hvem du er selvfølgelig. Ehm. Hjemme så ville jeg sagt at du blir flinkere muntlig, uansett hva du gjør om du snakker engelsk med foreldrene dine eller om du spiller eller, selvfølgelig om du leser så kan du få et bedre ordforråd, men det spørns jo veldig på hva du gjør. På skolen så lærer du mer historie ville jeg sagt, rundt engelsk. Mer enn det du ville gjort hjemme.

I: Mhm. Så utenfor skolen, hvor mye gjør du som involverer det engelske språk?

V: Ville nesten sagt det er 50/50 fordi jeg snakker selvfølgelig mest norsk det gjør jeg jo, men om det er musikk så går jo det som regel kun i engelsk. Eh, litt norsk og, men mest engelsk. Også når du liksom synger, på gøy (ler), så blir det på engelsk. Hvis du spiller så er som regel spill på engelsk. Serier og filmer. Jeg er veldig glad i serier på Netflix, de er jo på engelsk. Emm, og da, jeg merker at, eh, når du ser en serie som er syv sesonger lang så er det ofte ord som går igjen og igjen og igjen. da søker du litt på det og så får du et bredere ordforråd der og. Emm.

I: Men de aktivitetene du deltar, hva er dine grunner til å delta i de som involverer engelsk?

V: Mmm. Tror det er fordi at det er så generelle ting jeg gjør. Så generelle at da går det på engelsk fordi engelsk er the global language liksom (ler). Ehm. Når det kommer til musikk, artister synger mest på engelsk for å tjene penger sant, og spill, det er jo også for å nå ut til et større publikum og, ehm.

I: Mhm.

V: Sanger, det er jo selvfølgelig på norsk og, der syns jeg det er litt trist at jeg hører litt lite på norsk musikk. Men ja, det er jo fordi engelsk er mer internasjonalt og jeg gjør mer generelle ting, ikke så spesifikke ting. Mer generelle ting.

I: Ja, og hva tror du er de vanligste grunnene til at 16-åringer i dag blir eksponert for og deltar i så mye engelsk på fritiden sin?

V: Hva grunnen er?

I: Ja.

V: Glede. Jeg tror folk har mye, eh, syns det er interessant og jeg har veldig mange venner som har det de kaller internett-venner som de snakker med på ulike sosiale forum. Og de og syns jo det er skikkelig skikkelig spennende å ha folk som er på helt andre siden av verden. Du lærer om kultur, ehm, men sånn noen spiller jo sammen sant og.. grunnen.. Ja jeg tror det er fordi det er det som er normen nå.

I: Ja, og du nevnte jo at du selv føler du lærer mest engelsk muntlig på fritiden. I spørreundersøkelsen kom det frem at flere deltar i aktiviteter som inneholder muntlig engelsk enn aktiviteter som inneholder skriftlig engelsk, hva tror du det kan komme av?

V: Mm. Å, det var bra spørsmål. Eh. Jeg tror det er fordi at mesteparten av eksponeringen handler om sosialisering eller musikk og sånn, og da, for å sosialisere så må du jo snakke med folk. Selvfølgelig, mange, mange skriver jo og, fordi noen er bare ikke komfortabel med å snakke, men ehm. Hva var spørsmålet? Jeg beklager.

I: Ja, hvorfor du tror 16-åringer i dag er mest involvert i engelsk muntlig utenfor skolen enn engelsk skriftlig.

V: Ja, mm. Ja, jeg tror det har med at den sosialiseringen på fritiden, det eh, da er det, hvis det er et spill så er det litt vanskelig å sitte og chatte for eksempel. Tror det er det at da er det kommunikasjon som er det enkleste, det beste alternativet.

I: Men gjør du det for å bli bedre i engelsk eller er det andre grunner bak det? Tenker du over at du blir bedre i engelsk av aktivitetene?

V: Jeg tenker ikke så mye over det. Jeg har tenkt litt mer over det i det siste, ettersom man tenker på engelskfaget og karriere bla bla bla, men sånn før det så var jeg litt sånn det var ikke så mange andre muligheter. Hvis du ville synge en sang på engelsk så, da må du gjøre det på engelsk. (ler) Eh, så har jeg merka at siden jeg er, jeg har så siden, jeg er veldig glad i musikk og jeg synger veldig mye med mamma eller meg selv, så har jeg et ganske bra språk muntlig. Eh, som og læreren har sagt så hjelper det jo å ha sånne ting man gjør på fritiden som er på engelsk.

I: Tror du at aktiviteter som involverer engelsk utenfor skolen hjelper deg med å forbedre din bruk av læringsstrategier eller bli mer selv-regulert?

V: Ehm. Jeg. Det spørs. For eksempel noe jeg kom på nå at 'shit, du klarer å snakke engelsk ganske decent liksom' ehm, da tror jeg man kan bli litt ekstra observant og tenke 'okei, men da, hvis du har en femmer, og vil opp på en seksere, så kan du bli litt mer obs på 'men du er flink, du har det som skal til' og da kan du liksom ja gjør det som skal til for å få høy måloppnåelse.

I: At det i sånne situasjoner er noe du velger å fokusere på fritiden?

V: Ja.

I: Ja, det var det jeg lurte på. Har du noen spørsmål?

V: Nei.

### 8.6.3 Interview: "Marcus"

Time: 18:13

Nickname: Marcus

I: Så, hvordan vil du beskrive begrepet læringsstrategier?

M: Puh, det er et vanskelig spørsmål. Jeg vil nesten si at læringsstrategier er noe du gjør for å lære. Ehm, en metode som ofte er.. det er veldig subjektivt for hva som fungerer fordi noen lærer lettere av å skrive, noen lærer veldig lett av å snakke, mens andre har sikkert en annen måte, kanskje å bare høre. Men en læringsstrategi vil jeg si er rett og slett bare måten man lærer best på for den personen.

