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Abstract

Despite the fact that the English Curriculum in Norway does not make the use of textbooks compulsory, most teachers in Norwegian schools use a textbook or a smartbook to teach English from 1st to 10th grade. This project investigates in form of an intervention study if the use of authentic material as opposed to textbooks/smartbooks increases student engagement and participation in the 8th to 10th grade EFL classroom in Norway, which may lead to higher learning outcomes in English, as language fluency. Furthermore, this project examines the students' and teachers' attitudes towards replacing the use of textbooks/smartbooks with student classroom-based research and authentic material exclusively. For this study, a lesson plan which uses exclusively authentic material has been developed and implemented in a 9th grade class at a school in Stavanger for a time period of 5 months, the autumn semester in 2022. Before and after the intervention, the students participated in two surveys. In addition, English teachers in lower secondary school, mostly but not exclusively from Stavanger in Norway, participated in this study by completing an online survey.

The findings of this study show that using authentic material exclusively, in the form of videos and movies, and conducting student classroom-based research using the internet, do increase the students' engagement and participation in class, making them more confident and fluent in their English skills. Additionally, the students are overall willing to use authentic material exclusively in their English classes, especially videos, movies and online games. Most teachers, however, are willing to use authentic material regularly, but not exclusively.

The research concludes affirming that authentic material can be used exclusively in the EFL/ESL classroom in Norway following the Norwegian English Curriculum, as opposed to textbooks/smartbooks, and that it is also recommended for students' engagement and participation in their English classes. This study shows that authentic material and the students' motivation contribute to increase the students' proficiency level in English. Nevertheless, this study suggests that authentic material is recommended to be used exclusively from 9th grade and onwards, only if there is a good and positive classroom environment, where teacher-student and student-student relationships are safe and trustworthy. Since students in 8th grade in Norway come from different primary schools and many students and teachers meet for the first time when starting in 8th grade,

it might not be recommended to use only authentic material and doing student classroom-based research until the whole class and the teacher have gotten to know each other and feel safe and comfortable with each other. This way a positive and safe classroom environment is created, where everyone has the chance to participate freely without being judged or misinterpreted, but encourage to speak up, share their findings, make mistakes and learn from each other.

Keywords: EFL or ESL classroom, textbook or smartbook, authentic material, aural authentic material, contrived material, student classroom-based research, Norwegian Directorate for Education and Training, Norwegian Curriculum in English, relevance and central values, core elements, communication, language learning, working with texts in English, interdisciplinary topics, health and life skills, democracy and citizenship, competence aims, *Modulplan*, communicative competence, Action Research

Abbreviations:

EFL	English as a Foreign Language
ESL	English as a Second Language
UDIR	Norwegian Directorate for Education and Training (Utdannings-direktoratet)
TOEFL	Test of English as a Foreign Language
PBT	Paper-Based Test
IELTS	International English Language Testing System
9WOT	9 th grade without textbook – Class using authentic material exclusively
9WT	9 th grade with textbook – Class using the textbook/smartbook and some authentic material
L2	Second Language
NSD	Norwegian Centre for Research Data (Norsk senter for forskningsdata)

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Chapter 1. Introduction

Textbooks have been used in the English as a Foreign Language (EFL) classroom for over two centuries. All around the world textbooks are being printed, and more recently smartbooks are being uploaded, as the main resource or material for an EFL or English as a Second Language (ESL) classroom. In Norway, the Directorate for Education and Training's (UDIR) English Curriculum does not make the use of textbooks compulsory. However, all Norwegian schools use textbooks or smartbooks from 1st to 10th grade.

In this study, the necessity of textbooks and / or smartbooks in today's EFL/ESL classroom from 8th grade and onwards in Norway is being investigated because there is a lot of authentic material available which is appropriate for the age group, in line with their proficiency level and more appealing to the students and even to the teachers than a textbook/smartbook. It is stated that authentic material works best with intermediate to advanced level English students (Kilickaya, 2004 and Kim, 2000, as cited in Akbari & Razavi, 2015, p. 108), otherwise it can be too challenging, creating demotivation, confusion and frustration (Guariento & Morley, 2001, as cited in Akbari & Razavi, 2015, p. 108). By 8th grade, Norwegian students have reached an intermediate to advanced English level which allows them to understand and speak English almost fluently. These students already understand many lexical items and structures in English. Therefore, it would be possible to start using only authentic material from grade 8. Even though some students might lack knowledge of context or topic of some authentic material and could get confused, it is then that authentic aural material plays a very important role intertwined with the learning strategies suggested by the teachers, increasing the students' vocabulary and cultural knowledge, equipping them to face the real world (Arley-Fonseca & Brizuela-Gutierrez, 2020).

Furthermore, whether it is an English video on YouTube, a movie, a short story, a comic book, a novel or the internet, this authentic material would improve language acquisition by being more interesting to watch and discuss about in class, which might also lead to increased use and exposure of English thus contributing to the students' English language fluency.

Authentic material is thought to be beneficial to language learners considering that they provide a real experience of the language in its native context, tend to impact learners' motivation more positively, and most importantly can be related to learner needs more closely.

(Mohammed, 2021, p. 74)

In other words, authentic material is not only more exciting to work with, for students and teachers, but it is also real and natural since it takes place in an authentic English environment, and it can easily be adapted to the different English students' proficiency levels. On the contrary, "using only textbooks can make classes extremely dull and repetitive" (Mohammed, 2021, p. 78) causing demotivation in the students, and making them lose focus and the will to learn and use the language. In addition, classes "based on academic textbooks and handouts designed for pedagogical purposes do not fully prepare students with the linguistic tools to be part of real-life communication" (Arley-Fonseca & Brizuela-Gutierrez, 2020, p. 125). This means that no textbook nor smartbook can replace listening, seeing, watching, or reading native speakers of English interacting or communicating with each other.

The study in this thesis is a mixed study, both qualitative and quantitative, of the usage of authentic material instead of textbooks/smartbooks in the EFL classroom in lower secondary school in Norway. The objective of this project is to investigate if the EFL classroom can be held without a textbook/smartbook from 8th grade and onwards in Norway following the Norwegian English Curriculum. Furthermore, this project's intervention study will examine student classroom-based research and examples of authentic material being implemented in grade 9, EFL classroom, and if the process of researching and the use of authentic material will lead to an increase in student engagement and participation, and therefore enhance their English fluency. In addition, it will be investigated whether a transition to such materials would be accepted and supported by students and teachers.

This thesis addresses the four following research questions:

1) Does using authentic material, instead of a textbook/smartbook in the EFL classroom, affect the students' engagement in a way that they would be more active, participate more in class and in consequence become more fluent in English?

2) Are the students willing to leave the textbook/smartbook and use exclusively authentic material in the EFL classroom, and is there an effect of gender?

3) Are teachers willing to leave the textbook/smartbook and use exclusively authentic material in the EFL classroom?

4) Instead of the textbook/smartbook, what authentic material can be used in the EFL classroom from grades 8 to 10?

To address the three first research questions the project has been divided into three components: an intervention study, two surveys to lower secondary school students, and an online survey to EFL teachers. To address the fourth research question, a 20-year experienced EFL/ESL teacher (the author) has designed a three-year lesson overview with English research topics and suggestions of authentic material for each topic based on the literature available and her experience. In addition, since the teacher conducting the intervention study is also the researcher (the author) it can be stated that this study is conducted using an Action Research approach.

As explained above, the project has three components. The first component is an intervention study. A lesson plan was developed and implemented in a 9th grade EFL class at a school in Stavanger, in the autumn semester in 2022. This lesson plan includes the student classroom-based research topics and the use of authentic material to support that research, instead of the use of a textbook/smartbook. The second component focuses on the acceptance and willingness of the students to use authentic material. For this, two surveys were taken by the students, one before and one after the intervention study. Finally, the third component examines the acceptance or willingness of the teachers to use only authentic material, and the role of the teacher in the classroom. For this, lower secondary school EFL/ESL teachers in Norway, mostly in Stavanger, participated in an online survey.

Some researchers often use English as a Second Language (ESL) and English as a Foreign Language (EFL) interchangeably. There is a current debate whether this is also the case in Norway, since there is so much English input in Norway that English may be seen as a second language for some as well as a foreign language for others. In the context of this paper EFL and ESL are interchangeably.

This thesis is divided into seven chapters. Chapter 1 is this introduction, presenting the scope of the study as well as the research objective and the research questions. Chapter 2 is the theoretical background which presents the English Curriculum from the Directorate for Education and Training in Norway as well as advantages and disadvantages of the use of authentic material in comparison to textbooks or smartbooks in the EFL classroom. Chapter 3 presents the previous research on the topic in question, this is previous studies and research on authentic material and

textbooks in the EFL classroom. In chapter 4, the methodology is presented with the research objective and questions, and the predictions are included too. Additionally, the three-year lesson overview, with its student classroom-based research topics and the suggestion of authentic material is shown, as well as the intervention study with the lesson plan and the surveys for the students and the teachers. Chapter 5 presents the findings from both the intervention study and all the surveys. In chapter 6 the results are discussed in reference to the research questions, predictions, theoretical background and previous research. Finally, in chapter 7, the conclusion is presented.

Chapter 2. Theoretical Background

The purpose of this thesis is to investigate if textbooks and smartbooks can be replaced with authentic material following the Norwegian Directorate for Education and Training's framework in English, and if this would affect students' engagement and participation influencing in their English fluency. Thus, the Curriculum in English is explored, as well as the use of textbooks and smartbooks and authentic material in the EFL or ESL classroom. In addition, the relation between engagement, participation and fluency is examined as well. Finally, Action Research is also examined in this thesis since the researcher is also the teacher in charge of the intervention study (the author) of this project, the method used to investigate has an Action Research approach.

2. 1. The Curriculum in English in Norway

In Norway, the English Curriculum's Competence Aims are divided into four levels when referring to primary and lower secondary school. The first level is after year 2. Here the competence aims the students should achieve by second grade are shown. Then comes after year 4, these would be the aims students are expected to complete by 4th grade. After year 7 is the next level and shows what the students should be able to know and do by seventh grade. Finally, there are the competence aims after year 10 which presents the aims the students are expected to achieve through 8th, 9th and 10th grade in lower secondary school.

There are nineteen competence aims in the Curriculum 2020 for English after year 10. This study focuses on the competence aims after year 10, since the target population for the study is students in lower secondary school which means 8th, 9th and 10th grade in Norway. Out of these nineteen competence aims, there are six related to English culture. These competence aims are the following:

- Listen to and understand words and expressions in variants of English
- Read, interpret and reflect on English-language fiction, including young people's literature
- Describe and reflect on the role played by the English language in Norway and the rest of the world
- Explore and reflect on the situation of indigenous peoples in the English-speaking world and in Norway
- Explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world

- Explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests

(UDIR 2020a)

These competence aims can be achieved by teaching social studies in English for the three years of lower secondary school. Social Studies refers to the study of geography, history, society and culture. In this case it refers to English geography, history, society and culture.

Other competence aims after year 10 in the Norwegian English Curriculum are related to research, about finding information, analyzing it and conveying it. These competence aims are the following:

- Read, discuss and present content from various types of texts, including self-chosen texts
- Read factual texts and assess the reliability of the sources
- Use sources in a critical and accountable manner

(UDIR 2020a)

Following these competence aims, teachers no longer need to “give” all the information to the students in the form of a textbook/smartbook with facts, questions and answers. It is the students who should find the information and answers themselves. Today anybody can find any information on the internet. Thus, the teachers should be guides, the teachers are required to show the students “how” to find the information and then help them to assess it (Cutler, 2014). This is the role of the teacher today: to be a conductor for the class so the students can learn and do things themselves, instead of someone who conveys information from a textbook/smartbook to the students. Thus, this project is conducted in the way of student classroom-based research.

Student classroom-based research in this study is understood as an active learning strategy that refers to the investigation conducted by the students on a topic given by the teacher which can bring up more topics which the students are allowed to select by themselves to continue investigating further. This kind of research is student classroom-based because it takes place mostly in the classroom at school as a class activity or task, whether it is the students researching on their personal computer using the internet or at the school library. This kind of active learning strategy is sometimes referred to as Task-based Language Learning, where the teacher gives a task or activity to the students, and they should use the English language to complete the task. This

study uses the term *student classroom-based research* because the main task is to do research. Not to be confused with School classroom-based research, which is research conducted by teachers to find out what teaching or learning methods and / or strategies work better in their own classrooms.

Moreover, all other competence aims in the Curriculum focus on the learning process and the four language skills: oral, writing, reading and digital. While working with social studies the students will learn and apply learning strategies while they are reading, listening, speaking and writing in English using digital resources or not. The teacher will also show and explain different text genres so the students can produce different kinds of texts having a focus on content, language and structure. Thus, all the other competence aims are being followed as well. These competence aims are listed below:

- Use a variety of strategies for language learning, text creation and communication
- Use different digital resources and other aids in language learning, text creation and interaction
- Use key patterns of pronunciation in communication
- Express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation
- Ask questions and follow up input when talking about various topics adapted to different purposes, recipients and situations
- Explore and describe some linguistic similarities and differences between English and other languages the pupil is familiar with and use this in one's own language learning
- Use knowledge of word classes and syntax in working on one's own oral and written texts
- Follow rules for spelling, word inflection, syntax and text structure
- Write formal and informal texts, including multimedia texts with structure and coherence that describe, narrate and reflect, and are adapted to the purpose, recipient and situation
- Revise one's own texts based on feedback and knowledge of the language

(UDIR, 2020a)

After having analyzed all the competence aims given by UDIR, there are no competence aims requiring a textbook/smartbook. The Norwegian Curriculum in English does not point towards any specific direction on material or resources, which means that teachers and students can choose any text or any task from any source (Fenner & Ørevik, 2018). To conclude, there is no reason for which teachers must keep on using a textbook/smartbook in the EFL classroom other than the teachers being dependent on textbooks. "There's no doubt that the textbook can simplify the teacher's work" (Fenner & Ørevik, 2018, p. 334).

The Norwegian Curriculum also includes core elements for the English subject which are 1) Communication, 2) Language learning and 3) Working with texts in English. In the third core element they explain about texts in English:

Language learning takes place in the encounter with texts in English. The concept of text is used in a broad sense: texts can be spoken and written, printed and digital, graphic and artistic, formal and informal, fictional and factual, contemporary and historical. The texts can contain writing, pictures, audio, drawings, graphs, numbers and other forms of expression that are combined to enhance and present a message.

(UDIR, 2020b)

In other words, any material in English can be used in class. This material can be English movies, videos, newspapers, magazines, novels, graphic novels, podcasts, news reports, picture books, diaries, stories, short stories, menus, and many other texts in English. Textbooks and smartbooks are also included in this description of what a text is by UDIR, of course, but are they the best choice when having an infinite amount of other material?

In addition, the Norwegian Curriculum in English incorporates the development of values such as intercultural understanding and the value of learning from different cultures to prevent prejudice. This is the relevance and central values of learning English in the Norwegian Curriculum. Learning about English history, geography, society and culture contributes to the formation of these values, improving the students' cultural and intercultural competences.

Finally, the Norwegian Curriculum in English also includes interdisciplinary topics: Health and life skills, and democracy and citizenship. Health and life skills refers to learning the language to be able to communicate orally and in written with other people who speak English and by sharing thoughts, ideas and experiences with them, the students will learn and understand different ways of seeing the world. This would reinforce the students' identity when being able to recognize and discern different points of view. In the same way, democracy and citizenship refers to the students understanding that these different points of view depend on which culture or part of the world one is from. The English language would open doors all around the world for them and getting to know and respect these different societies and cultures would also contribute to the prevention of prejudices.

Social Studies in English covers it all. Learning about geography, historical events, people, societies and culture in the English-speaking world follows the Norwegian Curriculum in English

2020 in all aspects. For this reason, the teaching content chosen for this project is based on English-speaking countries.

2. 2. Authentic material in the EFL/ESL classroom

Movies, videos, journals, podcasts, brochures, teenage novels, books and the internet are examples of authentic material. These are examples of authentic material because they were made to send a message or communicate with people who speak the same language these materials were made in. Authentic material is defined by many researchers, scholars and teachers in different ways. For example, Arley-Fonseca and Brizuela-Gutierrez (2020) define authenticity of the language as “a genuine and real act of communication that evidences normal characteristics of the language such as interruptions, false starts, differences in accent, and paraphrasing, among others.” (p. 123). Gilmore agrees with Marrow that “An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (Marrow 1977, as cited by Gilmore, 2007). What these and all other definitions do have in common is that authentic material refers to all the texts, written or spoken, made for communication between native speakers of the same language. This means that this material was not made for teaching or learning purposes, but their main purpose is to communicate.

In a classroom setting, authenticity also relates to the interaction between the students and teachers, the tasks and assessments given to the students by the teachers, and the social situation in the classroom (Gilmore, 2007). In addition, “culture, and the ability to behave or think like a target language group in order to be recognized and validated by them” (Kramsh, 1998, as cited in Gilmore, 2007, p. 98). In other words, if teachers create a classroom culture where all students and the teacher him/herself speak in English the whole time and incorporates materials which were made for communicative purposes, then it can be said that it is an authentic English class. And it is in this classroom environment that language acquisition happens. In this way students would listen to and watch native speakers, instead of only listening to the English teacher in their class who might not be a native speaker him/herself. Students would learn not only the language but also about the English culture and people when watching English movies or videos or reading English authors, whether it is a novel or a newspaper article. There are many expressions in all languages that cannot be translated, if using aural authentic material, they would not have to.

Students would acquire these expressions by watching or reading from the natives and later using the expressions themselves in the English class or in the real world.

Gilmore's research focuses on EFL students gaining communicative competence in the target language. Gilmore (2011) explains that there are five interrelated components when speaking about communicative competence: 1) Linguistic competence, 2) Pragmalinguistic competence, 3) Sociopragmatic competence, 4) Strategic competence, and 5) Discourse competence. These communicative competence's components can be juxtaposed with the competence aims, core elements, relevance and central values, and interdisciplinary topics in the Norwegian Curriculum in English, explained in the previous section: 2.1.

Moreover, Gilmore studies reveal that even though textbooks and smartbooks have improved through the years, they keep on failing when speaking about students' communicative needs. No textbook nor smartbook can replace the sense of real communication between native speakers.

Authentic materials [...] offer a much richer source of input in the classroom and have the potential to raise learners' awareness of a wider range of discourse features and therefore, hypothetically, more likely to encourage the development of a broader range of communicative competencies in learners.

(Gilmore, 2011, p. 791)

In other words, the more exposure to authentic material, the more input the students would have from native speakers, the more lexical, syntactical, orthographical and phonological knowledge and skills they would gain and develop. In addition, they would also be exposed to cultural and social conventions when working with authentic material. Later, they would be able to express themselves using these conventions, orally and / or in writing.

Furthermore, authentic material has been shown to be most motivating in order to engage the students into the use of the English language, "...authentic materials help fuse the real world with the classroom and considerably enliven the ESL/EFL class and the entire learning experience" (Mohammed, 2021, p. 83). This means that authentic material gives the students a sense or a feeling of being within an English-speaking natural environment, instead of in a classroom, even though there is exactly where they are. Authentic material brings the real English-speaking world

into the classroom, and it makes possible for the students to hear, see, read and understand English native speakers.

Arley-Fonseca & Brizuela-Gutierrez (2020) claim that the only way students can be equipped to face the real world is through authentic material. Only through authentic aural material is that students can practice listening, understanding and speaking as native speakers do, being aware of the different features of the language, as for example, real tempo, false starts, awkward pauses, differences in accents and tones, paraphrasing and others. They also suggest that teachers should implement communicative tasks that resemble real-life situations. The use of authentic material can help to develop different tasks and forms of assessments where communicative competences are tested. “Authentic material and real-world tasks enable students to see the relevance of classroom activity to their long-term communicative goals” (Brown, 2007, as cited in Arley-Fonseca & Brizuela-Gutierrez, 2020, p. 130). In other words, with authentic material students can prepare themselves for real life communication, and it also helps them to acknowledge how useful a second or foreign language can be when needing to communicate with foreigners in their home country or abroad.

Arley-Fonseca & Brizuela-Gutierrez (2020) also provide a list of emotional effects in students when using authentic materials. First, they mentioned that since authentic material is real, students are more interested and motivated since they can relate to them, and this also gives them more confidence when they understand them. Second, authentic material gives students the opportunity to pick up words and / or phrases naturally. Third, since authentic material happens in a native environment it would also provide cultural competences to the students, which will influence their intercultural knowledge, hence respect. Fourth, when using authentic material, teachers can also create authentic tasks. Finally, students can start learning more independently when approaching authentic material in the classroom or in their own free time (Gower, Phillips & Walters, 1995, in Arley-Fonseca & Brizuela-Gutierrez, 2020). As explained in section 2.1., the role of the teacher as a class conductor makes students more independent learners.

Norwegian students grow up immersed in English authentic material, for example, music or TV. There is a lot of English input in Norway. Teenagers watch Youtube, Netflix, Disney+, etc., and listen to English-speaking bands, singers, artists, etc. every day. If material that students

enjoy watching in their free time was used in a guided way at school, student participation would most likely increase at school since classes would be more fun and more relevant for the students which would possibly result in higher learning outcomes including higher fluency.

On the other hand, when teachers use authentic material, classroom discipline can be a challenge. Sometimes teachers must stop watching movies in class because of the students' misbehavior. Teachers should be careful when choosing authentic material. The authentic material should be in accordance with the suggestions in the curriculum and should also interest, motivate and encourage most students in the class. In that way, discipline and classroom management would not be challenged.

In addition, the authentic material selected must agree with the students age and English level, as well as the class culture. Regardless of how much the teacher likes or believes the students would take advantage of watching a particular video or reading a specific teenage novel, it is more important that the students are mature enough and have an English proficiency to actually understand the content and be able to talk, discuss and / or write about it in a satisfactory manner. "Authentic material which has been carelessly chosen can be extremely demotivating for students since they will not understand it" (Harmer, 2008, as cited in Arley-Fonseca & Brizuela-Gutierrez, 2020, p. 127).

The classroom environment, its culture, should be taken into consideration as well when selecting authentic material. Since this material is made to communicate with other native speakers of the language, the words or expressions they use can have a double sense or a hidden message. Teachers must know their students and be cautious when exposing the students to some of this authentic material. Giving a warning to the students can be a solution, prepare the students when presenting strong topics, for example, indigenous people being mistreated during the colonization period and maybe still today. As previously said, there is a huge amount of authentic material, old, new, for children, for adults, for girls, for boys, for beginners, for advanced students, and so on. All these factors must be considered when selecting authentic material for specific groups of students or classes.

Gilmore (2011) also reflects upon the idea of letting the authentic material lead the class in certain way. The students' research might bring up other topics based on the first topic the students were researching. In the same way, a movie or video can bring up other related videos and movies.

This can also happen with newspaper articles, podcasts and other types of authentic material “because the syllabus is not preconceived, but is rather co-constructed by participants during the course, what takes place in the classroom cannot be predicted beforehand” (Gilmore, 2011, p. 812). Teachers should expect the students to find other interesting topics while researching and working with authentic material. Teachers should also expect students to wonder about and discuss their findings. This can alter the direction of the course. However, as long as the students keep on reading, talking and writing in English, they are still training their communicative competences.

2. 3. Textbooks and smartbooks

Textbooks in the EFL or ESL classroom have existed in Norway since 1782 (Fenner & Ørevik, 2018). The teaching of English as a Second Language in Norway started as part of the belief of *Bildung*, which means the developing of a human being to its full potential through education and nurture (Pieper, 2006, in Fenner & Ørevik, 2018). By the end of the 1700s English was taught through grammar exercises, reading, writing and learning by heart. Later, in 1869 texts were introduced in textbooks, but only for upper secondary school. In this time, it was believed that students would develop their full potential through reading authentic texts. However, it was not until 1974 that lower secondary schools were also included in this “new” curriculum, after using the Direct Method in the beginning of the 20th century, where English started to be used as the classroom language, and the Audiolingual Method after WWII, where repetition and drill exercises were the main way of teaching and learning. During this time the knowledge of British and American culture was added to the curriculum as well (Fenner & Ørevik, 2018).

It was the Norwegian Curriculum in English from 1974 that defined English as a tool for communicating with other people, but it was not until 1987 that communicative competences started to be part of the curriculum as well as learning the language through authentic texts. This revolutionized the elaboration of textbooks. “There was a general European consensus that it was the reality outside the classroom that should be presented in textbooks” (Fenner & Ørevik, 2018, p. 341). In other words, the notion of incorporating authentic texts in textbooks started then. In addition to textbooks presenting authentic English texts, the Norwegian Broadcasting Corporation (NRK) created documentaries and programs where native English speakers were being

interviewed, for example, and this was used in the Norwegian English classes. Nevertheless, textbook exercises were still about grammar, drills and filling in the blanks.

Next, with the new reforms in 1990, the new Curriculum in English of 1997 suggested that students should improve their English skills through oral and written exercises. Students then were expected to speak and write in English not just in drill exercises. Then English started to be taught as language and as culture. From this English Curriculum and onwards, authentic texts have been included in all new textbooks production. The authentic texts selected for textbooks come in different genres and in different topics to teach about the language and about the culture (Fenner & Ørevik, 2018).

In addition, the exercises or tasks proposed by the textbooks started to evolve as well. Instead of finding only fill in the blank or drill exercises, now there are comprehension and discussion exercises or writing tasks to express opinion and / or solutions to a problem. This shows how the textbooks have improved throughout the years following the current Norwegian Curriculum then.

Today, textbooks include authentic texts and smartbooks include links to videos. Also, most textbooks today include a webpage for further practice that show also authentic material. Nevertheless, the authentic texts or videos shown in textbooks and smartbooks are excerpts or adapted versions of the authentic material for the textbook. Going back to the definition of authentic material, it is not a text or video with the purpose to teach and / or learn, but a text or video which main purpose is to communicate. So, whether the textbooks and smartbooks today include versions of authentic texts, they cannot be considered authentic.

Moreover, the information given in textbooks is sometimes not relevant anymore or it is too old, there is no connection among chapters, and in some textbooks, there is still a bigger focus on grammar instead of on real communication. This does not help for a better teaching / learning process. Cutler presents in his article for *The Atlantic* “Down with Textbooks”, five negative points about textbooks:

- 1) Textbooks present history as unchanging, but as time passes, our understanding and interpretation of the past constantly evolves.
- 2) Textbooks are one-sided, offering a top-down, often white-male-centric view of history.
- 3) Without a thesis or any semblance of argument, textbooks don't accurately reflect how most scholars (at least good ones) write and present history. Teachers should assign readings that model effective

historical writing. 4) Most importantly—and this merits repeating—textbooks are boring and intimidating. 5) Textbooks can serve as a crutch for teachers who don't know history or the historian's craft.

(Cutler, 2014)

Even though Cutler is referring to History textbooks in High School and University level in the United States, this might be applied to English textbooks in Norway as well. Norwegian English textbooks in lower secondary school include content about English speaking countries in several chapters, making an emphasis on History and Social Studies, following the competence aims explained in the 2.1. section of this paper. Despite Norwegian textbooks/smartbooks being updated from time to time, not all schools can afford every new edition. The latest versions of textbooks/smartbooks do present a more neutral point of view in historical events, but still, they are mostly white-male-centric. In addition, today's teachers might feel constrained when having to follow and do the activities the textbook/smartbook proposes instead of their own. On the other hand, textbooks/smartbooks can also act as crutches for not well-prepared teachers as well. Plus, the world is changing constantly and rapidly so that a fun, interesting and encouraging textbook/smartbook from last year can become a boring one and out of date the next.

“Learning can happen from any book and certainly not from any textbook” (Cutler, 2014). Learning can be more exciting and meaningful when comparing and assessing different sources. For the students this would be a great educational experience, and for the teachers following all the competence aims intertwined: researching, understanding, analyzing and reflecting on events, and getting the students to produce texts and presentations, this could be a great opportunity. This creates meaningful learning instead of only memorizing facts for a test (Cutler, 2014).

Gilmore (2007) points out the gap that exists between authentic material and textbooks. As mentioned before, Gilmore's research focuses on communicative competence. He describes how textbooks' exercises and tasks are far from showing students real communication features. In Norway, textbooks have been reproduced following the most current Curriculum, and even though communicative competences are encouraged since 1997 in the Curriculum, not all schools count with the latest textbook edition. Furthermore, any textbook presents the authors' own interpretation of the Curriculum, as well as the authentic texts the authors choose and the tasks or activities the authors recommend according to their understanding of the Curriculum. Could not a teacher do the same? Teachers trust these authors when choosing a textbook or smartbook. In Norway,

teachers at a school get together to discuss which textbook/smartbook to use when there is budget to purchase new material. Could not the teachers do the same to select authentic material and trust each other?

Schools use textbooks/smartbooks because of tradition. The teachers are used to following a textbook/smartbook and they feel safe and comfortable with it. Even though some teachers have already introduced some authentic material in their classes such as movies, YouTube videos, news reports, short stories, and novels, they are following a textbook/smartbook and the authentic material is being used to introduce or sum up a chapter from the textbook/smartbook. Sometimes it is even used as a perk to the students for good behavior. In the contrary, the authentic material can be used as the main content for research, analysis and reflection. “We must abandon textbook-based learning in favor of assigning a myriad of sources” (Cutler, 2014). In other words, there are so many other resources and materials available today that teachers should take advantage of them.

Gilmore (2011) also points out that it is sometimes difficult for teachers to get access to some authentic material, and if they do get access, they are not well prepared on how to exploit them in the classroom for the students’ benefits. This is so, especially for non-native English speakers’ teachers. It would be quite hard for them to design and then to assess a task in pragmalinguistic or sociopragmatic competences. In addition, using authentic material can take a very long time, both in planning and in implementing, for example, selecting the material, obtaining the material, designing the tasks, viewing or going through the material in class and then designing the assessment form. Textbooks and smartbooks include all this already, ready for the teacher to put it into practice.

On the other hand, teachers can see the excitement and interest students show every time a movie is going to be shown, for example. Students are willing to work with authentic material despite some teacher’s unwillingness. Either these teachers do not know the content they should teach and must research themselves before or at the same time as the students, or they fear the students’ behavior while working with authentic material. Cutler also quotes James W. Lowen, an American sociologist, historian and author,

Loewen has a theory on why textbooks thrive, despite their deficiencies: “They meet a need, but it’s a need

that should not exist. It is the need for teachers who are not, first and foremost, teachers of history or social studies," he says.

(Cutler, 2014)

In other words, a textbook is there to cover the needs of the teachers, not of the students. As stated above, teachers feel comfortable and safe following a textbook, something that is easier than creating a whole lesson plan with many different resources of authentic material and seeing if they can get them or get the school to purchase them.

Cutler concludes his article making an emphasis on all the possibilities that can be found today and the role of the teacher,

In an age where information is instantaneous, cheap and easily accessible, history teachers will need to do even more to guide students toward credible sources. We must also help students pursue worthy questions in the context of areas that interest them, even at the expense of giving certain periods short shrift. In that environment, there is little need for a textbook-based approach. Students aren't slaves to a textbook, eventually forgetting a large chunk of what they store in short-term memory. Instead, the learning becomes more meaningful, engaging and lasting by being depth-centered, not breadth-centered.

(Cutler, 2014)

In other words, the teacher must be a guide, a conductor. The role of the teacher is being challenged, and so is the role of the student. The student will turn from being a passive actor receiving information to being the most active actor in the class, overseeing his or her own learning following the teacher's guidance. Cutler mentions the students being slaves to a textbook, but he forgets to mention that teachers become slaves to a textbook as well.

2. 4. Engagement, participation and fluency

According to The Glossary of Education Reform (2016), "[i]n education, **student engagement** refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education." In other words, it is said that a student is engaged when he or she pays attention and shows interest in what is being taught in class and works actively to learn more because he or she is curious about the topic or inspired by it. This is what this study investigates: if authentic material would engage students in learning and in

consequence, they would be more active and participate more in class. Even though there are several references to students' motivation in this thesis, it is not what the project investigates because motivation comes from the inner self and sometimes it is not possible to be seen or shown. Engagement can be seen and shown in different students' conducts in class.

Furthermore, “[c]lassroom **participation** refers to the behaviours that students engage themselves in class. This behaviour can take many formats, such as raising questions, responding to others' questions, **participation** in discussions, providing feedback, and so on” (Zhou, 2021, p. 101). In this project, participation also refers to doing research on their own or in groups, taking notes of their research and of the authentic material shown in class, copying from the board or screen, and collaborating with others sharing findings and / or thoughts. The relation between engagement and participation is crucial, since if one is not engaged, one will probably not participate. Participation can be seen as one of the conducts the students may show when they are engaged.

Finally, “[t]he term ‘fluency’ in the world of EFL refers to the measurement of **the ability one has to speak smoothly and freely without the need to pause and think about the grammar, vocabulary or pronunciation one needs to communicate**” (Chong, 2016). In addition, the British Council's webpage states that “Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot.” In other words, English fluency refers to the oral skill the students possess to speak properly without pausing to think if what they are saying is correct. In this study, it is suggested that there is a relation between engagement, participation and fluency. While more engagement and participation, the more fluent the student can become in English.

2. 5. Action Research

The EFL/ESL teacher to conduct the intervention study of this thesis project is also the researcher (the author), therefore it can be stated that this study is conducted using an Action Research approach. Action Research in Education refers to when the classroom teacher is also the researcher. Teachers-as-researchers were first found in England in the 1960s (Elliot, 1991). However, already in the 1940s Kurt Lewin introduced Action Research into educational studies

(Desouky Ali, 2020). Since then, different methods of Action Research have been developed, for example, classroom action research, teacher-based action research, collaborative action research, practical action research or participatory action research. Additionally, it was in the 1980s that Action Research started to be used in the EFL or ESL setting (Desouky Ali, 2020).

Action Research is defined as “any systematic inquiry conducted by teacher researchers [...] in the teaching/learning environment to gather information about the ways that their particular schools operate, how they teach, and how well their students learn” (Miles, 2006, as cited in Desouky Ali, 2020, p. 342). In other words, Action Research refers to any study conducted by the classroom teacher in his or her own classroom to reflect on and improve his or her professional practices within didactics, teaching/learning methods and strategies, and increase the professional development within the community. “Action Research is a life-long professional development opportunity for EFL/ESL teachers who aspire to be reflective practitioners in their schools” (Desouky Ali, 2020, p. 342). It is believed that even though teachers could be biased to their own practices with their own students in their own classrooms, there is nobody better than the teachers themselves to actually do, reflect and redo upon their own practices.

There are four areas in which Action Research is involved: 1) change in teaching practices, 2) student’s learning, 3) curriculum design and 4) teaching philosophies and beliefs (Fischer, 2001, in Desouky Ali, 2020). In this thesis, Action Research is involved in all of these areas. The results of this study will question teaching philosophies and beliefs, especially the teachers’ and students’ roles in the EFL classroom, and with that, it would be possible to make a change in the schools’ English plans and at the same time modify the teaching practices, and in consequence, improve the students’ language acquisition and their English proficiency.

Action Research is conceived as a spiral process where the teacher researcher plans, collects data, reflects upon it and finally, plans again. According to Kemmis and McTaggart, Action Research has four phases: 1) Planning, a problem is identified, 2) Action, an intervention study is implemented, 3) Observation, results or data of the Action phase are collected, and 4) Reflection, the teacher researcher decides whether to stop if the problem is solved or to re-plan and start again (Kemmis and McTaggart, 1998, in Desouky Ali, 2020). At first, this thesis was not aimed to identify and solve a problem as the first and last phases of Action Research put it, however, the idea to use authentic material instead of textbooks or smartbooks comes from the

belief that authentic material is more motivational for the students than textbooks/smartbooks, and therefore students would be more engaged and participate more in the EFL classroom, and in consequence become more fluent in English improving their English proficiency. Thus, following an Action Research approach, it could be suggested that the problem is the lack of students' engagement and participation when using a textbook/smarbook in the EFL classroom and therefore a constrained English language acquisition.

According to Pinter (2021) Action Research can be a transformative agent in education and it has a long-term impact in teachers' practices. Pinter was involved in the British Council English Language Teaching Research Partnerships project in primary and lower secondary school in India in 2016. The main purpose of this project was to investigate if English teachers were capable to work *with* children in regular EFL/ESL classes as co-researchers in classroom action research. Working with children gives the children an active role in their learning and makes them capable and responsible for their own experiences. In addition, involving children in their own learning is part of the rights-based or voice-based approaches from the United Nations Conventions on the Rights of the Child (Pinter, 2021).

This is also what this study intends to do. Doing students' classroom-based research and using authentic material, the students participate actively collaborating and sharing their findings, selecting themselves the content to learn. Furthermore, the rights-based or voice-based approaches from the United Nations Conventions on the Rights of the Child can be juxtaposed with what the Norwegian Core Curriculum means in the Principles for school practice: An Inclusive Learning Environment, by *pupil involvement*: "The pupils must participate and assume co-responsibility in the learning environment which they create together with the teachers every day" (UDIR, 2020c).

Pinter (2021) also points out that two years after the British Council project was over, teacher researchers were still working *with* their students as partners, giving them freedom to choose and giving them the responsibility of co-researchers, showing a lasting effect of the Action Research project they participated in. In the same way, this thesis would like to be an example of different practices for teachers to talk and reflect about and maybe put it into practice in their own classrooms one day.

Additionally, in the intervention study of this project, students get to reflect on their own learning answering two surveys. The results of the first survey were used through the

implementation of the intervention study, and the results of the second survey were used to reformulate and improve the intervention study to be implemented a second time. Since, as mentioned before, Action Research has a spiral design, and the objective of this is to make it better every time.

To sum up, after a teacher has become a researcher in his or her own classroom, he or she can see and experience the improvements made, thus a transformation occurs in this teacher and in his or her classroom. Part of this transformation is the one provoked by the students, when listening to them as partners or co-researchers in learning. After a teacher has seen her or his students thrive and participate actively in the class speaking English freely and fluently, there is no turning back, but instead, there is a long-lasting constant transformation in the teachers' and in the students' roles in the classroom.

Chapter 3. Previous Research

There is research and studies on authentic material and textbooks from several countries around the world. Scholars, professors and teachers in different regions have been working on finding out what the best resources to use in the EFL or ESL classroom are. This research has as its focus language acquisition. Thus, the aim is to find which materials or resources improve communicative competences in the students' second language.

3. 1. Authentic material versus textbooks/smartbooks

Gilmore (2011) imparted a "Communicative English Course" at the University of Tokio in Japan for 10 months. He got sixty-two second year university students enrolled in this course, which he divided into four classes. Two classes were taught using two different textbooks and the other two classes were taught using mostly, but not exclusively, authentic material. Thus, he had two control groups and two experimental groups. These students had passed the TOEFL exam with an average score of 514.3/677 on the PBT. These students were tested in their English proficiency before and after the course. The eight areas that the students were tested in were the following: 1) Listening test, 2) Receptive Pronunciation Test, 3) C-Test (reading comprehension), 4) Grammar Test, 5) Receptive Vocabulary Test, 6) Discourse Completion Task, 7) IELTS Oral Interview, and 8) Student Role-Play.

The results of Gilmore's 10-month study to develop communicative competence in English in students in Japan, show that the two classes receiving mostly authentic material input outperformed in five of eight tests the two classes using textbooks. The results show that in the Listening Test the students receiving mostly authentic English input increased 7% of the variance in comparison with the control group. In the Receptive Pronunciation Test, the experimental group showed a 17% increase of the variance compared to the control group. The Reading Comprehension Test did not show any significant difference, the Grammar Test, and the Discourse Completion Task did not either. In the Receptive Vocabulary Test a variance of 20% was revealed. The IELTS Oral Interview had different components. Even though the variance was of an 11%, the pronunciation did not show any significant difference, however the body language component which is part of the sociopragmatic competence showed a variance of 14%, the fluency component showed a variance of 8% and the interactional competence a variance of 15%. Finally, the Student

Role-Play tested both the conversational behavior and the conversational management, resulting in a 25% and a 22% variance in each.