I: Ja. Og har du lært om ulike læringsstrategier i engelskfaget?

M: I engelskfaget, puh, jeg har nok det, men jeg kommer ikke på noen. Jeg tror en jeg lærte var at når jeg leser så kan jeg notere ned stikkord på siden av ting jeg synes er vanskelig eller viktig. Det tror jeg jeg lærte i engelsken.

I: Mhm. Så de læringsstrategiene du kan eller bruker, klarer du å huske hvor du har lært de?

M: Ehm, jeg har lært noen fra rådgivere på skoler, noen lærte jeg meg selv, eh, en lærte jeg som sagt i engelsk av en engelsklærer jeg hadde for noen år siden og noen har jeg lært fra norsklærere.

I: Ja, så føler du at læringsstrategiene går litt på tvers av fag?

M: Ja, en læringsstrategi du bruker i et fag kan veldig ofte fungere i andre fag og hvis det er samme måte å gå inn på. Så hvis du skal pugge informasjon så kan du bruke det i alle fag som du må pugge informasjon.

I: Mhm, ikke sant. Så i engelsk, på hvilke tidspunkt velger du å bruke læringsstrategier?

M: Ofte hvis det er noe vi skal ha en prøve i og det er noe jeg ikke har fulgt med nok i timen til å forstå eller det er noe jeg føler jeg kan lære mer. Så hvis, når vi har hatt litt om engelsk historie eller et spesifikt sted så er det veldig lurt å bruke læringsstrategier for å bare få med seg alt sånn at du er sikker på at du ikke glemmer noe.

I: Mhm. Så du bruker de mest for å memorere?

M: Ja, det er beste måten å forklare det på.

I: På hvilken måte mener du læringsstrategier kan hjelpe deg med å lære engelsk?

M: Eh, å lære engelsk vil jeg si er mer pugging enn å bruke læringsstrategier. Så hvis du bare er interessert i å lære språket så er den beste måten å lære engelsk på med læringsstrategier er egentlig bare å skrive det ned og repetere det om og om igjen. Men det er ikke noen spesifikke læringsstrategier, kanskje høre på det mye. Høre mye på engelske stoff, det tror jeg hjelper.

I: Mhm. Så hvis du sammenligner det med å lære språket engelsk og det å lære kunnskap i engelsk faget, når bruker du oftest læringsstrategier da?

M: Nå kan jeg, nå har jo jeg kunne engelsk siden jeg var ganske liten. Eh, men jeg vil si at når det gjelder å lære stoff fra engelsk og informasjon fra engelsk så bruker man læringsstrategier der enn å faktisk lære språket.

I: Hva tenker du at du kan gjøre for å bli enda bedre på å bruke læringsstrategier?

M: Ehm, begynne å bruke de. (Ler) Eh, nei det er mer å sette rutiner og vaner enn at den beste, hvis du har rutine på at etter det så skal du gjøre det, og etter det så skal du gjøre det, så etter nok ganger så vil hjernen din lære seg den rekkefølgen automatisk.

I: Mhm, men føler du at du har nok kunnskap om ulike læringsstrategier til at du kan ta de i bruk og begynne å øve på å bruke de?

M: Det har jeg. Eh, og det er noe jeg har merka veldig etter jeg begynte på videregående.

I: Ja, føler du at det da er noe du har lært på ungdomsskolen eller har du lært det etter du begynte på videregående?

M: Både og. Noen lærte jeg på barneskolen, en del lærte jeg i ungdomsskolen, og nå lært noen på videregående.

I: Mhm. Og over på det med selv-regulering. Anser du deg selv som selv-regulert? Hvorfor/hvorfor ikke?

M: Eh, jeg vil ikke akkurat si jeg er veldig selv-regulert. Jeg er veldig dårlig på å holde fokus på ting. Så jeg prøver å øve når jeg kan og jeg prøver å gjøre det jeg burde gjøre når jeg kan, men det er veldig lett for meg å spole av veldig lett. Og veldig ofte. Og veldig mye. (ler)

I: Det skjønner jeg. Men hva tror du det innebærer å være selv-regulert i engelskfaget?

M: Å kunne følge med. Mm. Å skaffe informasjon som du skal skaffe. Og presentere det på en forståelig måte innenfor språket.

I: Tror du engelskfaget har bidratt til å gjøre deg selv-regulert?

M: Ehm, både og. På en side så har jeg lært meg ganske mange måter å skrive og presentere stoff i engelsk. Men så har jeg og klart å lære meg selv noen uvaner med å bare bli ekstremt lett distraheret som når vi har en innlevering at 'jeg kan bare gjøre det neste uke'.

I: Mhm, at du prokrastinerer?

M: Ja, jeg er veldig god på det. (ler)

I: Hehe, skjønner. Hva tror du er fordelene med å være selv-regulert i engelskfaget?

M: Det tror jeg er at man kan få inn mer informasjon og strategier som man kanskje ikke hadde lært seg om man ikke var selv-regulert. Hvis man ser på den språklige biten av faget hjelper det veldig hvis man jobber med det på egenhånd fordi man lærer språk bedre hvis man konstant utsetter seg selv for det.

I: Hva tenker du at du kan gjøre for å bli enda mer selv-regulert?

M: Å prøve å ta en interesse i faget. Hvis man finner noe man liker å gjøre i faget er det veldig lett å lære seg mer på fritiden, eller bare generelt. Det er i alle fall den metoden jeg har brukt.

I: Mm, ved introduksjon av noe nytt i engelsktimen, vet du hvordan du best kan tilegne deg ny kunnskap?

M: Jeg vil si for meg så er det å snakke om det. Jeg lærer veldig godt av å snakke om det og høre meg selv snakke om det, og da går det inn lettere. Så hvis jeg lærer meg noe nytt i engelsken så hjelper det veldig å snakke med noen om det etterpå. Eh, eller om, hvis jeg har skrevet det ned så kan jeg snakke med meg selv om det og, for det pleier og å fungere.

I: Baserer du det da på det som blir presentert av engelsklæreren, eller prøver du også å finne kunnskap andre steder? Eventuelt hvor?

M: Jeg forsøker for det første å passe på at jeg får med meg alt engelsklæreren sier. Hvis jeg får med meg det så sikrer jeg meg iallfall at jeg har forstått det jeg burde gå gjennom. Og så pleier jeg hvis jeg har god tid og orker så pleier jeg å gå gjennom ekstra stoff for å bare se om jeg klarer å få frem noe.

I: Ja.. Kan du forklare hva du pleier å gjøre når du får en oppgave i engelsk?

M: Vel, hvis vi tar en presentasjon. Si vi skal lage en engelsk presentasjon om en eller annen engelsk by. Eh. da går jeg gjennom mine fire faser av idioti. Første fase: okei jeg forstår dette her. Andre fase: nei, jeg har femten minutter, jeg klarer det. Eh. Tredje fase: ah, jeg kan bare gjøre det neste time. Fjerde fase: shit, jeg har to minutter på meg igjen.

I: Skjønner.

M: Eh ja.

I: Men sånn når du først kommer i gang med oppgaven, hva gjør du da for å løse oppgaven?

M: Eh, pff. Hvis vi tar det samme eksempelet med den engelske byen så tar jeg og finner informasjon, skriver ned, markerer og memorerer de viktigste bitene. Eh, bearbeider de i bakhodet mens jeg finner frem alt annet, så skriver jeg det ned på en bearbeida og forkorta versjon. Eller det kommer veldig an på hva det er.

I: Mhm. Jobber du med det selv hele veien eller liker du å spørre om læreren kan komme og se over det du har gjort?

M: Jeg pleier å jobbe selv helt til jeg er ferdig, hvor av jeg spør læreren, hvis jeg har tid, om det er noe mer jeg burde gjøre. Eh, men det pleier jeg ikke ha fordi jeg er veldig god på å prokrastinere og jeg har ofte ikke veldig mye tid når jeg er ferdig.

I: Skjønner. Men da lurer jeg på: gjør engelskundervisningen deg bevisst på hvordan du kan lære nytt materiale?

M: Ehm, ja. På en viss måte. Jeg lærer veldig mye av måter å presentere stoff, måter å skrive tekster, eh så det er egentlig det stedet jeg har blitt best på å skrive ting. Men samtidig lærer jeg ikke veldig mye mer enn det. Så all annen informasjon og spesifikk læring slipper ut av hodet mitt ganske raskt.

I: Ja.. For det går jo på at dere skal 'lære å lære'.

M: Ja.

I: På hvilken måte mener du lærere kan best legge til rette for at du skal 'lære å lære'?

M: Det er ikke noe læreren kan gjøre for at alle skal lære like bra, og det er ikke et problem med læreren, det er mer et problem med bare hvordan skolen er satt opp. Eh, og det er ikke veldig mye vi kan gjøre noe med. Men jeg tror den beste måten ville være hvis vi inkorporerer masse forskjellige måter å lære på. Litt skriving, litt snakking, litt alenarbeid og litt gruppearbeid. Så hvis vi klarer å få med alle måter folk lærer på så tror jeg det hadde blitt bedre for alle.

I: Mhm. Så du ønsker enda mer variasjon for å vite hvordan du lærer best?

I: Ja.

I: Mhm. Føler du at det er en forskjell på å lære engelsk på skolen og lære engelsk utenfor skolen? Og hvorfor/hvorfor ikke?

M: Eh. På skolen så lærer du veldig mye, mange flere, systematikk, du lærer regler, du lærer informasjonen, mens når du, hvis du.. Si du holder mye på med dataspill eller ser på youtube, da, hvis du ser veldig mye engelsk der da lærer du det automatisk. Du lærer hvordan de uttaler mye bedre, du lærer hvordan du skal skrive ting veldig raskt hvis du er et sted hvor du må konstant sende meldinger til noen andre. Eh, og jeg tror det, jeg vil si det er bedre å lære språk hjemme enn på skolen.

I: Ja? Så du føler at du har lært mest språket engelsk hjemme enn på skolen?

M: Mye mer. Jeg er limt til pcen min ganske mye av dagen, så eh å se på og skrive engelsk, snakke engelsk til og med, lære jeg ganske bra. Mesteparten av engelskkunnskapen min kommer ikke fra skolen, den kommer fra.. hjemme.

I: Mhm. Og utenfor skolen, hvor mye vil du si at du gjør som involverer det engelske språk?

M: Det kommer an på hva jeg holder på meg. Eh. Hvis jeg ser på serier så er de ofte engelsk. Eh, selv om det er på et annet språk så er det alltid engelske subtitles. Eh. Hvis jeg spiller spill så er det alltid egentlig på engelsk. Jeg snakker med, en del av vennene mine snakker jeg med en blanding av engelsk og norsk, og ofte hovedsakelig engelsk fordi vi spiller med noen andre. Eh, og hvis jeg tar og em, føler meg litt sliten så jeg vil bare ligge meg ned og høre på musikk, så er det jo engelsk.

I: Mhm. Så mye av det du gjør på er på engelsk?

M: Veldig mye engelsk. Og det tror jeg er fordi engelsk det er veldig mye engelsk rundt omkring der internett er mest populært.

I: Absolutt. For hva er dine grunner til å delta i aktiviteter på fritiden som involverer engelsk? Hvorfor er det engelsk og ikke norsk?

M: Jeg vet ikke hvorfor det er, men jeg vil bare si at jeg er vant med det. Jeg synes det er gøy, og at det at det er engelsk har ingenting med, hadde det vært på norsk hadde jeg også likt det. Men jeg, jeg gjør jo det jeg gjør fordi jeg synes det er gøy. Ikke på grunn av språk. Så å kunne engelsk, og ha lært meg engelsk, er bare en stor bonus. Eh, det gjør det jo bare mye lettere å gjøre de tingene jeg liker å gjøre.