Gilmore (2011) points out that in the Body Language Component in the IELTS Oral Interview students actually showed a variation in their facial expressions, proximity, eye contact and / or gestures when speaking in the target language. These students who alter their behavior when speaking in English were the students in the experimental group which received sociopragmatic training. “Nonverbal communication (NVC) is widely recognized as being crucial for successful communication” (Gilmore, 2011, p. 807). However, textbooks, smartbooks, syllabus or teachers do not give enough time nor credit to it. Training sociopragmatic skills would improve communication and avoid sociocultural misunderstandings, which is part of the core elements, interdisciplinary topics and relevance and central values in the Norwegian Curriculum in English.

On the other hand, this study’s results could differ if they used a different sample of students. As Gilmore puts it, this study was done in Japan, maybe with European or Latin American students the results would be different. Gilmore points out that the results are subject to the previous English proficiency level of the sample and to the intervention with mostly authentic material input.

Gilmore concludes his study reaffirming his predictions:

...authentic material, with their associated tasks and activities, provided richer input for learners to work with in the classroom, which, in turn, allowed them to notice and then acquire a wider variety of linguistic, pragmatic, strategic, and discourse features.

(Gilmore, 2011, p. 810)

In other words, giving the students a richer and authentic English environment in the classroom, and providing them with previous and follow up tasks, exercises and activities, make the students acknowledge many characteristics of the target language which no textbook nor smartbook can. Gilmore wonders why textbooks still focus mostly on vocabulary and grammar. He believes that one reason could be the teachers and another reason the publishers. Teaching with a textbook is well established and safe (Thornbury, 1999, in Gilmore, 2011). In addition, publishers do not want to risk alternative material and risk a loss in profits (Tomlinson, 2001, in Gilmore

2011). Gilmore suggests that instead of following a curriculum or syllabus, the communicative competences could be the syllabus. As mentioned before, the communicative competences can be juxtaposed with the Norwegian Curriculum in English.

Akbari and Razavi (2015) conducted a study in Iran to investigate what the EFL teachers' attitudes towards authentic material are, how the teachers would obtain the authentic material and if the teachers needed training in order to use this material. In their research they claim that authentic material can be a bridge between what students learn in the classroom and how they would be able to interact in real life events in the target language environment. They also suggest that if the students should be able to communicate in real life with native speakers, they need to start perceiving the target language in the classroom. In addition, Akbari and Razavi (2015) state that "Pictures, movements, colors and body language of TV and video, [...] allow learners to access non-verbal information; therefore, TV and video are easier for the language learners to comprehend" (p. 109).

The results of this study in Iran show a very positive teachers' attitude towards authentic material: 100% of the teachers in their sample answered in the survey that they would prefer to use authentic material in their classes. 100% of the teachers prefer to use authentic material because students would be exposed to real language (97%), it motivates students (58%), and it improves the students' skills (100%). 98% of the teachers also answered that they would prefer to use authentic material with intermediate level students, and 78% with advanced level students. Only 53% answered that they would use authentic material with beginners. 99% of the teachers would use TV or video for obtaining authentic material, followed by the internet with 88% of the teachers agreeing, and newspaper and magazines with 85%. The use of radio got only 28% of the teachers' positive answer. (Razavi & Akbari, 2015, p. 110)

Furthermore, 63% of the teachers answered that they would need training to use authentic material, and 99% of them believed that they need training to design the activities. This study does not answer if the teacher would prefer to use authentic material exclusively, or not a textbook at all, but it does show that teachers would need help to do so.

Rehman and Perveen (2021) conducted a study to find out the teachers' perceptions about the use of authentic material in Pakistani EFL classrooms. They state in their research that Pakistani teachers use only textbooks for teaching, the tasks for the students are teacher-centered and the learners get to listen only to their own teachers in the classroom (Rehan & Perveen, 2021). They claim that EFL students in Pakistan lack communicative competences because teachers only use textbook knowledge and they do not use any other material.

For their study they adapted a questionnaire used in Hong Kong that had three components: 1) The role of authentic material in language teaching, 2) The contrast between English textbooks and authentic material, and 3) selection of authentic material. The answers to the questionnaire show that 75% of the teachers agreed that authentic material is more valuable to learn English than the local English textbooks. 85% agreed that authentic material can be a supplement to textbooks. And 97.5% agreed that students should not be denied the opportunity to interact with authentic material.

On the other hand, 77.5% of the teachers agreed that selecting authentic material for their students was time consuming. 55% agreed that it is difficult to manage time in class while using authentic material and 25% agreed that it was difficult to complete the syllabus when using authentic material. In addition, 77.5% of the teachers answered that using authentic material is more challenging than using the local textbook.

With these results, Rehman and Perveen (2021) state that Pakistani teachers are aware of the benefits concerning authentic material and they wish to use it as a supplement to the textbooks. However, they do not consider stopping using a textbook at all, even though they acknowledge all the limitations the textbooks present in the students' language acquisition and communicative competences. Rehman and Perveen (2021) add that teachers in Pakistan are overloaded with work and lack motivation for trying new things. They explained that there is a lot of pressure on teachers to fulfill a syllabus and on them and their students to score the best grades. So, teachers prioritize covering the syllabus and getting the best grades, instead of their students acquiring the English language to communicate.

This is something to consider in Norwegian schools. Teachers in lower secondary school do administrative work as much as pedagogical work. Are teachers in Norway as overburdened as teachers in Pakistan? Would teachers in Norway have time within their working hours to make a

lesson plan using exclusively authentic material? Probably not all teachers can, but are the ones who can and want, allowed to do it? According to the English Curriculum in Norway explained in section 2.1. in this thesis, the teachers are not only allowed to, but they are in a way encouraged to do so.

Rehman and Perveen conclude that the English Curriculum in Pakistan must be reviewed so there would be time and space in the classroom to learn the English language as a communicative tool, instead of learning only English vocabulary and grammatical structures to get a good grade in a test. Teachers as well as students should be allowed to train their communicative competences using authentic material in the EFL or ESL classroom.

In Norway, the Norwegian Curriculum in English encourages teachers to work on communicative competences and sees the English language as a communicative tool. As mentioned in section 2.1. in this paper, English texts, whether written or spoken, can be taken from a myriad of sources. And EFL teachers in Norway do use authentic material. However, would they be willing to use authentic material exclusively?

Arely-Fonseca and Brizuela-Gutierrez (2020) worked in a project to include authentic material in the EFL classroom in the public educational system in Costa Rica. They state that EFL students need to own communicative competences in English to be able to function in a globalized world and using authentic material with follow up tasks is the best way to do it, since they show how native speakers actually interact. They also claim that teachers should use more time working on comprehending authentic material with their students as classroom tasks, than testing comprehension. They recommend teachers to follow these guidelines: First, teachers should explain and be sure the students understand the task and the task's objectives. Second, teachers should confirm that their students know how to use learning strategies alone, in pairs or in groups with or without the teacher's assistance to work with these tasks and objectives. They also suggest teachers monitoring constantly. Teachers should follow up students' comprehension regularly when using authentic material to be sure the students are understanding correctly. Comprehending authentic material gives a sense of confidence to the students that could create a false reality if they have misunderstood something (Arley-Fonseca & Brizuela-Gutierrez, 2020).

Arley-Fonseca & Brizuela-Gutierrez (2020) claim that learning strategies play a crucial role when using authentic material. These strategies can be from taking notes while listening to a podcast or watching a video to highlighting important phrases or words while reading. They mention metacognitive strategies, meaning that teachers should make their students think about how they are processing the information they are getting. Students can do this in pairs, on their own or in plenum with the teacher. They also suggest using associative strategies, for example, asking students what they know about the topic beforehand, comparing their own experience to what is happening in the authentic material, or imagining what could happen next.

When selecting authentic material Arley-Fonseca & Brizuela-Gutierrez (2020) recommend EFL teachers to ask themselves the following questions:

- 1) Do I (the teacher) find this content stimulating?
- 2) Will my learners find this interesting?
- 3) Is it suitable for my learners? (difficulty, age)
- 4) How does it fit with the other work we are doing in class?
- 5) Will this be useful to them? (assessment, future goals)

(Pinner, 2020, in Arley-Fonseca & Brizuela-Gutierrez, 2020, p. 136)

There are plenty of authentic material that can be used in this project and in many others: The teenage novels, *Skellig* by David Almond, and *The true diary of a part time Indian* by Sherman Alexi, have been selected in this thesis 3-year lesson overview. Also, the picture books *My two grannies* by Floella Benjamin, and *The soccer fence* by Phil Bildner have been chosen. For the intervention study in this project, *Where the forest meets the sea* by Jeannie Baker have been selected as well (Birkeveit & Williams, 2018). In the same way several videos and movies have been chosen. Some YouTube videos on James Cook, The History of the HMB Endeavour, the “We say sorry” speech, and the haka are part of the resources of the lesson plan that has been implemented in the intervention study part of this thesis, as well as the movies Australia, Moana and Falling Inn love.

3. 2. Student engagement, participation and English fluency

Ziyoda (2021) explains how important motivation is when learning a second or foreign language. She claims that the internal motivation of the students depends on their individual needs and motives. She suggests that teachers should give freedom of choice in class, give the students the freedom to choose. Students should be able to select what they are most interested in from different possible choices. This could refer to content, tasks and / or assessments. Ziyoda also suggests not to grade or give marks to the students, if possible, since knowing that they will be scored weakens their internal motivation to learn. The assessments should be to help the student to find out what he or she is good at and what he or she needs to work on, not to receive a mark. Moreover, different learning strategies and different learning materials would increase students' motivation. "The use of authentic video material is not only for the presentation of knowledge, but also for their control, consolidation, repetition, generalizations, systematization, and therefore, successfully performs all didactic functions" (Ziyoda, 2021, p. 42). In other words, the use of authentic audiovisual / aural material would increase students' motivation and improve their language skills, being the material the tutor itself.

To examine this, Ziyoda (2021) conducted an experiment for 6 weeks, which was 18 lessons, in Uzbekistan. One class used only the texts and the tasks that were suggested by the program, this being the control group. The other class was the experimental group which used authentic audiovisual material. In the experimental group, authentic material was used twice a week for around 10 to 25 minutes, plus the follow up exercises. The results show that the experimental group improved their English proficiency in 9.75% compared to the control group. This experiment shows that authentic audiovisual material motivates students positively and helps them develop communicative competences.

Sample (2015) conducted a similar study in Seoul, South Korea. Sample taught English to the same group of students using textbooks one week and authentic material the other week for a duration of 10 weeks. The purpose of his study was to investigate if authentic material increases students' motivation. Sample claims that authentic material does not only help develop linguistic abilities, but it also raises motivation.

In his study, Sample worked with 15 students aged 9 to 10 years old. He did qualitative research where he used a questionnaire, students' diaries, students' interviews and classroom recording. These students were taught every other week with contrived and authentic material. To start, the students answered a questionnaire in Korean. The results of this questionnaire show that 12 of the 15 students enjoyed learning English because they believe they will use it in the future. Additionally, the students responded that their favorite learning skills were listening and speaking, and their favorite activities were watching movies and playing games. The students also responded that the disliked activities involved grammar exercises, which might be seen as difficult and boring, and working by themselves. Sample mentions that young learners tend to prefer group activities since they can collaborate and feel safe together with others. It can be inferred that the students picked for the sample of this thesis's study, 8th to 10th grade students, might feel the same way.

In addition to the questionnaire, the students had to write a diary as homework. This diary was also written in Korean. In the diary they had to write one positive and one negative feedback for the class that day. The results prior to analyzing these diaries show that in the experimental class the students found 33 aspects that motivated them, while in the control class only 20. On the contrary, aspects that demotivated them were found mostly in the control class, which were 22 aspects, while in the experimental class there were only 16. The aspects that motivated the students from the authentic material were the ones they could relate to, aspects they found real or useful to them. In the diaries it was also found about movies and videoclips that "it was this particular activity type that was the motivating factor, rather than the fact they were authentic" (Sample, 2015, p. 109). The information analyzed from the diaries also shows that the relationships student-student and student-teacher play an important role in motivation. The teacher's personality and working in pairs or groups influence students' motivation, student-student interaction being their favorite activity.

Furthermore, the interviews revealed that for the lower proficiency students the activities related to the authentic material were too difficult because of lack of vocabulary or because of the speed people speak in the videos or movies. These students liked the textbooks better because the experimental class was too difficult. However, the students with a higher proficiency level

responded that the authentic material was more exciting because it was challenging. This shows that motivation is linked to the kind of activities more than to the material itself.

Finally, the results from the classroom recordings show that students did not like tasks that were repetitive, no matter if they were tasks based on authentic material. Sample (2015) concludes that authentic material does increase students' motivation in class, however, its grade of difficulty can also cause demotivation in some students. In addition, the tasks or activities selected for the class and the social aspects of the class, play a very important role in the students' motivation as well.

Mohammed (2021) conducted a study in different regions of the Arabic Gulf. The sample were pre-intermediate level randomly selected students studying English at the British Council across the Middle East. There were twenty surveys conducted in Kuwait, twenty in Qatar, twenty in the United Arab Emirates, twenty in Bahrain and twenty in Iraq. In total there were 100 surveys taken.

The main objective of Mohammed's study was to identify the students' perspectives on the use of authentic material when learning English. The "results indicated that students want invigorating and mentally stimulating material to help them grasp the English language better" (Mohammed, 2021, p 82). This material the students referred to was authentic material in the form of movies and newspapers. The results of the survey show that 35% of the students believe that the most useful teaching tool was videos and 42% task-based activities. The results also show that only 9% believed that textbooks were. In addition, the students' preferred listening tool was TV shows and movies, and the preferred reading tool was newspapers and magazines. Only 11% chose textbooks as reading tools (Mohammed, 2021). From this study one learns that students are willing to leave the textbook and use mostly authentic material.

Gilmore's (2011) study in Japan shows how students receiving authentic material input outperformed the students who were using two textbooks; refer to section 3.1. Did this happen because students participated more and were more engaged when using authentic material?

According to Gilmore (2011) the authentic material and the associated tasks are the reasons for these results, however he did not test participation nor engagement.

All these studies show that authentic material, especially audiovisual or aural ones, affects positively students' motivation, which gets them engaged in learning and probably makes them participate more in class, and therefore, become more fluent in English improving their English proficiency. In addition to the authentic material itself, the pre and post tasks, and the classroom culture, the relationships teacher-student and student-student, also influence the students' engagement and participation. Using authentic material helps to create authentic tasks that involve communicative competences, and this results in the students improving their English proficiency.

Chapter 4. Methodology

The objective of this project is to investigate if the EFL classroom can be held without a textbook/smartbook from 8th grade and onwards in Norway following the Norwegian English Curriculum. Furthermore, this project examines student classroom-based research and examples of authentic material being implemented in grade 9, EFL classroom, and if the process of researching and the use of authentic material will lead to an increase in student engagement and participation and therefore in their English fluency. In addition, it will be investigated whether a transition to such materials would be accepted and supported by students and teachers.

4. 1. Research questions

RQ1: Does using authentic material, instead of a textbook/smartbook in the EFL classroom, affect the students' engagement in a way that they would be more active, participate more in class and in consequence become more fluent in English?

RQ2: Are the students willing to leave the textbook/smartbook and use exclusively authentic material in the EFL classroom, and is there an effect of gender?

RQ3: Are teachers willing to leave the textbook/smartbook and use exclusively authentic material in the EFL classroom?

RQ4: Instead of the textbook/smartbook, what authentic material can be used in the EFL classroom from grades 8 to 10?

4. 2. Predictions

Research question 1 - Prediction 1:

P1: It is predicted that students will be more engaged and participate actively in class when using authentic material because authentic material has proven to be motivating. This is expected to improve their English proficiency, fluency being a part of it. Aural authentic material can be exploited to develop students' communicative competences, while textbooks have failed to meet students' communicative needs (Gilmore, 2007, as cited in Tevdosvka, 2018). Gilmore points out

that even though textbooks have improved over the last decades “they often continue to present learners with an impoverished or distorted sample of the target language to work with and fail to meet many of their communicative needs” (Gilmore, 2011, p. 791). In addition, studies conducted in Uzbekistan (Ziyoda, 2021) and in South Korea (Sample, 2015) show that authentic material, the related tasks in pairs or in groups, and the social conditions in the classroom, increase students’ motivation, influencing their learning.

Research question 2 - Prediction 2:

P2: It is predicted that all students, boys and girls, in lower secondary school prefer to use authentic material instead of a textbook/smartbook. The results of the survey from a study in Iran show that 35% of the students believe that the most useful teaching tool was videos and 42% task-based activities. The results also show that only 9% believed that textbooks were the most useful. In addition, the students’ preferred listening tool was TV shows and movies, and the preferred reading tool was newspapers and magazines. Only 11% chose textbooks as reading tools (Mohammed, 2021).

Research question 3 - Prediction 3:

P3: It is expected that teachers are willing to use authentic material, but possibly not exclusively. 100% of the teachers in a study in Iran answered that they would prefer to use authentic material in their classes. 99% of the teachers would use TV or video for obtaining authentic material, followed by the internet with 88% of the teachers agreeing, and newspaper and magazines with 85% (Razavi & Akbari, 2015).

The answers to the questionnaire of a study in Pakistan show that 75% of the teachers agreed that authentic material is more valuable to learn English than the local English textbooks. 85% agreed that authentic material can be a supplement to textbooks. And 97.5% agreed that students should not be denied the opportunity to interact with authentic material. However, 77.5% of the teachers agreed that selecting authentic material for their students was time consuming. 55% agreed that it is difficult to manage time in class while using authentic material and 25% agreed that it was difficult to complete the syllabus when using authentic material. In addition, 77.5% of the teachers answered that using authentic material is more challenging than using the local textbook (Rehman

& Perveen, 2021). Therefore, it can be predicted that teachers in Norway are also interested in using authentic material, however possibly not exclusively.

Research question 4 - Prediction 4:

P4: There is a vast amount of authentic material in English: newspapers, TV, radio, literature, and the internet. It is predicted that both teachers and students will find a great amount of authentic material for the topics in their EFL class. For written texts it is possible to find very good suggestions in *Literature for the English classroom, theory into practice*, by Anna Birketveit and Gweno Williams. For aural authentic material there are very good videos and movies on YouTube, Netflix, Disney+, HBO Max, Viaplay and other streaming platforms.

To sum up, the use of authentic material is expected to increase the students' engagement and participation in class because it is more motivational, and therefore make the students feel more confident of their English skills and most likely to increase their fluency. Most students are willing to use only authentic material in their English class, but probably not most teachers. A textbook/smartbook for the teachers is probably either a straitjacket or a crutch.

4. 3. Participants

The participants in this project are 9th grade students and EFL/ESL teachers in Norway. The students' samples are 9th grade students in a lower secondary school in Stavanger, Rogaland. The first sample is a 9th grade class. This class is called 9WOT (9th without textbook), which is the experimental group. In 9WOT there are 24 students, 12 boys and 12 girls aged 13 turning 14. The second sample is another 9th grade class. This class is called 9WT (9th with textbook), which is the control group. In 9WT there are 28 students, 13 boys and 15 girls aged 13 turning 14. Both classes, 9WOT and 9WT, are in the same school in Stavanger.

The lesson plan from the intervention study was applied in 9WOT, the experimental group. Most of the students in 9WOT (N=21) have had EFL lessons from first grade in a Norwegian school, which means that the length of English exposure has been for at least eight years. The other three students are foreigners. One student is from Somalia but lived in England before moving to

Norway. The other student is from Cameroon but lived in France before moving to Norway. And the third student came from Iran. These students have also attended school and have most likely been exposed to English in these countries being English lingua franca. They all came to Norway during their years in primary school. In addition, as mentioned before, English is possibly L2 in Norway.

Finally, the third sample is the EFL/ESL teachers, mostly but not exclusively, in Stavanger in Norway. The ones who completed the online survey were eight teachers at the same school where the intervention study was implemented in Stavanger. The other two teachers were one from Bergen municipality and the other from Rennesøy.

4. 4. Methods and materials

This project has three components. The first component is the intervention study. A lesson plan has been implemented in a 9th grade EFL class. This lesson plan includes the student classroom-based research as the main source of knowledge and the use of authentic material to support that research, instead of the use of a textbook/smartbook. The second component focuses on the attitudes and acceptance or willingness of the students to use authentic material. Finally, the third component examines the attitudes and acceptance or willingness of the teachers to use only authentic material and the role of the teacher in the classroom.

4. 4. 1. The intervention study

Following the Norwegian English Curriculum's competence aims, relevance and central values, core elements, and interdisciplinary topics which give emphasis to English history and culture, the topics in this project are English-speaking countries. See Table 1.

Grade	Countries/Topics
8 th grade	The United Kingdom <ul style="list-style-type: none"> • England • Scotland • Wales • Ireland The Caribbean India and Pakistan
9 th grade	Australia and New Zealand South Africa, Kenya and Sierra Leone
10 th grade	The United States Canada and other English-speaking countries

Table 1. Countries/Topics to be covered each year in lower secondary school

The plan is to start with the United Kingdom in 8th grade and make the students research on the British Empire and the British colonies around the world. This way all the other English-speaking countries will come hand in hand. After the United Kingdom and The Caribbean in the autumn semester in 8th grade, India and Pakistan are planned next, in the spring semester. In 9th grade, Australia and New Zealand would be covered first in the autumn semester, and South Africa, Kenya and Sierra Leone later, in the spring semester. Finally, the USA, Canada and other English-speaking countries will be covered in 10th grade, the USA in the autumn semester and Canada and other English-speaking countries in the spring semester. Only one to four countries are covered in each semester because this will give more time to learn about each country, thus a deeper understanding of places, historical events and people.

The information that is covered for each English-speaking country is its facts, geography, society and history. Without a textbook or smartbook, the students have to research on the internet and other sources for this information. This is student classroom-based research, where students

research in class the different topics given by the teacher and collaborate with each other to share their findings. They must research these countries' general information, tourist attractions, important people, historical events, indigenous people and more. Then, the information for each English-speaking country is based on the students' findings, that means the information they find, assess and present with the teacher's guidance. In addition, the teacher uses authentic material to support the students' research. This authentic material is in correlation to the students' age, level and interests indeed.

Grade	Country/Topic	Student classroom-based research topic	Authentic material
8 th grade	<p>The United Kingdom</p> <ul style="list-style-type: none"> • England • Scotland • Wales • Ireland <p>The Caribbean</p> <p>India and Pakistan</p>	<ul style="list-style-type: none"> • General information about each country • Tourist attractions • The British Empire • The school system in England <ul style="list-style-type: none"> • Islands part of the British Empire • General information about each island/country • Tourist attractions <ul style="list-style-type: none"> • General information about each country • Mahatma Gandhi • The Partition • Malala Yousufzai 	<p>Film: Brave – Disney+ Matilda, Roald Dahl, the Musical – Netflix Film/Teenage novel: Skellig by David Almond</p> <p>Picture Book: My two grannies by Floella Benjamin</p> <p>Video: BBC: Finding my family Windrush</p> <p>Series: Ms. Marvel – Disney+</p>
9 th grade	Australia and New Zealand	<ul style="list-style-type: none"> • General information about each country • Tourist attractions • British colonies • The indigenous peoples: Aboriginals and Maoris • The Lost Generation • Kevin Rudd • Wildlife 	<p>Films: Australia, Moana - Disney+ Falling Inn love – Netflix</p> <p>YouTube videos: James Cook, The History of the HMB Endeavour, “We say sorry” speech, the haka</p> <p>Picture Book: Where the forest meets the sea by Jeannie Baker</p>

	South Africa, Kenya and Sierra Leone	<ul style="list-style-type: none"> • General information about each country • Tourist attractions • British colonies • Apartheid • Nelson Mandela • Boy soldiers 	<p>Picture Book: The soccer fence by Phil Bildner</p> <p>Films: Invictus, Blood Diamond, Wakanda Forever – Disney+</p>
10 th grade	The United States	<ul style="list-style-type: none"> • General information • Tourist attractions • British colony – American History • African Americans • Native Americans • Latinos 	<p>Films: The Patriot, Twelve years a slave, Remember the Titans, Forrest Gump, The Pursuit of happiness, The hate you give – Netflix, Disney+, Sølverget</p> <p>Teenage novel: The true diary of a part time Indian by Sherman Alexei</p> <p>Documentary: Halftime – Jennifer Lopez – Netflix</p>
	Canada and other English-speaking countries	<ul style="list-style-type: none"> • General information • Tourist attractions • British and French colonies 	<p>Film: Turning Red – Disney+</p> <p>Teenage novel: The Illustrated mum by Jacqueline Wilson</p> <p>EXTRA films/series Avatar Infinity War Endgame The Falcon and the Winter Soldier – Marvel, Disney+</p>

Table 2. 3-year lesson overview of the student classroom-based research topics and possible resources of authentic material.

Table 2 presents the 3-year lesson overview with the grade year, the topics or countries, the student classroom-based research topics for each country and the authentic material teachers can use from 8th to 10th grade instead of a textbook/smartbook. This authentic material is of the

students' interest, will keep the students motivated and will encourage their curiosity, they would want to know more, some will also inspire them. This authentic material is a subject of research, analysis and reflection of English World History. In addition, all the authentic material presented in this project follows the core elements, interdisciplinary topics, relevance and values and competence aims from the Norwegian English Curriculum.

Unfortunately, the project has been implemented only in an autumn semester in 9th grade, due to time constraints. The time span for this project is one year, thus only one country/topic had to be chosen to be covered in one semester. Still, the results show if it is possible or not to use authentic material exclusively in the EFL classroom in lower secondary school in Norway. On the other hand, it may not show how much more the students are able to improve their English skills, nor the language acquisition progress, by using authentic material. But it does show if the students become more active in class and if they participate more than they did when using a textbook/smartbook.

The English-speaking countries that have been chosen for the intervention study are Australia and New Zealand. The school this project was implemented at uses a smartbook for the English subject. The first chapter teachers work with in the start of the autumn semester in 9th grade is Chapter 6 which is about Australia and New Zealand. Therefore, Australia and New Zealand were the countries or topic selected for the intervention study. In this way 9WOT would still follow the same topic as all the other four 9th grade classes at this school.

Another class was also selected to compare the results at the beginning and at the end of the project. This class is called 9WT, which is the control group. As mentioned before, the project was implemented in the autumn semester of 2022, starting on August 18 and ending on December 21. During this time there were 17 weeks of 2 lessons of English a week. These are 60 minutes lessons. Table 3 shows the overview of the intervention study.

Grade	Country	Student classroom-based research topics	Authentic material
9 th	Australia and New Zealand	<ul style="list-style-type: none"> • General information about each country • Tourist attractions • British colonies • The indigenous peoples: Aboriginals and Maoris • The Lost Generation • Kevin Rudd • Wildlife 	<p>Films: Australia, Moana - Disney+ Falling Inn love – Netflix</p> <p>YouTube videos: James Cook, The History of the HMB Endeavour, “We say sorry” speech, the haka</p> <p>Picture Book: Where the forest meets the sea by Jeannie Baker</p>

Table 3. Overview of the intervention study

There are seven student classroom-based research topics, one picture book to read, five YouTube videos and three movies to watch. Additionally, students have their Chrome Books (computers) and notebooks where to take notes. Also, the teacher shares worksheets and other material with the students for tasks and assessments.

The lesson plan from the intervention study was carefully planned to leave extra time for school activities external to the English class that might interrupt the flow of the project, such as a class excursion or half day tests in other subjects. Plus, students being absent due to sickness or other reasons also external to the English class can interrupt the project as well. Additionally, the student classroom-based research and the authentic material could lead to other authentic material and time could become a challenge.

4. 4. 2. The student surveys

The students in 9WOT took two surveys. They took one survey in the beginning of the school year, before the implementation of the intervention study (Appendix 1). They took the other survey at the end of the intervention study, after the Christmas vacation (Appendix 2). The students in 9WT only took the first survey, but they took it twice. The first time, they took it at the same time as the 9WOT class, in the beginning of the semester before the intervention study was implemented. The second time, they took it at the same time 9WOT class took the second survey, right after the Christmas holiday.

There are two surveys. The objective of the first survey is to know what the thoughts and interests of the students are regarding the use of textbooks/smartbooks or other resources in class. These students have used a textbook in their English class from 1st grade to 7th grade, and a smartbook in 8th grade. With this survey they will reflect upon the material they have been using in their English classes so far. There are nine questions in the first survey.

The questions in this survey are mostly of multiple choice, closed questions, for example: 1) In your opinion, how useful is the textbook/smartbook in your English class? 2) Would you be interested in following a class without using the textbook/smartbook? 3) Would you be interested in watching videos and movies in your English class? These questions give five possible answers from 1 to 5, for example, 1 being not useful at all and 5 being extremely useful. In addition, there are two open questions: 1) If we use only authentic material instead of the textbook/smartbook in the English class, would you be more active and participate more in class? Why? 2) What other resources/materials would you like to use in your English class? Explain why.

The objective of the second survey is to find out what the students' impressions and thoughts are about doing student classroom-based research and using exclusively authentic material instead of the textbook/smartbook in their English class. With this survey, the students will reflect upon the work they have been doing during the implementation of the intervention study, how this method differs from using the textbook/smartbook and if they think they have become more active and participate more and improve their English language knowledge and skills. There are also nine questions in the second survey.

The questions in the second survey are also mostly of multiple choice, closed questions, for example: 1) In your opinion, how useful the authentic material in your English class was? 2) In your opinion, how useful was the classroom-based research you did in your English class? 3) In your opinion, was it easy to find information about the topics the teacher suggested? These questions give five possible answers from 1 to 5, for example, 1 being not useful at all and 5 being extremely useful. In addition, there are four open questions, for example, 1) Did you miss using the textbook/smartbook? Why? 2) Do you think that using only authentic material instead of the textbook/smartbook in the English class, made you more active and you participated more in class? Why?

4. 4. 3. The teacher survey

The teacher survey (Appendix 3) is an online survey made in Google Forms and sent by e-mail and social media to lower secondary EFL/ESL teachers in Stavanger and other places in Norway. This survey has been checked and analyzed to see the teachers' attitudes towards textbooks/smartbooks and authentic material. Also, if the teachers would be willing to stop using textbooks/smartbooks and if so, what would they use instead. In the same way, this survey has examined if the teachers are willing to use only authentic material or not. In addition, it shows how the teachers see themselves in the classroom, what the role of the teacher is, how they perceive their role in the EFL/ESL classroom in Norway.

The teacher survey has twenty-two questions of which eighteen are multiple choice, closed questions, and four are open questions. Examples of the close questions are 1) In your opinion, how useful is the textbook/smartbook in English at the school you work at? 4) Would you be interested in teaching a class without using the textbook/smartbook? These questions give five possible answers from 1 to 5, for example, 1 being not useful at all and 5 being extremely useful. There are also close questions with the possible answers of Yes or No, and example is 14) In your opinion, would your students be more active in class and participate more if they used authentic material? In addition, an example of the open questions is 6) What additional materials do you use?

4. 5. Procedure

The following procedure explanation is how the intervention study was conceived before its implementation. This explanation was the plan, but it is possible to see later in the results chapter, point 5. 2. in this thesis, that what was planned was not exactly what was executed because of changes made by the students' participation suggesting other activities based on their findings and interests or because of time constraints. Additionally, the teacher researcher decided to make some modifications after reflecting on the answers of the pre-intervention student survey. The lesson plan was still a guide during the whole implementation of the intervention study.

4. 5. 1. The intervention study

To begin with, the students will get an explanation of the project and do the first survey (Appendix 1). Afterwards, the students will get the *Modulplan*. The teacher with the students will go through the *Modulplan* and understand what will be covered during the semester and the assessments at the end of it, what is expected of them and how to get there.

At the school the intervention study is being implemented, the teachers plan *Modulplans* for each chapter, unit or topic covered in the different semesters. The *Modulplan*, a word / concept used in Norwegian, is a 6 to 10 weeks plan usually, and it must contain the competence aims from UDIR, the resources, the main questions to be answered in the chapter, concepts or topic words, objectives of what the students will learn more specifically and the form of assessments with an approximated date.

For this project, authentic material is being used exclusively, being it, student classroom-based research and authentic material brought by the teacher. Therefore, this *Modulplan* differs from other *Modulplans* that used the textbook or smartbook on the number of weeks and the amount of competence aims. In addition, the competence aims are usually written in Norwegian, despite it is for the English subject. 9WOT has an Australia and New Zealand *Modulplan* for 17 weeks, while 9WT has a *Modulplan* for only 10 weeks. After Australia and New Zealand, 9WT will work with the chapter "Get involved" from the smartbook until the end of the semester. This is a chapter that focuses on environmentalism and how to take care of our world. On the other hand, 9WOT will continue working with Australia and New Zealand until the end of the semester. However, there will be a focus on wildlife and natural tourist attractions. Likewise, 9WOT

incorporates more competence aims since it would cover 2 chapters in the other 9th grades classes in a way. Thus, what the students in 9WOT do will still be related to what the other 9th graders are doing. 9WOT *Modulplan* is presented on table 4 and 9WT on table 5.

<h2 style="text-align: center;">Australia and New Zealand</h2> <p>Weeks 33 - 50</p> <p>Resources YouTube videos: The History of HMB Endeavour, “We say sorry” speech, the haka Movie: Australia Movie: Moana Picture Book: Where the forest meets the sea by Jeannie Baker Movie: Falling Inn love</p> <p>Competence aims LK20: <u>The pupil is expected to be able to:</u></p> <ul style="list-style-type: none"> • listen to and understand words and expressions in variants of English • express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation • follow rules for spelling, word inflection, syntax and text structure • read, discuss and present content from various types of texts, including self-chosen texts • read, interpret and reflect on English-language fiction, including young people’s literature • read factual texts and assess the reliability of the sources • write formal and informal texts, including multimedia texts with structure and coherence that describe, narrate and reflect, and are adapted to the purpose, recipient and situation • explore and reflect on the situation of indigenous peoples in the English-speaking world and in Norway • explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world 	
<p>Main questions</p> <ul style="list-style-type: none"> • Where are Australia and New Zealand located? • How is the geography and the climate in Australia and New Zealand? • Which are some famous places in Australia and New Zealand? • Why do people speak English in Australia and New Zealand? • What is the living situation for the indigenous people in Australia and New Zealand today? • Why did a Prime Minister in Australia apologize? • How is the wildlife being taken care of in Australia and New Zealand? 	<p>Concepts: way of life, identity, respect, indigenous people, Aboriginal, Maori, sacred, discrimination, Aussie, Kiwi, reef, trek, apologies, injustice, tribe, monarchy, democracy, accent, pronunciation, ancestors, origin, acknowledge, brought up, mission, make up, increase, decrease, mistreatment, wildlife, endangered</p>


<ul style="list-style-type: none"> • What are some weird facts about Australia and New Zealand? • What is a speech? How do we write one? 	
<p>You will learn to</p> <ul style="list-style-type: none"> • Explain why people in Australia and New Zealand speak English • Compare the way of life in Australia, New Zealand and Norway • Describe the situation for indigenous people in Australia and New Zealand • Explain what people are doing to protect Australia's and New Zealand's wildlife. • Write a speech 	<p>Assessment:</p> <p>Choose an important cause and write a speech (or perform it), or write an informative or comparative text about Australia and/or New Zealand and Norway in weeks 43 - 44</p> <p>and</p> <p>Oral presentation in groups about New Zealand in weeks 49 – 50</p>

Table 4. 9WOT *Modulplan*

After reading and talking about the *Modulplan*, the students will start with researching the general information of Australia and New Zealand: location, map, area, population, climate, capital city, largest cities, languages, religion, government, currency, Independence Day, etc. They will continue with researching tourist attractions and presenting the one they choose. Finally, the students will research why people speak English in Australia and New Zealand. From this, James Cook, the Aboriginal people and the Maori people will be mentioned, and the teacher will continue with authentic material from YouTube on James Cook and the HMB Endeavour, and ex-Prime Minister Kevin Rudd, his “We say Sorry” speech. The students will comment about the YouTube videos and later analyze Kevin Rudd’s speech’s content and structure. The teacher will also explain how to write a speech.

After discussing Australian history based on Kevin Rudd’s speech and the Aboriginals, the class will watch the movie *Australia*, another authentic material. There will be discussion groups after the movie where the students compare the content of the movie with what they had already learned of Australian history and culture.

Australia and New Zealand

Week 33 - 44

Bibliography

Enter 9, Chapter 5

Movie: Australia

Kompetansemål, LK20:

Elevene skal kunne:

- **beskrive** og **reflektere** over rollen engelsk har i Norge og i verden
- **utforske** og **reflektere** over situasjonen til urfolk i den engelskspråklige verden og i Norge
- **følge** regler for rettskriving, ordbøying, setningsstruktur og tekststruktur

Main questions

- Where are Australia and New Zealand located?
- How is the geography and the climate in Australia and New Zealand?
- Why do people speak English in Australia and New Zealand?
- What is the living situation for the indigenous people in Australia and New Zealand today?
- Why did a Prime Minister in Australia apologize?
- Which are some famous places in Australia and New Zealand?
- What are some weird facts about Australia and New Zealand?
- What is a speech? How do we write one?
-

Concepts:

way of life, identity, respect, indigenous people, Aboriginal, Maori, sacred, discrimination, Aussie, Kiwi, overturned, reef, trek, apologies, injustice, tribe, monarchy, democracy, accent, pronunciation, ancestors, origin, acknowledge, brought up, mission, make up, increase, decrease, mistreatment



You will learn to

- Explain why people in Australia and New Zealand speak English
- Compare the way of life in Australia, New Zealand and Norway
- Describe the situation for indigenous people in Australia and New Zealand
- Explain the difference between a positive and negative way of talking about a person or a group of people
- Identify the present perfect and use it correctly in the sentence

Assessment:

Choose an important cause and write a speech
or
Oral presentation in weeks 43-44





Table 5. 9WT Modulplan


Next, the students will research New Zealand and the Maori people a bit more. The teacher will present YouTube videos from New Zealand’s rugby team and their haka. After this the students will watch the film Moana and discuss its content at the end. From here, the students will start working on their first assessment which is to write or give a speech. The students can choose if they want to write a speech answering Kevin Rudd’s speech or a cause or topic completely different.

Finally, the teacher will introduce the picture book “Where the forest meets the sea” and start discussing wildlife in Australia and New Zealand. The students will read the book and watch the book’s videos, then they will research natural tourist attractions and animals. They will reflect upon the wildlife and endangered species in Australia and New Zealand. After, the class will watch the movie Falling Inn love and reflect about New Zealand and its nature. Next, the students will start working on the second assessment: Oral presentation about New Zealand. The students can choose if they want to work alone, in couples or in groups. They can also choose if they want to make a roleplay, presentation or video. They can choose from performing a haka to holding an interview with an ecologist or activist protecting the rainforest. After all the performances, there will be a contest about who can find the funniest fun fact about Australia and/or New Zealand. This will be the end of the project and the students will take the second survey (Appendix 2). The second survey will show how the students experienced doing student classroom-based research and using exclusively authentic material in their English class. To see an overview of the whole intervention, refer to the lesson plan on Table 6.