I: Ja, ikke sant. Så handler det om hva som er tilgjengelig?

M: Ja, det er veldig mange ting som blir tilgjengelig hvis du kan engelsk. Problemet er jo også at mange prøver å scamme deg hvis du kan engelsk.

I: Å ja?

M: Ja, jeg mener.. har du ikke hørt om de fra India som sier «hello, there is virus on your computer». (ler).

I: Ja, sånne telefonsamtaler?

M: Ja!

I: Jo. Men hva tror du er de vanligste grunnene til at 16-åringer i dag blir eksponert for og deltar i så mye engelsk på fritiden sin?

M: Sosiale medier. Eh, hovedsakelig sosiale medier og en del internett. Hvis man går på sosiale medier så er det veldig mye lettere å finne noe engelsk enn det er, egentlig hvilket som helst annet språk med mindre du spesifikt søker på det eller du bor akkurat der.

I: Du nevnte at du har lært mye engelsk av fritidsaktivitetene dine.

M: Ja.

I: Tror du det er noe 16-åring generelt er bevisst på? At man kan lære mye av det?

M: Jeg tror en del er det, men det er nok en del som ikke er det. Så er det jo ikke alle som er så mye på sosiale medier og sånt, så det er ikke alle som er like eksponert. Men de fleste er nok det.

I: Tror du at det kan være en slags motivasjon for å gjøre de aktivitetene?

M: Mm, ja.

I: Er det det for deg?

M: Hvis alt jeg holdt på med hadde vært på norsk så hadde det ikke vært noen grunn for meg å lære engelsk. Eh, så det er en stor motivasjonsbooster hvis du vet at noe du liker å gjøre er på et annet språk så vil du jo lære deg det språket sånn at du like det mer.

I: Ja, sant. Og i spørreundersøkelsen kom det frem at flere deltar i aktiviteter som inneholder muntlig engelsk enn aktiviteter som inneholder skriftlig engelsk, hva tror du det kan komme av?

M: Eh. Off. Det kommer veldig an på person til person. Eh, noen ser jo veldig mye mer på videoer, og da hører de det mer og kanskje de snakker med noen fra et annet land som da vil de jo kommunisere på engelsk. Mens de som skriver veldig mye ofte er de som leser mye. Så det kommer veldig an på hva du holder på med i fritiden. Men jeg vil si at det muntlige, det er mest av det fordi det er flere folk som ser og hører på youtube, enn det er folk som leser nyhetsartikler, hvert fall ungdommer nå.

I: Mhm. Ehm. Tror du at aktiviteter som involverer engelsk utenfor skolen hjelper deg med å forbedre din bruk av læringsstrategier eller bli mer selv-regulert?

M: Nei. Det er veldig distraherende.

I: Det er distraherende?

M: Ja, jeg er veldig lett distraherert og da, så det hjelper ikke.

I: Mhm.

M: Men å lære seg engelsk språket hjelper ikke veldig mye hvis du ikke, hvis du sitter og holder på med det istedenfor å faktisk gjøre det du skal. Så hvis jeg hadde sett på en youtube video i timen da lærer jeg jo engelsk, fordi det er jo engelsk, men lærer ikke det jeg faktisk skal lære. Så sånn sett vil jeg ikke si at youtube videoer er, og for eksempel sosiale medier eller andre ting eller spill, er veldig bra for å hjelpe deg å være selv-regulert hele tiden. Spill kan være ekstremt gode, men det kommer jo an på hvilket spill.

I: Mhm. Så handler det om at du føler du lærer det engelske språket, men ikke nødvendigvis det du skal lære i engelskfaget?

M: Ja.

I: Det er det du tenker?

M: Ja.

I: da er jeg med. Det var det jeg hadde. Noen spørsmål?

M: Nei, tror ikke det.

#### **8.6.4 Interview: “Sophie”**

Time: 32:40

Nickname: Sophie

Interviewer (I): Yes. Så det første jeg lurer på er: hvordan vil du beskrive begrepet læringsstrategier?

Sophie (S): Det er jo de forskjellige strategiene for å på en måte få informasjonen inn, på en måte huske informasjon i lang tid. Jeg bruker forskjellige læringsstrategier, egentlig til forskjellige fag, men for meg handler læringsstrategier om forskjellige strategier som fungerer for meg for å lære den informasjonen jeg trenger for å huske, ofte i lang tid, eller til et fag.

I: Ja, og har du lært om ulike læringsstrategier i engelskfaget? Og eventuelt hvilke?

S: Vi har lært forskjellige lesestrategier, vent på ungdomsskolen eller på videregående?

I: Eh, både videregående, ungdomsskole, og eventuelt barneskolen.

S: Eh ja, jeg har lært 'blurting' som er på en måte å ta stikkord, lært meg hvordan å lese nøye gjennom. Det var og en annen måte jeg lærte der man ser på overskriftene, bildene og de uthevede ordene. Så har vi også sånn der 'skim reading'. Så har vi og forskjellige måter å skrive det ned på, der du skriver stikkord på sidene, forskjellige, egentlig hovedpunktene inni ett og så overskrift og så konklusjon. Men sånn for meg, jeg bruker ofte stikkord, for eksempel til et og et avsnitt. Og så var det og en annen vi lærte i ungdomsskolen som var oppkalt etter et dyr, husker ikke hva det het.

I: Bison?

S: Ja! Den. Den og hjelper noen ganger, men den bruker jeg oftere i norskfaget. Så det blir forskjellig fordi i engelsk føler jeg det passer bedre å 'skim read' eller å se på overskriftene, eh, de uthevede ordene, ordene som står på siden som er 'translated' til norsk, og på bildene. Så det er egentlig det jeg pleier å bruke mest.

I: Ja, så føler du det er norsk og engelsk du oftest bruker læringsstrategier eller er det på tvers av alle fag?

S: Det kommer an på. Fordi i naturfag så bruker jeg ofte ikke noen av de lesestrategiene, da leser jeg nøye igjennom fordi da må jeg kunne alt som står. Men måten jeg skriver på, det er veldig annerledes enn det er i engelsk og norsk fordi i engelsk og norsk skriver jeg ofte stikkord med for eksempel disse ordene og begrepene må jeg kunne. Mens i naturfag er alt relevant informasjon så da blir alt veldig nøye notert på et ark. Så mer nøye i andre fag der det er mer sånn at man må kunne alt, mer faktabaserte tekster.

I: Mhm. Og på hvilket tidspunkt velger du å bruke læringsstrategier i forbindelse med engelsk?

S: Ofte når vi leser tekster, ofte, hvert fall når vi skal lese noe, det kommer an på hvor lang tid jeg har. Hvis jeg har lang tid til å lese så leser jeg gjennom hele teksten, men hvis jeg får for kort tid til å gjøre det og må gjøre andre ting i tillegg så bruker jeg forskjellige læringsstrategier for å fordele tiden min på oppgaver og sånt. Så det kommer an på oppgavene, men ja. Det kommer an på oppgaven. Men ofte leser jeg veldig nøye hvis det er veldig viktig å svare nøye på oppgavene.

I: Mhm. Det høres ut som du bruker det oftest i forbindelse med lesing.

S: Mhm.

I: Kommer du på noen læringsstrategier du har brukt i forbindelse med skriving?

S: På skriving, da, egentlig så, da, nei, egentlig bruker jeg mest hvis.. Går det mest på om hvis jeg leser en tekst så i tillegg skal skrive en tekst eller bare skrive noe?

I: Begge deler?

S: da bruker jeg ofte struktur. For meg hjelper det ofte med hvilken struktur jeg skal ha. For da begynner jeg ikke med innledningen akkurat. Egentlig så lager jeg en 'overview', jeg husker ikke et annet navn på det, med oversikt over hva hver paragraf skal inneholde; at innledningen skal ha det og det, konklusjonen skal være en 'summary' av det, så finner jeg først ut hva jeg skal skrive om og da begynner jeg først å skrive første paragraf, andre paragraf,



tredje paragraf, så ser jeg hva jeg nevner her, hvilken type informasjon jeg trenger til innledningen, og da konklusjonen til slutt og overskrift.

I: Mhm. På hvilken måte mener du læringsstrategier kan hjelpe deg med å lære engelsk?

S: Egentlig så gjør det at det er lettere å forstå. For eksempel hvis jeg skal lese tekster så er det lettere å forstå handlingen, forstå begreper. Og hvis jeg skriver en tekst så hjelper det meg å forstå engelsk, for eksempel jeg skal skrive denne strukturen, der det er mer oversiktlig hva jeg skal skrive mer om og da kan jeg på en måte med mer oversikt kan jeg bruke mer avanserte ord på en måte. Eller at jeg må bruke ikke-avansert ord som gjør det mer uklart på grunn av at strukturen allerede er litt sånn ute og går. Så for meg kan jeg bli mer klar over språket. Og ved å lese med disse lesemetodene, så hjelper det meg å forstå teksten i helhet, så hjelper det meg å forstå hvilke begreper jeg må lære meg i teksten.

I: Ja, og hva tenker du at du kan gjøre for å bli enda bedre på å bruke læringsstrategier?

S: Bruke de mer. (Ler) Eller kanskje lære meg mer om de, fordi jeg har mine favoritter. Fordi jeg er mer sikker på mine favoritter enn å bruke nye fordi jeg vet at de jeg bruker nå fungerer for meg. Så derfor bruker jeg mest de. Men for eksempel for noen, i engelsk bruker jeg ofte, noen ganger bruker jeg skim reading, noen ganger bruker jeg veldig nøye reading, og når jeg skal skrive notater bruker jeg en måte vi lærte som står i boken. De hjelper meg veldig mye og gjør at jeg ikke bruker veldig mye tid på å skrive notater, men gjøre det også oversiktlig for meg. Så ved å, hvis jeg finner noen nye så kanskje bruke de nye, eller utvikle de jeg allerede har.

I: Men føler du at hittil på skolen, har du lært nok strategier til at du har mange å velge mellom?

S: Barneskolen så lærte vi ikke så mange strategier. Ungdomsskolen så lærte vi, jeg tror ikke vi lærte så mye i engelsken om strategier. Det er egentlig først på videregående. På ungdomsskolen var det litt mer slik at du måtte finne ut av det selv, eller utvikle det selv. Så det begynte jo med at alle skrev stikkord, sant, men for meg fungerte ikke det, spesielt i engelskfaget. Så jeg begynte å skrive andre ting på en måte, litt oppsummeringer av avsnitt så jeg har oversikt over teksten. Men det var mer på videregående at vi lærte nøye om 'her kan du gjøre det, det finnes dette og, du kan skrive det sånn...'. Der lærte vi mer sånt. Så nei.

I: Nei. Så tenker du da at det er du som må lære deg flere strategier, eller tenker du at det er ønskelig at lærerne fokuserer på å lære det vekk til elevene?

S: Begge. For eksempel, det er litt vanskelig å finne sin måte. Det tar litt lang tid å finne og utvikle en, men hvis læreren på en måte 'her, du kan prøve denne', da kan du prøve den ut selv om den ikke fungerer så kan du finne en annen, sant. Jeg tror jeg utviklet en før når vi hadde historie; hadde post it lapp på hver side med oppsummeringer. Det fungerte i faget historie, men ikke i engelsk. Så det er litt forskjellig det og.