Week	Lesson	Activities	Resources
34	Lesson 1	Explanation of the project and survey	25 Questionnaires (Survey 1)
	Lesson 2	Reading, exploring and understanding the Modulplan	25 Modulplan Chrome Book Internet
35	Lesson 3	Researching the general information of Australia and New Zealand	Chrome Book Internet
	Lesson 4	Come to a consensus of the information found	
36	Lesson 5	Researching the tourist attraction in Australia and New Zealand	Chrome Book Internet

	Lesson 6	Presenting the most interesting attraction each has found	
37	Lesson 7	Researching why people speak English in Australia and New Zealand	Chrome Book Internet
	Lesson 8	Presenting information about James Cook, the Aboriginal and Maori people	Authentic material: James Cook and the Endeavour https://www.youtube.com/watch?v=UqSREQY-7sE https://www.youtube.com/watch?v=316F1A8c09k
38	Lesson 9	Listening and understanding Kevin Rudd’s speech Discussing the Lost Generation and the apology Analyzing what is a speech and learning how to write one	Authentic material: Kevin Rudd’s Speech https://www.youtube.com/watch?v=RThkO3XBThs https://www.aph.gov.au/Visit/Parliament/Art/Exhibitions/Custom_Media/Apology_to_Australias_Indigenous_Peoples Worksheet: How to write a speech
	Lesson 10	Start watching the movie: Australia	Film Australia on Disney+ (watch with English subtitles)  25 Movie analysis worksheets

39	Lesson 11	Continue watching the movie: Australia	Film: Australia on Disney+
	Lesson 12	Finish watching the movie: Australia Discussing the content of the movie comparing it to all that has been learned about Australian history and culture	 25 Movie analysis worksheets
40	Lesson 13	Researching on New Zealand and the Maori people Presenting a haka	Chrome Book Internet New Zealand Rugby https://www.youtube.com/watch?v=yiKFYTFJ_kw https://www.youtube.com/watch?v=vnvI6V-TtLs https://www.youtube.com/watch?v=sIDHLiL-QI
	Lesson 14	Start watching movie: Moana	Film: Moana on Disney+  25 Movie analysis worksheets
41	Lesson 15	Continue watching the movie: Moana Finish watching the movie: Moana	Film: Moana on Disney+ (watch with English subtitles)
	Lesson 16	Discussing the movie content and New Zealand's history and culture	

			 <p>25 Movie analysis worksheets</p>
43	Lesson 17	Start working with the first assessment: Choose an important cause and write a speech (or perform it), or write an informative or comparative text about Australia and/or New Zealand and Norway	Assessment task paper Chrome Book Internet
	Lesson 18	Continue working with the first assessment	
44	Lesson 19	Continue working with the first assessment	Assessment task paper Chrome Book Internet
	Lesson 20	Continue working with the first assessment	
45	Lesson 21	Continue working with the first assessment	Assessment task paper Chrome Book Internet
	Lesson 22	Delivering the first assessment	
46	Lesson 23	Reading the picture book “Where the forest meets the sea” Researching Australian and New Zealand wildlife Reviewing natural tourist attractions	Picture Book: Where the forest meets the sea by Jeannie Baker https://www.youtube.com/watch?v=9_0Gqx7eKsk https://www.youtube.com/watch?v=xtUf4vrh4CA
	Lesson 24	Researching animal and plant species in Australia and New Zealand and discussing about their situation today	Chrome Book Internet
47	Lesson 25	Start watching movie: Falling Inn love	Film: Falling Inn love – Netflix (watch with English subtitles)


	Lesson 26	Finish watching movie: Falling Inn love	
48	Lesson 27	Start working with the second assessment: Oral presentation in groups about New Zealand in weeks 49 – 50	Chrome Book Internet Assessment task paper
	Lesson 28	Continue working with the second assessment	
49	Lesson 29	Continue working with the second assessment	Chrome Book Internet Assessment task paper
	Lesson 30	Finish working with the second assessment	
50	Lesson 31	Performing second assessment	Chrome Book Internet
	Lesson 32	Performing second assessment	
51	Lesson 33	Performing second assessment	28 Questionnaires (Survey 1) 24 Questionnaires (Survey 2)
	Lesson 34	Summing up with fun facts about Australia and New Zealand Surveys	

Table 6. Lesson Plan

In addition, class 9WT will also take the first survey (Appendix 1) before and after the intervention study in 9WOT. This will show what the thoughts and interests of the students in 9WT towards the use of textbook/smartbook or other resources in class are, and if their thoughts and interests change in any way after hearing from the students in 9WOT what they have experienced a whole semester doing student classroom-based research and using only authentic material.

In every classroom there are always two or three students who have a much lower English proficiency in comparison to their peers. Either they have a learning disability, or they had not had English as a subject at school before, as several foreigners' children who have immigrated to Norway. The cases in 9WOT are three students who have dyslexia, Asperger syndrome and ADHD. For these students there is a different assessment and an adapted lesson plan (Appendix 4). These students will have the chance to write an informative text about Australia or New Zealand, or a comparative text where they compare one or both countries to Norway. They will make an oral presentation of their text if they do not want to work on the second assessment with their other classmates.

Two diaries are also kept. There is one diary for the regular lesson plan (Appendix 5) and another diary for the adapted lesson plan (Appendix 6). Part of the investigation is to know what is happening in each lesson, so participation and students' activity can be examined, as well as the students doing their student classroom-based research, using authentic material, and how they react to it. The teacher researcher has written a diary entry after each lesson.

4. 5. 2. The student surveys

The 9WOT students answered the first survey (Appendix 1) before starting to implement the intervention study's lesson plan. Class 9WT also took the same survey at the beginning of the school year. This shows if there are any differences or similarities between both groups' interests and thoughts concerning the textbooks/smartbooks and other materials. Class 9WT worked with the school's smartbook as usual, but they also used some authentic material as the movie Australia and some YouTube videos.

At the end of the autumn semester, after the lesson plan had been implemented in 9WOT, 9WT took the same survey again. The results of this survey show if the conversations among the students in 9WOT and 9WT modified in any way 9WT thoughts concerning the use of the textbook/smartbook and the use of other material.

Finally, the second survey (Appendix 2) was conducted only in 9WOT. These results show how the students experienced doing student classroom-based research and using exclusively authentic material in their English class.

4. 5. 3. The teacher survey

The teacher survey (Appendix 3) was sent by email and social media to EFL/ESL teachers in Norway hoping for a positive voluntary effort to answer. The survey was sent out in the beginning of December 2022, and it was open to answer until the end of February 2023.

4. 6. Reliability and validity

The use of surveys with both teachers and students is a valid way of collecting data. The student survey is a paper-based questionnaire applied in class, so the teacher researcher (the author) had control over the students answering individually and was able to answer questions when the students wondered about the terminology of the questionnaire. Later, it was the teacher researcher herself reading, counting and transcribing the answers to later create figures and tables on Excel. Microsoft Excel is a reliable tool for data analysis and accepted by the University of Stavanger.

The teacher survey is an online survey made in Google Form. Since it is made in Google Forms, the teachers must log in to be able to answer the questionnaire. This proves that each teacher can only answer once, so there are no “copies” of the answers. In addition, Google Forms saves the data and creates graphics and charts of the answers. Google Forms is a reliable tool for data analysis and accepted by the University of Stavanger.

4. 7. Ethical considerations

This study has gotten the NSD Approval with reference number 672830 (Appendix 7). Since the sample of students are age 13 turning 14, underaged, a letter had to be sent to the parents for consent. This letter includes a summary of the project and what the children would be participating in (Appendix 8). The teacher researcher spoke directly to the parents of the experimental group (9WOT) and asked the homeroom teachers of the control group (9WT) to talk to the parents in that class. In addition, the letter was sent home to the parents of the students who were not able to speak in person with the teachers. All 53 students got parental consent. All parents, mother or father, signed the letter.

Chapter 5. Results

As previously mentioned, the objective of this project is to investigate if the EFL classroom can be held without a textbook/smartbook from 8th grade and onwards in Norway following the Norwegian English Curriculum. In addition, the project examines student classroom-based research and examples of authentic material being implemented in grade 9, EFL classroom, and if the process of researching and the use of authentic material will lead to an increase in student engagement and participation and therefore in their English fluency. It is also investigated whether a transition to such materials would be accepted and supported by students and teachers. To do this, four research questions have been formulated; see section 4.1 in this thesis.

To answer these research questions, four surveys have been conducted and a lesson plan using exclusively authentic material and doing student classroom-based research has been applied in a 9th grade EFL classroom in Stavanger, Norway, in the form of an intervention study. Additionally, EFL teachers were contacted to answer an online survey as well.

The data from the surveys and the intervention study was collected and analyzed in the following way: First, the students in both classes, 9WOT and 9WT, answered the paper-based questionnaire from the pre-intervention survey. Second, the teacher researcher read every paper and counted the answers. While doing this, the teacher researcher made tables of some of the answers and transcribed other answers as presented in Appendix 15. Later, the teacher researcher made the figures of the most relevant answers for this study in Microsoft Excel. In the same way the teacher researcher proceeded to collect and analyze the data from the post-intervention survey, see Appendix 16. For the intervention study, the teacher researcher kept a diary to register the authentic material being used and the students' participation in class. In addition, the teacher researcher kept a register of all the assessments. Finally, the teacher researcher read through the answers obtained in the teacher survey which was made in Google Forms. Google Forms creates graphics or figures automatically from the collected data, see Appendix 17. The teacher researcher only needed to read and select which answers were more relevant for this study.

The results of these surveys and intervention study are presented next in chronological order. First, the results of the survey the 9th grade students took before the intervention study.

Second, the results of the implementation of the intervention study’s lesson plan. Third, the student survey after the intervention study. And finally, the results of the teacher survey are presented.

5. 1. The pre-intervention student survey

For a complete list of questions and answers to the surveys taken before the intervention study, please refer to Appendix 15. Otherwise, only the most relevant answers for this study are presented next.

In the following figures, the Y-axis on the left side shows the number of students, and the X-axis shows their answers. In some figures, percentages are also shown in the Y-axis, but on the right side.

Class 9WOT

In the 9WOT class most students responded that they are a bit interested or interested in the topics proposed by the smartbook, twenty out of twenty-four students answered this. However, no student responded that he or she was extremely interested, and only two said they were very interested, the same amount as not interested at all. See Figure 1.

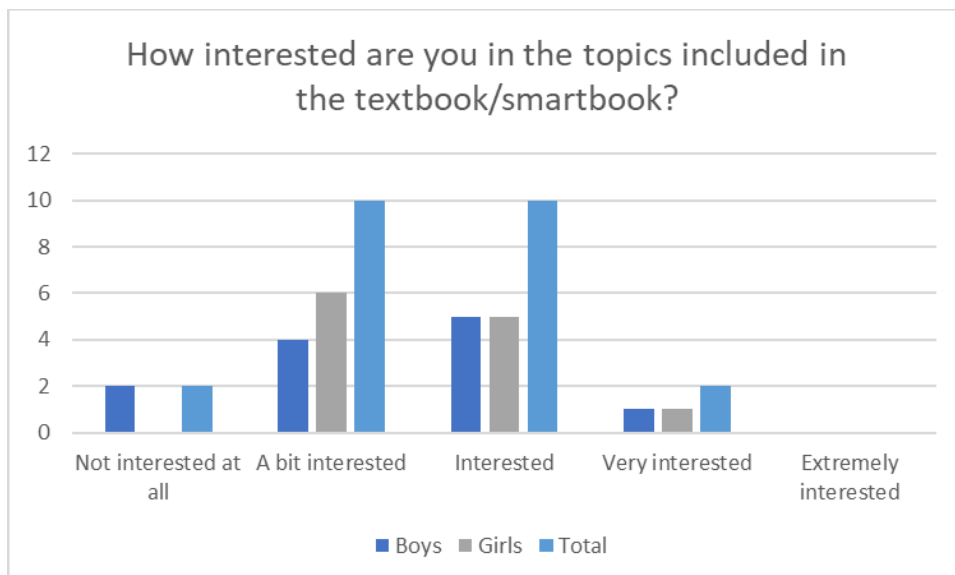


Figure 1. 9WOT Survey results – Students’ interest in the topics included in the textbook/smartbook

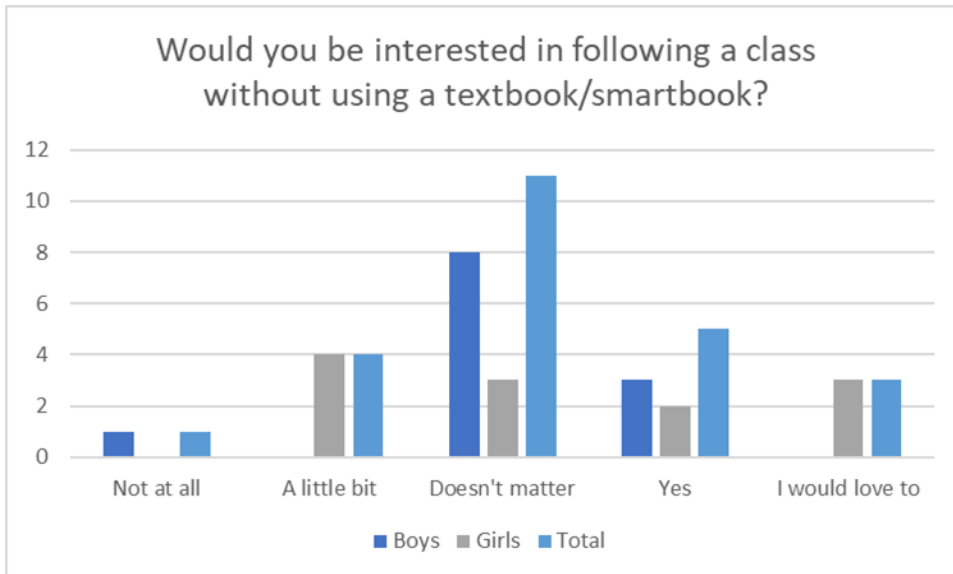


Figure 2. 9WOT Survey results – Students' interest in following a class without using a textbook/smartbook

Even though the students in 9WOT are not very or extremely interested in the topics included in the smartbook, most of them do not mind using it or not. When asked if they would be interested in having a class without a smartbook, almost half of the class responded that it does not matter, refer to Figure 2. However, eight of them responded that they would be interested or love to.

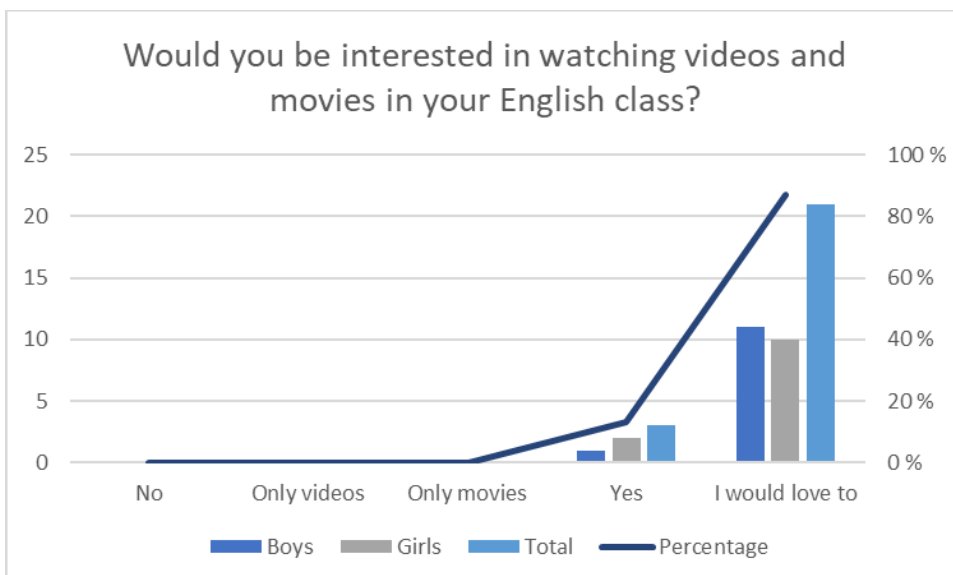


Figure 3. 9WOT Survey results – Students' interest in watching videos and movies

Figure 3 shows that 100% of the students in 9WOT would be interested in watching videos and movies in their English class, more than 80% would love to. Thus, these results suggest that

even though students do not mind using a textbook or smartbook, and that they are somewhat interested in the topics from the smartbook, they would anyway love to watch videos and movies in their English class.

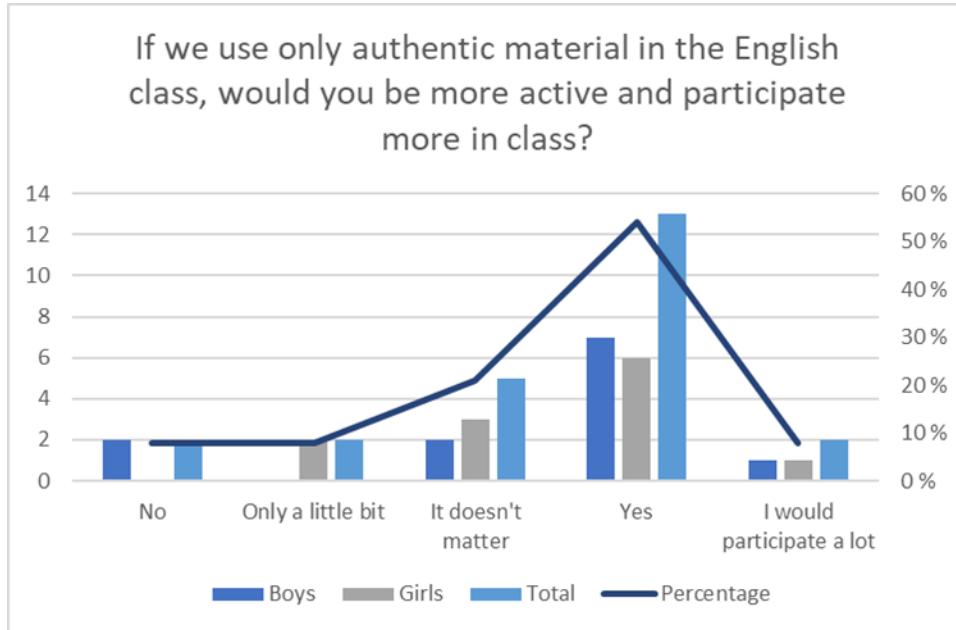


Figure 4. 9WOT Survey results – Students believe they would be more active and participative if using only authentic material

54% of the students in 9WOT also responded that if they used authentic material, they would be more active and participate more in class, see Figure 4. In addition, 10% believe they would participate a lot more. The authentic material the students referred to were mostly movies and videos, see Figure 5. It seems that students would be more active and participate more if they watched movies and videos in class.

Most of the boys explained that they would be more active because it would be more interesting and fun and they would not have to write all the time, they do not like to write. On the other hand, the girls explained that they would be more active and participate more because it would be more fun and easier, additionally it would be real. Most of their answers included videos and movies as authentic material, see Table 7.

Boys	Girls
It's way more interesting, which makes it way easier to participate.	I think it is much more fun to talk and watch movies instead of reading, plus it gets more realistic talking free, you learn how to use the words by listening and talking.
I would be more active because that is more fun and that makes me want to follow more and I am not getting unfocused.	It would be more fun. I would be more motivated to watch a movie, rather than reading a textbook.
I think yes because if we see videos, we don't need to write a read in the book the whole time.	It's more fun to learn when watching movies. Because the idea of a movie makes me happier than reading a textbook.
Because it is boring only writing in the textbook.	I like to watch movies and videos and it makes the lesson more fun.
I would get more involved in class.	If we learn what we need it would probably be more fun and easier.
Because I don't like to write. (2 answers)	Because it makes working more fun, but reading long novels would be too heavy, so I prefer short novels, short movies and videos. Easier to learn
Then we have something to do.	It would be less boring. It would be more that happen and less similar things.

Table 7. 9WOT Survey results – Reasons why students believe they would be more active and participative if using only authentic material

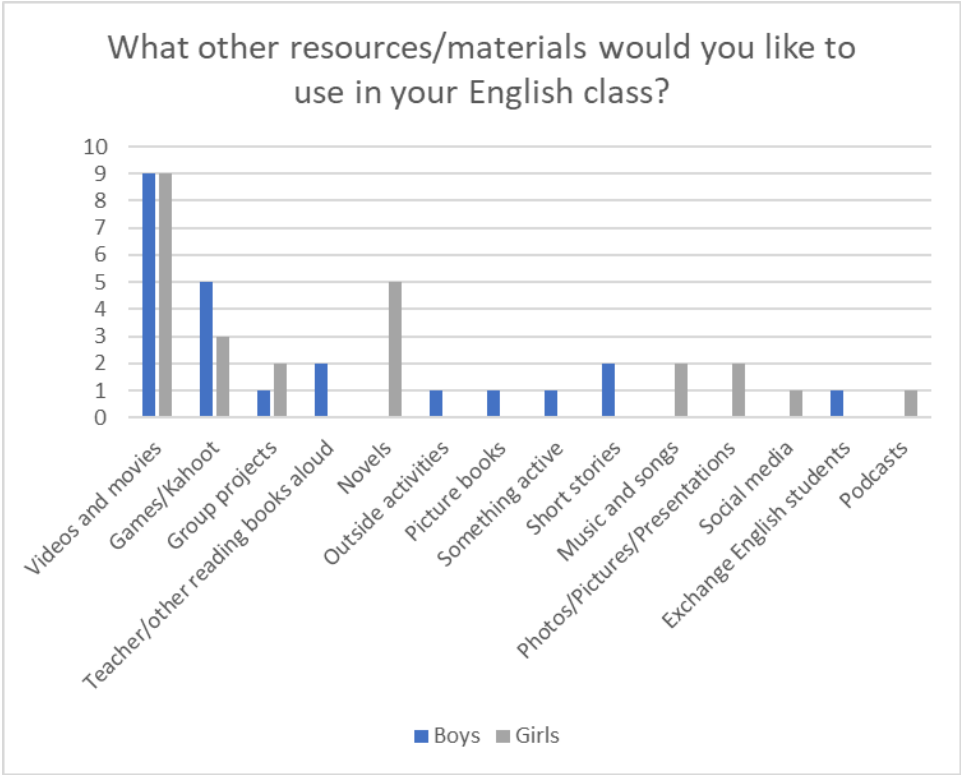


Figure 5. 9WOT Survey results – Other resources/materials students would like to use

Eighteen out of twenty-four students would like to have videos and movies as resources in their English class in 9WOT, this was the material most students wrote down. After movies and videos, games like Kahoot were what several students also wrote down. There were eight students who wrote down that they would like to play games in class. Finally, there were five girls who wrote novels, but no boy wrote novels down. Boys prefer having someone else reading aloud to them, two boys stated this. Three students also wrote down group projects.

Class 9WT

In the 9WT class twenty-two out of twenty-eight students responded that they were interested, or a bit interested, in the topics included in the textbook or smartbook. Four students responded that they were very interested and two responded that they were not interested at all. Additionally, no student responded that he or she was extremely interested. Refer to Figure 6.

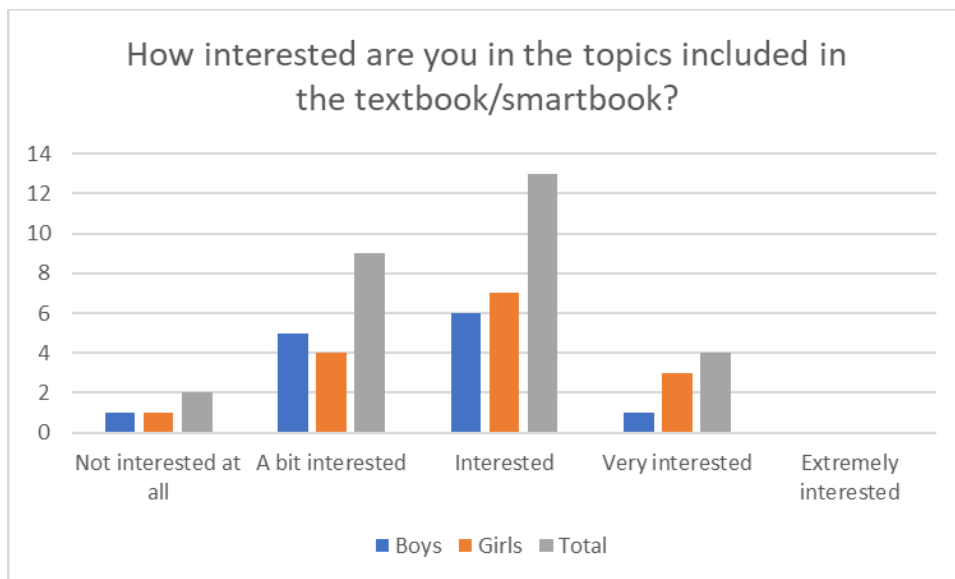


Figure 6. 9WT Survey results – Students’ interest in the topics included in the textbook/smartbook

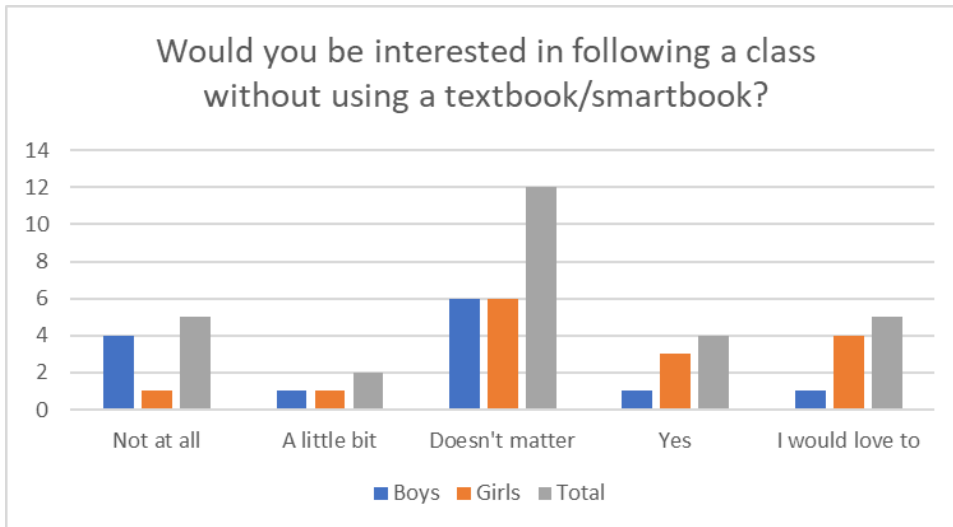


Figure 7. 9WT Survey results – Students' interest in following a class without using a textbook/smartbook

Twelve out of twenty-eight students in 9WT responded that it does not matter if they must follow a class without a textbook or smartbook, see Figure 7. Nine students responded that they are interested in following a class without using a textbook or smartbook. However, five students responded that they are not interested at all. This was a significant difference compared to 9WOT where only one boy responded that he was not interested at all.

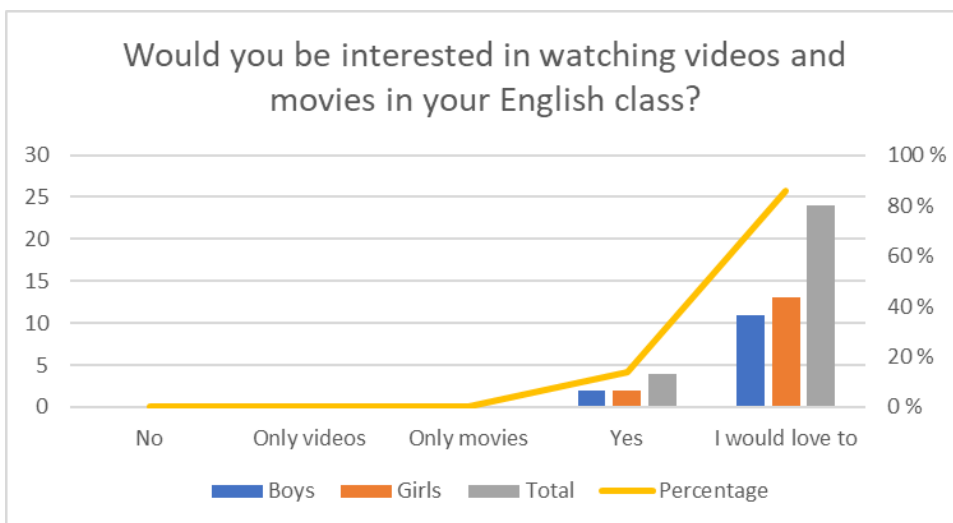


Figure 8. 9WT Survey results – Students' interest in watching videos and movies

Even though almost half of the students in 9WT said it does not matter if they have to follow a class with or without a textbook or smartbook, all of them responded that they would like to watch videos and movies in their English class. 14% of the students responded that they are

interested in watching videos and movies, and 86% responded that they would love to. This could seem contradictory to the fact that five students had answered before that they were not interested at all in having a class without a textbook. See Figures 7 and 8.

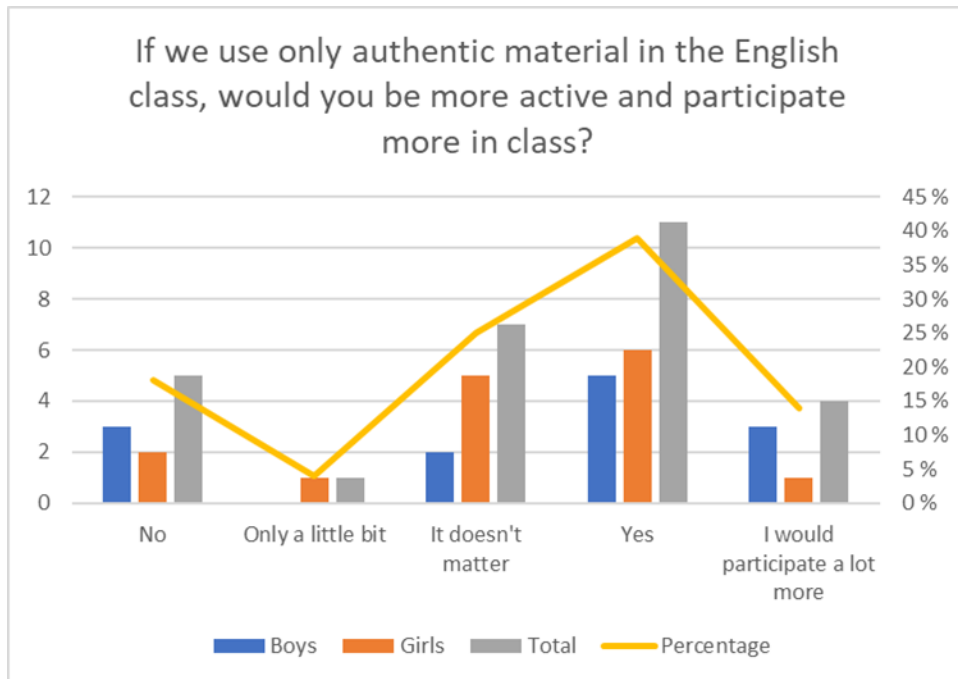


Figure 9. 9WT Survey results – Students believe they would be more active and participative if using only authentic material

39% of the students believe they would be more active and participate more in class if they use only authentic material. 15% believe they would participate in the class a lot more. However, 18% believe they would not and 25% believe it does not matter. In total fifteen out of twenty-eight students, or 54% of the class, believe they would be more active and participate more in class when using authentic material. Refer to Figure 9.

The students believe they would be more active and participate more because of different reasons. The boys explain that it is more fun, easier, or just because they do not like books or reading. The girls explain that it would be easier and more fun, since books and reading can be boring. They mention videos and movies as authentic material. See Table 8.

Boys	Girls
I would be more interested in what we are doing.	I pay more attention in class when we do things I like, and I like learning and participating in things I like.
Easier to learn things.	It is easier to learn.
I feel when we are learning with something we like we learn more.	I think we use many texts and smartbook in other subjects, and I would be more concentrated doing different things in different classes, cause then I will remember the class.
I don't know, but I think I would be more active in class.	It is way more fun than just reading.
I don't like teaching with books, it's so much better to do something outside.	I think it's more fun to learn from videos and stuff, because I would get more interested in taking notes and learning.
I don't like to read.	It would be easy to follow the class. More interested. Boring with only using books.
It's shorter.	I am more active when I think it is fun.
More fun.	

Table 8. 9WT Survey results – Reasons why students believe they would be more active and participative if using only authentic material

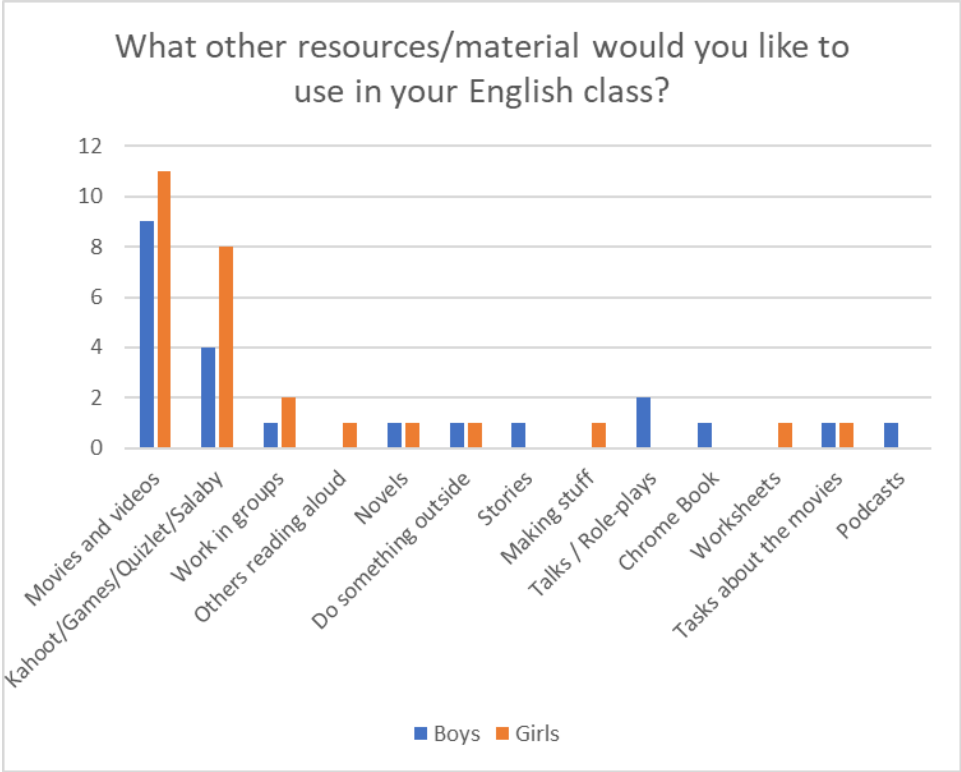


Figure 10. 9WT Survey results – Other resources/materials students like to use

Finally, eighteen students in the 9WT class would like to have movies and videos as resources or materials in their English class, followed by Kahoot and other games. Twelve students stated they would like to play games in class. Three more students wrote down they would like to work in groups, and other students mentioned stories, podcasts, novels or others reading aloud.

The results of the survey in both classes show that in both classes, 9WOT and 9WT, all the students want to see movies and videos in their English class, followed by playing online games like Kahoot. This appears to predict that all students would like to use authentic material instead of a textbook or smartbook. However, there is a different attitude towards the idea of not using textbooks or smartbooks in each class. In 9WOT and 9WT there are eight and nine students respectively, who are interested in trying a class without using the smartbook, but in 9WT there are five students who do not want to try it at all, in 9WOT there is only one boy who does not want to try it at all. Nevertheless, almost half of both classes believe it does not matter if they use the smartbook or not.

In addition, after both classes had answered that they would like to watch movies and videos in class most of the students also answered that they would be more active and participate more in class because of that. 64% in 9WOT believe this and 54% in 9WT believe this. Based on this finding it is possible to suggest already that the prediction for Research question 2) Are the students willing to leave the textbook/smartbook and use exclusively authentic material in the EFL classroom, and is there an effect in gender? is correct. It was predicted that students would like to use authentic material, however so far it seems that whether they use it exclusively or not, it does not matter to them. Additionally, there is an effect of gender since mostly girls chose novels for authentic material they want to use in class. Only one boy in 9WT chose novels, some boys express that they do not like to read, but a few would like to listen to someone else reading aloud.

Additionally, the prediction to Research question 1) Does using authentic material, instead of a textbook/smartbook in the EFL classroom, affect the students' engagement in a way that they would be more active, participate more in class and in consequence become more fluent in

English? may be correct as well. It was predicted that the students would be more active and participate more when using authentic material and around half of both classes answered they believe they would be.







5. 2. The intervention study




The intervention study results are divided into three parts. First, the student classroom-based research, the work done by the students, is presented. Later, the authentic material which the teacher brought to the classroom, either as a support to the students' research or to introduce the topics, is listed. Finally, the students' assessments and the grades are shown.



5. 2. 1. The student classroom-based research

The first classroom-based research topic was the general information of Australia, New Zealand and Norway. The class was divided into three groups and each group had to find the information for the country that was assigned. First, the teacher researcher proposed what general information they had to find: location, area, population, geography, climate, capital city, and largest cities. Then, the teacher researcher asked the students what other general information should be included. The students suggested to include religion, language, indigenous people, animals, tourist attractions, famous people, government, currency, national day, food, currency and nicknames. The teacher drew a table on the board so the students can use it to fill out the information. The countries' names were written on the top of the table, making three columns, and the topics of general information were written on the left side, making the rows of the table. The students used one lesson to find the information and then another lesson to share it. The teacher named each group with the nickname used for the people in each country: Aussies, Kiwis and Nordmen. The teacher asked each group for the information required and she copied it into the document shown on the screen in class so the other two groups could copy and have it as well. Each student had his or her own document on Google Classroom where they would collect the information. See Figures 11, 12 and 13. These figures have been copied/pasted from the students' documents to present the students' work as authentic as possible. However, their size has been reduced to fit in this document.