I: Mhm. Neste spørsmål: Anser du deg selv som selv-regulert? Hvorfor/hvorfor ikke?

S: Og hva betyr det?

I: Har du noen tanker selv om hva det betyr?

S: Regulere meg selv? Litt der i ordet kanskje. Eller at jeg kan bestemme hvor mye arbeid jeg skal gjøre?

I: Ja, prøv å forklare det med dine egne ord.

S: da må jeg tenke. Emm. Selv-regulert.. Kanskje at, på skolen, at jeg regulerer arbeidet mitt selv. Kanskje bestemme at dette må bli gjort, eller at jeg skal regulere mengden arbeid jeg gjør, eller gjøre mer arbeid. Klare å regulere meg selv tenker jeg. Bestemme selv hva jeg må gjøre, hvor mye jeg må gjøre. Hva er nødvendig? Når må jeg gjøre det? Ja.

I: Ja. Ja, i bunn og grunn handler det om å kunne planlegge, gjennomføre og se over sin egen læring for å kunne tilpasse eller endre det man gjør uten at læreren må instruere deg. Så ut fra det, anser du deg selv som selv-regulert?

S: Eh, ja. Jeg tror jeg sier ja. Hjemme gjør jeg hvert fall det. Det er litt sånn, ofte til prøver er det sånn 'ja, nå må jeg sitte og pugge fordi jeg tror ikke jeg kan dette nok' sant. Og på skolen så er det sånn at hvis vi får oppgaver eller hvis jeg ser sånn 'okei, dette kan jeg ikke, eller jeg har gått glipp av den timen' så jeg må jobbe med det siden de andre allerede har gjort det så da må jeg jobbe med de oppgavene fordi de andre har gjort det. da, hvis det er selv-regulering, setter jeg meg selv i arbeid fordi jeg vet at jeg har gått glipp av noe de andre har gjort, og jeg vil ikke henge bak.

I: Så hva tror du det innebærer å være selv-regulert i engelskfaget?

S: Det innebærer at du egentlig jobber med det du selv synes er vanskelig. Eller, det du ser at er vanskeligere for deg enn de andre. For meg er det for eksempel vanskelig med grammatikk enn andre personer i min klasse, så jeg selv må øve på grammatikk fordi det har jeg vansker med, mens andre folk må øve på andre ting som kanskje er enklere for meg enn de. Det må jeg selv regulere i for eksempel engelskfaget. Og egentlig bare bruke de tilbakemeldingene du får på oppgaver, eller det du selv ser at er vanskelig for deg.

I: Mhm. Så tenker du det handler om å være selvstendig?

S: Litt. Litt. Men du kan jo få hjelp og da. For eksempel hvis du ser selv at 'nå sliter jeg med dette', så kan du spørre læreren din 'ja, hvordan kan jeg fikse dette eller hva kan jeg gjøre for å bli bedre på dette området i engelsk' så kan de si ifra sånn 'ja, du kan enten gå der, jobbe med dette, jobbe med disse oppgavene, gjør det (viser med hendene). Så kan du selv gjør det på din fritid.

I: Mhm. Tror du engelskfaget har bidratt til å gjøre deg selv-regulert?

S: Jeg tror.. Ja, jeg tror egentlig alle fag har gjort det, men engelsk og. Det jeg lærer i engelsk hjelper meg og i andre fag der vi.. Det hjelper meg egentlig overalt. Det gjør at jeg klarer å arbeide i andre fag og. Fordi jeg tenker sånn at i engelsk har jeg vansker med grammatikk, samme i norsk, sant. Engelsk grammatikk kan hjelpe meg med norsk grammatikk fordi de har noen likheter, og så ser jeg at de feilene jeg gjør i engelsk gjør jeg også i norskfaget. Så det hjelper jo meg at jeg vet hvor jeg gjør feil.

I: Mhm. Og hva tror du er fordelene med å være selv-regulert i engelskfaget?

S: Jeg tror det blir lettere for deg i fremtiden. Eller, jeg tror det blir lettere for deg i faget også hvis du er selv-regulert fordi du jobber jo med vanskelige temaer eller det som er vanskelig for deg. Du setter deg selv i arbeid med det du synes er vanskelig. Det betyr at i slutten så vil de vanskelige temaene eller områdene bli lettere fordi du har øvd på det, så det betyr at du letter enten er over eller henger med resten av klassen. Så hvis du jobber med det så vil du til slutt bli like flink i de områdene som du er på alle andre områder.

I: Hva tenker du at du kan gjøre for å bli enda mer selv-regulert?

S: Jobbe. Nei, eller.. Kanskje fokusere mer på de områdene som er vanskelige for meg, og kanskje se at dette er noe jeg må faktisk jobbe meg, og for å oppnå det jeg vil, eller bare for å bli bedre i de områdene jeg gjør mye feil. Så kan man og se hvordan: hvis dette er problemet, er det et problem i andre fag også? Eller er det bare et problem i engelsk? Sant. Så. Jeg tror hvis du klarer å selv-regulere i engelsk så klarer du å selv-regulere bedre i andre fag også. Og da har du jo disiplin og.

I: Tror du det er en sammenheng mellom bruken av læringsstrategier og det å være selv-regulert?

S: Ja, det tror jeg. Ja. Fordi hvis du, på en måte, når du regulerer deg selv og skal jobbe så kan jo læringsstrategier hjelpe deg med det. Det kan også hjelpe deg med å være selv-regulert. For eksempel vil det gjøre det lettere for

deg. Og det kan, læringsstrategier kan gjøre det kjekkere for deg å lære, at ved hjelp av dette klarer jeg å gjøre det bedre eller lære meg det bedre. Noen forstår det og selv, sant, noen forstår mer av innholdet om de lærer det selv. For eksempel er det lettere for meg hvis jeg sitter med boken og lærer meg det selv. da har jeg tid til å tenke hvorfor det fungerer. Det er med at det kan hjelpe å bruke læringsstrategier og det kan hjelpe meg fordi jeg er selvregulert fordi da kan jeg stå å bruke disse læringsmetodene for å jobbe med det som er vanskelig for meg som gjør at jeg blir bedre.

I: Mhm. Og ved introduksjon av noe nytt i engelsktimen, vet du hvordan du best kan tilegne deg ny kunnskap?

S: Det kommer veldig an på, men ofte så er det bare å lese seg opp på det til jeg lærer noe om det. Det kommer egentlig an på hva vi lærer, men hvis det er grammatikk da blir det pugging. Men som når vi hadde om kultur, da var det å lese seg opp på ulike kulturer. Hva er amerikansk kultur? Hva er forskjellen mellom det og den britiske kulturen? Egentlig lese meg opp på det.

I: Kan du forklare hva du pleier å gjøre når du får en oppgave i engelsk?

S: Lang eller kort oppgave?

I: Begge deler?

S: Hvis det er en lang oppgave, nei kort oppgave som vi skal gjøre i timen så begynner jeg rett på det. Men hvis det er en lang oppgave, da... Jeg går ofte i en boble hvor jeg stresser mye før jeg begynner å jobbe. Men når jeg, jeg pleier ofte å skrive en oversikt; hva må jeg gjøre, hva må det inneholde. Ofte må jeg lese meg opp på temaet om jeg ikke kan det fra før av sånn at jeg har den informasjonen jeg trenger for å gjøre den oppgaven, og så begynner jeg å skrive. Og etter jeg har skrevet ferdig da går jeg gjennom, sjekker at grammatikken er korrekt.

I: Du nevnte at hvis det er en kort oppgave så bare begynner du å skrive.

S: Ja. Fordi jeg føler at med korte oppgaver, da trenger du ikke så mye ekstra, du kan ta av det du har lært i timen, men hvis du skal ha en lengre oppgave der du må utdype deg mye da må du lese deg mer opp på det.

I: Så når det er en kort oppgave så bruker du informasjonen du har lært i timen, mens når det er en lang oppgave finner du ekstra informasjon?

S: Ja. I tillegg til den informasjonen vi har fått fra før. For eksempel hvis jeg skal utdype mye dypere enn det vi har gått igjennom i timen, da må jeg undersøke litt. Det kan og gå hvis jeg allerede har lært det, men jeg bare er usikker på om jeg har forstått det riktig. da søker jeg også for å sjekke om det er riktig.

I: Gjør du det både om læreren gir beskjed om at du skal gjøre det og uten at du får beskjed om det?

S: Ja. Fordi ofte selv om man skal skrive lange oppgaver uten kilder så sjekker jeg om begrepene jeg bruker er riktige, eller om det jeg skrive om er riktig selv om jeg har lært det fra før av. Ofte kan man jo ha lært seg ting litt feil. Så jeg sjekker egentlig alltid opp før jeg begynner å skrive på oppgaver.

I: Mhm. Gjør engelskundervisningen deg bevisst på hvordan du kan lære nytt materiale?

S: Ja. Eller jeg føler egentlig den metoden jeg har brukt er den metoden som er best for meg. Så det handler egentlig om å lese meg opp på det, og prøve å forstå og pugge, er beste måten for meg. Men det finnes jo andre metoder som er bedre for andre folk sant.

I: Ja, for det handler jo om å lære å lære. Men på hvilken måte mener du lærere kan best legge til rette for at du skal 'lære å lære'?

S: Åh, det er det.. For jeg husker at på ungdomsskolen så var det sånn alle lærerne sa at vi ikke skulle tenke på karakterer, men du skal lære ting for at du skal huske det i lang tid. Men der føler jeg kravet om prøver og karakterer ødelegger litt, fordi når du har en prøver tenker du 'åh, nå må jeg kunne alt dette', men du får aldri gått gjennom

det så nøye at du faktisk husker det i lang tid. Men det finnes jo ting som, for meg, plutselig gir mening. 'Åå, nå kommer jeg til å huske dette i lang tid'. Men andre ting som jeg bare må huske til en prøve, men ikke selv forstår hva det betyr eller hva det er, det bare går rett ut øret. Men lærerne kan på en måte, jeg vet ikke helt om de kan gjøre noe, for jeg tror det er litt opp til individet. Å prøve og lære seg det slik at du forstår det. Jeg tror ikke lærere kan få eleven til å forstå, for det kan være veldig vanskelig for eleven å forstå. De må egentlig gjøre arbeidet selv med å forstå. De kan jo prøve å hjelpe så godt de kan, men det føler jeg de gjør allerede. Så noen ganger er det bare opp til individet å forstå det.

I: Mhm. Føler du læringsstrategier er koblet til det å lære å lære?

S: Ja. Ja. Det er.. Ja. Fordi noen ganger når jeg leser tekster og skriver notater med den måten hvor jeg har hovedpunktene her og konklusjon, så ofte husker jeg hovedpunktene av teksten, ikke hele teksten og all informasjonen. Men ofte de hovedpunktene jeg har skrevet på siden. Og disse hovedpunktene hjelper meg å huske mer av teksten, enn hvis jeg bare hadde lest teksten en gang, eller to. da hadde jeg bare husket noen små deler. Men hvis jeg noterer fra teksten med mine egne ord og forstår det jeg leser med stikkord så lærer jeg litt mer, og forstår det bedre som vil gjøre at jeg husker det, enn hvis jeg bare leser det en gang.

I: Mhm. Og føler du at det er en forskjell på å lære engelsk på skolen og lære engelsk utenfor skolen? Hvorfor/hvorfor ikke?