	Australia	New Zealand	Norway
Location	Australia is entirely in the southern hemisphere, between the Indian and the Pacific ocean, south of Maritime Southeast Asia and north of the Antarctic. Oceania	Oceania	Europe
Area	7 688 000 km ²	km ²	385 207 km ²
population	27.10 million (2022)	5,1 million (august 2022)	5,512 552 (2022)
Geography	Lots of desert, red sand mountains, rain forest, beaches.	Two main Islands, rugged mountains, beaches, rolling hillsides and fjords	Fiords, mountains and long coastlines,nice nature, glaciers, forests
Climate	The inside of the country is dry and mostly deserts. The outside is more lush and humid	Warm in summer,cold and mostly under 10 degrees and snow in winter. Very similar to Norway.	It is different in each reagon but the average is 15 to 25 degrees in the summer, and it is partly cloudy and windy all year. The winter is snowy and cold.
Capital city	Canberra	Wellington	Oslo
Largest cities	Sydney, Melbourne, Brisbane, Perth	Auckland , Christchurch ,Wellington Queenstown	Oslo, Bergen, Stavanger Region Trondheim
Languages	English is the most used language in Australia. Apart from English, Mandarin is the dominant language spoken at home Other emerging languages include Punjabi, Filipino/Tagalog, and Arabic.	English and Maori	Norwegian, Sami,
Religion	Christianity (43.9%) No religion (38.9%) Islam (3.2%) Hinduism (2.7%)	No religion 48.6% Christianity 37.3 Hinduism 2.7% Islam 1.3% Buddhism 1.1%	Evangelical Christian/ Lutheran 68% Catholic 3.1% No religion 18.3% Islam 3.4%
Indigenous people	The Aborigines	Maioris	Sami
Animal	Koalas,Kangaroos, Wallabies,	North Island Brown Kiwi , Hector dolphin, pigeons, skink lizards	Polar bear, Reindeer, Brown rat, Moose, brown bear

	 <p>Tasmanian devils,</p>  <p>Wombats, Dingoes,</p>  <p>Quokkas,</p>  <p>Platypus,</p>  <p>Quolls, Lyrebirds</p> 		
Tourist attractions	The opera house in Sydney, Great barrier reef, Uluru, Sydney harbor bridge, Blue mountains national park	Mountain Cook, The Hobbit movie set, Mildforth sound, beach Abel Tazman	Preikestolen,, Geirangerfjorden , Tusenfryd, , Munch Museum, Konserthuset i Stavanger, Geoparken, Oljemuseet,
Famous people	Cate blanchett, Chris Hemsworth, Heath	Peter Jackson, Taika Waititi, Jacinda	Erling Braut Håland, Edvard Munch, Edvard

	ledger, Nicole kidman, Hugh Jackman,	Arnderm, Jannie Leavitt,	Grieg, Aurora, Fridtjof Nansen
Government	Queen: Elizabeth II Prime minister: Anthony Albsnese General governor: David Hurley Democracy Monarchy	Democracy Monarchy	Democracy Monarchy
National day	January 26. 1766 Australia Day is the official national day of Australia. Observed annually on 26 January, it marks the 1788 landing of the First Fleet at Sydney Cove and raising of the Union Flag by Arthur Phillip following days of exploration of Port Jackson in New South Wales.	February 6th	May 17. 1814
currency	Australian dollars 	New Zealand dollars	Norwegian crowns
Food	 lamingtons  A burger with" the lot"	Kiwi summer BBQ Pavlova Hangi	Fårikål Brunost Pinnekjøtt

	 <p>Meat Pies</p>  <p>roast lamb</p>		
Nickname	Aussie	Kiwi	Nordmann

kilder [Australia - A Country Profile - Destination Australia - Nations Online Project](#)

[Biggest Cities Australia](#)

[Australia - Wikipedia](#)

<https://www.abs.gov.au/articles/religious-affiliation-australia>

[Indigenous Australians - Wikipedia](#)

11 Unique Australian Animals (Some You Never Knew Existed!)

https://www.google.com/search?q=famous+people+in+australia&rlz=1CANHHD_enNO970NO970&ei=D-ENY6zSKbGAXc8PrN-DsAq&ved=0ahUKEwisl7qO75AhUxQPEDHavzAIYQ4dUDCA0&uact=5&oq=famous+people+in+australia&gs_lcp=Cgdnd3Mtd2l6EAM6BAgAEec6BwgAEcQsANKBAhBGABKBAhGGABQxVNYmGpg5WtoAnACeACAAU2IAdsGkgECMTOYAQCgAQHIAQi4AQPAAQE&scient=gws-wiz&safe=active&ssui=on

[Australia Day - Wikipedia](#)

15 Top-Rated Tourist Attractions in Australia | PlanetWare


Bilder: [Australian Currency – Stock Editorial Photo © PhillipMinnis #3165094](#)

11 Unique Australian Animals (Some You Never Knew Existed!)

<https://tradingeconomics.com/australia/population>

Figure 11. Student classroom-based research – General information – Australia group

	Australia	New Zealand	Norway
Area	7 688 000 km ²	268 021 km ²	385207km ²
Population	25 766 605	5 million	5,514,309
Geografi	desert, red sand, rainforest, beaches	Mountains - islands - beaches	fjords mountains long coastline, forrest
Climat	Inside dry and dessert on coast lush and humid	very similar climate to norway	different in each region, average 10 to 25 degrees in summer. winter snow and cold, cloudy weather.
Capital city	Canberra	Wellington	Oslo
Largest cities	Sydney, Melbourne, Brisbane	Auckland, Christchurch,Queensto wn	Oslo, Bergen, stavanger region
Languages	English, Mandarin	Maori, English	Norwegian, Sami

Religion	christianity no religion	most of the population are non religious but christianity is the most popular religion	christian non religion
Indigenous people	Aboriginal	The Maori	Sami
Animals	Coala kangaroo wallabies	Kiwi Skink Tuatara	moose wolf reindeer polarbear
Tourist attraction	Sydney ophrehouse great barrier reef uluru sydney harbor bridge blue mountain	Rotorua Nelson & Abel Tasman National Park The hobbit sett mount cook	preikestolen geirangerfjorden tusenfryd munch museum
Government	Monarki, Democracy	Democracy monarchy	Democracy monarchy
Currency	Australian dollar	New Zealand dollar	Norsk Krone
Location	Oceania	Oceania	Europe
Famous people	Hemsworth Heath Ledger hugh jackman	Taika Waititi 	Erling Braut Håland, Edvard Munch, Edvard Grieg, Fridtjof Nansen
National animal		The Kiwi	
Nasjonal day	January 26.	February 6.	17. may
Food	Vegemite, Meat pie, Lamington	Kiwi BBQ, Pavlova, Hangi	Fårikål, brunost, pinnekjøtt
Nickname	Aussie	Kiwi	Nordmen

sources:https://en.wikipedia.org/wiki/Climate_of_New_Zealand
https://en.wikipedia.org/wiki/Geography_of_New_Zealand
https://en.wikipedia.org/wiki/List_of_cities_in_New_Zealand
<https://nn.wikipedia.org/wiki/Maori>
<https://ndla.no/subject:1:4ad7fe49-b14a-4caf-8e19-ad402d1e2ce6/topic:1:b9b98bf8-787d-4d25-a0c6-37c725050502/topic:1:5c4b55f9-7547-4b0e-985e-08e777bb73e6/resource:1:114008>
<https://www.doc.govt.nz/nature/native-animals/birds/birds-a-z/kiwi/>
<https://www.australiareiser.no/inspirasjon/10-eventyrlige-steder-du-ma-oppleve-i-new-zealand/>
https://no.wikipedia.org/wiki/Konstitusjonelt_monarki
https://no.wikipedia.org/wiki/Newzealandsk_dollar

Figure 12. Student classroom-based research – General information – New Zealand group

General information

	Australia	New Zealand	Norway
Location	Oceania	Oceania	North of Europe, scandinavia
Area	7 688 000 km ²	268 000 km ²	385 207 km ²
Population	25 766 605 people (2020)	5 100 000 people (2022)	5 512 452 (2022)
Geography	desert, red, sand, mountains, rain forest, beaches	Two main islands, Rugged mountains , beaches, rolling hillsides, glaciers, and fiords	Fiords, mountains, glaciers, forests and long coastlines
Climate	The inside of the country is dry and mostly desert, and the outside is more lush and humid	It is cold, less than 10 degrees in the winter, but mostly	The climate is different in each part of Norway. (South, north, east, west) Summer is average degreeses 15-25 and wet, winter is cold and snowy. Partly cloudy and windy all year
Capital city	Canberra	Wellington	Oslo (east-south of norway)
Largest cities	Sidney, Melbourne, Brisbane, Perth	Auckland, Wellington, Christchurch, Queenstown	1. Oslo 2. Bergen 3. Stavanger
Languages	English, Mandarin is the second most spoken	English and maori	Norwegian, sami
Religion	Christianity 43,9% No religion 38,9% Islam 3,2% Hindu 2,7%	No religion 48,6% Christianity 37,3% Hinduism 2,7% Buddhism 1,1%	Main religion is Christianity Evangelical/ Christian/ Lutheran 68% 3,1 Catholic No religion 18,3 Islam 3,4%
Indigenous people	Aboriginals	Maoris	Sami people
Animals	Koalas, kangaroos, wallabies, tazmanian, devil, wombats, dingos	North island brown Kiwi, Hector, Dolphin, pigeons, skink lizards	Reindeer, polar bear, brown rat, Moose, brown bear
Tourists attractions	Sydney Opera House, Great Barrier Reef, Uluru, Sydney Harbour Bridge, Blue Mountains National Parks	Mountain Cook, The hobbit movie set, Mildford Sound, Abel Tazman beach	Opera House, Preikestolen, Geirangerfjorden, Tusenfyrd, Munch museum,
Famous people	Hemsworth brothers, Cate Blanchet, Heath Kidman, Hugh jackman	Peter Jackson, taika Waititi, Jacinda Arnderm, Jeannie Leavitt,	Edvard grieg, Edvard munch, Aurora, girl in red, Kygo, Astrid s, Fridtjof Nansen

Government	Monarchy, Democracy	Monarchy, Democracy	Constitutional Monarchy King= King Harald Queen= Queen Sonja Prime Minister= Jonas
Currency	Australian dollars	New Zealand dollars	Norwegian Crowns Kroner
National day	January 26th	February 6th The day James Cook invaded New Zealand, the first British prisoner.	17th of may The day many men gathered in dovrehallen and made a constitution.
Food	Vegemite, meat pie, lamingtons	Kiwi BBQ, pavlova, Hangi	Komler, f�rik�l, brunost, pinnekj�tt
Nicknames	Aussie	Kiwi	Nordmen

Sources:

https://en.wikipedia.org/wiki/Geography_of_Norway

Google search

Worldometer.info

Figure 13. Student classroom-based research - General information – Norway group

The second student classroom-based research was on tourist attractions in Australia and New Zealand. The teacher divided the class into two groups. Each student would research a different tourist attraction, but one group would choose a tourist attraction in Australia and the other group in New Zealand. The task was to make a poster, using one slide on Google Presentations. On the slide they had to show a big picture of the tourist attraction, a map of the country pointing out the location of this tourist attraction and facts or information. The teacher asked the students what kind of information they thought was necessary on the poster. If they were tourists visiting the country, what would they like to know, or what would they need to know to travel to this tourist attraction. The students suggested including a “be aware” section since they knew by then about all the dangerous animals that can be found in Australia. They also mentioned tickets and transportation. The teacher told them to check on transportation from Sidney and to remember to write down the sources they used on the slide. See Figures 14 and 15.

Dreamworld

Tickets Adult: 668 Norwegian crowns
Child: 601 Norwegian crowns

It takes cirka 9h and 20 min to drive from Sydney to Dreamworld.

Be aware: Dream World has had a major accident that killed four people. The accident happened on the Thunder River Rapids Ride that is now permanently closed.

Figure 14. Student classroom-based research – Tourist attractions – Presentation made by one student in the Australia group

Bay of Islands-North Islands

Tickets:
Adult \$13.0
Child 14 and under:
\$6.50

The quickest way to get from Sydney to Bay of Islands is to fly which cost \$190-\$750. It takes 8h and 5m

You can get more information on this link but a hotel you can stay at :
Bay of Island Gateway Motel.

https://www.bay-of-islands-co-nz.translate.goog/directory/listings/accommodation/?_x_tr_sl=en&_x_tr_tl=no&_x_tr_hl=no&_x_tr_pto=sc

Figure 15. Student classroom-based research – Tourist attractions – Presentation made by one student in the New Zealand group

The third student classroom-based research activity was on the Stolen Generation, Torres-Strait Islanders, and the law and policies in Australia before 1960 that allowed all the mistreatment and discrimination against the indigenous people in Australia, after reading and listening to Prime Minister Kevin Rudd's speech. The teacher divided the class into three groups again, and each group had to research one of these topics. The teacher wrote down on the board what they had to find out: 1) The Stolen Generation: when, where, how, why, how many. 2) Torres-Strait Islanders: who, where, and 3) Laws and policies before 1960. As soon the students found out an answer to a question, the teacher would write it down on the board. Before the class was over, the students

would have to copy all the information the teacher had written down on the board. See Figures 16 and 17.

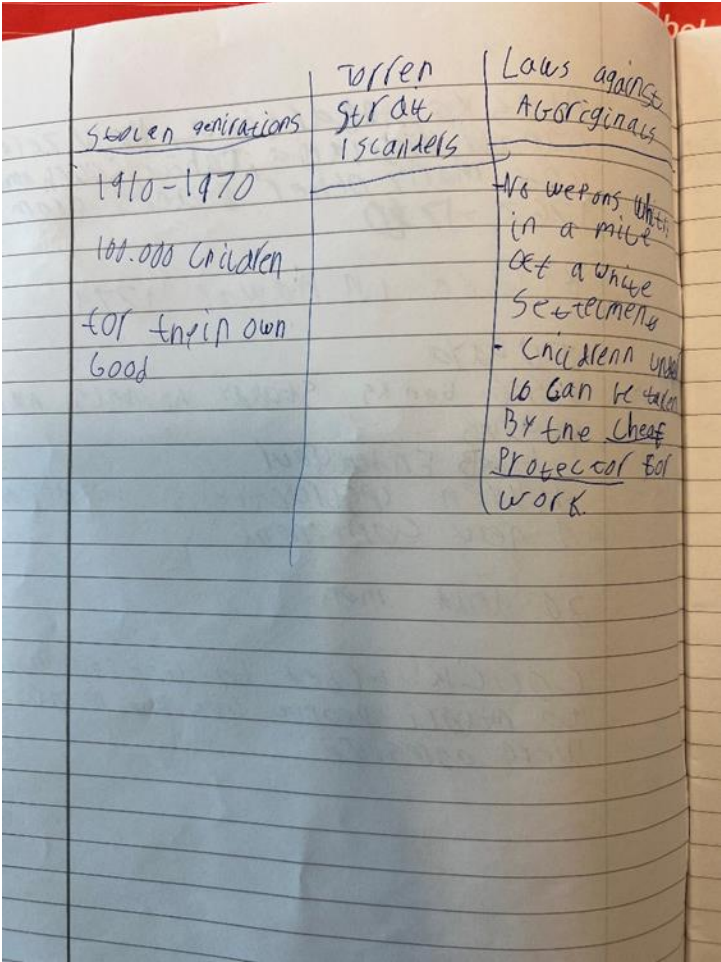


Figure 16. Student classroom-based research – Laws against Aboriginals group

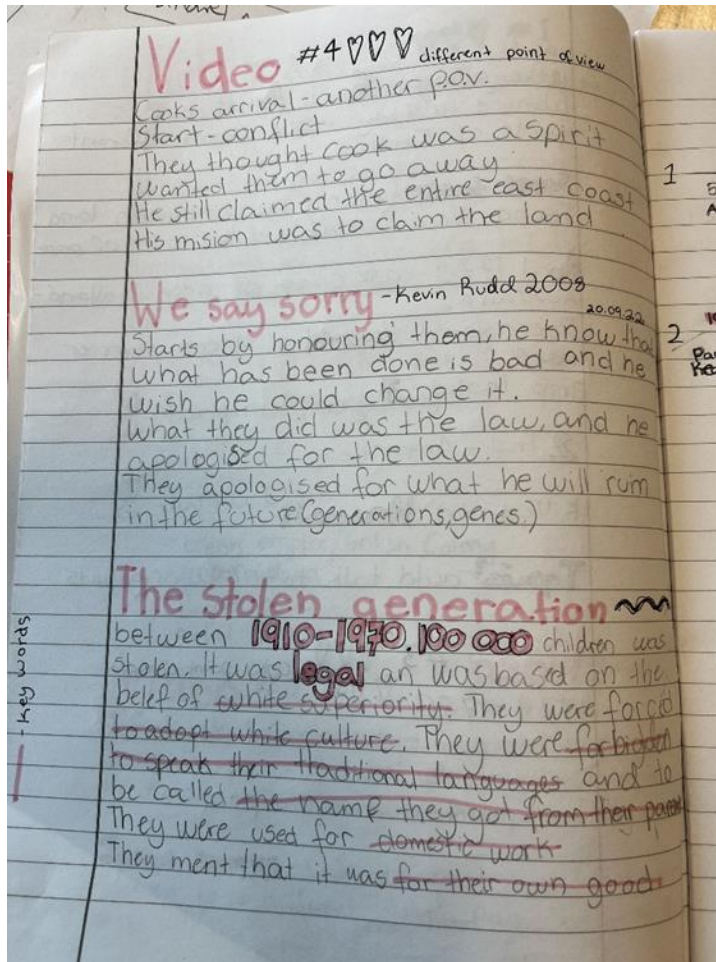


Figure 17. Student classroom-based research – Stolen Generation group

For the fourth student classroom-based research, the students researched Polynesia and the Treaty of Waitangi. This time the teacher did not divide the class into groups, since some students had already started researching both topics the week before. This was because the week before they had to deliver their first assessment, and those who had delivered could start doing this research. See Figures 18 and 19.

New Zealand

polynesia	treaty of waitangi
- islands 118/1000	agreement
- countries 6	- English colony but protected 1840
- languages	

france owns 118 islands in polynesia

Polynesia more than 1000 islands

treaty was lost in translation

Figure 18. Student classroom-based research – Polynesia and Treaty of Waitangi 1

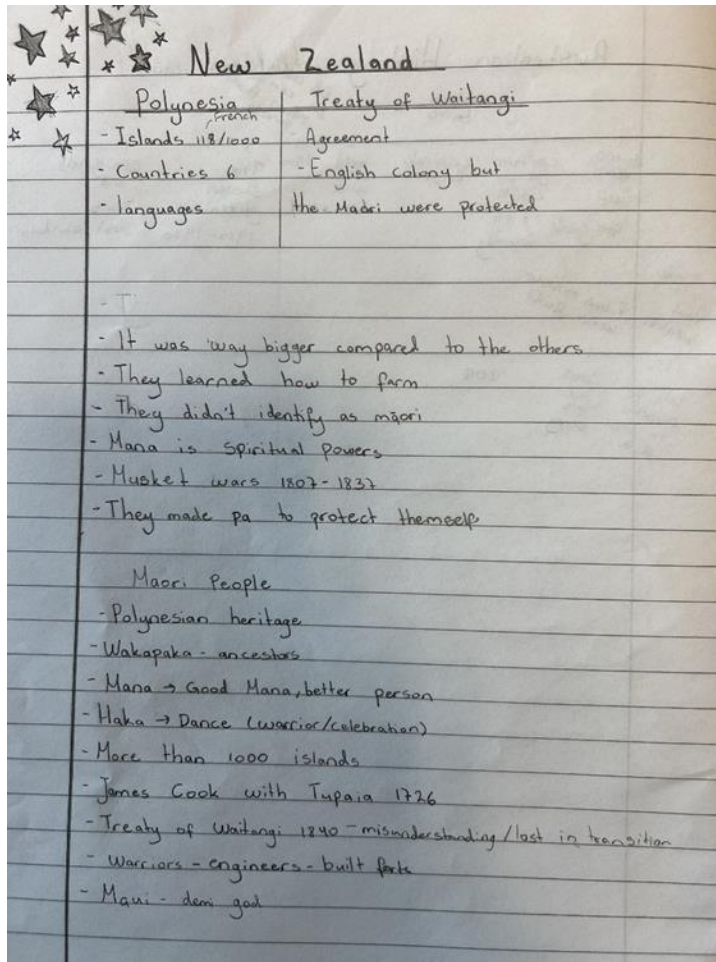


Figure 19. Student classroom-based research – Polynesia and Treaty of Waitangi 2

The final student classroom-based research was on UNESCO and endangered animals in Australia and New Zealand. The teacher divided the class into two groups. The left side of the class researched UNESCO and The World Heritage List, places in Australia and New Zealand, and the right side of the class researched endangered animals in Australia and New Zealand. The teacher wrote down the topics on the screen. The students shared their findings, and the teacher wrote them on the screen for everybody to copy. By this last student classroom-based research, students had started to take notes on a Google document in their Chrome Books. The students said that it was easier to copy/paste their findings from the sources than to write them down in their notebooks. The teacher agreed that it was easier to copy/paste, but she encouraged the students to keep on writing by hand in their notebooks because it will cause a stronger cognitive print than just reading and copy/pasting. Refer to Figures 20 and 21 for notebooks' notes on UNESCO and endangered animals.

World heritage → list		Endangered Animals	
UNESCO			
Australia	New Zealand	Australia	New Zealand
Great Barrier Reef	Tongarino National Park	Koala	Mawi Dolphins
Tasmanian Wilderness	Te Wahipounamu	Numbat	Kiwi
Greater Blue Mountains Area		Mountain pygmy possum	Mokohiānu
Godwanan Rainforest		Gouldian Finch	

Figure 20. Student classroom-based research – UNESCO group

<ul style="list-style-type: none"> - James Cook with Tupaia 1726 - Treaty of Waitangi 1840 — Misunderstanding lost in translation - Warriors - Engineers - Built forts - Polynesians believe in the god Mawi (Puni and Semei god) 	
UNESCO world heritage list	
Australia	New Zealand
Great barrier reef	Tongarino
Tasmanian wilderness	Natural Park
Greater blue Mountains Area	Te wahipounamu
Godwana Rainforest	
Endangered Animals	
Australia	New Zealand
Koala	Mawi dolphin
Numbat	Kiwi
Mountain pygmy possum	Mokohiānu stag ^{stag} beetle
Gouldian Finch	

Figure 21. Student classroom-based research – Endangered animals group

Based on these results, it can be inferred that students become more active in class when doing classroom-based research. As it was predicted the use of authentic material, in this case doing student classroom-based research using the internet, affected the students' engagement in a way that they became more active, either researching and taking notes or sharing their findings speaking to others, including the teacher, and in plenum.

5. 2. 2. The use of authentic material

Based on the results of the first survey, the survey before the intervention study, where 100% of the students answered that they want to see videos and movies in their English lesson, the teacher researcher decided to include almost all the videos she found relevant as authentic material.

The first authentic material used in the class was a material that was not planned at all. While the students were researching the meaning of the concept words in the *Modulplan* they started talking about kangaroos. They discussed the kind of kangaroos that exist and if they were dangerous or not. When the teacher researcher heard what they were saying, the teacher remembered the Modern Family episode filmed in Australia where a kangaroo attacks one of the characters in the series. See Figure 22. Since 100% of the students are interested in watching videos and movies, the teacher researcher suggested seeing this episode and all the students agreed as expected.

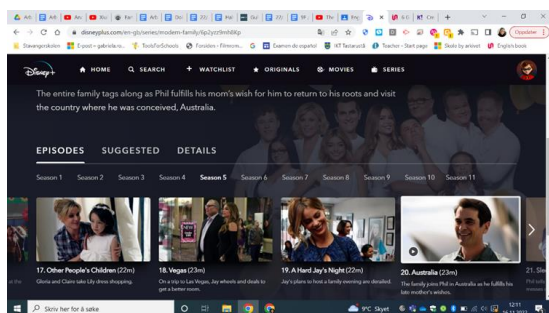
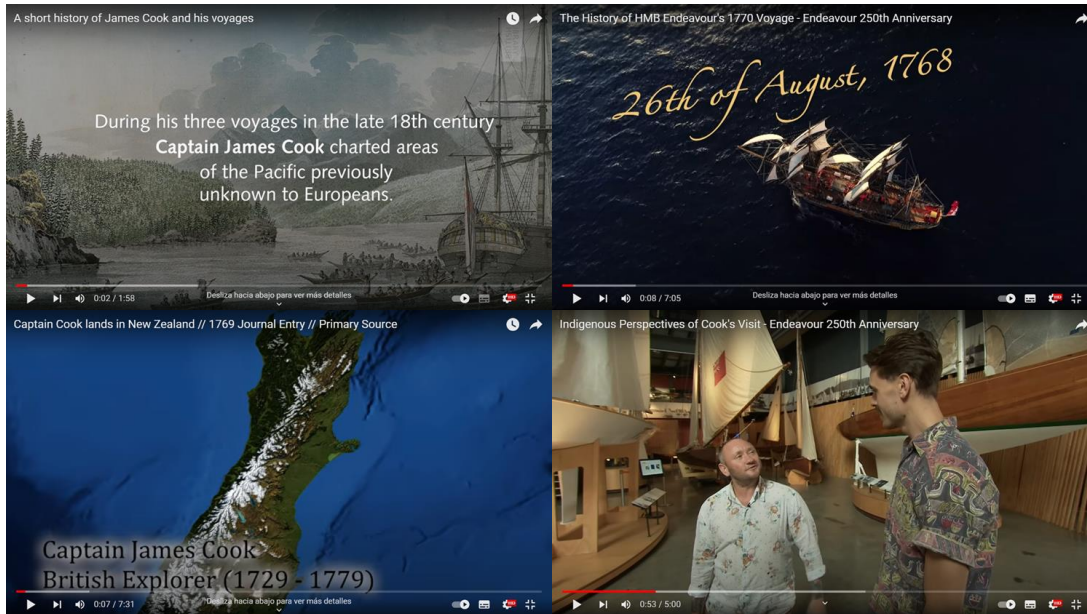


Figure 22. Authentic material – Modern Familie, season 5, episode 20

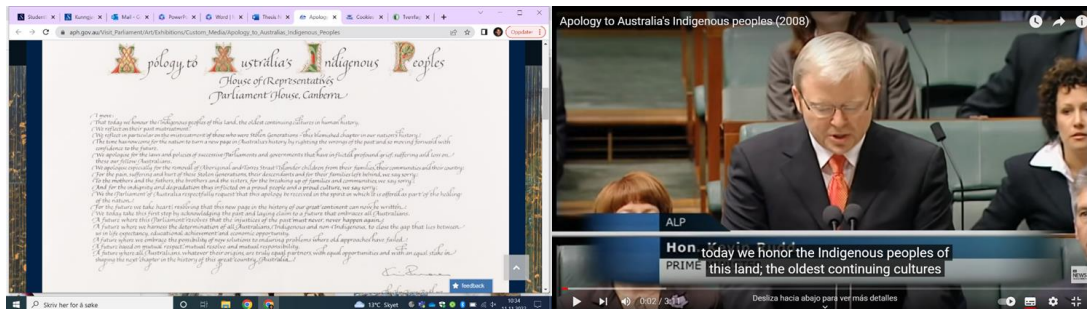
The second authentic material used by the teacher were YouTube videos on James Cook, the HMB Endeavour and the Aboriginal people. See Figures 23. These videos show who, when, where and how was the British arrival in New Zealand and Australian territory, from the British point of view and from the Aboriginal point of view. The teacher showed these videos in class, and it was homework to watch them again at home. In class the students had to take notes while

watching the videos. It was part of the homework to check their notes when watching the videos again.



Figures 23. Authentic material – James Cook’s arrival in Australia and New Zealand

The third authentic material the teacher used was the printed speech from former Prime Minister Kevin Rudd and the YouTube video of him when giving the speech. See Figures 24. The students watched the video, read the speech and analyzed its content.



Figures 24. Authentic material – Former Prime Minister Kevin Rudd’s speech

The fourth authentic material used was another YouTube video showing the Australia Day protests in 2016. Refer to Figure 25. This video was not part of the lesson plan. However, after analyzing Prime Minister Kevin Rudd’s speech, a couple of students asked if the Aboriginals had forgiven the non-Aboriginal Australians or not. The teacher brought this video to answer their

questions. The students did not need to take notes from this video, but they needed to discuss if the nation is healing or not.



Figure 25. Authentic material – Australia Day protests 2016

The following authentic material was Prime Minister Paul Keaton’s acknowledge speech video from 1998. Refer to Figures 26. This video was not planned from before either, however, this was the first Prime Minister in Australia who spoke about the indigenous people’s situation. He acknowledged the British’s mistakes and asked people to “put themselves in Aboriginals’ shoes”. The teacher researcher found it and considered it relevant and that it would be another good example of a speech which is a task in the first assessment.

In addition, the video of Shareena Clanton, an indigenous rights activist, having a talk with people from the Australian government at the news on TV was shown too, as an example of a respond to the Prime Ministers, which is the assessment task: to reply to the Prime Ministers. After this, the students also watched a video on stereotypes about Aboriginal and Torres-Strait Islander people.





Figures 26. Authentic material – Former Prime Minister Paul Keaton’s speech, indigenous activist’s talk and Aboriginal and Torres-Strait Islanders stereotypes

The next authentic material used was the movie *Australia*, on Disney+. See Figure 27. It took 3 weeks of classes to watch this movie, much longer than expected when making the lesson plan. While watching the movie the students had to fill out a movie analysis worksheet with information about the movie. See Appendix 7. In the beginning of every lesson, the teacher together with the students would continue filling out the movie analysis worksheet. The first lesson was about the general information of the movie and the next lessons were about the plot. The students with the teacher would review what was written before in every lesson before continuing watching the movie.

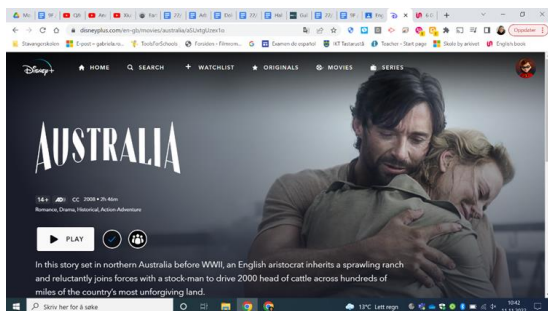


Figure 27. Authentic material – Movie: *Australia*

Next, the teacher researcher decided to make a Kahoot about the movie *Australia* because of the results of the survey applied before the intervention study: The students would like to play Kahoot or other games in English at school. See Figure 28. The teacher researcher has considered Kahoot as an authentic material because it is not made for instruction, but for communication.

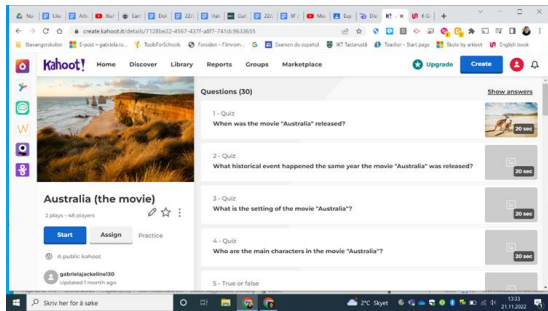


Figure 28. Authentic material – Kahoot on the movie Australia

After being done with the movie activities, the next authentic material was a YouTube video on Australia Day. Refer to Figure 29. This video shows many Aboriginal people, children and adults, commenting what Australia Day means to them. This video was not planned from the beginning, but the teacher researcher also found it and considered that it would help the students with more ideas for the first assessment. After watching this video, the students started working with the first assessment. This was a modification of the lesson plan because the movie Australia took much longer to watch than what it was planned. So, the students had to start working with the first assessment already to follow the general plan with the other 9th grade classes.



Figure 29. Authentic material – Meaning of Australia Day for Aboriginal people

In the lesson plan, the teacher researcher had only planned to see a haka video and the movie Moana in reference to the Maori people. However, doing her own research on the topic, she found other interesting YouTube videos to share with the students so they can understand more about the movie Moana and haka. Therefore, after delivering the first assessment on Australia, the next authentic material to work with in class was a YouTube video on Polynesia and the Maori people. Refer to Figure 30. This video explains the Polynesian heritage the Maori people have, how it was before and after James Cook's arrival, the Treaty of Waitangi and how life is for Maori

people today. In addition to this, three more videos on Polynesian mythology and the Treaty of Waitangi were sent to watch as homework. Students had to take notes while watching the videos.



Figure 30. Authentic material – Polynesia and the Maori people

After this, the students were ready to watch the second movie: Moana. Refer to Figure 31. This is a Disney fantasy musical animated film based on Polynesian mythology. The students also had to fill out the movie analysis worksheet about this movie. In the beginning of every lesson the class would review the movie analysis worksheet before continuing watching the movie.

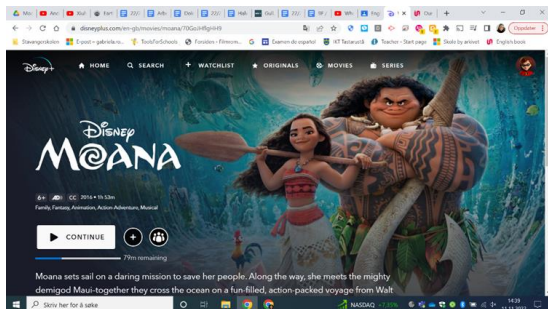


Figure 31. Authentic material – Movie: Moana

After Moana, another YouTube video was presented. This video was about the Maori haka, which is still in use today, especially well known around the world by the performances of the New Zealander rugby team. See Figure 32. The video selected shows the finals of the Rugby World Cup where New Zealand's rugby national team performs a haka before the game. The teacher informed the students that other haka videos were available in the *Modulplan* if they would like to see more.

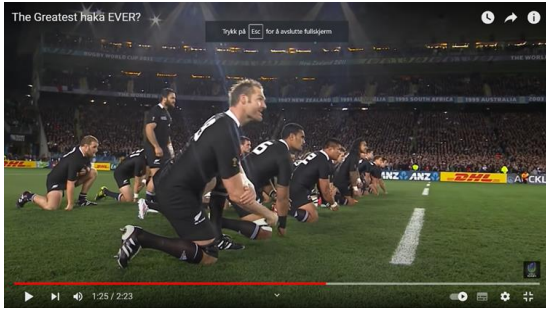


Figure 32. Authentic material – Haka

The teacher researcher decided to make another Kahoot after the second movie as well. However, this time the teacher included information from the videos seen in class about Polynesia and the Maori people, as well as some videos that were sent as homework and the haka. See Figure 33. After this Kahoot, the teacher researcher realized that not all the students had done the homework.

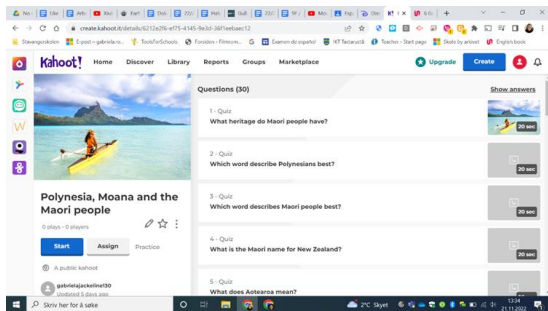
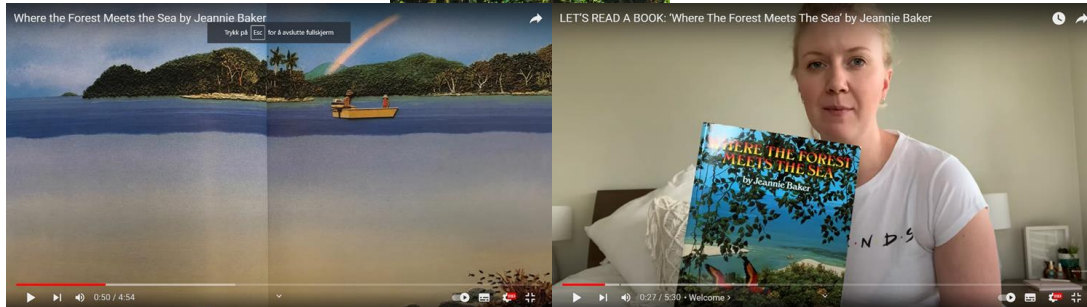
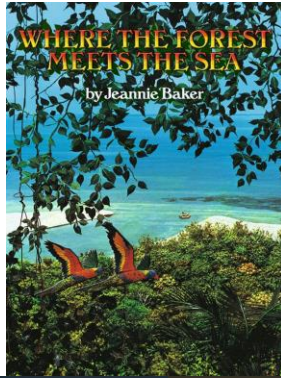


Figure 33. Authentic material – Kahoot on the movie Moana, Polynesia and the Maori people

The next authentic material to use was the picture book “Where the forest meets the sea” by Jeannie Baker. Refer to Figures 34. The teacher presented the book first and asked the students to only read the pictures. The class read it individually and later in plenum. The teacher held the book open showing it to the students and asked them what they could see on every page. Later, the teacher introduced two videos of a couple of storytellers reading the book aloud. One of these videos was not well received by a few students. This video had soft background music like a lullaby. A few students thought it was childish and complained about it.



Figures 34. Authentic material – Picture Book: Where the Forest meets the Sea

The next authentic material was a Greenpeace commercial. Refer to Figure 35. This video shows a family watching a documentary about sharks, eating popcorn and having a good family time when suddenly mechanical shovels and saws start destroying their house with them inside of it. Then the screaming human faces change for monkey faces and the setting turns to a forest being cut down. This video – commercial was not planned either, but the teacher researcher had used it before and thought that it would work perfectly as a link from “Where the Forest meets the sea” to climate activists, which is the next topic.



Figure 35. Authentic material – Greenpeace commercial

The next authentic material the teacher researcher showed were two videos of young people performing speeches pro nature. One video was from Roske-Martinez, a climate activist from the USA presenting a speech at the United Nations, and the other video was from Gretha Thunberg, a Swedish climate activist at the United Nations as well. See Figures 36. These videos were not planned in the lesson

plan, however the teacher researcher decided to show them as examples of speeches on environmentalism since that is one of the tasks in the second assessment. The teacher knew about these two activists and did not have time then to research on climate activists' speeches from Australia or New Zealand.



Figures 36. Authentic material – Climate activists' speeches

Finally, the last authentic material used for this class was the movie *Falling Inn Love* on Netflix. See Figure 37. The students did not need to work with the movie analysis paper for this movie. However, they had to write down at least one fact about New Zealand and at least one way of how to take care of our environment that the movie shows.

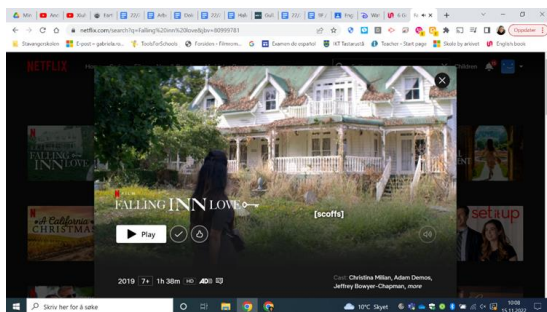


Figure 37. Authentic material – Movie: *Falling Inn love*

The results of the use of authentic material show that there is plenty of material to choose from and that one authentic material can draw towards another. The results also show that time can be a challenge and that teachers need to be flexible regarding the plan and towards the students' interests. These results confirm the predictions of Research questions 1 and 4. It was predicted that the use of authentic material would increase student participation. It is shown that the students were active in class taking notes, raising their hand to comment, share thoughts and / or asking or answering questions about the topics. Additionally, it was predicted that it would be possible to find a vast of authentic material in English. As is shown here, one authentic material would bring

along more authentic material, it could be suggested that there is a never-ending link among the material.

5. 2. 3. The students' assessments

The first assessment consisted of writing a speech. They could choose to reply to former Prime Ministers Kevin Rudd's speech and / or Paul Keaton's speech, or they could choose a different cause they were interested in. However, the students got four different tasks to choose from according to their abilities and interests. Refer to Appendix 8 for the tasks. For the grading criteria, the written assessment sheet, see Appendix 9.

Figure 38 shows a speech that got the grade of 3. Figure 39 shows a speech that got the grade of 4. And Figure 40 shows a speech that got the grade of 5. For all the grades gotten in 9WOT and 9WT see Appendix 10.

Dear prime minister, Kevin Rudd and the government of Australia

We do not accept your Apology.

And I'm not the only one who won't forgive you.

You have stolen a whole generation murdered raped and on and saying sorry is not enough .

Being mistreated wrong for about 70 Years and apologizing 38 years later is too late.

And today celebrating Australia day even though it was a Survival day for the Indigenous people and the Aboriginal is just wrong .

Many Aboriginal today get racism and get treated differently and I say we need to see changes. I say we need the Government to stand up for us. They can't change the past but they futcher for Indigenous people and the Aboriginal .

I'll say that we need everybody in australia to understand what happend in the past so they

I ll say that we can help the kids and change their future and make a diffrent.

sources

https://en.wikipedia.org/wiki/Aboriginal_Australians

Figure 38. First assessment – Speech 1

Dear Prime minister and government of Australia.

I am standing here on behalf of my people, we can't accept this apology.

We can't forgive you for taking our children away from us.

For the hurt you've caused families.

All the Aborginal and Torres Strait islanders forcibly removed from their families.

They were either adopted, put in institutions or foster families.

Why?, because of the idea that Aborginal and Torres strait islanders children would be improved if they were part of white society.

Maybe you think this was a long time ago and that we should lay this behind us.

I know that this happened from 1900-1970 but we can never forget.

You have caused us pain, suffering and hurt.

You can't say sorry if the discrimination of the aboriginal people is still going on.

We still get seen differently and treated differently.

We are not seen as an equal in this country.

And that you still celebrate "Australia day" is disgusting.

It's like a slap in the face to my people.

The moment you stepped in our country and the slaughter of aboriginals began.

The first step you could do to make us forgive you is call it "Invasion day" instead.

It will make us all feel better if you celebrate Australia day, 1 of january.

Then you could celebrate a happy day, the day Australia's six british colonies became one nation.

A day we all would celebrate and cherish together.

We can't forgive you, but there is a future waiting for us.

The stolen generation will always be an important part of Australian history.

Maybe one day in school students are going to learn about the day my people and I forgave you.

But that day is yet to come, but we are sincerely thankful for the apology

Sources;

Who are the Stolen Generations? | The Healing Foundation- The Healing foundation

Respect for Elders and culture - Creative Spirits- Creative spirits

Aboriginal peoples- Survivalinternational.org

The Stolen Generation | Australians Together- Australianstogether.org

The Federation of Australia - Parliamentary Education Office- Peo.gov.au

FN: Rasismen er urovekkende – NRK Urix – Utenriksnyheter og -dokumentarer- Nrk.tv

Figure 39. First assessment – Speech 2

Make a change

Dear Prime Minister Kevin Rudd, the government and the Australian community

We, the Aboriginal people, say thank you for your apology, but we can not forgive you.

Our history is too painful to be apologized through one or many speeches.

Words do not fix our history or our life today. We need action!

We, the Aboriginal people, still experience racism in our life, and we do not agree that there is equality in Australia yet. Let me explain why.

Why is Australian national day called Australian day and not Invasion day?

On this day we, or more precisely you, celebrate when we, the Aboriginal people, lost our country and our human rights. Our people got raped and children were stolen. And still you, the white community of Australia, celebrate this day!

You celebrate the day that changed our entire life!

You celebrate that childrens were taken from their mothers and our women not having the right to say no.

We fight for this day to be changed.

Many Aboriginals don't get the education they have their rights for and need. Why?

You are not doing enough to create equal rights for all people in Australia.

We will consider your apology when we see changes for our lives.

Changes that make us feel included and treated equally.

We want to be treated in the same way as all you white people.

Aboriginals should have the same opportunities for work, education and medical help as you.

We want to have equal rights for all people in Australia.

We also want to change the way you look at us indigenous people.

We are all human beings, even though we look different and have different histories and cultures.

We want your respect.

We want to change the way our people are described, talked about and treated..

These are changes we have fought for for ages.

But it seems like you're not listening.

We do not see this in your actions.

And still you ask for forgiveness.

When we see changes in your actions, the way you talk and look at us, when we have equal rights, then we will consider your apology.

On behalf of the Indigenous people I call for action and say thank you.

Figure 40. First assessment – Speech 3

Figures 41 and 42 show the grades gotten by the whole class in 9WOT and 9WT respectively. In both classes, girls get better grades than boys. Most girls have gotten 4 and 5 in both classes. On the other hand, boys have gotten mostly 3 and 4. Even though more students have better grades in 9WOT, it is impossible to say if the main reason for this is because they used authentic material exclusively. In addition, this assessment does not assess engagement, participation nor fluency, which is what this study is aiming to find. However, it can be suggested that because of the students' engagement and participation, they listened and spoke more in class and were better prepared to answer the assessment's tasks.

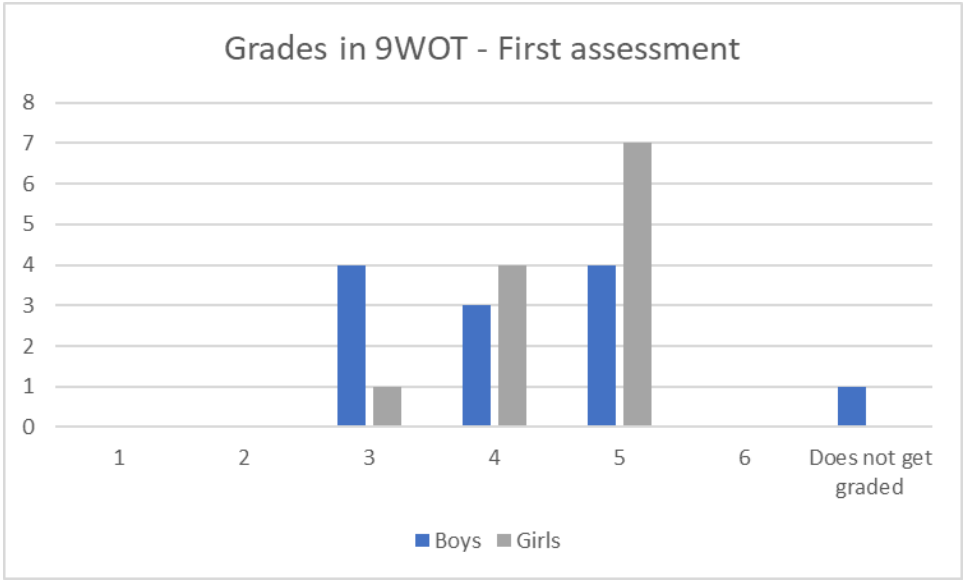


Figure 41. First assessment – 9WOT grades

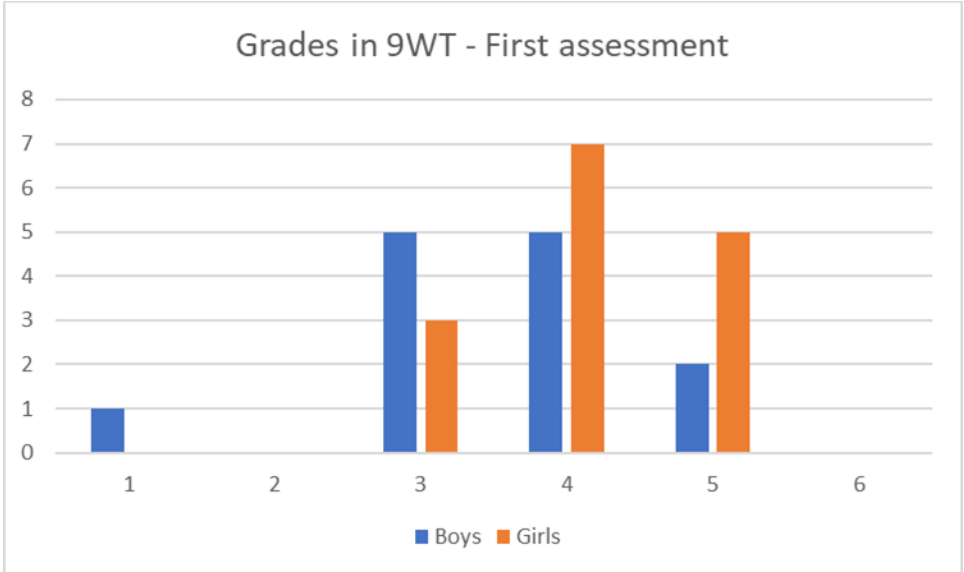


Figure 42. First assessment – 9WT grades

The second assessment was an oral presentation. The students were able to choose between four tasks: to give a presentation, to give a speech, a role-play based on the movie Moana, or making an environmental campaign. They could also choose if they wanted to work individually, in pairs or in groups. Refer to Appendix 11 for the tasks.

Since this is an oral assessment it was not possible to show what the students performed. Therefore, the teacher researcher decided to show the grading criteria feedback papers of a few students showing the differences in grading.

Figure 43 shows a presentation that got a grade of 2+ because of delivering incomplete. The girl presented only three endangered animals, some facts about the animals and why they are endangered. She missed what people are doing to help these animals, and three UNESCO sites from the World Heritage List.

Presentation

Feedback on your presentation

Oral Assessment	
Presentation	Comment
Content <ul style="list-style-type: none"> ✗ 3 places from the World Heritage List (UNESCO) <ul style="list-style-type: none"> ○ Why they were selected ○ How are they being protected • 3 endangered animals <ul style="list-style-type: none"> ○ Why they are endangered ○ How are they being protected 	What happened? - You answered 1/4 of the task! - Good vocabulary - Good pronunciation * Remember to point, show and explain.
Intonation / volume	/
Pronunciation	/
Vocabulary	/
Avoid spelling / grammar errors	/
Points, shows and explains	-
Use of script / eye contact	/
Use of sources	/
Answers questions and follows up in a conversation	/
Oral grade	(2+)

Figure 43. Second assessment – Presentation 1

Figure 44 shows another presentation. This one got a 3. This was also because of not answering the task completely. This student did a decent job presenting three endangered animals, but when presenting the UNESCO sites, he just gave facts about the places, instead of answering what the task was asking for.

Presentation

Feedback on your presentation

Oral Assessment	
Presentation	Comment
Content <ul style="list-style-type: none"> • 3 places from the World Heritage List (UNESCO) ✓ <ul style="list-style-type: none"> ○ Why they were selected ✓ ○ How are they being protected ✓ • 3 endangered animals ✓ <ul style="list-style-type: none"> ○ Why they are endangered ✓ ○ How are they being protected ✓ 	<p style="text-align: center;">OK</p> <p>- OK research, but you should focus on what the task asks for.</p> <p>- Remember to talk to your audience</p> <p># Answer the task! Read the task!</p>
Intonation / volume	✓
Pronunciation	✓
Vocabulary	✓
Avoid spelling / grammar errors	cost
Points, shows and explains	—
Use of script / eye contact	Reads from presentation
Use of sources	✓
Answers questions and follows up in a conversation	⇒ he doesn't know because he didn't research.
Oral grade	(3)

Figure 44. Second assessment – Presentation 2

Figure 45 shows a presentation that got a 4+. This presentation got this grade first because the student answered the task mostly completely, second the student did very good research, third the student had a good structure, and finally the student was able to look at the audience and explain mostly fluently.

Presentation

Feedback on your presentation

Oral Assessment	
Presentation	Comment
Content <ul style="list-style-type: none"> • 3 places from the World Heritage List (UNESCO) <ul style="list-style-type: none"> ○ Why they were selected ○ How are they being protected • 3 endangered animals <ul style="list-style-type: none"> ○ Why they are endangered ○ How are they being protected 	<p style="text-align: center;">Good!</p> <p>- Very good research!</p> <p>- Very good structure!</p> <p>- Mostly fluent.</p> <p>* Check how to pronounce new words.</p> <p>* Check that you answer the whole task completely</p>
Intonation / volume	/
Pronunciation	/ <u>species</u>
Vocabulary	/ "
Avoid spelling / grammar errors	/ is/are
Points, shows and explains	/
Use of script / eye contact	/ reads a bit looks up and explains.
Use of sources	/
Answers questions and follows up in a conversation	/
Oral grade	(4+)

Figure 45. Second assessment – Presentation 3

Presentation

Feedback on your presentation

Oral Assessment	
Presentation	Comment
Content <ul style="list-style-type: none"> • 3 places from the World Heritage List (UNESCO) <ul style="list-style-type: none"> ○ Why they were selected ✓ ○ How are they being protected ✓ • 3 endangered animals <ul style="list-style-type: none"> ○ Why they are endangered ✓ ○ How are they being protected ✓ 	Very good! - Very good research! - Shows reflection! - Very good vocabulary! - Mostly fluent! * Be sure you have answered the task completely!
Intonation / volume	✓
Pronunciation	✓
Vocabulary	✓
Avoid spelling / grammar errors	CAPITAL LETTER
Points, shows and explains	✓
Use of script / eye contact	✓ ☺
Use of sources	✓ ☺
Answers questions and follows up in a conversation	✓
Oral grade	5

Figure 46. Second assessment – Presentation 4

In Figure 46 another presentation is shown. This presentation got a 5 because the student had answered the task mostly completely, did very good research, spoke mostly fluently and freely without a script, using a very good vocabulary. And in addition to this, the student analyzed and reflected on the topic.

Figures 47, 48 and 49 show three speeches that got a 4, 5+ and 6 respectively. Most of the students that chose to perform a speech got better grades than the students that chose other tasks, since a speech already involves research, analysis and reflection. The differences in these grades presented here are because of the amount of research and reflection they showed, how persuasive they were and their body language.

Speech

Feedback on your speech

Oral Assessment	
Speech	Comment
Content <ul style="list-style-type: none"> • Shows clearly <ul style="list-style-type: none"> ○ topic ✓ ○ audience? ✓ ○ purpose ✓ • Emphasizes and uses repetition ✓ 	<p style="text-align: center;">OK / Good</p> <p>- Shows some research</p> <p>- Shows some reflection</p> <p>- Good vocabulary, persuasive</p> <p>* Remember to greet the people you are talking to...</p>
Intonation / volume	✓
Pronunciation	✓
Vocabulary	✓
Avoid spelling / grammar errors	✓
Uses body language and gestures	✓
Persuades / Convinces	✓ ☺
Use of script / eye contact	✓
Use of sources	✓
Oral grade	(4)

Dear who?
 I think you should use only English sources, it would be easier than translating.

Figure 47. Second assessment – Speech 1

Speech

Feedback on your speech

Oral Assessment	
Speech	Comment
Content <ul style="list-style-type: none"> • Shows clearly <ul style="list-style-type: none"> ○ topic ✓ ○ audience ✓ ○ purpose ✓ • Emphasizes and uses repetition ✓ 	Very good! 😊 - Great research - Shows reflection - Persuasive! * Remember body language.
Intonation / volume	✓
Pronunciation	✓
Vocabulary	✓ 😊
Avoid spelling / grammar errors	✓
Uses body language and gestures	✓
Persuades / Convinces	✓
Use of script / eye contact	reads but looks up
Use of sources	✓
Oral grade	(S+)

* I know you had to hold your paper with both hands, but remember to use your hands and arms, body language next time
 * know your sources.

Figure 48. Second assessment – Speech 2

Speech

Feedback on your speech

Oral Assessment	
Speech	Comment
Content <ul style="list-style-type: none"> • Shows clearly <ul style="list-style-type: none"> ○ topic ✓ ○ audience ✓ ○ purpose ✓ • Emphasizes and uses repetition ✓ 	"Excellent!" - Great research! - Shows reflection - Persuasive and confident - Correct use of body language
Intonation / volume	✓
Pronunciation	✓
Vocabulary	✓ " "
Avoid spelling / grammar errors	✓
Uses body language and gestures	✓ " "
Persuades / Convinces	✓
Use of script / eye contact	✓ " "
Use of sources	✓
Oral grade	(6)

Figure 49. Second assessment – Speech 3

There were only two couples of students who decided to do an environmental campaign and a role-play. See Figures 50 and 51. They both did a good job getting a 5- and a 6 respectively.

Environmental Campaign

Feedback on your campaign

Oral Assessment	
Campaign	Comment
Content <ul style="list-style-type: none"> • Present the topic: Place, current situation, causes ✓ • Campaign's objective ✓ • How can people help? What should people do? ✓ • Predictions / Results ✓ 	<p style="text-align: center;">Good!</p> <p>- Great research!</p> <p>- Shows reflection</p> <p># Know your sources!</p> <p>+ Campaigns also include music or catchy phrases to get people more involved!</p>
Intonation / volume	✓
Pronunciation	✓
Vocabulary	✓
Avoid spelling / grammar errors	✓
Points, shows and explains	✓
Persuades / Convinces	✓
Use of script / eye contact	✓
Use of sources	✓
Oral grade	(5)

Figure 50. Second assessment – Environmental Campaign

In Figure 51 it is possible to see that the teacher had written down the comment “Remember to ONLY speak in English”. This was because in one of the scenes in the role-play, one of the students forgot her line for a second and she commented quietly to her partner that she did not remember in Norwegian. They looked at each other nervously, but so she remembered and continued very smoothly. Therefore, this tiny episode did not affect their grade. They performed everything in English, however the teacher decided to write down the comment as something they could think about.

Role-Play

Feedback on your role-play

Oral Assessment	
Role-play	Comment
Content <ul style="list-style-type: none"> • Characters <ul style="list-style-type: none"> ○ Vaiana ○ Maui ○ Gramma • Three scenes of the movie 	Excellent! - Very emotional and beautiful - Great face expressions and body language
Intonation / volume	/
Pronunciation	/
Vocabulary	/
Avoid spelling / grammar errors	/
Acts out / is in character	/ ☺
Uses different face expressions and body language	/ ☺
Use of script / eye contact	/ ☺
Use of sources	/ ☺
Oral grade	(6)

* Remember to ONLY speak in English

Figure 51. Second assessment – Role-play

Figures 52 and 53 show the grades the students got in the second assessment in both classes. In this oral assessment there is a significant difference between the classes. In 9WOT there are four students who got a 6, six students who got a 5, and seven students who got a 4 out of 24 students. In 9WT no student got a 6, but nine students got a 5, and twelve students got a 4 out of 28 students. It is worth mentioning again that this was an oral assessment, and the class using authentic material exclusively, being more engaged and participating more in class, shows a higher accomplishment than the class who did not. In addition, five students got a 3 in 9WOT while six students got a 3 in 9WT. There was also one student who got a 1 in 9WT and one student who got a 2 in 9WOT. The student that got a 2 in 9WOT, got it because she answered one fourth of the task mostly due to sickness and being absence, not because of her English skills. She is actually one of the students that participate the most in the class.

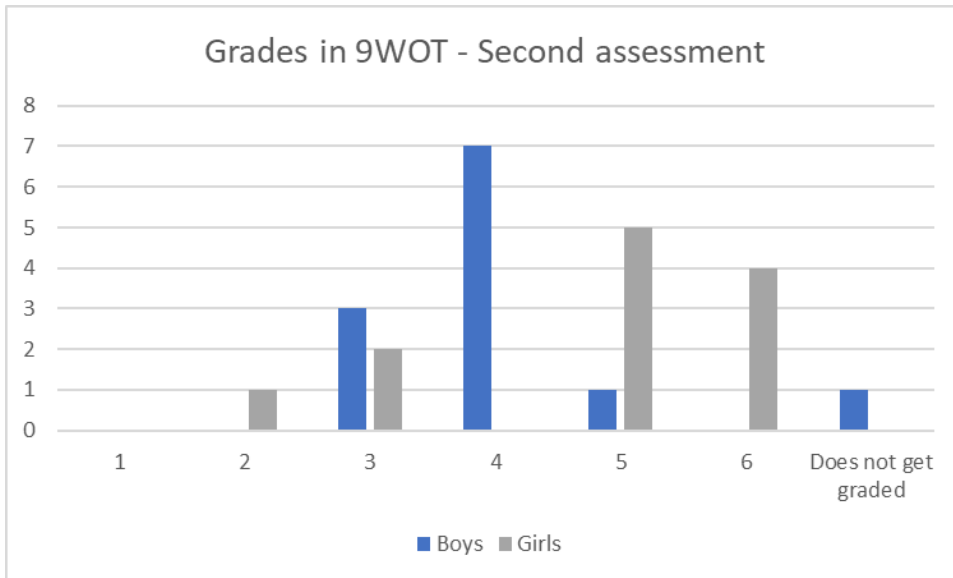


Figure 52. Second assessment – 9WOT grades

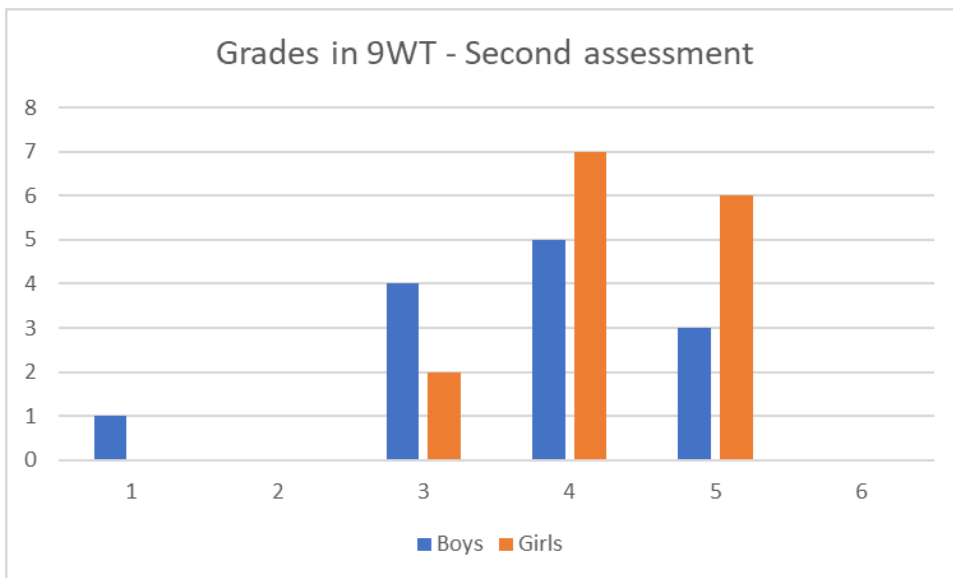


Figure 53. Second assessment – 9WT grades

5. 3. The post-intervention student surveys

For a complete list of questions and answers to the surveys taken, please refer to Appendix 16. Otherwise, only the most relevant answers for this study are presented next.

Class 9WOT

In the 9WOT class 100% of the students answered that they were interested, very interested or extremely interested in the topics included in the authentic material. Fourteen out of twenty-four students stated that they were very interested. This is a very significant difference compared to their interest shown in the topics included in the textbook/smartbook in the pre-intervention study survey. See Figures 54 and 1.

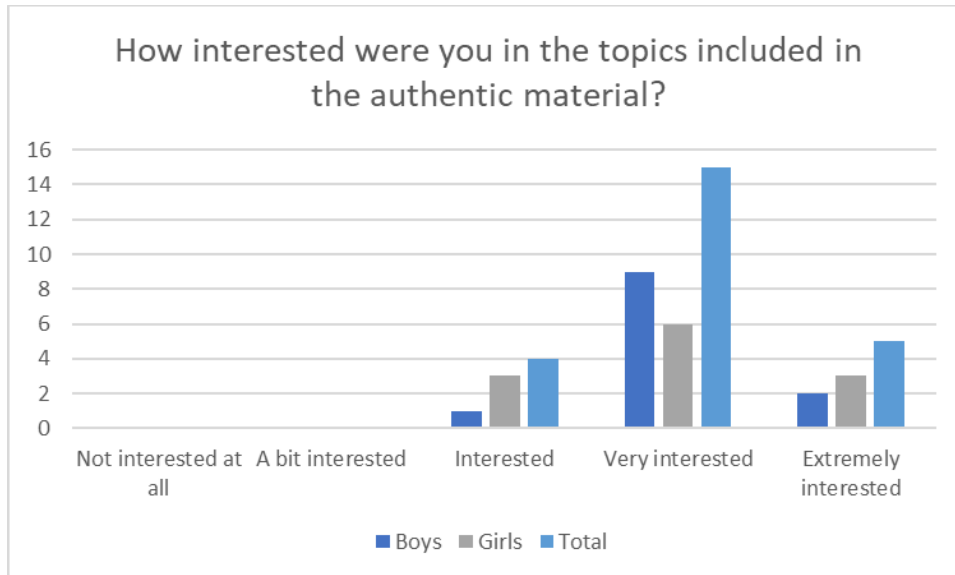


Figure 54. 9WOT Survey results – Students’ interest in the topics included in the authentic material

In the same way, fourteen out of twenty-four students stated that they were very interested in the information and topics they found doing student classroom-based research. Only two boys answered they were just a bit interested, seven students answered they were interested and only one boy answered that he was extremely interested. Refer to Figure 55. These results support the previous ones showing how interested the students are in using authentic material.

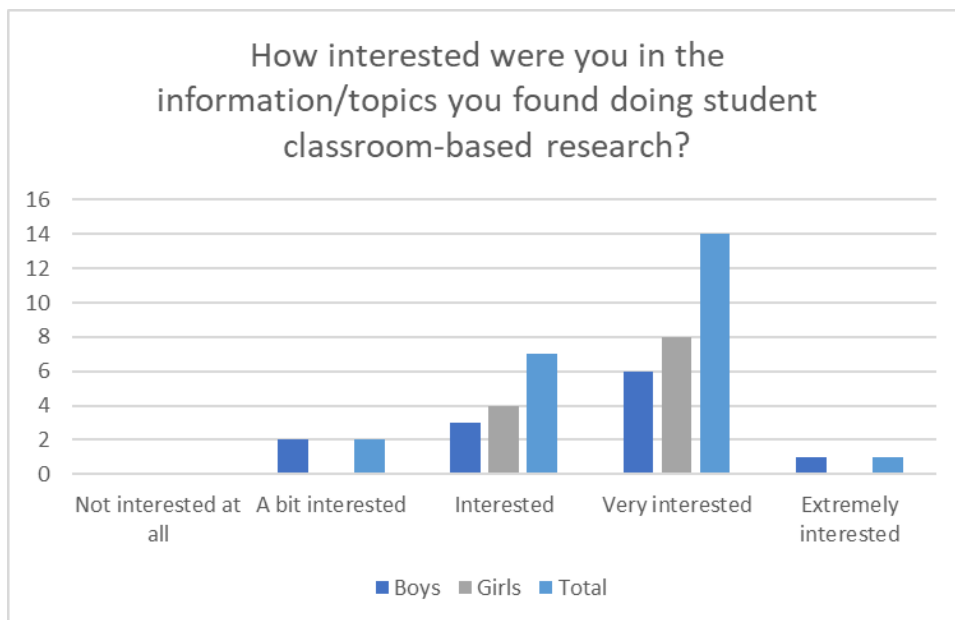


Figure 55. 9WOT Survey results – Students’ interest in the information/topics they found doing student classroom-based research?

In addition to the previous results, 87% of the class stated that they did not miss using the textbook/smarbook at all. See Figure 56. Only three students answered that they missed the smartbook a little bit. The boys in the 9WOT class answered that they did not miss using the smartbook at all because they think it is boring and hard to write in English and just answering questions. They also wrote down that when using the smartbook they did not learn as much as they did when using authentic material, and that they feel they learn more watching videos, since they would concentrate better. Refer to Table 9. The girls wrote down similar reasons. The girls stated that they like using different materials and doing their own research since they feel they learn more doing so. They believe they learned a lot more by researching and watching movies and videos, and that it was fun. One girl wrote down “the textbook was less useful because it gave us limited amount of information”, and another girl wrote down “I didn’t miss the textbook because I learned so much from the authentic material”.

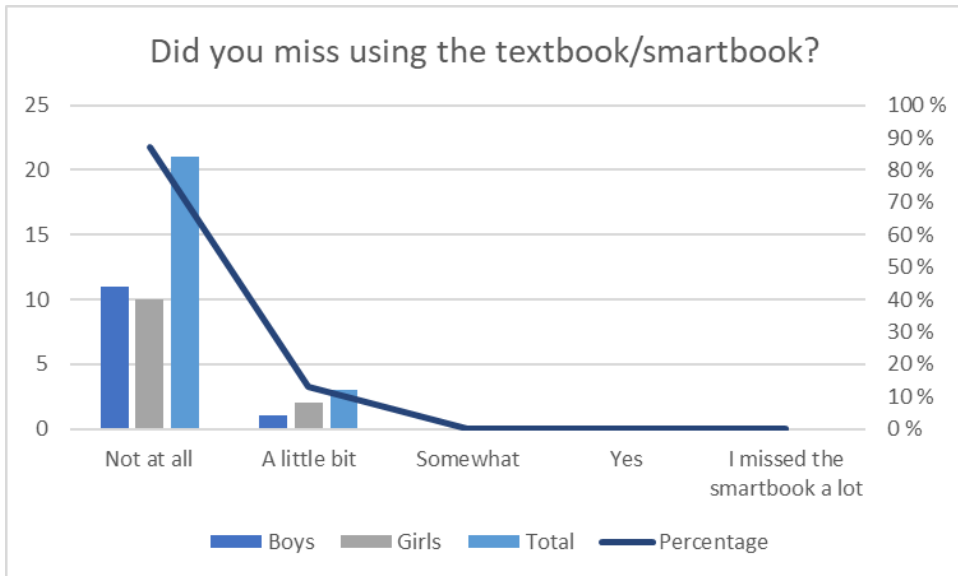


Figure 56. 9WOT Survey results – Students missing the textbook/smartbook

Boys	Girls
Because I feel like I am not getting better when I am sitting and answering questions all of the time.	I liked that we used different materials because then I never got sick of using 1 material.
Because it's hard to write in English.	I think it is better to do your own research because I feel that I learn more.
Because it was boring, and I didn't learn as much as I do now.	Because it was boring having to read all the text. Also, because I have a hard time reading and focusing.
Because I think it is a better way to learn and a funnier way.	Because it's fun to google and learn through movies and videos. We also learn a lot about sources, which is very important.
Because I think that I learned less with using a smartbook.	I didn't miss the textbook because I learned so much from the authentic material.
I don't like reading.	Using the textbook was less useful and gave us a limited amount of information (little information).
Because I learn more by watching videos.	I think it is easier to learn by doing other stuff than only reading. And I think it's useful to listen to people that talk in English than only reading English.
Because it is super boring.	It's too much to read in the book.
It was a very bad program.	It's boring
Because I feel like when you read a lot it becomes so boring that you lose track and just don't listen.	Because I think it is good to learn in different ways.
I think it is easy to concentrate using authentic material.	

Table 9. 9WOT Survey results – Reasons why students believe they did not miss using the smartbook at all

70% of the students in 9WOT believe that using authentic material instead of the textbook/smartbook made them more active and that they participated more in class. 25% believe they participated a lot more. See Figure 57. The boys answered that they were more active and participated more because it was more fun, it was more interesting to use authentic material, they had more facts to talk about and the whole class could talk about it. In addition, one boy wrote down “Because I understand more watching videos.” It seems that watching videos and movies helps the students understand better and therefore they are able to speak more about the topics in question, as Gilmore (2011) and Akbari and Razavi (2015) explain about nonverbal communication (NVC), picture and movement. The girls stated that it was more fun to watch videos and movies, and research interesting material. One girl wrote down “It was easier to understand the topic when we were watching a movie because you were able to see it instead of imagining it.” Another girl wrote down “It is better to use the net than a book. Because things change.” These results also show an amount of reflection of the students towards their own learning. See Table 10.

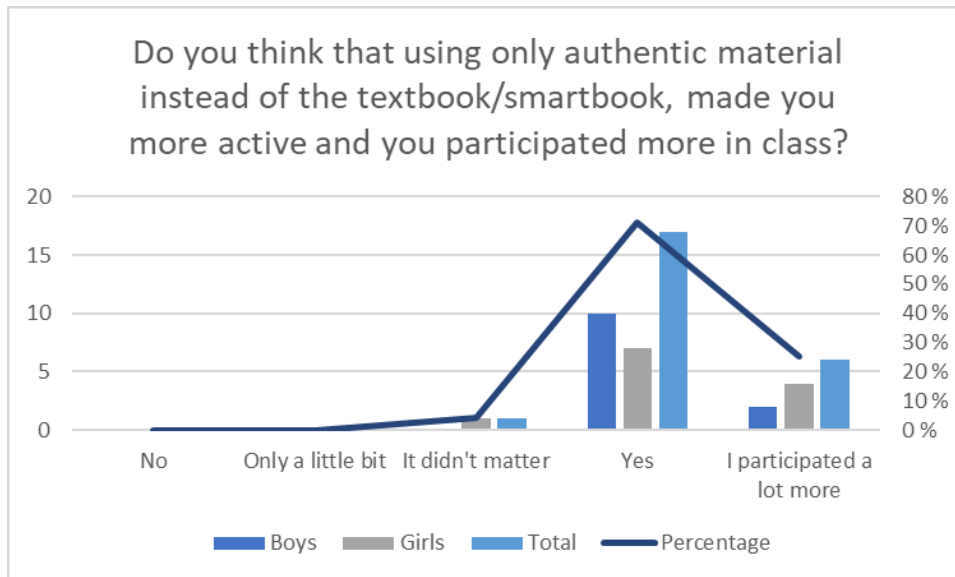


Figure 57. 9WOT Survey results – Using only authentic material made the students more active and participative

Boys	Girls
It was easier to find answers than trying to find it in a text where you probably didn't listen either way.	Because it is fun to learn in another way.
Like I said before, it is more fun and better for not only me but others too.	I like watching movies and videos instead of reading all the time.
When I watch something like that it is more fun.	It made me more interested because we were researching interesting material.
Yes, because I had more facts to talk about.	It was easier to understand the topic when we were watching a movie because you were able to see it instead of imagining it.
Because it was a lot more interesting to use only authentic material.	Because it was more fun to do since we learned and got more knowledge about the subject.
Because when we use only authentic material we can talk the whole class together and I think of this I have been more active.	Because then we learned a lot more.
Because I learned more and it was not so boring.	If we always do the same thing, I get less interested.
It is easier to talk about something that you find yourself.	It was more fun.
I think that it is easy to concentrate when using authentic material.	It is better to use the net than a book. Because things change.
It makes it easier to talk.	When we watched movies and videos it was way easier for me to actually understand and focus on what we are doing.
Because I understand more watching videos.	I thought it was more fun to use only authentic material and not the textbook.

Table 10. 9WOT Survey results – Reasons why students believe they are more active and participative when using only authentic material

Figure 58 shows that 80% of the students believe that doing student classroom-based research made them more active in class and they participated more because of this. Most boys explained that it was more fun and easier. Two boys wrote down that it was easier to search for things and that it was easy to find information. The girls believe that it was easier to find facts as well as the boys, but also more helpful. A girl wrote down “Because I had more information on the internet than I would ever find in the textbook.” And another girl wrote down “Because we all found many different facts and I liked talking about what I found.” The girls believe they participated more because they shared their answers with the class. Refer to Table 11.

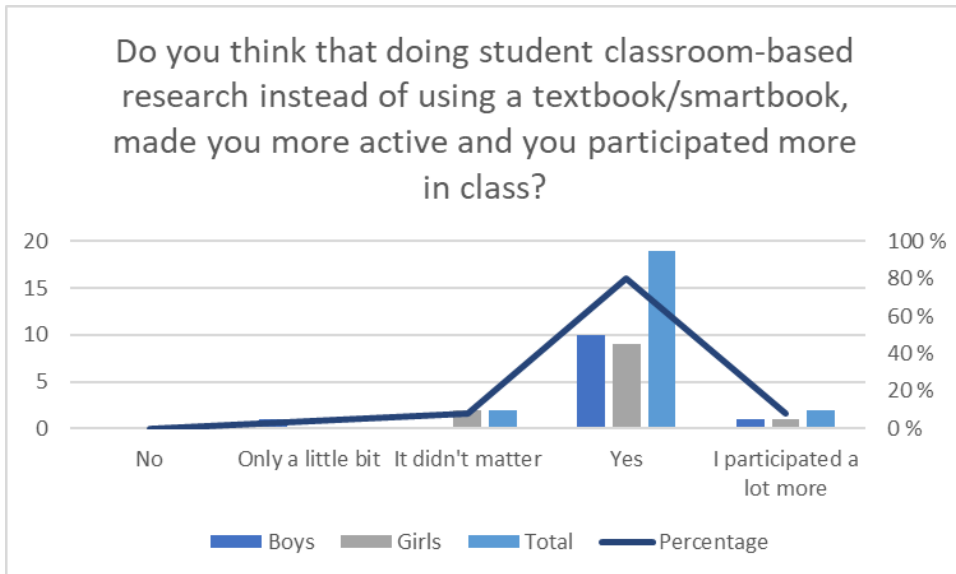


Figure 58. 9WOT Survey results – Doing student classroom-based research made the students more active and participative

Boys	Girls
It was easier.	Because it was easier to find facts.
When I watch something like that it's more fun.	More helpful.
I had more fun while I was learning.	I learned more facts when watching something than reading facts from a website.
Because it was much easier to learn.	Because I had more information on the internet than I would ever find in the textbook.
Because we can use our own words.	Because then we had to do some research ourselves.
I learned more.	I feel better when I get to do my own research.
Because it is easier to search up about the things.	Because we all found many different facts and I liked talking about what I found.
I think it is easy to concentrate when using authentic material.	Because I shared my answers.
I mean that it is easier to find information when I am researching.	

Table 11. 9WOT Survey results – Reasons why students believe they are more active and participative when doing classroom-based research

Finally, 100% of the students in 9WOT stated that they would like to continue doing student classroom-based research and using authentic material exclusively in their English class. Refer to Figure 59. The reasons for their answers are mostly related to how much more they had learned. The students believe that it is easier and more fun to learn this way. A boy wrote down “It is fun, and we learn more.” And two girls wrote down “Since I have learned so much more, and it’s more fun so I have been more motivated to learn.” and “It was way more fun, and I

could tell that I was learning way more when we watched videos and movies. I also noticed that I wrote more and answered more. It was also easier to focus during the movies.” See Table 12.

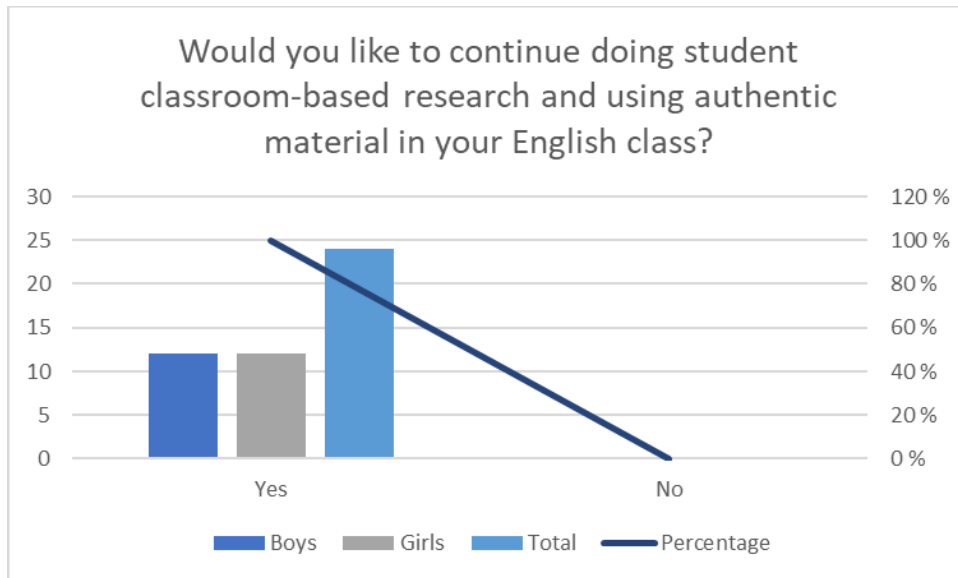


Figure 59. 9WOT Survey results – Students would like to continue doing student classroom-based research and using authentic material

Boys	Girls
I learned faster and easier.	Because I am more interested in films and so I learn in a fun way that makes me want to learn more.
Makes it easier to remember the stuff you are reading.	As long as we get the help we need, I think this has been very useful and we have learned a lot.
I learn more and it's helpful for me.	Because it made me more interested.
Because it's more interesting.	I like this more.
Because it's a lot easier way to learn.	It is fun to research and watch movies in class.
It is fun and we learn more.	I think it's a very useful way to learn in a fun way. And I think you will be able to understand the subject better.
Yes, because I think I learn a lot more.	I learned more.
I learn more.	Since I have learned so much more, and it's more fun so I have been more motivated to learn.
Because it's easier than writing.	Because it makes it more exciting, and we use different methods to learn. That way all the class doesn't feel all the way the same. It's good to do different stuff so that you don't get bored. In my opinion.
Because I like to work like this and it helps me.	It was way more fun, and I could tell that I was learning way more when we watched videos and movies. I also noticed that I wrote more and answered more. It was also easier to focus during the movies.

I think it is easy to concentrate when using authentic material.	I feel the classes have been more fun and interesting.
	It was more different than other classes and we did new things every class.

Table 12. 9WOT Results – Reasons why students would like to continue doing classroom-based research and using authentic material

The previous survey results showed the very positive attitude students have towards the exclusive use of authentic material in their English class. This may suggest already that the prediction for Research question 2 was correct. It was predicted that all students prefer using authentic material instead of a textbook/smartbook.

Class 9WT

Class 9WT took the same survey they did before the intervention study was implemented in 9WOT. During the implementation of the intervention study many students in 9WT complained about not watching as many videos and movies as they did in 9WOT. The students in both classes were talking about what they were doing and 9WT wanted to do the same as 9WOT. This is visible in the results of this second survey from the survey that was taken by them before the intervention study.

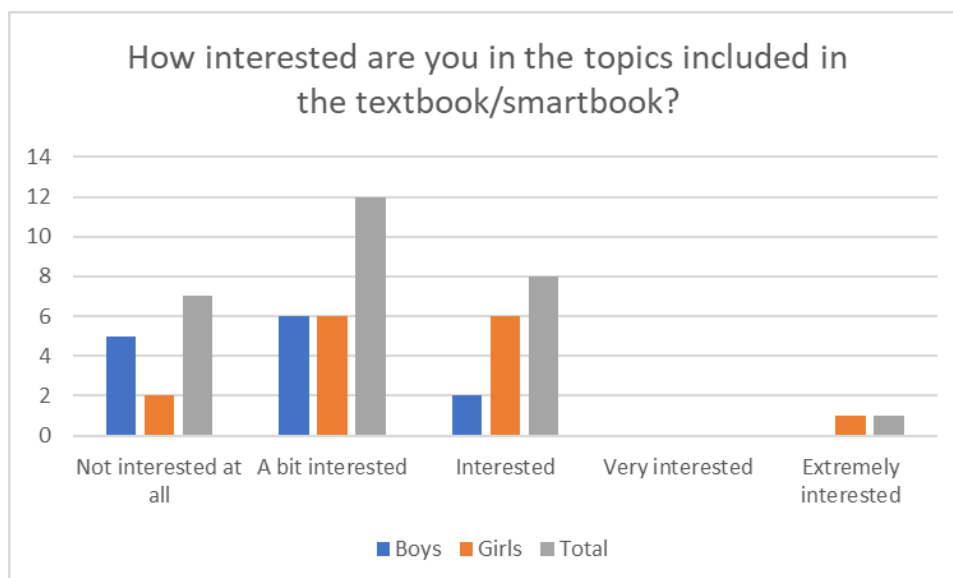


Figure 60. 9WT Survey results – Students’ interest in the topics included in the textbook/smartbook

Before thirteen students were interested and four were very interested in the topics included in the textbook/smarbook. See Figure 6. This time no student is very interested in the topics in the smartbook and twelve out of twenty-eight are a bit interested. In addition, seven students are not interested at all. See Figure 60.