S: Ja. Jeg har lært meg litt, det er litt sykt, men jeg har lært litt mer ord utenfor skolen. Eller, jeg har lært meg ord på skolen, det er mer ord som er viktige for et tema, men utenfor skolen føler jeg har lært mer ord som er generelle i engelsk. Ofte for eksempel når jeg ser tv-serier, leser bøker, så er det ofte sånn at om et ord kommer opp så går jeg til mamma og pappa og bare 'hva betyr det?', og de bare 'ja, det er det det det' sant. da har jeg lært meg et nytt ord, og de blir ofte repetert igjen og igjen så det går lett inn i hodet mitt, enn hvis jeg leser en tekst en gang på skolen og så husker jeg det ordet, men glemmer det etterpå. Så, jeg lærer også utenfor skolen. Men grammatikk er mer på skolen, ordutvalg utenfor skolen, men jeg lærer ikke sånn veldig avanserte ord, kanskje hvis jeg ser dokumentarer, men utenom det.. nei. Så jeg føler jeg lærer også utenfor skolen, men at jeg lærer litt mer formelt og avansert, ord jeg kan bruke i tekster, regler, det lærer jeg på skolen, mens ord jeg kan bruke utenfor skolen, eller sånn, ja, lærer jeg meg utenfor skolen.

I: Mhm, og utenfor skolen, hvor mye gjør du som involverer det engelske språk?

S: Sykt, det er sykt mye (ler). Ehm. Den ene treneren min, hun er engelsk, så jeg kommuniserer med hun bare på engelsk. Og vi skriver ofte på engelsk. Så for meg, jeg må ofte oversette noen ord for hun fra norsk til engelsk sånn at hun forstår. Hun snakker og norsk, men det er ofte lettere å kommunisere på engelsk. Og det er ofte når jeg skriver til henne på engelsk, så må jeg ofte tenke at dette må være forståelig og kort, og ofte må det jeg skal si oversettes fra norsk til engelsk. Så jeg lærer litt mer ord og hvordan skrive på engelsk når jeg snakker med henne.

I: Er det noe annet du gjør på fritiden hvor du blir eksponert for engelsk?

S: Eksponert.. Åja, ja ehm. Sosiale medier, reiser.. Eh jo! Når jeg snakker med min russiske familie. Jeg er ikke superflink i russisk, og de er ikke så superflinke i engelsk heller, så ofte blir jeg en 'translator' mellom engelsk og russisk.

I: Ja, og hva er dine grunner til å delta i aktiviteter på fritiden som involverer engelsk?

S: Det er jo det mest snakkede språket i verden, eller, alle kan engelsk, eller litt engelsk. Så det gjør det mulig å kommunisere med andre. Så for meg er det bare at det er lett å bruke engelsk hvis jeg skal kommunisere med noen,

spesielt om det er noen jeg vet ikke er norsk. Jeg liker egentlig bare å snakke engelsk. Noen ganger bruker jeg og 'slang' på engelsk fordi det høres bedre ut enn på norsk.

I: Mhm, så blander du engelsk og norsk innimellom da?

S: Ja, veldig mye. Ofte når jeg for eksempel skriver, jeg skriver ikke 'hvordan går det' jeg skriver 'whats up?', 'går det bra?' 'how you doing?' sant, du bare blander litt med engelsk fordi noen ganger føles det litt mer, vet ikke, litt mer knyttet til venner. Jeg snakker ikke så formelt, men blander fordi vi er så gode venner.

I: Ja, for hva tror du er de vanligste grunnene til at 16-åringer i dag blir eksponert for og deltar i så mye engelsk på fritiden sin?

S: Sosiale medier. Det tror jeg er hovedgrunnen, TV, internett, eh. At flere forskjellige folk fra forskjellige land har møttes i Norge. Det finnes jo mange i Norge som er fra forskjellige kulturer. Så jeg føler egentlig at måten Norge har mange kulturer der engelsk kan knytte alt sammen. Sosiale medier er jo den største grunnen. Det har jeg hvert fall sett i Russland, der står alt på russisk; sosiale medier, TV. Derfor er engelsk der sykt mye dårligere enn her i Norge. Her har vi masse TV serier på engelsk, på Netflix er alt på engelsk, sosiale medier er på engelsk, også kan vi jo snakke med alle typer folk på engelsk sant.

I: Ja. I spørreundersøkelsen kom det frem at flere deltar i aktiviteter som inneholder muntlig engelsk enn aktiviteter som inneholder skriftlig engelsk, hva tror du det kan komme av?

S: Jeg tror ikke det er så mange aktiviteter som er skriftlig. Jeg klarer ikke tenke på noen der du faktisk skriver, kanskje hvis du sender meldinger.

I: Så du føler det er mest engelsk muntlig?

S: Ja, mest muntlig generelt, men på grunn av at ikke alle kan norsk så blir det jo på engelsk. Har aldri tenkt på at aktiviteter kan være skriftlig. Nei, jeg kommer ikke på noen utenom litt på sosiale medier.

I: Nei. Men tror du at aktiviteter som involverer engelsk utenfor skolen hjelper deg med å forbedre din bruk av læringsstrategier eller bli mer selv-regulert?

S: Eh. Det har jeg heller aldri tenkt på. Jeg klarer ikke helt å se hvordan det skal hjelpe deg med strategier. Det kan hjelpe deg med engelsk språket, sant, som kan hjelpe deg med å forstå en tekst. Det kan igjen hjelpe deg med å bruke strategiene. Men å regulere deg selv.. det kan jo hjelpe deg ved å gjøre det lettere i forskjellige områder som gjør deg mer motivert til å lære deg språket. Hvis du føler at du kan noe, så blir du mer motivert enn hvis du føler at du ikke kan noe. Så det kan hjelpe deg å regulere deg. Men det kommer og an på individet. Så for noen hadde det hjulpet, men for andre hadde det ikke gjort en forskjell. Ja.

I: Ja.. Det var det jeg lurte på, har du noen spørsmål eller noe annet du vil si?

S: Hmm, nei.