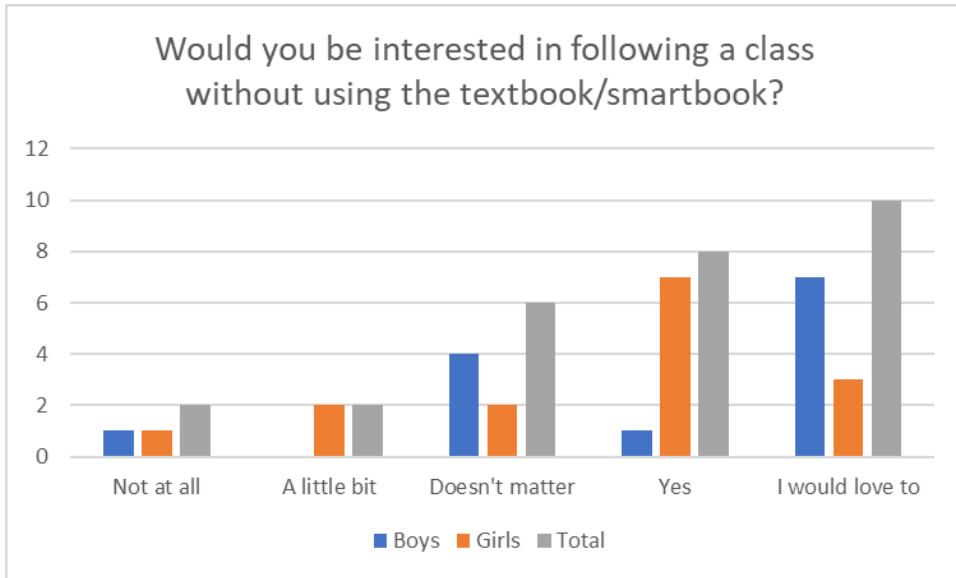


Figure 61. 9WT Survey results – Students’ interest in following a class without using the textbook/smartbook

Now eighteen out of twenty-eight students answered that they are interested in following a class without using a textbook/smartbook. Ten of these students would love to. Refer to Figure 61. Before, ten students answered that it doesn’t matter and five were not interested at all. See Figure 7.

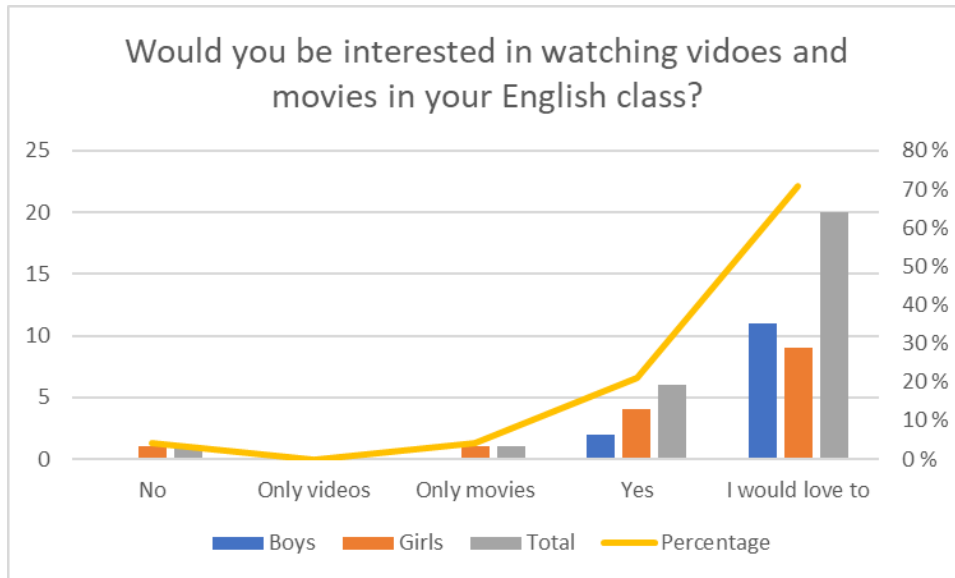


Figure 62. 9WT Survey results – Students interest in watching vidoes and movies

The only answers that did not present any significant difference from the survey taken before the intervention study were the ones about being interested in watching videos and movies. Almost all the students answered that they were interested and would love to watch videos and movies in their English class. Refer to Figures 62 and 8.

Figure 63 shows that 63% of the students believe that they would be more active and participate more in their English class if they used authentic material. Before, only 39% did. Refer to Figure 9. The students believe so because it would be less boring, easier or more fun. In these answers it is possible to notice the students' attitudes towards school and learning. The class environment in 9WT is very different from 9WOT, the teacher-student and student-student relationships vary. See Table 13.

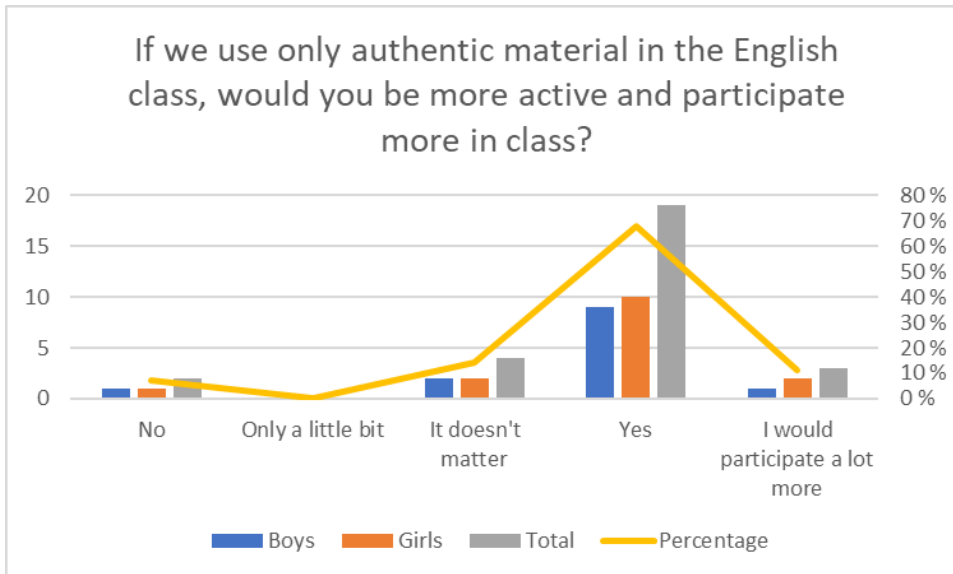


Figure 63. 9WT Survey results – Students believe they would be more active and participative if using only authentic material

Boys	Girls
Because it is more interesting.	Because I am not learning sh*t.
Because I don't like writing.	I would be more active in class if we did this because it's fun and easier to follow in class.
Why not? It's easier to follow in class if we watch a movie.	Because I think I will learn more.
It is not so boring.	It's because it's better to follow with you.
Because I learn more English from video games and movies.	When it's more fun I want to pay attention, it's also an easier way to learn.
Easier to follow.	Because it's more fun.
I will be more active in class.	Cause when I watch videos, and movies, I learn more than just read about it.
It's fun and learn in another way.	Cause it's more fun.
Because I don't want to use the textbook.	It's less boring.
I would be more interested because I like watching and learning.	Because I participate more when I am having fun.
	Because it's more fun to watch than to read.
	Because I think that I concentrate better when we watch a movie and then I learn more.

Table 13. 9WT Survey results – Reasons why students believe they would be more active and participative if using only authentic material

Finally, this time the students did not suggest as many different resources or materials as last time. Now sixteen students suggested movies and videos and nine students suggested online

games such as Kahoot. A few boys and a girl suggested videogames and only girls suggested novels, picture books and working together with another classmate.

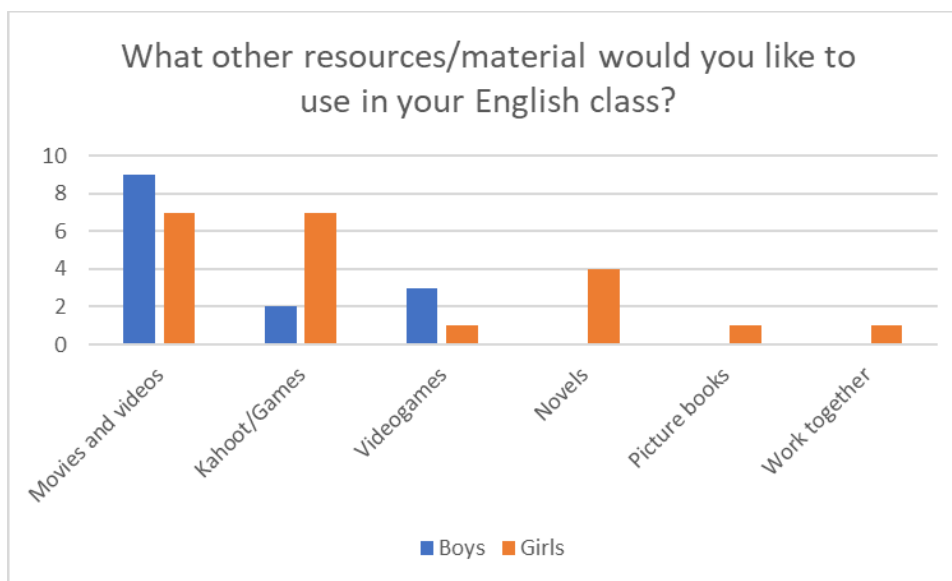


Figure 64. 9WT Survey results – Other resources/material students would like to use

These results show how very interested students are in using authentic material, especially in the form of videos and movies, proving again the prediction of Research question 2: All students prefer using authentic material instead of a textbook or smartbook.

5. 4. The teacher survey

Despite the effort sharing the online teacher survey via email and in social media for three months, there were only ten teachers who completed it. Most of these teachers were from the same school the intervention study was implemented, in Stavanger. There was one teacher from Bergen municipality and one teacher from Rennesøy. Five of these ten teachers had less than five years of teaching experience. For a complete list of questions and answers to the survey taken, please refer to Appendix 17. Otherwise, only the most relevant answers for this study are presented next.

Figure 65 shows that three out of ten teachers would not be interested in teaching a class without using a textbook. This is the same number of teachers who would be interested. However, there was one teacher who would be very interested, one extremely interested, and two more who

are interested a little bit. It can be stated that 70% of the teachers are interested somehow in teaching without using a textbook or smartbook.

3) Would you be interested in teaching a class without using a text/smartbook?
10 svar

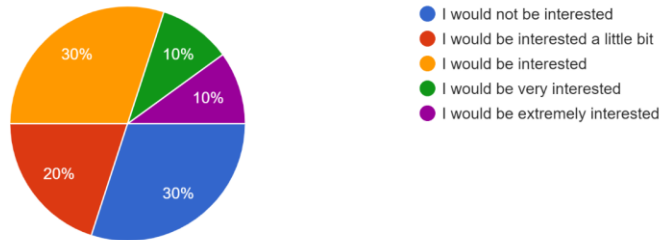


Figure 65. Teacher survey results – Teachers’ interest in teaching a class without using a textbook/smartbook

70% of the teachers answered that they use additional material three or more times every chapter. In other words, teachers use the textbook and in addition they use many other material too. See Figure 66. The additional material teachers use is authentic material in the form of movies, videos, news articles, pictures, music, games, Kahoot and internet sites. Refer to Table 14.

4) Do you use additional material in your English class?
10 svar

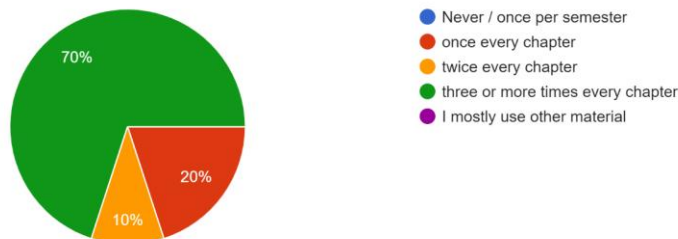


Figure 66. Teacher survey results – Additional material teachers use in their English classes

Additional material
Movies, articles, short stories
Different textbooks, research, online pages, tips from other teachers, etc.
Video, news articles, online quizzes
Videoclips, articles, pictures, music, games
Different internet sites, books, cartoons, tv / streaming

Videos, movies, other texts, articles
Other textbooks, online resources, self-made documents containing relevant information (containing sources so the pupils can find out more beyond what I have written for them).
Films, YouTube videos, elevkanalen, fotspor app, Internet articles, Kahoot, music, etc.
Mostly something that has to do with the topic, but perhaps a little bit more updated.
Books, YouTube clips, icebreaker games, news for kids, etc.

Table 14. Teacher survey results – Additional material EFL teachers use

From these ten teachers there was only one teacher that stated that he or she would not feel confident teaching without using a textbook/smartbook. The other nine teachers stated that they feel a bit confident, confident or very confident. Refer to Figure 67.

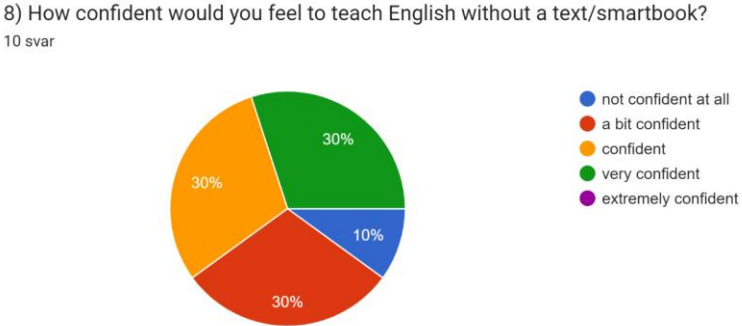


Figure 67. Teacher survey results – Teachers’ confidence to teach English without a textbook/smartbook

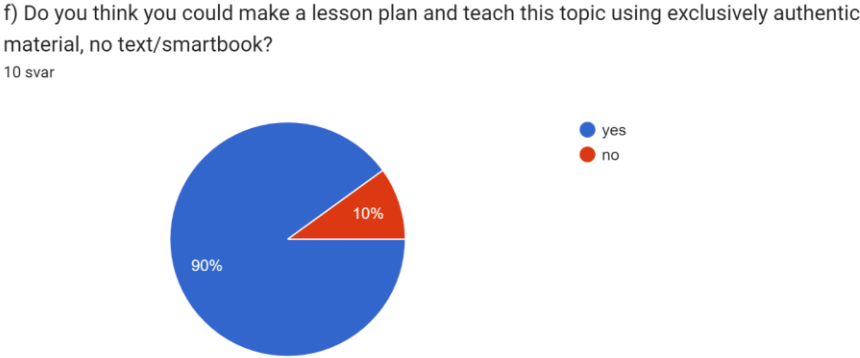


Figure 68. Teacher survey results – Teachers making a lesson plan and teaching the suggested topic (Australia and New Zealand) using exclusively authentic material

Figure 68 shows that 90% of the teachers believe that they can make a lesson plan using authentic material exclusively for the topic of Australia and New Zealand. They can probably make a lesson plan using authentic material exclusively about other topics as well. Based on the previous answers it may be claimed that teachers in Norway are interested, feel confident and can make a lesson plan without using a textbook. Then the real question is why are they not doing it already?

In addition, 100% of the teachers claim that their students would be interested and motivated using authentic material. See Figure 69. And 70% of these teachers claim also that the students would be more active and participate more in class if using authentic material. Refer to Figure 70. Then why are teachers still using the textbook or smartbook?

12) In your opinion, would your students be interested in and motivated by using authentic material?
10 svar

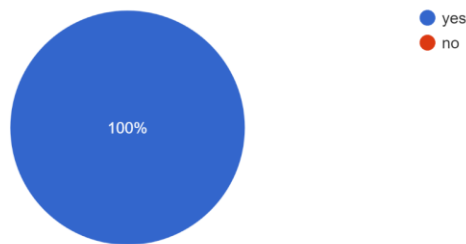


Figure 69. Teacher survey results – Teachers believe students would be interested in and motivated by using authentic material

14) In your opinion, would your students be more active in class and participate more if they used authentic material?
10 svar

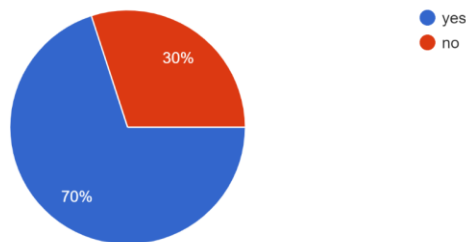


Figure 70. Teacher survey results – Teachers believe students would be more active and participative if using authentic material

Finally, 50% of the teachers have worries or fears about the exclusive use of authentic material. See Figure 71. Five of the ten teachers stated that they worry about finding enough material. They fear that the quality of the material is not good or not motivational or understandable for their students. Additionally, they worry about the students' behavior, they wonder how it would be. Refer to Table 15.

15) Is there anything you worry or fear about using authentic material?
10 svar

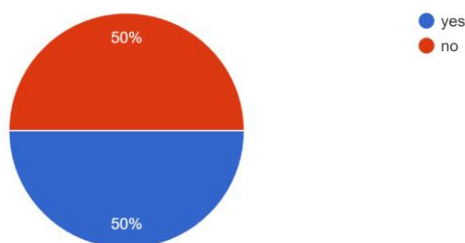


Figure 71. Teacher survey results – Teachers worry or fear using authentic material

Worries or fears
Being able to find enough material that is motivating to teach and for the students to learn from
The quality of the material
Is it understandable, is it legal (copyright, etc), appropriate (always need to consider)
If I only use authentic material I would worry at times whether what I find is good, correct, motivational or manageable for the pupils
Sometimes authentic materials are in a language that is too complex for the pupils
Questions 13 and 14: I am only answering "yes" because there is no "I don't know" option. I am unsure whether they'd be more or less active and how and in which way it could affect their behavior.

Table 15. Teacher survey results – Teachers' worries and fears about using authentic material

The teacher survey results show that Norwegian EFL teachers are already using authentic material in their classes often. They are interested in leaving the textbook or smartbook and they feel confident in teaching without it. They also believe that their students will be interested, more active and participate more in class if using authentic material. However, they fear not finding or getting access to enough material and the quality of the material.

Based on the results of the intervention study, teachers do not need to worry about finding material at all. There is a lot of English authentic material everywhere, especially on YouTube.

Students have already stated that their favorite authentic material is videos and movies. As shown in the intervention study, the teacher researcher kept finding more videos about the topic, and the students kept finding more sources online about all the different topics they searched for. Whether the material is motivational or in a comprehensive English level for his or her students, that is what each teacher must assess according to the group of students they are teaching. Therefore, what teachers need to do is to get to know their students well and find out what their interests are so they can start collecting authentic material for them. Nevertheless, teachers must intertwine the Norwegian English Curriculum with their students' interests and needs.

Chapter 6. Discussion

The main objective of this thesis was to find out if textbooks and smartbooks can be replaced with the exclusive use of authentic material in lower secondary school in Norway, following the Norwegian English Curriculum, since authentic material has shown to be more motivational to get students engaged in their English learning process. In addition, students' and teachers' attitudes towards using authentic material exclusively are examined since they are the main subjects in the transition from textbooks/smartbooks to authentic material in schools. To do this, an intervention study which used authentic material exclusively was implemented in a school in Stavanger and the students completed two surveys. Additionally, the teachers completed one online survey. The results of the intervention study and the surveys support the prediction made for each research question based on the research and theories previously found. Next, the discussion is presented.

6. 1. The role of authentic material for active student participation

RQ1: Does using authentic material, instead of a textbook/smartbook in the EFL classroom, affect the students' engagement in a way that they would be more active, participate more in class and in consequence become more fluent in English?

The results of the intervention study, the answers in the students' second survey, and the teachers' beliefs shown in the teacher survey, suggest that authentic material increases student engagement, participation and therefore improves the students' English fluency. As Gilmore's research (2011) shows, authentic material makes students gain communicative competences way more than any textbook. In the first and second assessment 9WOT scored a higher level compared to 9WT, in the same way the two classes using authentic material outperformed in five out of eight tests the two classes using textbooks in Gilmore's study. As shown in the oral presentations feedback sheets, Figures 45 to 51, 9WOT presented a broader vocabulary, an adequate body language in interaction and conversation, and language fluency. As Gilmore puts it, his students acquired "a wider variety of linguistic, pragmatic, strategic, and discourse features" (Gilmore, 2011, p. 810). Some students, in the second assessment, used phrases from authentic material in their performances, for example, the phrase "How dare you" from Gretha Thunberg's speech, and many environmental terms from Roske-Martinez's speech.

Besides the exclusive use of authentic material, there are also all the tasks related to it and the learning strategies used by the students. As Gilmore (2011), and Arley-Fonseca and Brizuela-Gutierrez (2020) put it, with authentic material it is easier to make communicative tasks for real life situations. In the first assessment most students wrote a speech replying to a Prime Minister. This could be seen as a real life situation, replying to someone of authority. In the second assessment there were four tasks for real life communication: a presentation, a speech, a role-play and an environmental campaign.

In addition, the student classroom-based research and the sharing of findings provoke real life interaction every day in the classroom. This interaction happened also because of the positive classroom environment in 9WOT. There is a good teacher-student relationship as well as student-student relationship which makes almost everybody in the class active and talkative. This is what Arley-Fonseca and Brizuela-Gutierrez (2020) mean when they explain the emotional effects of using authentic material in the students. Authentic material is real and therefore the students can relate to it. Once they understand the material, they feel confident and secure of what to say. The authentic material lets the students pick up words and phrases naturally, as explained in the paragraph above. In the same way, authentic material provides cultural and intercultural knowledge and competences, hence the values of tolerance and respect from the relevance and values of learning English in the Norwegian Curriculum. All these make the students learn more independently as well. Thus, this is the way students will be equipped to face the real world.

In the same way, Sample (2021), explains how important the teacher's personality is and the relationship between the teacher and the students, and among the students themselves. The social aspect of the class plays a very important role in motivation, and therefore in engagement and participation. In Sample's study (2021) he found out that students want to work in pairs or in groups. In the student survey from this thesis, a few students mentioned they were interested in having group projects, but when doing research and sharing their findings all together in class, this is something that happened naturally. There were groups made for each research topic, but all the class was working together sharing findings.

Sample (2021) also mentions the students with lower English proficiency in the class. In Sample's study, the students with a low English level were not motivated by the authentic material. The students in his study stated that the vocabulary was too difficult, or they were speaking too

fast. It is impossible to know if the three students in 9WOT who worked mostly with the resource teacher were the ones who did miss the textbook a bit, as shown in the second survey. However, two of them were active and spoke up in English in class when asked by others or the teacher.

The three other students with learning disabilities, which the teacher researcher taught in parallel to the intervention study, did not follow the adapted lesson plan, Appendix 4, nor did the resource teacher in 9WOT. The resource teacher and the teacher researcher kept constant communication so her three students could follow and deliver their assessments on time. The three students the teacher researcher followed were not able to understand the authentic material proposed in their lesson plan and two of them only had 30 minutes of class a week. Therefore, they only saw the most important videos several times, so they could understand the topic and so they would be able to work with their assessments. See Appendix 6.

6. 2. Students' views towards the exclusive use of authentic material

RQ2: Are the students willing to leave the textbook/smartbook and use exclusively authentic material in the EFL classroom, and is there an effect of gender?

One of the reasons students get engaged when using authentic material is because it gives them a sense of being in a real English-speaking environment. In the second survey, some students stated that the authentic material was useful and helpful. Mohammed (2021) claims that authentic material helps fuse the real world with the classroom, and this is exactly what happened in 9WOT. In addition, the students explained that the textbook gave them a limited amount of information, and that it is fun 'to google' and learn through movies and videos. Most of the students stated that they learned a lot more by doing student classroom-based research and using authentic material, because it was easier, more interesting, and fun. Many students stated that they like to do research and share their findings. They wrote down that they have more facts to talk about and share with each other.

As Mohammed's study in the Arabic Gulf (2021) shows that 35% of the students believe that the most useful teaching tool was videos and 42% task-based activities, in this study 70% of the students answered that movies and videos are the most interesting and useful learning material, and 80% answered student classroom-based research, which is a form of task-based activity. In

addition, 100% of the students would like to continue doing student classroom-based research and using authentic material exclusively in their EFL class. Even the class that was the control group, 9WT, changed their answers in their survey after hearing from the students in the 9WOT what they were doing in class, using authentic material exclusively. As Akbari and Razavi (2015) put it, TV and video allow students to access non-verbal information and it is because of that, that it is much easier for them to understand.

Finally, there was only one main difference between genders when choosing authentic material. Only girls want to read novels. It was a few girls and only one boy who wrote down novels as the format of authentic material that they want to use in class. Most boys stated that they do not like to read, but they can have someone else read to them.

6. 3. Teachers' views towards the exclusive use of authentic material

RQ3: Are teachers willing to leave the textbook/smartbook and use exclusively authentic material in the EFL classroom?

Razavi and Akbari's (2015) study in Iran shows that 100% of the teachers have a positive attitude towards the use of authentic material. It is the same case with the teachers in Norway. However, in Razavi and Akbari's study (2015) teachers stated that they do not know what authentic material to use, how to access it and how to exploit it in class. Gilmore (2011) also comments on this. He states that even when teachers are able to access authentic material, they are not well prepared on how to use it for the students' benefit. This may not be the case in Norway, based on the answers of the teacher survey of this thesis.

70% of the teachers who took this study's teacher online survey claimed that they are interested in teaching English without using a textbook or smartbook. These teachers stated that they already use authentic material three or more times in every textbook chapter. 90% of the teachers feel confident to make a lesson plan and teach using exclusively authentic material. However, they fear and worry about not finding enough, motivating and understandable authentic material for their students. The intervention study of this thesis demonstrates that there is an uncountable amount of authentic material in English and teachers do not need to worry about that. However, the teachers do need to get familiarized with the material, and they also need to get to

know their students to know their interests and English level. In addition, all the material shown in the intervention study had English subtitles, so students watched and read in case they did not grasp every word that was spoken, if the actors, for example, spoke too fast, or had a special English accent. Having English subtitles when watching movies and / or videos helps to even out the different levels of English in the class.

Even though the results of the teacher online survey show that most teachers are interested in leaving the textbook or smartbook, the sample of teachers was so small that it might not be representative for all of Norway. The survey was shared by email and social media for three months, from December 2022 until February 2023. Unfortunately, only ten teachers answered it. Eight of these teachers work at the same school the intervention study was implemented at and they were asked to complete the survey in an English teacher meeting. The fact that no other teacher answered probably shows the little interest of teachers in this topic, or a negative response. As Fenner and Ørevik (2018) put it, teachers depend on textbooks, a textbook simplifies a lot the teachers' work and using authentic material exclusively puts teachers to work even more. This is a very controversial topic that teachers might prefer not to be questioned about.

Additionally, it may be suggested that there could be a similarity between this study and Rehman's and Parveen's (2021) study in Pakistan. Rehman and Parveen stated that teachers are overloaded with work, so they just follow their textbooks to complete the program and make their students get good grades. The teachers in Pakistan do not focus on communicative competences because they are not part of their Curriculum. On the contrary, in Norway, communicative competences are part of the Curriculum in English, but teachers in Norway do both pedagogical work and administrative work. Teachers in Norway have a lot of work already and they might see the exclusive use of authentic material just as extra unnecessary work. They already use authentic material anyway.

This thesis project can also show teachers that even though it can be extra work in the beginning, it has very promising results in their students' English proficiency. Cutler (2014) claims that teachers must abandon textbook-based learning so the students can learn from a myriad of sources. Having each student 'google' about the different topics brought up many different sources of information, the students shared it and found out about the authors, and compared and analyzed which source was more reliable, trustworthy and updated. And on top of this, the students were

engaged, active, they participated constantly taking notes and speaking, and they had fun doing it. The student's English proficiency improved, and the students are conscious about it. The students want to continue learning this way. Based on this, it may be suggested that teachers should start revising their teaching approach as soon as possible.

6. 4. The vast number of authentic material in English

RQ4: Instead of the textbook/smartbook, what authentic material can be used in the EFL classroom from grades 8 to 10?

There is an uncountable amount of authentic material possible to use in the EFL/ESL classroom in lower secondary school in Norway and around the world. For the intervention study of this thesis, three movies from Disney+ and Netflix, as well as many YouTube videos, a picture book and Kahoot were used. Some of the material suggested in this thesis 3-year overview of the classroom-based research topics and possible resources of authentic material, see again Table 2, come from Anna Birketveit and Gweno Williams *Literature for the English classroom, theory into practice* book. Also, YouTube always pops up suggestions related to the last video seen, so there will always be one more video showing about the topic in question. It is recommended to see at least a couple of these videos to be able to choose the best one for the group of students one has.

On the other hand, a downside of using authentic material and doing student classroom-based research is that there is no filter. Students find on the internet a lot of information, pictures and videos that present everything and anything. In this project one student found about an accident that happened at an amusement park in Australia where people died. In the second she presented this tourist attraction in front of the whole class, and she told this, almost half of the class started researching about it too. Some pictures were disturbing. The teacher researcher had to ask the students to stop looking at that and to continue listening to the presentation of the tourist attractions.

Later, another student found that Aboriginal people were being bred by white doctors. No lower secondary school textbook would ever present this information. Teachers must be prepared to tackle and guide students positively when encountering such information. However, as Cutler (2014) states and Gilmore (2011) suggests, a myriad of sources help us learn more about our

history and the world, and one source would lead to another source. Gilmore claims that the syllabus is co-constructed by all participants, teacher and students; there is a never-ending link among all the material, in this way it is the material that leads the class, and teachers must be ready for it.

Chapter 7. Conclusion

The findings of this study suggest that using authentic material exclusively from 9th grade and onwards in lower secondary school in Norway increases students' engagement and participation in the EFL/ESL classroom, contributing to their English proficiency, as in vocabulary, fluency and adequate body language. Additionally, authentic material does not only influence the students' proficiency in English, but also on a psychological level, making them more confident and determined to use the language.

In line with Gilmore's (2011), Ziyoda's (2021), Mohammed's (2021), and Sample's (2015) studies, this study show that aural or audiovisual authentic material improves students' English proficiency level since it motivates them positively and encourages them to actively participate in class researching, taking notes, sharing findings, asking questions and speaking. Student classroom-based research and the exclusive use of authentic material give a much richer English input to the students and the teacher to work with in class, allowing the teacher to create real life communication tasks, and the students to acquire and use the language in a much broader way than any textbook/smartbook will ever do. As Ziyoda puts it, aural authentic material performs all didactic functions in an EFL class, for example, the presentation of knowledge and the consolidation, repetition, generalizations and systematizations of it.

However, this intervention study was implemented only in a 9th grade class where there is a positive and safe classroom environment. In a class where the environment varies, it may not be suitable to use authentic material exclusively and to do student classroom-based research because the students will not feel comfortable speaking up and sharing their findings. In the same way it may not be safe to start using authentic material exclusively in 8th grade because in Norway students change school when starting in 8th grade. There are students from two, three or more different primary schools who meet for the first time when entering lower secondary school. Additionally, the teacher needs time to get to know his or her students, what they like, what they are interested in and their English level. Therefore, it is safer to state that once the teacher and the students have gotten to know each other and have created a safe and positive classroom environment, whether it is in 8th, or 9th, or 10th grade, then it would be recommended to do student classroom-based research and use authentic material exclusively.

As it was predicted, all students are willing to leave the textbook/smartbook and use exclusively authentic material. All the students in 9WOT prefer to continue doing student classroom-based research and using authentic material in their English class. However, there was a difference found between genders in the kind of authentic material they would prefer to use. All boys and girls would like to watch movies and videos, but only girls would like to read novels. Boys would prefer someone else to read aloud to them.

Moreover, it was also predicted that teachers are willing to use authentic material, but not all teachers are willing to use it exclusively. Most teachers are already using authentic material three or more times per textbook chapter, but they are still using the textbook or smartbook as well. In addition, the fact that very few teachers completed the voluntary online survey suggests that most teachers are not interested in participating in replacing textbooks or smartbooks for authentic material at school.

Finally, as predicted as well, there is a myriad of authentic material to work with in the EFL/ESL class. The teacher researcher kept on finding more related videos on YouTube, for example. The real challenge is not whether there is enough material, or if it is motivational and understandable for the students. The real challenge is time, in this case, time for the teacher to watch the videos to check if they are in correlation with the students' English level and interests, and time in class for the students to watch all the videos and work with them. In the same way it would be with written texts as teenage novels. Also, the teacher must have seen and / or read the material before presenting it to the students, and the teacher must enjoy it. The teacher must show excitement and engagement so he or she can share that excitement with his or her students.

Concerning the 3-year lesson overview using as content / topics English-speaking countries, it can be stated that working with Australia and New Zealand, the relevance and central values, core elements, interdisciplinary topics, and competence aims from the English Curriculum in Norway were taken in consideration and the results were positive. Learning about Social Studies, which means history, society and culture, intertwines all the different aspects of the Norwegian Curriculum in English. Thus, working with the United Kingdom, the United States of America, South Africa, Jamaica or any other English-speaking country would probably bring the same positive results.

As an outlook, the teacher researcher has now started working in 9WT using authentic material exclusively and doing student classroom-based research as well. In the spring semester, 2023, both classes, 9WOT and 9WT, are using authentic material exclusively, though the topic is not English-speaking countries. The teacher researcher hopes to find out if it is possible to work using only authentic material and doing student classroom-based research also in a class with a variable classroom environment. Doing this could suggest if it would be possible to use authentic material exclusively already from 8th grade even though students and teachers do not know each other well.

From an Action Research point of view, starting with 9WT at this point would be to start again from the first phase of the spiral process: Planning, a problem is identified. In this case the objective is to discover whether doing student classroom-based research and using authentic material exclusively in the EFL classroom can be done also in a class where the relationship between teacher-student and student-student varies, and if the students would improve in their English proficiency too, as it happened in 9WOT.

In addition, the 3-year lesson overview with the student classroom-based research and the possible resources of authentic material could be implemented one day, as a Ph.D. project or freely by other teacher researchers who agree with using authentic material exclusively. This would be a longitudinal study of at least four years. School principals and parents could also be included in the research, and the financial aspect could be considered as well. Would it be more economical for schools to buy class sets of teenage novels and picture books than textbooks or smartbooks' licenses? All films and series are either on Netflix, Disney+, Viaplay, HBO or other streaming platforms. This will not be a cost to any school. Would editorials and publishers complain about this project because of economic loss? When Economics is being considered it would turn into a political debate also. This project could gain a high level of controversy, much more than what it has today. However, it would all be worthwhile, so students would enjoy their EFL/ESL class and so be more engaged, participate more and improve their communicative competences in English or their English proficiency.

To sum up, EFL or ESL classes in lower secondary schools in Norway can be held using authentic material exclusively replacing the use of textbooks or smartbooks. This can be done as long as there is a positive and safe classroom environment. The exclusive use of authentic material and student classroom-based research led to an increase in student engagement and participation, contributing to the students' English language proficiency as in fluency, vocabulary and body language. In addition, it makes them feel more confident and secure in the language. Students are willing to work with authentic material exclusively in their EFL/ESL classes, but not all teachers are.

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Appendices

Appendix 1: Pre-intervention student survey – questionnaire

Survey

BOY _____

GIRL _____

AGE: _____

On a scale from 1 to 5, answer the following questions by selecting a number to the left. Your responses are strictly anonymous.

1) In your opinion, how useful is the textbook/smartbook in your English class?

- (1) not useful at all
- (2) a bit useful
- (3) useful
- (4) very useful
- (5) extremely useful

2) How interested are you in the topics included in the textbook/smartbook?

- (1) not interested at all
- (2) a bit interested
- (3) interested
- (4) very interested
- (5) extremely interested

3) Would you be interested in following a class without using the textbook/smartbook?

- (1) not at all
- (2) a little bit
- (3) doesn't matter
- (4) yes
- (5) I would love to

4) Would you be interested in reading short stories and picture books in your English class?

- (1) no
- (2) only picture books
- (3) only short stories
- (4) yes
- (5) I would love to

5) Would you be interested in reading a novel in your English class?

- (1) no
- (2) only short novels
- (3) only graphic novels
- (4) yes
- (5) I would love to

6) Would you be interested in watching videos and movies in your English class?

- (1) no
- (2) only videos
- (3) only movies
- (4) yes
- (5) I would love to

7) Do you think your parents would agree with you not using a textbook/smartbook in the English class?

- (1) no
- (2) only a little bit
- (3) only some chapters
- (4) yes
- (5) they would love it

8) If we use only authentic material instead of the textbook/smartbook in the English class, would you be more active and participate more in class?

- (1) no
- (2) only a little bit
- (3) it doesn't matter
- (4) yes
- (5) I would participate a lot more

Why?

9) What other resources/materials would you like to use in your English class? Explain why. (Write at least 3)

Appendix 2: Post-intervention student survey – questionnaire

Survey

BOY _____

GIRL _____

AGE: _____

On a scale from 1 to 5, answer the following questions by selecting a number to the left. Your responses are strictly anonymous.

1) In your opinion, how useful the authentic material in your English class was?

- (1) not useful at all
- (2) a bit useful
- (3) useful
- (4) very useful
- (5) extremely useful

2) How interested were you in the topics included in the authentic material?

- (1) not interested at all
- (2) a bit interested
- (3) interested
- (4) very interested
- (5) extremely interested

3) In your opinion, how useful was the student classroom-based research you did in your English class?

- (1) not useful at all
- (2) a bit useful
- (3) useful
- (4) very useful
- (5) extremely useful

4) In your opinion, was it easy to find information about the topics the teacher suggested?

- (1) not easy at all
- (2) a bit easy
- (3) easy
- (4) very easy
- (5) extremely easy

5) How interested were you in the information and topics you found doing student classroom-based research?

- (1) not interested at all
- (2) a bit interested
- (3) interested
- (4) very interested
- (5) extremely interested

6) Did you miss using the textbook/smartbook?

- (1) not at all
- (2) a little bit
- (3) somewhat
- (4) yes
- (5) I missed the smartbook a lot

Why?

7) Do you think that using only authentic material instead of the textbook/smartbook in the English class, made you more active and you participated more in class?

- (1) no
- (2) only a little bit
- (3) it didn't matter
- (4) yes
- (5) I participated a lot more

Why?

8) Do you think that doing student classroom-based research instead of using a textbook/smartbook in the English class, made you more active and you participated more in class?

- (1) no
- (2) only a little bit
- (3) it didn't matter
- (4) yes
- (5) I participated a lot more

Why?

9) Would you like to continue doing student classroom-based research and using authentic material in your English class?

Yes _____ No _____

Why?

Appendix 3: English teacher survey - questionnaire

Survey

Thank you for your interest in this study!

Are you an EFL/ESL teacher in lower secondary school in Norway? Then this study is aimed at you.

Please answer this survey in a quiet room without distractions. Please use a computer (not a phone or tablet).

This task is part of a Master thesis on the use of text/smartbooks and authentic material in the EFL/ESL classroom in 8th, 9th and 10th grade in Norway. This study is being conducted by a Master in English and Literacy Studies candidate at the University of Stavanger.

All answers are anonymous, and all data is stored securely on UiS servers. If you have any questions, please do not hesitate to contact the project leader: Gabriela Rodriguez Barcos (gj.rodriguez-barcos@stud.uis.no) or the project supervisor: Dr. Nadine Kolb (nadine.kolb@uis.no).

The objective of this survey is to analyze and reflect upon English teachers' perceptions towards text/smartbooks and authentic materials in lower secondary school in Norway.

By answering this questionnaire, you are giving your consent and agreeing to be part of this study.

FEMALE _____ MALE _____ NON-BINARY _____

GRADE LEVEL THAT YOU TEACH: 8th _____ 9th _____ 10th _____

MUNICIPALITY _____

AGE:

20 – 30 _____ 31 – 40 _____ 41 – 50 _____ 51 – 60 _____ 60+ _____

YEARS OF TEACHING EXPERIENCE IN LOWER SECONDARY SCHOOL:

1 – 5 _____ 6 – 10 _____ 11 – 15 _____ 16 – 20 _____ 20+ _____

Answer the following questions by selecting one option. Your responses are strictly anonymous. Your participation is voluntary.

1) In your opinion, how useful is the textbook/smartbook in English at the school your work at?

- (1) not useful at all
- (2) a bit useful
- (3) useful

- (4) very useful
- (5) extremely useful

2) How interested are you in the topics included in the textbook/smartbook?

- (1) not interested at all
- (2) a bit interested
- (3) interested
- (4) very interested
- (5) extremely interested

3) Would you be interested in teaching a class without using the textbook/smartbook?

- (1) I would not be interested
- (2) I would be a little bit interested
- (3) I would be interested
- (4) I would be very interested
- (5) I would be extremely interested

4) Do you use additional material in your English class?

- (1) never/once per semester
- (2) once every chapter
- (3) twice every chapter
- (4) three or more times every chapter
- (5) I mostly use other material

5) What additional materials do you use?

6) Do you think the principal at your school would be supportive to the idea of not using a textbook/smartbook in the English class?

- (1) not supportive at all
- (2) a bit supportive
- (3) supportive
- (4) very supportive
- (5) extremely supportive

7) Do you think parents would be supportive of not using a textbook/smartbook in class?

- (1) not supportive at all
- (2) a bit supportive
- (3) supportive
- (4) very supportive
- (5) extremely supportive

8) How confident would you feel to teach English without a textbook/smartbook?

- (1) Not confident at all
- (2) a bit confident
- (3) confident
- (4) very confident
- (5) Extremely confident

9) Do you agree with the statement “the textbook is either a straitjacket or a crutch for the teachers”.

A straitjacket in the sense that it must be followed, and the teacher cannot do or include his/her own ideas for tasks or activities.

A crutch in the sense that the teacher does not need to know, do or prepare much for the class, but just follow the textbook.

- (1) no, I do not agree
- (2) I agree with the textbook being a crutch for the teachers
- (3) I agree with the textbook being a straitjacket for the teachers
- (4) yes, I agree
- (5) yes, I agree 100%, the textbook is either a straitjacket or a crutch

10) What do you think is your role as an English teacher in lower secondary school in Norway today?

- (1) To teach your students to write and speak in English
- (2) To convey information about English language and culture to your students
- (3) To be a guide or class conductor for your students in their English learning process
- (4) All of the above
- (5) Other: _____

11) Have a look at the lesson overview below for the topic Australia and New Zealand and answer the questions:

Grade	Country	Research / Content	Authentic material
9 th	Australia and New Zealand	<ul style="list-style-type: none">• General information about each country• Tourist attractions• British colonies• The indigenous people: Aboriginals and Maoris• The Lost Generation• Kevin Rudd• Wildlife	Films: Australia, Moana - Disney+ Falling Inn love – Netflix YouTube videos: James Cook, The History of the HMB Endeavour,

			<p>“We say sorry” speech, the haka</p> <p>Picture Book: Where the forest meets the sea by Jeannie Baker</p>
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- a. **Have you taught about Australia and New Zealand in your English class before?**
Yes _____ No _____
- b. **Do you agree with the research topics selected as content in the overview above?**
Yes _____ No _____
- c. **Are you familiar with the authentic material shown in this overview?**
Yes _____ No _____ Only with some _____
- d. **Do you agree with the authentic material selected for the topic Australia and New Zealand in the overview above?**
Yes _____ No _____ Only with some _____
- e. **What other authentic material can you suggest for the Australia and New Zealand topic?**

- f. **Do you think you can make a lesson plan and teach this topic using exclusively authentic material, no text/smartbook?**
Yes _____ No _____

12) In your opinion, would your students be interested in and motivated by using authentic material?

Yes _____ No _____

13) In your opinion, would the students' behavior in class be affected by the authentic material you use?

Yes _____ No _____

14) In your opinion, would your students be more active in class and participate more if they used authentic material?

Yes _____ No _____

15) Is there anything you worry or fear about using authentic materials?

Yes _____ No _____

If yes, please elaborate on this.



16) Is there anything else you would like to share about the exclusive use of authentic material in the EFL classroom?



Yes _____ No _____


If yes, please elaborate on this.

Appendix 4: Adapted lesson plan

Week	Lesson	Activities	Resources
34	Lesson 1	Explanation of the project and survey	5 Questionnaires (Maybe in Norwegian)
	Lesson 2	Reading, exploring and understanding the Modulplan	5 Modulplan
35	Lesson 3 and Lesson 4	Understanding the general information vocabulary: location, map, area, population, climate, capital city, largest cities, flag, languages, religion, government, currency, Independence Day, etc. while researching about the general information of Australia or New Zealand	Chrome Book Internet
36	Lesson 5	Researching one tourist attraction in Australia and one in New Zealand Taking notes	Chrome Book Internet
	Lesson 6	Making a poster about one tourist attraction	
37	Lesson 7	Researching James Cook and how the British settled in Australia Taking notes	Chrome Book Internet James Cook and the Endeavour https://www.youtube.com/watch?v=UqSREQY-7sE https://www.youtube.com/watch?v=316F1A8c09k
	Lesson 8	Researching the Aboriginal and Maori people and what happened to them when the British arrived Taking notes	
38	Lesson 9	Writing a paragraph explaining why people speak English in Australia	Chrome Book Internet

	Lesson 10	Start watching the movie: Australia	<p>Film: Australia on Disney+ (watch with Norwegian subtitles)</p>  <p>5 Movie Analysis Worksheets</p>
39	Lesson 11 Lesson 12	<p>Continue watching the movie: Australia</p> <p>Finish watching the movie: Australia</p> <p>Discussing the content of the movie comparing it to all that has been learned about Australian history and culture</p>	<p>Film: Australia on Disney+</p> 
40	Lesson 13 Lesson 14	<p>Researching New Zealand and the Maori people</p> <p>Presenting a Haka</p> <p>Start watching movie: Moana</p>	<p>Chrome Book Internet</p> <p>New Zealand Rugby</p> <p>https://www.youtube.com/watch?v=yiKFYTFJ_kw</p> <p>https://www.youtube.com/watch?v=vnvI6V-TtLs</p> <p>https://www.youtube.com/watch?v=sIDHL1iL-QI</p> <p>Film: Moana on Disney+ (watch</p>

			with Norwegian subtitles)  5 Movie Analysis Worksheets
41	Lesson 15	Continue watching the movie: Moana	Film: Moana on Disney+ 
	Lesson 16	Finish watching the movie: Moana Discussing the movie content and New Zealand's history and culture	
43	Lesson 17	Start working with the first assessment: Write an informative or comparative text about Australia and/or New Zealand and Norway	Assessment task paper Chrome Book Internet
	Lesson 18	Continue working with the first assessment	
44	Lesson 19	Continue working with the first assessment	Assessment task paper Chrome Book Internet
	Lesson 20	Continue working with the first assessment	
45	Lesson 21	Continue working with the first assessment	Assessment task paper Chrome Book Internet
	Lesson 22	Delivering the first assessment	
46	Lesson 23	Reading the picture book "Where the forest meets the sea"	Picture Book: Where the forest

	Lesson 24	<p>Researching one natural tourist attraction in Australia or New Zealand Taking notes</p> <p>Making a poster about taking care of nature in the natural tourist attraction they found</p>	<p>meets the sea by Jeannie Baker https://www.youtube.com/watch?v=9_0Gqx7eKsk https://www.youtube.com/watch?v=xtUf4vrh4CA</p> <p>Chrome Book Internet</p>
47	Lesson 25 Lesson 26	<p>Start watching movie: Falling Inn love</p> <p>Finish watching movie: Falling Inn love</p>	<p>Film: Falling Inn love – Netflix (watch with Norwegian subtitles)</p>  <p>5 Movie Analysis Worksheets</p>
48	Lesson 27 Lesson 28	<p>Start working with the second assessment: Oral presentation in weeks 49 – 50</p> <p>Continue working with the second assessment</p>	<p>Chrome Book Internet</p>
49	Lesson 29 Lesson 30	<p>Continue working with the second assessment</p> <p>Finish working with the second assessment</p>	<p>Chrome Book Internet</p>
50	Lesson 31 Lesson 32	<p>Performing second assessment</p> <p>Performing second assessment</p>	<p>Chrome Book Internet</p>

51	Lesson 33	Performing second assessment	5 Questionnaires (Survey 1)
	Lesson 34	Summing up with fun facts about Australia and New Zealand Surveys	5 Questionnaires (Survey 2) (Maybe in Norwegian)

Appendix 5: Diary of the lesson plan

Week	Lesson	Activities	Resources
34	Lesson 1	<p>We started the class talking about how the summer was. After catching up about the summer holidays I explained to them that I have started working on my Master Thesis. They cheered for me and clapped several times. They started asking questions about it, but I told them that before I could tell them what my project is about, they needed to answer a survey. Before I delivered the survey I explained what textbooks, smartbooks and authentic materials are, and asked them to give me examples of them. They were not sure what authentic material was, I had to help them with examples. So, I told them that the survey was personal and anonymous, they had to answer honestly.</p> <p>We were two English teachers in the class so we could both help them if they had any questions. We walked around and answered a few questions. Two students didn't know what their parents would say, they thought that they wouldn't mind or care as long as they were working and learning. So, they were not sure what to answer. Four students wondered about what other resources or material we could use in class. One ended up copying from the board the examples of authentic material I had given. They took approximately 20 minutes to answer.</p> <p>After, I showed the Modulplan on the screen and asked them to read though while the other teacher and I delivered the notebooks, folders and printed copies of the Modulplan to all of them. They started commenting, and cheering, and clapping again: "Are we watching three movies!?", "We are going to watch three movies!"</p> <p>When we were done delivering all the materials, I started explaining them about my project. I told them what they were commenting on was right, that my project is about not using a textbook but using authentic material and researching ourselves for what we want to find out. The students cheered and clapped again. I had to tell them that it was enough now, great that they were excited but that they needed to calm down and that we were starting to</p>	<p>25 Questionnaires</p> <p>25 Modulplan</p> <p>Chrome Book</p> <p>Notebooks</p> <p>Folders</p>

	<p>Lesson 2</p>	<p>read through the Modulplan so they had to concentrate now.</p> <p>We read through the topic/countries, weeks and resources, and we started with the main questions in the Modulplan. One different student read each question, and several raised their hands to answer. The questions that were read were:</p> <ul style="list-style-type: none"> • Where are Australia and New Zealand located? • How are the geography and the climate in Australia and New Zealand? • Which are some famous places in Australia and New Zealand? <p>Some students started discussing what answers were right, I told them to google it. I explained to them that they can use their CB actively to find the answers and participate.</p> <p>Time was up, I told them they did a great job today, and that we will see how it is to work without textbooks.</p> <p>We started this lesson reviewing what we did yesterday. We read the top of the Modulplan and then continued with the questions. Today I told them to start taking notes. Yesterday was mostly an oral lesson, but it would be good to start taking notes now. I checked that they all had created a folder for 9th grade in DISC in their CB and an English folder in that folder. I told them that they had to make one more folder called Australia and New Zealand. They should keep all their notes and documents there. A couple of students preferred using the notebook for notes, that's their choice.</p> <p>Some students asked if the other 9th graders will do the same as my project. I answered that it is only them working with my project and told them not to comment much about it.</p> <p>We continued answering orally the main questions of the Modulplan. Today there were not as many hands up to respond as yesterday, most of them were taking notes while we were responding. Many were also researching. After, I continued explaining the</p>	
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	<p>Extra lesson</p>	<p>Assessment. They asked about the “cause” for the speech, if it had to be related to Australia and New Zealand or it can be a different cause. I told them they could choose anything they would like to write/talk about. They also asked about the groups for the oral presentation. I told them they could choose who they want to work with but not more than 4 people in each group.</p> <p>After this, we continued with the Concepts in the Modulplan. For this I asked them to create a document in DISC and to call it Vocabulary. We worked together to explain each word, they could write the translation or explain it in English. They remembered how to use tritans.net and dictionary.com. I told them again they are not allowed to use googletranslate. We discussed the meaning and the way to use them. They took notes and wrote in the document.</p> <p>Time was up, so I told them to finish the vocabulary words as homework and that they did a great job!</p> <p>We decided to use the Working Lesson this week for English. Therefore, we had 30 extra minutes this week. So, we did this week’s English homework at school on Friday: We finished checking the vocabulary words. The students participated sometimes giving the Norwegian translation of the word and other times explaining the meaning in English. After we finished with all the vocabulary words, we had some time left. We started talking about animals in Australia, especially kangaroos, and I remembered the funny scene with a kangaroo in Modern Family. So, I proposed to watch the Australia episode in Modern Family. Everybody agreed and we started watching. Unfortunately, time was up so we had to stop it, but we will continue next week.</p> <p>(On this Friday 9WT took the first survey – 3 students were absent)</p>	<p>Modern Family, Episode 20, Season 5 Disney+</p> <p>29 questionnaires</p>
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35	Lesson 3	<p>We started the class watching the Australia episode in Modern Family. I asked the students if they wanted to watch it from the beginning again or if we continued where we stopped. Most of them wanted to start all over, so we did. After watching the episode, I asked them about what they saw: What tourist attractions were shown in the episode? Which animals did they see? What about the Aboriginal walkabout? Later, I asked them to make a new document in DISC and to called it “General Information”. They had to make a table to write down the information about Australia, New Zealand and Norway. I reminded them that one of the assessments is to write a comparative text about these three countries so they should try to do their best in this activity and write down the sources they use. The class was divided into three groups, each group had to find the information of one of the countries. Before they started searching for the information, we had to agree on what was the information they were going to look for. I gave them the first 5: location, population, area, geography and climate. They came up with capital city, largest cities, language, religion, indigenous people, animals, tourist attractions, government, currency and national day. They worked in their groups the rest of the time. Most of them finished finding everything.</p> <p>(On Monday, August 29, one student that was absent in 9WT took the survey.)</p>	<p>Modern Family, Episode 20, Season 5 Disney+</p> <p>Chrome Book Internet</p>
	Lesson 4	<p>We started the class opening our documents we had started the day before. Everybody checked if they were done with their country table. I called every group by their nicknames: Aussies, Kiwis and Nordmen. So, everybody started sharing their findings and I was writing down their findings in the document I made, which was showing on the screen. Everybody copied what they didn't have. Within the same group they didn't have the exact same information. I asked them to check their sources, check the year they were published and so on. They</p>	

		<p>found out they had information from 2020, 2021 and 2022. I told them that we must choose the most current information, and so we did. I also asked everybody to write down their sources. We continued doing this for the whole lesson. In addition, we added Food and Nickname to the general information of the table. We didn't have time to check everything. We made it until Famous People. So, we will continue next week.</p> <p>Around 10 minutes before the lesson was over a couple of students started asking for a break. It seems that this activity took a lot of their energy, most of the students were participating, sharing their findings, and all of them were writing down what was shared, copying from the screen; all this at the same time. We were all reading, talking, listening, writing and thinking at the same time. All the students were active somehow.</p>	
36	Lesson 5	<p>We started the class with some school information about a class trip we are having on Friday. This took around 10 minutes. Later, the students that are the representatives of the class in the Student Council at school had to give some information as well. This took around 10 minutes more.</p> <p>We finally started the English lesson with reviewing the General Information table we started last week. The students had gotten new seats in the class, so they were not divided into Aussies, Kiwis and Nordmen anymore. I had to ask them to raise their hand when it was Australia's turn, and so on.</p> <p>Once we finished the table we started with the new task. Each student will research on a tourist attraction in Australia or New Zealand, and no one can repeat any attraction. I first drew on the screen what they had to do. I said that it has to be like a poster with pictures and information. They need a title, a big picture, a map showing the location and a smaller picture. In addition, they need some facts and information. I asked them what kind of facts and information they think a tourist needs. They said information to be aware of, if there's something dangerous at this place. I agreed, so I wrote it down</p>	Chrome Book Internet

	<p>Lesson 6</p>	<p>on the screen. They also mentioned transportation and tickets. Finally, I told them they must also have sources.</p> <p>Later, I divided the class into two groups: those to the right will choose a place in Australia and those to the left, in New Zealand. They started raising their hands to tell me the place they had chosen. I wrote them down on the screen. So, the others can see which places have been taken. Next, they started researching and making the poster/presentation. I recommended them to use google slides. They continued working on this until the time was up.</p> <p>(On Monday, September 5, 2 students that were absent in 9WT took the survey.)</p> <p>I started the class by giving some homeroom teacher information, first about the trip on Friday and then about the national evaluations that are happening in the next weeks. This took around 10 minutes. After, we started with the English lesson, and everybody took out the CB and opened their google slide. They all continued working with their tourist attraction. Two girls and one boy were absent the day before so I explained the task again and drew on the screen what they should show on their slide. Other students started asking me to see what they had done, if I liked it or not. I told them that they must see if they like it themselves. If they were a tourist there, would that poster/slide help them? Do they include enough pictures and information to make it there? They reflected on it, and they thought it was good enough.</p> <p>Once they started to be done, I asked them to upload the slides to Classroom and to deliver. Several did, so I asked them to start researching on how Australia and New Zealand became British colonies and about James Cook, which is the topic for next week. After half of the class had uploaded their slide, I asked them to start showing their findings. We only had 10 minutes left so only the first 6 students on the Australia side got to present. They turned to</p>	
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		<p>Norwegian a couple of times, but they spoke English mostly. They pointed and showed and were able to answer questions from the class as well. It was a very casual presentation. They all seemed comfortable and prepared.</p> <p>We will continue next week.</p>	
37	Lesson 7	<p>We started the lesson with the tourist attractions presentations. Not everybody was done presenting last week so that was where we started on. After each presentation I asked the students to raise their hand if they would like to visit this place or not. Many participated with comments about the places.</p> <p>Three students with special needs went out the classroom with the other English teacher to work on this with her. One of these students is very shy and does not like to speak in front of the class, so when there are any presentations in front of the whole class, she always goes in the smaller group with the other teacher.</p> <p>One of the presentations created a big fuzzi in the class. It was the amusement park in Australia. There had been one accident in a roller coaster which killed 4 people. These got the interest of many in the class, and they started researching more about it. I had to stop them since they found videos and pictures not pleasant for the eyes. However, I found it very positive that they continued reading the articles in English, as long and they did not comment more about it. Then we continued with the other presentations.</p> <p>Another presentation that got the students talking and discussing was the one about the Sidney Harbour Bridge. It happens to be the longest metal arch bridge in the world. It takes 2,5 to 3,5 hours to cross it on foot. Some students started checking how many kilometers long it is. Some mentioned it was the one we saw in the episode from Modern Family, all the characters walked the bridge.</p> <p>After everybody was done (except two that were absent last week), we started with the next topic: I asked why people speak English in Australia and New Zealand, do we need to research or do we</p>	<p>James Cook and the HMB Endeavour</p> <p>https://www.youtube.com/watch?v=UqSR_EQY-7sE</p>

	<p>Lesson 8</p>	<p>already know.... They said they knew it and commented about it. They talked about the British empire, British colonies, James Cook, Australia being a prison in the beginning, then someone finding gold... What about the Aboriginals, I asked. They answered that they were killed and raped. Then I stopped them and said that we were ready to start watching some videos. I explained to them that I had selected four videos and that we only had time to see the first one today, but that tomorrow we will continue. I told them that it is homework to see them at home too. I showed them the links in the Modulplan and explained to them what each link/video is about. Then I told them to get a pencil and their notebook ready. They should try to take notes of what the videos are showing. Then I played the first video ...</p> <p>Some complained that it was too fast, and they were not able to take notes. Then I told them that's why they also need to see them at home. Anyway, I asked them questions about James Cook and his voyages, and many were able to answer a bit of what they remembered. I told them that they do not need to remember everything, but to get an idea of what his life was and the voyages he did. Then time was up. We will continue tomorrow.</p> <p>Today I had to start giving some homeroom teacher information first. After this I asked the students that had not presented their tourist attraction yesterday if they were ready to present now. They were not. Then we just continued with the videos.</p> <p>Before starting with the videos, I made a list of events on the board, to review what we talked about yesterday. I asked questions like who the first people in Australia were, who came after, and so on. Many students raised their hands and answer the Aboriginals, then the James Cook, with him the British Empire, they became a Bristish colony, it was a prison and then they found gold and more people moved there. Then I asked about what happened with the Aboriginals all this time. They answered that</p>	<p>James Cook and the HMB Endeavour https://www.youtube.com/watch?v=UqSR EQY-7sE https://www.youtube.com/watch?v=316F1A8c09k https://www.youtube.com/watch?v=1uo3Q816hQA</p>
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	<p>many were killed, raped and bred. We stopped there, and so started with the videos again.</p> <p>I asked if we needed to see the video from yesterday again. Some said yes and some said no. One student said that she had seen all the videos already, which was homework this week, and she started commenting about them. I told her that we can wait until we see them all together and then she can continue with her comments.</p> <p>I asked the students to be ready with their notebooks and pencil to take any notes. I said we will see yesterday's video again, since three students went out with the other teacher, so it is good if they see it also.</p> <p>We watched each video and commented on them. After the first video we talked a bit about each voyage shown. About James Cook being the first to sail through the Antarctic Circle. I joke about him saying hi to Santa, but Santa is in the Artic. Some students weren't sure about the Artic and Antarctic, so I had to show a map, what's north and what's south.</p> <p>After the second video I asked about the people mentioned. They answered James Cook, Joseph Banks and Tupaia. They talked a bit about these people and what they meant in World History. We had to check where Haiti was in the map and where the HMB Endeavor sail through. I had to explain about astronomy, math and maps... how they related together as James Cook's studies. What a Botantics is, like Joseph Banks and how Tupaia helped between the Maori, Aborigines and the British. There were a lot of comments after this video.</p> <p>After the third video on James Cook's diary, we reflected on him being a "good guy". The students commented about him trying to be friendly, but unfortunately an Aboriginal got shot in his leg, and conflict started.</p> <p>After the last video we talked about the Aborigines. I asked how the Aborigines saw the British arriving at the coast, what did they think they were? The students reply: spirits. We talked about how the Aborigines thought the British were like spirits or</p>	<p>https://www.youtube.com/watch?v=8IfqS8kpLA</p>
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		<p>demons and how they thought they had to defend themselves from them. We talked about how conflicts can happen because of misunderstandings and prejudice and fear. We reflect on the communication barrier they had when they didn't know each other's languages and even thought the British had Tupaia, still it didn't help much. I ended the class talking about how we have James Cook's diary saying he was trying to be friendly, and we have this historian from an Aboriginal Museum explaining how the Aboriginals imagine the British when arriving... how there are always 2 sides of the same story, and that History is nothing but stories being told. I asked them to reflect on conflicts and how we need to at least try to understand other people's points of views, and that communication is so important.</p> <p>Then the lesson was over.</p>	
38	Lesson 9	<p>We started this lesson remembering the videos seen the previous week. I asked what they remembered. One student answered that he remembered 3 voyages. I asked who was travelling then, and how, where. Several students answered James Cook, Joseph Banks and Tupaia. They all opened their notebooks to check on their notes. I said that was great, and so many others started opening their notebooks as well. I asked then where they were going on these voyages. Another student answered with a list of places. I said that was great, but now let's concentrate on Australia and New Zealand. I asked what happened when they arrived, who was there? Many students answered at the same time "The Aboriginals". And what happened? I asked after. Another student said that they started to fight. I asked them to explain exactly how it happened, how and why. Many students shared what they remembered, they mentioned that the Aboriginals thought the British were spirits, and therefore they started throwing stones at them. Then James Cook ordered his men on the ship to defend themselves and accidentally one shot an Aboriginal man in the leg... and so conflict arose.</p>	<p>Kevin Rudd's Speech https://www.aph.gov.au/Visit_Parliament/Art/Exhibitions/Custom_Media/Apology_to_Australias_Indigenous_Peoples https://www.youtube.com/watch?v=RThkO3XBThs</p>

	<p>I told them that is basically how the story started... but then why would a Prime Minister apologize later... when this was basically just lack of communication and an accident. The students mentioned different reasons: they killed them, they raped them, they took their land... I agree with all their utterances. Next, I said it was time to listen to this speech.</p> <p>The other English teacher and I handed out the printed page of the speech and I showed it on the big screen. I told them they could start reading until we were finished delivering the papers.</p> <p>Then I presented the YouTube video of Kevin Rudd giving his speech. I told them they could watch it, or they could read while he was talking.</p> <p>Once the speech was over, I asked them if they were Aboriginals, would they accept the apology? Some said yes and some said no. I told them then that we need to know more to be able to answer that.</p> <p>Each student read aloud one sentence from the speech, and I asked about what it meant after several sentences. Once we were done reflecting on some of the speech's sentences, I told them they had to research on certain topics.</p> <p>I divided the class into three groups again. Each group had to research the following:</p> <ol style="list-style-type: none">1. The Lost Generation, when, where, how, why, how many, etc2. The Torres-Strait Islanders, where, what, why, etc3. Law and policies before 1960 that let all this mistreatment happen <p>While the students were researching, I wrote down on the board the topics and the answers they were giving me. I told them they should copy all after they found something.</p> <p>Then the fire alarm went off, this was a school rehearsal. Doing this fire rehearsal took around 10 minutes of the class.</p>	
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	Lesson 10	<p>When we came back to the class, we didn't have much time left, so I decided to explain what was already on the board and add some facts I knew.</p> <p>After, I asked them again: Do you think the Aboriginals can accept the Prime Minister's apology? They all said no. However, a couple of them asked what had actually happened, did they accept the apology for real or not. I told them to think about why Australia day is also called Survival Day and Invasion Day. I told them there are many protests going on still. They asked me to show them, but time was up already. I told them I could bring something next time.</p> <p>(This lesson was shortened to only 35 minutes due to the National Evaluation in Math being taking today.) I started delivering the worksheet on How to write a Speech to the students while they were finishing the Nacional Evaluation in Math. I asked them to read it until everybody was finished.</p> <p>This week they had for homework to write a speech as an Aboriginal leader replying to Kevin Rudd. I told them that because we didn't have a regular English week, we can leave that homework for next week.</p> <p>I brought a video on Youtube on the News from 2016 on Australia / Invasion / Survival Day, showing celebration but mostly protests. We watched it until the time was up.</p>	<p>Worksheet: How to write a speech.</p> <p>Australia Day / Survival Day / Invasion Day protests https://youtu.be/w1H8L4G1OOo</p>
39	Lesson 11	<p>We started this lesson reviewing everything we know about Australian History. I asked the students to take out their notebook and a pencil and start taking notes or copying from the board. I reminded them about the homework this week and told them also that this can be a start for their assessment. I told them that it is very important that they consider all we know about Australian History when writing this reply to Kevin Rudd.</p>	<p>Paul Keaton Speech https://youtu.be/LAFaHP6w6tE</p> <p>Reply to the Government (Shareena Clanton speech / news talk)</p>

	<p>So, I started making a timeline. I asked them what happened then and there and who we were talking about. Several students answered helping to complete the timeline: The timeline started with The Aboriginal people being there 50.000 years ago, then James Cook came, and conflict started. However, he tried to be friendly, and he left after some months. Later, other British people came: criminals. Australia was a prison only until they found gold. Then more people moved to Australia. After this I asked about the law in Australia and the Stolen Generation. I kept on making the timeline, they kept on copying. They mentioned the Aboriginals and the Torres Strait Islanders, more than 100.000 children stolen, the law let this happen because they thought it was for their own good. Then we jumped to 2008, and Kevin Rudd's speech. So, I explained to them, that there was another Prime Minister before Kevin Rudd who also gave a speech about the Aboriginals' life situation.</p> <p>I showed them Paul Keaton's speech and asked them to figure out what the purpose of his speech was. They said that he was trying to make people think how it would be if they did to them what they did to the Aboriginals. I explained to them that first he recognized all their wrong doings and then he made people put themselves in indigenous people's shoes. So, I wrote it down in the timeline as well, and I made them count the years... from 1770, to 1910, to 1970, to 1992, to 2008... and still the gap is not closing. We reviewed Kevin Rudd's speech and talked about the gap in educational achievement, life expectancy and economic opportunity between Aboriginals and Torres-Strait islanders and Non-indigenous people. I told them I want to read some of that in their homework.</p> <p>Finally, I showed them Shareena Clanton's news talk about having indigenous people write their own destiny. I asked them to take notes, so that they could use some of her thoughts in their homework. We added it to the timeline. This happened in 2018. I asked them again to have all these Historical events in their mind when doing the homework, and so they</p>	<p>https://youtu.be/Fg hAgcOZgUg</p> <p>Aboriginals' stereotypes https://youtu.be/SH VbVBLlhCM</p> <p>Worksheet: How to write a speech.</p> <p>Chrome Book Internet</p>
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	<p>Lesson 12</p>	<p>were able to start with their homework in the last 15 minutes of this lesson. Then time was up.</p> <p>We started this lesson with some homeroom teacher's information. After this I asked them if they wanted to use some time to do the homework and help each other or if we start watching the movie right away, as planned. The whole class preferred watching the movie, so we did.</p> <p>The movie starts with “warning” information about the Aboriginal and Strait Islanders viewers. I stopped the movie then and asked everybody to read it. One student read it aloud. It was information about diseased indigenous people in the movie.</p> <p>I explained to the students that they know the history already, so that they can understand why this warning information comes before the movie starts. They agreed on that and they commented that the movie was for people over 14 years old. I asked if they were all 14 already... some were not, but we agreed it was going to be ok. However, I said that I hope everybody watches it with respect. They all agreed.</p> <p>While we were talking about this, I was delivering the Movie Analysis worksheet. I asked them to start filling it out. We wrote down the title, the year, the film genre, the cast, the director and the setting. We took the information from Disney+. I told them they can keep on writing while watching the movie. So, we watched the movie for 40 minutes.</p>	<p>Film: Australia on Disney+</p>  <p>Worksheet: Movie Analysis 25 copies</p>
<p>40</p>	<p>Lesson 13</p>	<p>We started this lesson by checking that everybody had delivered the homework. 6 students had not delivered the homework yet. I told them again that they should deliver so I can give them feedback before they work on the assessment.</p> <p>After this, we checked the movie analysis worksheet. I asked about every item on the worksheet and several students raised their hands to answer. We talked about the general information about the movie, the setting and the characters. I showed them a map of Australia so they can see where the movie</p>	<p>Film: Australia on Disney+</p>  <p>Worksheet: Movie Analysis</p>


	<p>Lesson 14</p>	<p>is taking place. I pointed at the Northern territory, and Darwin.</p> <p>Next, we continued watching the movie. We watched until the lesson was over. We stopped at 1 hour 20 minutes of the movie.</p> <p>(The three students with learning disabilities left the class with the other English teacher to watch the movie with Norwegian subtitles with her.)</p> <p>We started this lesson by checking the movie analysis worksheet again. We focused on the characters and the plot. We talked about the beginning of the movie. We took notes about Australia providing beef to the soldiers during WWII and the competition quarrel between the character Carney and the main character Lady Sarah Ashley in the movie. We looked at the map of Australia again, and figured out how Lady Ashley, the Drover and Nullah drove the cattle from Faraway Downs to Darwin crossing the desert. We also talked about King George and Fletcher, the antagonist, and discussed who killed Lord Ashley and why. Later, we started watching the movie.</p> <p>I had to leave 10 minutes before the class was over since I had a cake sale with another class. One student was left in charge to stop the movie before the break. They watched the movie for up to 1 hour and 50 minutes.</p>	
<p>42</p>	<p>Lesson 15</p>	<p>We started this lesson with some homeroom teacher information. This lesson was going to be a 45-minute lesson only since there was an Utdanningsvalg presentation at 12:00pm which all 9th grades had to see.</p> <p>After giving this information I asked the students to take out their English folder and check out the movie analysis worksheet.</p> <p>They did, and so we reviewed all the information we had, and reviewed the order of events in the movie,</p>	<p>Film: Australia on Disney+</p>  <p>Worksheet: Movie Analysis</p>


	<p>Lesson 16</p>	<p>the setting, the characters and the beginning and the middle of the plot. Then we continued watching the movie. We watched only for 20 minutes and so we continued filling out the movie analysis worksheet. We continued writing the middle of the story. We talked and wrote about Lady Sarah Ashley and the Drover adopting Nullah, Fletcher killing King Carney and marrying his daughter, Nullah must go walkabout with King George, and about Pearl Harbor being attacked by Japan in 1941. Time was up then. We had to stop and watch the Utdanningsvalgt presentation then.</p> <p>The other English teacher took one of the students with learning disabilities to watch the movie with her in the group room. The other two students were absent today.</p> <p>Today we started by checking the movie analysis paper first again. The day before we had stopped at the Pearl Harbor event, so we continued from there. I asked wht happened after? A student said that Lady Sarah Ashley and the Drover broke up because they didn't agree about Nullah going walkabout. Another student said that Nullah was going to walkabout, but he was captured by the police. I added that Nullah was taken to Mission Island. One student asked if Nullah was part of the Stolen Generation. I answered that yes, he was. Then I asked again what was happening in the movie now. A student replied that they are bombing Darwin. I asked who was bombing Darwin. Another student answered, "The Japanese." I took notes of all this conversation on the board. I asked the students to copy, and so we finished watching the movie Australia.</p>	
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	Extra Lesson	<p>We use the Working Lesson for English since the students didn't have any tasks or homework they had to work with.</p> <p>I started giving feedback about the homework on a reply to Prime Minister Kevin Rudd. I explained that speeches are not written in paragraphs but in phrases or sentences. Also, I told them that Kevin Rudd is not their friend, they must use formal language. In addition to this, I told them that they wrote a good speech naming reasons for not accepting the apology, but they should also include possible solutions. What can the government do now to be forgiven? I told them that Australia Day could be a solution. So, I showed them this video on different Aboriginal people commenting on what Australia Day means to them.</p> <p>After watching the video, I asked them questions about Australia Day, January 26, and another possible day where they can actually celebrate Australia according to a man in the video: January 1st.</p> <p>I also reminded them about the Kahoot about the movie we are having next week. And time was up.</p>	<p>Australia Day / Survival Day / Invasion Day protests</p> <p>https://youtu.be/G8czHIPYXew</p>
43	Lesson 17	<p>We started this class by checking out the movie analysis worksheet. We reviewed the whole paper, front and back, facts, setting, characters, plot and turning point. I asked about each item and a different student answered it.</p> <p>After checking the whole paper, I asked them to take their phones or if they wanted, they could use the CB. We were playing Kahoot.</p> <p>I asked the students to log into the game, I asked them to write their own names, but several used their last names or a nickname.</p> <p>So, we started playing Kahoot. The first three places got a lollypop.</p> <p>Once the game was over, I asked everybody to take out the CB and open Classroom. It was time to check the first assessment, the Australia assessment.</p> <p>The other English teacher took the three students with learning disabilities to the group room to explain them their assessment. These students can</p>	<p>Worksheet: Movie Analysis</p> <p>CB or mobile phone</p> <p>Kahoot</p> <p>Australia assessment tasks</p>


	Lesson 18	<p>choose between writing an informative text about Australia or New Zealand, or a comparative text where they compare Australia, New Zealand and Norway.</p> <p>In the classroom we first read the tasks from Classroom, then we reviewed on how to write a speech, we used Prime Minister Kevin Rudd's speech again to see the format, and the use of repetition.</p> <p>This lesson was a quiet lesson mostly. I started giving some homeroom teacher information and then I told them to continue working with their assessment. Some of them sat with their friends to collaborate, others preferred to work on their own. I walked around the class answering questions and checking capital letters in their speeches.</p> <p>I sat for a while with the students with learning disabilities to see that they started with the introduction of their informative text. However, the Resource teachers took two of the students away for 15 minutes to practice reading in their office. When they came back, I kept on helping them. I reminded them to open the table they had made with the general information of Australia, New Zealand and Norway, and make sentences with the information they have there.</p> <p>Everybody kept on working with their texts until the time was up.</p>	
Week 44	Lesson 19	<p>In this lesson students continued working with their assessment. I walked around answering questions, reading their paper a bit, and giving them suggestions and advice.</p> <p>Some students decided to work in pairs and ask each other to read each other's text and help with suggestions.</p> <p>One student delivered his paper during this lesson. I asked him to check the Written assessment sheet and</p>	<p>Chrome Book</p> <p>Australia assessment tasks</p> <p>Written assessment sheet</p>

	Lesson 20	<p>check his paper, and maybe improve it during the time that we had left following the criteria in the Written assessment sheet.</p> <p>I also remind all the students to check the Written assessment sheet before delivering.</p> <p>Today the students continued working on their assessment. A few more students finished and delivered, so I told them to start working on the new topic which is to go deeper into New Zealand. I asked the students that had delivered their paper to research Polynesia: islands, countries and languages; and the Treaty of Waitangi, to find out what it is about.</p>	
Week 45	Lesson 21	<p>We started this lesson by acknowledging that we were done with Australia and that we were going to go deeper into New Zealand. I ask the students to research Polynesia and the Treaty of Waitangi. Since some students had already started with this the previous lesson, I decided not to divide the class, but they could all look for information on both topics. I specify that in Polynesia they could look for how many islands there are, how many countries and what languages they have. I wrote this down on the screen.</p> <p>I gave them around 10 minutes to do research on their own. Some worked in pairs, with the one sitting next to them</p> <p>Then I asked: ok, so what is Polynesia? One student answered that it was many islands in the Southeast Pacific. I then asked: How many islands? Another student answered 118 islands, but another one answered 1000! I asked them to check their sources... which one is right?</p> <p>They both said they were right. I agreed and copied both numbers on the board. Then I asked which countries are there? Another student said 6 countries and named them. Then the previous students said that the 118 islands were French Polynesia. And so,</p>	<p>Chrome Book Notebook</p> <p>https://www.youtube.com/watch?v=Nw81to_XmXM</p> <p>https://www.youtube.com/watch?v=eBB3RKazIj8</p> <p>https://www.youtube.com/watch?v=7xc7GySsFuA</p> <p>https://www.youtube.com/watch?v=jxy6cGMA0kM</p>

	<p>we all agreed that Polynesia has more than 1000 islands.</p> <p>After this I showed the map of Polynesia and explained them that it is from Hawaii to New Zealand, and reminded them that Haiti is in the middle, and there was where James Cook met Tuapaia and brought him with him to New Zealand. The students reflected that maybe that is the reason why there was not much conflict between the British and the Maori since Tupaia also had Polynesian background and they might have shared the same kind of language.</p> <p>Then we continued with the Treaty of Waitangi. First, I asked them to define what a treaty is. One girl said it is an agreement. I said “Perfect!” What kind of agreement was this treaty. The same girl explained that it was an agreement between the British and the Maori people where the Maori gave their land to the British in exchange of their protection. I asked her to write down her sources and to repeat that. I asked the class to listen carefully. She repeated it and I said that some people think that... but maybe it was not exactly what the Maori thought they were signing for. I explained that there were two copies of this treaty, one in English and one in the Maori language, and that there were some problems in that translation.</p> <p>So, I told them that we were going to watch a video about this, and that they need to take notes while watching as last time.</p> <p>Time was up before the video was completely over, but they had seen enough, and it was homework to watch it again and watch three more videos about Polynesian mythology and the Treaty of Waitangi.</p>	<p>Film: Moana</p> 
Lesson 22	<p>The students knew we would start watching the movie Moana in this lesson, so before I even said “good morning” several asked me: “Are we watching Moana? Are we watching Moana? Do we need to fill out the movie analysis sheet again? I said “yes, yes, yes, but let’s say hello first.” So, we did.</p>	

		<p>I explained that before watching the movies it was very important to know when and where we are. So, I asked them to take out their notebook and check their notes on Maori people. I asked them how much we know about the Maori people so far.</p> <p>Some raised their hands looking at the notes they had taken yesterday. I picked each student, and they said a different fact about the Maori. It was mostly one girl who told several facts, I asked her to wait a little and see what facts others have. I asked the class if it was only her and 3 more students who took notes from yesterday... Then I got several more hands up. The students mentioned that the Maori had Polynesian heritage, they had Wakapaka, Mana, and other Maori terms.</p> <p>After reviewing all these facts, we started watching Moana. First, I delivered the Movie analysis worksheet, and we filled out the first part of the paper.</p> <p>When I played the movie, several students started rolling on their chairs changing their seats coming closer to the screen. I had to call their attention, they had to go back to their places if they were starting to be loud. They weren't and we enjoyed the first 35 minutes of the movie. Then time was up.</p>	Worksheet: Movie Analysis
Week 46	Lesson 23	<p>I started this lesson reminding the students that they needed their folder. They asked if we were going to continue watching the movie. I said yes, and that's why they needed their folder because of the Movie analysis paper.</p> <p>Before we checked the Movie analysis paper, I told them that I was done checking their speeches and texts. I asked if they wanted them NOW or after watching the movie. Most of them wanted it right away. I said that's why they also needed their folder. I told them I wanted to see their assessment and the written assessment sheet in their folder. I always deliver the written assessment sheet with the paper they deliver so they can understand their grade.</p>	<p>Film: Moana</p>  <p>Worksheet: Movie Analysis</p>

	<p>I started delivering their assessments and they started comparing and talking to each other. Some raised their hands and asked me questions. Several asked about contractions. They asked: What is wrong with can't or you're? I explained to them again that this speech was a political speech, it had to be formal, and contractions are not formal. One student also asked me why I wrote "Kevin is not your friend" on his paper. This was a bit funny. I explained to him that he wrote the speech as if the Prime Minister of Australia was his friend. Then I explained again about using formal language in this kind of speech. Some students started asking to start watching the movie already. I told them we would check the Movie analysis worksheet first. Most of them didn't want to. They wanted to keep on watching the movie. I said that I understand they want to continue, but it is important to review what we have seen and to check that we all have understood what is going on.</p> <p>So, we started checking the paper. 2 students were absent last week and another one had lost his paper. Luckily, I had extra copies. So, we started checking from the title of the movie. I asked about each item on the paper and a different student answered. When we came to the PLOT, I wrote on the whiteboard /screen what happened in the beginning. A student mentioned when Moana was a baby, but another one said she wasn't a baby but a toddler. We agreed on "toddler" and that the ocean had shown her a magic stone. Then we talked about how the rules on her island were and wrote down that no one could go beyond the reef. After this, I asked what the problem on the island was. One student answered that the coconuts were sick. Another student said that there were no fish to eat. We wrote this down too. Later, I asked about gramma. One student said that the gramma died. I asked what she showed to Vaiana before dying. A student said that she showed Vaiana the boats they had built. Then, I wrote down that Vaiana's gramma showed her they were voyagers before and the magic stone, which was the Heart of</p>	
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	<p>Lesson 24</p>	<p>Te-Fiti, and then that the grandmother dies. Finally, we wrote down that Vaiana must go to find Maui and restore the Heart of Te-Fiti.</p> <p>After this we finally started watching the movie again. We watched until the period was over.</p> <p>(Two students of the special group had not delivered their text yet. The resource teacher took them out to get them done and delivered.)</p> <p>In the beginning of this lesson, I asked the students if there was anything else we had to add on the movie analysis paper. They said that we had not watched much the previous day so there was not much to write. However, I said there were 2 important things that happened. I told them to take out their paper and write down: 1) Vaina finds Maui, but he traps her in a cave and does not want to go with her to restore the Heart of Te-Fiti. And 2) Vaiana and Maui got attacked by the Kakamora people in the middle of the sea.</p> <p>Then we continued watching the movie the whole period. We watched almost till the end of the movie. I had to stop it because it was lunch time.</p> <p>Before the students left, I reminded them about the Kahoot about the movie we are having next week. I also reminded them about the homework. I told them that the videos for homework are also part of the Kahoot.</p>	
<p>Week 47</p>	<p>Lesson 25</p>	<p>We started this lesson reviewing the Movie analysis worksheet. We had to continue writing from the middle of the plot.</p> <p>I asked a different student about each item on the Movie analysis paper, and they answered. When we got to the middle of the plot, I started asking what happened then... Different students answered with different events, but then I decided to ask the students that had not said much during all this time. I</p>	<p>Film: Moana</p>  <p>Worksheet: Movie Analysis</p>



	<p>am having more focus on these students now, to get them talking.</p> <p>I then wrote on the board what they were saying so everybody could copy the information about the plot. They said: Vaiana convinces Maui to restore the heart of Te-Fiti. He must get the hook first. Maui teaches Vaina how to sail reading the stars. They go to Tamatoa to get his hook. But he had forgotten how to use his hook, it didn't work. Then they go to restore the heart and encounter Te-Ka. Maui fights Te-Ka, but his hook gets ruined, he doesn't want to help Vaina anymore. Vaiana is sad and gives the heart back to the ocean. Her grandma shows up and reminds Vaina who she is, and she goes back to fight Te-Ka. While fighting, Maui shows up and helps her. We stopped there and asked the students about the turning point. I said that the turning point was when Maui came back to help Vaina. I said not exactly, but.... Another student said then that the turning point was when Vaina found out that Te-Ka was Te-Fiti. So then, I explained what happened and why it was the turning point.</p> <p>Everybody wrote it down and then I played the movie again. We still had 5 more minutes to watch before the end.</p> <p>After watching the movie, we wrote down a bit more on the Movie analysis sheet. We wrote: Vaiana restores the heart of Te-Fiti, and everything gets fixed. Vaiana returns to Motunui. Her parents received her, and they got green grass and flowers and food. Finally, Vaiana teaches everybody to sail.</p> <p>After this I showed the students a haka video. The plan was to see 3 videos, but because of time constraints we had to cut it down. However, I told the students the links are in the Modulplan if they want to watch at home. After the video we played Kahoot.</p> <p>(The resource teacher took one of the three students with learning disabilities with her and started reading Where the Forest meets the Sea picture book. The other two students were absent.)</p>	<p>Haka https://www.youtube.com/watch?v=yiKFYTFJ_kw</p> <p>Kahoot</p>
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	<p>Lesson 26</p>	<p>Before we played Kahoot I called back the resource teacher and the student that was with her.</p> <p>After Kahoot time was up.</p> <p>Today we worked very effectively. I started the lesson by showing the Picture Book “Where the forest meets the sea” to the students. I told them that I wanted them to read only the imagines while I was delivering a copy of the book to each one of them. I walked around the class delivering the book, but there was a lot of talking while I was delivering it. I asked them to be silent and concentrate on “reading” the pictures of the book.</p> <p>When I was done delivering, I waited a couple of minutes before I asked them what they think the book is about just by looking at the imagines. Some say it was about a forest and a father and a son and the animals. One student said: “Time machine”. I said then that we can read it together.</p> <p>We read the images together as a class. I was standing in the front and showed every page to the students, and they commented on what they saw on every page. They were all turning the pages with me. I told them that this forest was in Australia so they could guess who the other children in the book were. Many commented on what was going on and after this I told them that we would watch two videos of two storytellers reading the book aloud.</p> <p>We saw both videos and most students followed the reading in the book or in the video. A couple of students complained about one of the videos being too childish because of the music.</p> <p>Finally, I asked them if they thought the forest would still be there, next time they visit. Several answered that it would depend on when they visit again.</p> <p>We discussed the message of the book.</p> <p>After this, I showed them the Greenpeace commercial. Some of them didn’t understand what was happening. I had to explain to them after the</p>	<p>Where the forest meets the sea https://www.youtube.com/watch?v=9_0Gqx7eKsk</p> <p>https://www.youtube.com/watch?v=xtUf4vrh4CA</p> <p>Greenpeace commercial https://www.youtube.com/watch?v=YAnd0ebRVuE</p> <p>Tasks for the oral presentation paper.</p>
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		<p>video that the family in the beginning was enjoying a movie and eating popcorn happily when suddenly their house was getting demolished. The same happens to the animals in the forest when people cut down the trees.</p> <p>With this I asked them to start researching the last research topic this year. I divided the class in two. The students on the left side had to find at least 3 endangered animals in Australia or New Zealand, and the people on the right side had to research UNESCO and the job they are doing in Australia and New Zealand. In addition, they had to find 3 places from the World Heritage List in Australia and New Zealand.</p> <p>I started writing their findings on the board/screen for everybody else to copy. Time was almost up so I decided to explain the assessment tasks already, so they can start thinking about it. I uploaded the tasks on Classroom and showed them to them. Then time was up.</p>	
Week 48	Lesson 27	<p>(My daughter was sick today. I had to stay home with her, so I sent a substitute teacher plan to the school. I wrote in the plan to watch these two videos and have the students take notes of words and phrases related to the environment, words and phrases they could use themselves in the next assessment.</p> <p>After watching the videos, they could start working with the assessment already.</p> <p>(All students should choose a task by the end of this lesson.)</p>	<p>Roske-Martínez Indigenous Climate Activist in USA - speech - Earth Guardians https://www.youtube.com/watch?v=27gtZ1oV4kw</p>
	Lesson 28	<p>(My daughter was still sick, so I had to stay one more day at home with her. The substitute teacher plan for today was only to continue working with the assessment.)</p>	<p>Greta Thunberg Climate Activist speech https://www.youtube.com/watch?v=KAJsdgTPJpU</p> <p>Tasks for the oral presentation paper.</p>

	Extra lesson	<p>I came back to school on Friday, and I have a 30-minute lesson with 9WOT, this is a Working Lesson. However, since I was absent this week, I decided to do English. I asked the students what they did with the substitute teacher. They told me they watched the videos and then they started with the oral assessment. I asked them to tell me what task they had chosen, and I wrote it down on a piece of paper. They had a couple of questions for me, for example, if they could get a 6 in all 4 tasks. I said yes, and then I asked them to check the grading criteria for each task. I opened Classroom and showed them the grading criteria. I told them that they have it on Classroom too. I asked them to read it carefully before presenting.</p> <p>Then I started making a list of who was presenting first, second, third and so on. I also wrote down what task each student had chosen.</p> <p>Then, time was up.</p>	Task for the oral presentation and grading criteria.
Week 49	Lesson 29	<p>Today many students were absent, several were sick at home. The ones that were at school, worked with the oral assessment.</p> <p>I started the lesson by showing the tasks for the assessment on the screen and reading up the list we made last Friday. This list shows the order in which the students will present starting next week. I read aloud the number, the student and the task they have chosen. I asked the students who were not on the list if they had chosen already, and I wrote them down.</p> <p>Then the resource teacher took two of her students to work in the group room, the third student was absent. I stayed in the class with the other students and walked around the class to see how they were doing. Some of the students decided to work together / sit together to work. Three girls asked me to read their speeches to see how they were. They had done a good job, I recommended them to use repetition. Some boys asked me about where to find information for the presentation. I recommended them to use the UNESCO page and the WWF page. One girl who was absent last week, asked me to</p>	Task for the oral presentation and grading criteria.

	Lesson 30	<p>explain the task to her again. I gave her a printed copy of the tasks.</p> <p>I also used this period to ask for their notebooks to take pictures of their notes for the thesis paper.</p> <p>Then time was up.</p> <p>Today the class continued working with the assessment. I read the list aloud again and asked the ones presenting next Tuesday how far they have come. A couple said they were done.</p> <p>Some girls asked to sit outside in the cafeteria area to work. They were allowed. So, I walked in and out from the classroom to check that everybody was working. I had to be strict with a couple of students that were not doing much. They are not presenting next Tuesday but next Wednesday, still they have to work, otherwise it would all be homework.</p> <p>We spent all period working with the assessment, but for the last 10 minutes I asked everybody to come back inside the classroom and gave some homeroom teacher information.</p>	
Week 50	Lesson 31	<p>Today we started with the oral presentations. I went to a group room with the students who would present, while the resource teacher stayed in the classroom with all the other students finishing or practicing for their presentation. We agreed that the student that would present next could sit outside the classroom to practice in silence before being called.</p> <p>We spent the whole period presenting.</p>	Assessment criteria papers
	Lesson 32	<p>Today the resource teacher is not with us, so I asked the students who presented yesterday to help the students that were not done yet, by helping them finish their work or by listening to them presenting, as practice.</p> <p>They could also work with Min Utvikling, which is a presentation where the students write down how they did in their assessments for their own reflection.</p> <p>We spent the whole period presenting.</p>	

<p>Week 51</p>	<p>Lesson 33</p>	<p>This was the last lesson before the Christmas holiday. I asked the student who would like to present now to do it right away, then everybody else would have to do it in January.</p> <p>There were 5 students who were not ready to present, so they went to a group room with the resource teacher.</p> <p>Everybody else who had presented was able to see the last movie: Falling Inn Love.</p> <p>They did not have to write in the movie analysis paper, but instead they had to write down at least one fact about New Zealand, and one way the movie shows how to take care of our environment.</p> <p>We watched the movie for the whole period after talking about what an Inn was.</p>	<p>Film: Falling Inn love – Netflix</p> 
<p>Week 1</p>	<p>Lesson 34</p>	<p>We started the lesson remembering what the movie Falling Inn Love was about. I asked about the title of the movie, if it was misspelled or it was actually correct. They remember what an Inn is, a couple said it was like a hotel or a bed and breakfast but in a house. Then I asked for the names of the main characters. They only remembered the name of the girl: Gabriela. I asked about the setting and about the plot.</p> <p>After this, the resource teacher took the three special students with her to get done with the presentations and I went outside with the other three students who did not present before Christmas.</p> <p>I assigned a student in the class to be in charge in case somebody was doing something else instead of watching the movie.</p> <p>Between each presentation I went inside the class to check, and some students were talking and being loud. I had to be strict about paying attention to the movie and reminded them they have to write down a fact about New Zealand.</p> <p>It seems that they cannot be alone watching a movie because of some students' misbehavior.</p> <p>After these three students presented, I went inside the classroom to keep on watching the movie with them. There were still a few students making noise. It also</p>	<p>Film: Falling Inn love – Netflix</p> 

	<p>Lesson 35</p>	<p>seems that starting school after Christmas includes a lot of gossiping. One of the special students came in and said he was ready, so I went back out to hear his presentation. After this, we both went in again to finish watching the movie. Then time was up at the same time the movie was over, luckily.</p> <p>We started this lesson reviewing the movie. The students are sitting in groups now. So, I asked them to take out their notebooks and share the one fact about New Zealand they had written down and one way they take care of the environment in the movie. Not everybody had taken notes. They were just talking about it.</p> <p>I walked around the class and heard each group talking. I also commented to what they were saying. After, I googled “Fun facts about New Zealand” on the big screen and we read them together as a class. We talked about these 10 facts we found and what they knew from before and know now. Then, I asked them “What do you prefer to do, watch a movie and write down facts you find out in the movie or read from a page?” They all said they prefer watching the movie. So, I said “Then you have to take notes from the movie!”</p> <p>Some laughed and some took it seriously. After this I told them that we were don’t with this topic now, that my master project ended then. So, they needed to do the last survey.</p> <p>I walked around delivering the questionnaire and they started answering. It took around 15 to 20 minutes for everybody to get done.</p> <p>A few students asked me what authentic material was, I told them that it was all the material we had used this semester, all the videos and movies. Three students commented that question 7) and 8) were the same. I explained to them that the authentic material was the videos and movies I brought, but the student classroom-based research was what they did.</p>	<p>25 Questionnaires</p>
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	Extra lesson	<p>After they were done, I introduced the new Modulplan: Beyond. They saw we were going to continue using exclusively authentic material and they were super happy about it. (3 students were absent)</p> <p>In the Working Lesson I took one of the students that was absent last lesson to take the survey outside the class.</p>	
Week 2		<p>On Tuesday this week I asked the other 2 students who were absent last week to take the survey.</p> <p>(On Friday this week, 9WT took the first survey again – 1 student was absent)</p>	
Week 3		The students missing took the survey this week.	

Appendix 6: Diary of the adapted lesson plan

Week	Lesson	Activities	Resources
34	Lesson 1	We started reading through the Modulplan and understanding what the plan for this semester is. We had to start with the following vocabulary words: Country, continent, land, where, North, South, East, West and Equator line. I had to explain how to use tritrans.net.	Modulplan Chrome Book
	Lesson 2	We continued with the vocabulary words: Continent, country, North, South, East, West and location. They created a document inside their Australia and New Zealand folder in DISC in their Chrome Book (computer). They called this document Vocabulary, and they wrote down the meaning of the words in Norwegian and examples in English. They wrote down the names of all the continents. They also needed to find a picture of the continents in the world: a map. They copied the picture of the continents into the document. They did the same with the cardinal points. By the end of this lesson, they were all able to say where Australia and New Zealand are located: In Oceania, to the NW and the SE of each other.	
35	Lesson 3	We started remembering what we did last week. I asked them “where are Australia and New Zealand located?” They were able to answer: “in Oceania” and they remembered a bit about the cardinal points. After, we continued with the general information vocabulary: location, area, population and climate. They made a new document in DISC called “General Information” and in there they created a table for Australia and New Zealand. They googled, especially Wikipedia and tritrans.net to understand the words and find out the information about Australia and New Zealand. In “climate” we had to stop and start another vocabulary list about climate: tropical, hot, humid, warm, cool, cold, rainy, dry and sunny. They used tritrans to find out what all these words meant. Time	Chrome Book Internet

	<p>Lesson 4</p>	<p>was almost up, and they had gotten tired as well, so we stopped there.</p> <p>Today we continued with the General Information table. We reviewed the information we had found on location, area, population, and climate. They remembered most of it, but they also used their document to answer completely. They used mostly the map they had inserted in the document. We had to add the word “map” to the vocabulary list. We also decided to add Norway to the table and so they researched about Norway as well.</p> <p>Even though we had checked on climate the previous lesson, it was still hard for them to understand the information they found online about climate. Words like “variable” and “lush” were too difficult for them to understand. We talked about it in Norwegian and then they just copied the information we had gathered in the regular class on climate. Time was up after they were done copying.</p>	
<p>36</p>	<p>Lesson 5</p>	<p>Today we started reading from the general information table. I asked questions they could answer by checking out the table, for example, where is New Zealand? What is the area of Australia? What is the population of Norway. Then I continued asking questions to compare, for example, which country is the biggest? They managed to answer correctly.</p> <p>After reviewing what was done last week, we continued filling out the table. Now we did capital city, other cities and geography. We had to work again with the two documents they have made: Vocabulary and General Information. We had to check geography vocabulary. The new words were mountain, river, lake, desert, plain, forest, rain forest, jungle, beach, fiord and waterfall. The students used tritrans and I helped giving them examples in Norway. Time was up after we were done with this vocabulary.</p>	<p>Chrome Book Internet</p>

	Lesson 6	(This lesson was cancelled because of a class trip to Spidermarka on Friday, September 9.)	
37	Lesson 7	<p>Today we started reviewing the vocabulary about location, continents and the cardinal points. The student was able to answer where Australia and New Zealand are located. Later, I continued asking questions about the General information Table: What is the population in Australia? What is the area of New Zealand? Which is the smallest country? Looking at the table, the student was able to answer. After the review, we continued filling out the table. The first cell to fill out was geography. The student had to check the vocabulary we did last week on geography and then she remembered some words. However, it was very hard for her last week to understand the information about geography she found online. I showed her different maps of Australia, New Zealand and Norway that show green, brown, white and blue areas, and asked her to think how nature would be there. Looking at the vocabulary words she was able to answer rain forest, desert, forest, and mountain. I explained to her about glaciers and fiords. She added these words to her vocabulary list and then to the geography of New Zealand and Norway.</p> <p>So, we continued with language and religion. She was able to guess correctly the languages for each country. However, she didn't understand the word religion. I had to translate it to her in Norwegian and then she started googling about the religions in each country. It was too hard for her to understand all the information about the different religions and beliefs. I explained to her how to read statistical pies which explained the amount of people in percentages for each religion. I helped her find these pies, and so she finished filling out her table. We agreed that she would help the boys finish filling out their tables in the next lesson. And time was up.</p>	Chrome Book Internet
	Lesson 8	Today we started reviewing the general information about Australia, New Zealand and Norway. I asked	

		<p>the students to open both of their documents: 1) Vocabulary and 2) General Information. Once they were ready with their documents, I started asking them questions: Where is Australia, New Zealand, Norway? How many people live in Australia, New Zealand, Norway? What is the area of Australia, New Zealand, Norway? Etc. I asked each one of the students about a different country. Once we were done reviewing what all three of them had I asked the student that was on Monday to say what was next on the table. She said “geography”. I asked the boys what they knew about these countries' geography. One of them had copied/pasted information he had found. He was not able to read it, so I read it aloud to all of them. I asked him what he / they understood. They did not understand much. He said he understood dry, desert and plains. I asked them to write these words in the vocabulary document, plus outback, which was another word I read from the information he had copied about Australian geography. After this I wrote on the board the words outback, desert and plain and asked them to copy and translate them. Then they also wrote them on the table. For New Zealand and Norway, they were allowed to copy from the girl who had done this on Monday. When they were done copying, I asked them about the geography in each country and they read it aloud from their table.</p> <p>We did the same with the next items: language, religion, cities and capital city. Once they were done copying and telling me about it, we moved on to the next topic.</p> <p>I told the students they had to create a google presentation. Each one of them must choose a different tourist attraction in each country and make a poster of them. One slide for each country / tourist attraction. They started with Australia. They chose Nullarbor plain, Sidney Opera House and the Great Barrier Reef. They started looking for pictures, but then time was up.</p>	
38	Lesson 9	(This lesson was cancelled because the student was doing the National Evaluation in Reading)	Chrome Book Internet

	Lesson 10	<p>We started the lesson by opening all the documents they had been working with. They opened the Vocabulary document, the General information table document and the Google presentation on the tourist attractions. Once I saw everybody was ready, I started asking questions they can answer using the map in the vocabulary document and the table of information. For example: Where are Australia and New Zealand located? How many people live in Australia? How big is New Zealand? How is the climate in Norway? How is the geography in New Zealand? What important cities are in Australia? Etc. They did a good job finding the information in the table and they were able to answer. It was a bit hard for a couple of them to read, but they managed to communicate.</p> <p>After, they continued working on their presentation. Two of them finished their slide about Australia and started with the slide on New Zealand. They chose Rotorua and the hobbit houses. The other student needed help with finding information about the Great Barrie Reef, so I spent most of the time helping him with that. Then time was up.</p>	
39	Lesson 11	<p>We started this lesson today reviewing what has been done before. The student started by opening all her documents: Vocabulary, General Information and the presentation on Tourist attractions. Once she was ready with all her documents, I started asking her questions. She knew which document to look at to answer correctly. She did a good job. I asked several questions about all the countries, and she was able to read from the general information document. I had to help her a couple of times with the pronunciation, but she did well.</p> <p>Later, she continued with her presentation on tourist attractions. She was done with Australia and New Zealand, however there were several sentences in the</p>	Chrome Book Internet

	<p>Lesson 12</p>	<p>Rotorua slide that were hard to understand. I asked her what she meant, and she didn't remember. I asked her to read and see if she could understand what she had written. We realized that where she had written "canteen", she meant "på kanten". She was explaining that by the "edge" of the lake in Rotorua the water was red. We fix these sentences and then she continued with the slide for Norway.</p> <p>She chose the Opera House in Oslo. She started looking for pictures and then for prices. I explained to her how to see the Opera House webpage and that she could probably find everything there. She couldn't see that it was free to go inside the Opera building, but that she would have to buy tickets if watching a show. I had to explain this to her in Norwegian. Once she understood this, she was able to finish her slide.</p> <p>Next, I asked her about the language spoken in Australia. She answered English. I asked her then, why she thinks people speak English in Australia. She didn't know. I told her about the Aboriginal people and James Cook. She didn't understand why James Cook had to teach everybody there to speak English. She said that it should have been him the one learning the language they spoke there, if it was him that came to their country. I explained to her that it was not only him. That he found the land, but he continued sailing... it was other British people that came after him. So, I showed her the video of the HMB Endeavour and James Cook.</p> <p>After watching the video, I asked her to tell me what she understood from the video. She said that they had a conflict and they shot them. She said this was not fair... We had a conversation about what happened in Norwegian. She was not able to have a conversation about this topic in English. However, it was very good all she was able to understand from the video we watched. Then time was up.</p> <p>I started the lesson by asking the students to open their documents. Both boys opened their Vocabulary document and their General Information document. I asked them questions about Australia, New Zealand</p>	<p>James Cook and the Endeavour https://www.youtube.com/watch?v=316F1A8c09k</p>
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		<p>and Norway. They managed to compare and answer which country is the biggest, which country had the least population and so on. When we came to the language information and they both responded that people speak English in Australia and New Zealand, I asked them if they knew why. One of the students said he had no idea, the other student said that it was because of the British Empire. I said that he was right. So, I showed them the YouTube video on James Cook and the HMB Endeavour, the same I had shown the girl in the previous class. (Today the girl was not able to join us because she was having Norwegian instead).</p> <p>After watching the video, I asked them questions about it. One student was not able to understand who all the people were and what was happening in the events shown in the video. The other boy explained to him. He said that they came in ships, and they started shooting at the Aboriginals (I had to help him with the word Aboriginal). He said that if they didn't learn English, they would shoot them. They started speaking in Norwegian, so I had to stop them, but so time was up as well.</p>	
40	<p>Lesson 13</p> <p>Lesson 14</p>	<p>(This lesson was cancelled because the students were having a test in Norwegian. In addition, the school management asked me to be a substitute teacher in another class.)</p> <p>We reviewed everything we have worked with. They first opened all the documents they had made: Vocabulary, General Information and Tourist attractions. I asked them several questions for them to find the answers in the documents and respond. They did a great job. They were able to find the right document to answer. We spent around 15 minutes talking about Australia, New Zealand and Norway and I asked questions comparing the countries and for their opinion about the countries as well. One of the students was not done with his presentation, he was still missing a tourist attraction in Norway, so he worked with that. He chose the</p>	<p>CB and folder Assessment task paper Internet</p>

		<p>aquarium in Bergen. The other boy was missing the map for the tourist attraction in New Zealand, so he worked with that too.</p> <p>Therefore, I started explaining the assessment to the girl alone first. I delivered the assessment paper to all of them but explained to the girl first. I asked her to choose which task she wants to work with during the autumn holiday. She said she already knows she wants to write a comparative text about the three countries. After this she was allowed to go back to her class.</p> <p>Once the boys were done, I explained the tasks to them. I explained also what an informative text and a comparative text is and how to write paragraphs. I also asked them to decide what kind of text they want to write after the autumn holiday and that they can of course use IntoWords and the “stemmeskrive” App. After this the lesson was over and they returned to their classroom.</p>	
42	<p>Lesson 15</p> <p>Lesson 16</p>	<p>(This lesson was canceled because the main English teacher was sick, and I had to substitute her with the whole class.)</p> <p>(This lesson was cancelled because the students were having a Home Economics test. I was assigned to help them read and write in the test. After I helped them with the test, I asked them if they had decided what they will do for the English assessment. One said he will write an informative text about New Zealand and the other one said he will write a comparative test.)</p>	
43	<p>Lesson 17</p> <p>Lesson 18</p>	<p>(This lesson was cancelled because they called me from my daughter’s school to say that she was sick, so I had to leave work to go and get her.)</p> <p>Today we started working on the assessment. The girl is writing a comparative text, and she had already started in her regular English lessons. The boys had</p>	<p>Assessment task paper Chrome Book Internet</p>

		<p>chosen to write an informative text and they had only copied some information from their General Information table on Australia, New Zealand and Norway.</p> <p>Each one of them sat at a different end of the big table so I was moving around from one side of the table to the other. I helped the girl structure the sentences she had already written. And I helped the boys to make complete sentences with the information they had copied from their tables.</p> <p>(This lesson is only 30 minutes, so time passed by pretty fast.)</p>	
44	Lesson 19	<p>In this lesson, we are only the girl and me. We continued working on her text. She had written a lot more from last time. However, she still needs help on how to structure the sentences, and with her spelling. We spent 50 minutes on this.</p>	
	Lesson 20	<p>Today I asked the three students to sit at each end of the big table as last Friday, and I moved next to each one of them to guide them.</p> <p>I started with the girl. She was done with all the information she had or knew about the three countries. However, her sentence structure did not make much sense, and some words that were misspelled were hard to understand. She lacks long term memory, and her short-term memory is quite short. Therefore, she could not remember what she meant with some of the sentences she had written. Since I knew the content, I was able to help her, and then she remembered what she meant. What was positive is that she used tritans for the words she had misspelled and did not remember. She is quite good at using resources to continue her work.</p> <p>Nevertheless, since words are misspelled, tritans does not recognize them. She started fixing all this and I told her to continue with the conclusion, which is her opinion of the three countries, does she want to travel there, why? So, I went to help the boys.</p>	

		<p>One boy had copied information about the geography in Australia from Wikipedia, and when I asked him about it, he had no idea what it meant. I reminded him that it is more important that he knows the words he is using than having more information. We picked the words he understood and wrote a sentence only using them.</p> <p>The other boy had written more facts about New Zealand tourist attractions, but it was mostly like bullet points, no sentence structure. I asked him what was missing there. He could not see it. I told him that he needed to start all his sentences with “The”. He started checking that.</p> <p>I went back to the girl and saw how she was doing. She was done. I asked her to deliver to me and her regular English teacher, and that she could go back to her classroom.</p> <p>The 30 minutes of this lesson were over by then. I asked the boys once they were done improving their second paragraphs, they had to write the conclusion which is their opinion of the country. I will check next Friday.</p>	
45	<p>Lesson 21</p> <p>Lesson 22</p>	<p>(This lesson was cancelled. The student was absent today.)</p> <p>For this lesson only the girl came, since the boys were watching Moana in their regular English class. We read through the new Modulplan: Get involved! And I explained to her what this chapter is about. She did not know the vocabulary words, but she had many ideas on what she is doing and what else she can do to protect / save the planet. She spoke in Norwegian, but after checking all the concept words in the Modulplan I asked her again about the environment, and animals, and nature, and I told her she had to answer in English now, using the words she just learned. She answered first in Norwegian and then in English. She needed my consent about her answer being correct in Norwegian, like to know that she understood the question correctly, so she said it</p>	<p>Picture Book: Where the forest meets the sea by Jeannie Baker</p> <p>Chrome Book Internet</p> <p>Modulplan: Get Involved!</p>

		<p>after in English. When I asked the questions, I asked in English.</p> <p>After understanding the Modulplan, we started with the picture book: Where the Forest meets the Sea. We read the images while she was learning how to say everything she saw in English. She did not remember “forest” nor “sea” from the geographical information on Australia and New Zealand, but after I told her what it was, she remembered. We only read the images once and time was up.</p>	
46	<p>Lesson 23</p> <p>Lesson 24</p>	<p>(This lesson was canceled because there was a class trip.)</p> <p>(This lesson was cancelled because it was planning day.)</p>	
47	Lesson 25	<p>Today I worked only with the girl. We went through the Modulplan again for her to remember what the topic is about. She was able to say a few words in English using the notes she had written on her Modulplan. However, she explained mostly in Norwegian what we people can do to take care of the planet Earth.</p> <p>After, we read Where the Forest meets the Sea again. This time we also read the text. While reading we checked the words she didn’t understand. We made a new document in the CB and called it “Where the forest meets the sea”. We wrote “vocabulary” as the title and wrote down the words she didn’t understand. We translated them on tritrans.net and wrote down the meaning in Norwegian.</p> <p>After, we watched the first video about the book. Then I asked her to find 3 endangered species in Australia. She googled for it and checked on pictures. She chose the kiwi, a frog and the koala.</p> <p>Time was up then. I told her to research information about these animals in her regular English class.</p>	<p>Picture Book: Where the forest meets the sea by Jeannie Baker https://www.youtube.com/watch?v=9_0Gqx7eKsk</p>

	Lesson 26	<p>Today I worked with the two boys alone for the first 15 minutes. We went through the modulplan for Get Involved! They understood that the topic was about the Earth and how to take care of it. One student answered many questions about it in English and explained what we can do to protect our world. The other boy didn't say much, but he copied the notes we were taking.</p> <p>We wrote down some of the vocabulary words in the Modulplan, and translated them. We used tritrans. While we were doing this, the girl arrived. She helped the boys with the translations using the notes she had taken in the previous lessons.</p> <p>We did this: Earth: Jorda Environment: miljø Pollution: forøpling Climate change: klima forandring To protect / to preserve: å passe på Extinct: utdød Endangered: utrydningstruet</p> <p>After both boys were done copying the words, we started reading Where the forest meets the sea. The first time we only read the pictures. I asked them what they could see on every page and all of them said a couple of words: Trees, snakes, dinosaurs, lizards, and so on.</p> <p>After, we saw the video in which a lady is reading the story aloud. When the video was over, I asked them to think about if the forest will still be there the next time, they come to visit this place.</p> <p>So, time was up.</p>	<p>Picture Book: Where the forest meets the sea by Jeannie Baker https://www.youtube.com/watch?v=xtUf4vrh4CA</p> <p>Chrome Book Internet</p>
48	Lesson 27	(This lesson was cancelled because the main English Teacher was sick, and I had to substitute for her with the whole class)	
	Lesson 28	In this lesson I was only with the girl because the boys had to work with their homeroom teacher.	Picture Book: Where the forest

		<p>The girl and I read again Where the forest meets the sea. This time the girl read aloud. I helped her with some words on how to pronouns. After, we talked about the book again and why it is important to protect our nature.</p> <p>Later, I explained to her the oral assessment, and she started researching on endangered animals. She found a frog in the South Easter region of Australia, but then it was hard for her to understand all the frog's information. I told her to find an animal she is more familiar with, that it could be an endangered animal in Norway.</p> <p>Then time was up.</p>	<p>meets the sea by Jeannie Baker</p> <p>Chrome Book Internet</p>
49	<p>Lesson 29</p> <p>Lesson 30</p>	<p>On Mondays I am only with the girl. We sat in a group room to continue working on her presentation. She has chosen three endangered animals in Norway. She had found some good information. I helped her with the spelling of some words she needed. She kept on researching the animals' habitat and why they were endangered. She looks for information in Norwegian and then she tried to translate it. I helped her a bit when she didn't find what she needed in tritrans. Then time was up.</p> <p>Today I was with the girl and one of the boys, the other boy has gotten corona, and had to stay at home. Both students worked with their assessment. The girl was already working on the slides on how we can help the animals. The boy was just starting with the general information of his first animal: the Tiger. He had found some information in WWF, but he did not really understand what he had copied/pasted. I read it to him and he saw that. I asked him to think on what he actually understand from everything he had copied/pasted. He understood that the tiger lives in Asia. So, that is what he wrote down on his slide in a bullet point. After going through all the information he had copied, he was able to write also why the tiger is endangered.</p>	<p>Chrome Book Internet</p>

		<p>The girl was able to write two sentences on the things we can do to help the animals.</p> <p>Then time was up.</p>	
50	<p>Lesson 31</p> <p>Lesson 32</p>	<p>(This lesson was cancelled because the main English teacher was sick. I had to substitute her with the whole class.)</p> <p>One of the boys was absent so I worked mostly with the other boy who was absent the week before. I taught him how to use WWF and read aloud for him, since he didn't have headphones.</p> <p>The girl was done with her presentation, so she practiced "reading" it to me. I corrected her pronunciation and asked her to not read, but to just tell me what she knows. This was very hard for her since she has very short-term memory.</p> <p>We did this for the 30 minutes and then time was up.</p>	<p>Chrome Book</p> <p>Internet</p>
51	<p>Lesson 33</p> <p>Lesson 34</p>	<p>(This lesson was cancelled because the main English teacher was sick. I had to substitute her with the whole class.)</p> <p>(This lesson was cancelled because it was Christmas holiday already.)</p>	
1	<p>Lesson 35</p> <p>Lesson 36</p>	<p>(This lesson was cancelled because it was a planning day this day – the students don't go to school on planning days.)</p> <p>In this lesson I was only with the two boys. The girl had already presented to her English teacher before Christmas so the teacher and I decided that she could stay with her own class since they were suming up the chapter.</p> <p>The boys were still not done with their presentations. We spent the 30 minutes reading and writing on the google slides. One of them needed a lot of help to find the information. I basically had to tell him what to write from the source into the slide. The other boy</p>	

		<p>was able to choose information by himself and used the dictating program to write in his slides.</p> <p>Time was up and they were not done. I told them it was homework to finish. They must present next Friday.</p>	
2	<p>Lesson 37</p> <p>Lesson 38</p>	<p>(This lesson was cancelled because my daughter was sick)</p> <p>(This lesson was canceled because I had to go on a class trip with my students)</p>	
3	<p>Lesson 38</p> <p>Lesson 39</p>	<p>The girl had already presented to her English teacher, so we decided to start working with the next chapter.</p> <p>All three students presented for each other.</p>	

Appendix 7: NSD Approval

Assessment

Reference number

672830

Type

Standard

Date

23.11.2022

Project title

No more text/smartbooks in the EFL classroom from 8th grade and onwards in Norway

Data controller (institution responsible for the project)

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

Project leader

Nadine Kolb

Student

Gabriela Jackeline Rodríguez Barcos

Project period

22.08.2022 - 30.06.2023

Categories of personal data

- General
- Special

Legal basis

- Consent (General Data Protection Regulation art. 6 nr. 1 a)
- Explicit consent (General Data Protection Regulation art. 9 nr. 2 a)

The processing of personal data can begin, so long as it is carried out as described in the Notification Form. The legal basis is valid until 30.06.2023.

[Notification Form](#)

Comment

ABOUT OUR ASSESSMENT Data Protection Services has an agreement with the institution where you are carrying out research or studying. As part of this agreement, we provide guidance so that the processing of personal data in your project is lawful and complies with data protection legislation. We have now assessed the planned processing of personal data in this project. Our assessment is that the processing is lawful, so long as it is carried out as described in the Notification Form with dialogue and attachments. **IMPORTANT INFORMATION** You must store, send and secure the collected data in accordance with your institution's guidelines. This means that you must use online survey, cloud storage, and video conferencing providers (and the like) that your institution has an agreement with. We provide general advice on this, but it is your institution's own guidelines for information security that apply. **TYPE OF DATA AND DURATION** The project will process general categories of personal data, special categories of personal data about philosophical beliefs until 30.06.2023. **LEGAL BASIS** The project will gain consent from the parents/guardians of the data subjects to process their personal data. We find that consent will meet the necessary requirements under art. 4 (11) and 7, in that it will be a freely given, specific, informed and unambiguous statement or action, which will be documented and can be withdrawn. The legal basis for processing general categories of personal data is therefore consent given by the parents/guardians of the data subject, cf. the General Data Protection Regulation art. 6.1 a). The legal basis for processing special categories of personal data is explicit consent given by the parents/guardians of the data subject, cf. art. 6.1 a), cf. art. 9.2 a), cf. the Personal Data Act § 10, cf. § 9 (2). **PRINCIPLES RELATING TO PROCESSING PERSONAL DATA** We find that the planned processing of personal data will be in accordance with the principles under the General Data Protection Regulation regarding: lawfulness, fairness and transparency (art. 5.1 a), in that the parents/guardians of the data subjects will receive sufficient information about the processing and will give their consent purpose limitation (art. 5.1 b), in that personal data will be collected for specified, explicit and legitimate purposes, and will not be processed for new, incompatible purposes data minimisation (art. 5.1 c), in that only personal data which are adequate, relevant and necessary for the purpose of the project will be processed storage limitation (art. 5.1 e), in that personal data will not be stored for longer than is necessary to fulfil the project's purpose **THE RIGHTS OF DATA SUBJECTS** We find that the information provided to the parents/guardians of the data subjects about the processing of their personal data will meet legal requirements for form and content, cf. art. 12.1 and art. 13. So long as data subjects can be identified in the collected data they will have the following rights: access (art. 15), rectification (art. 16), erasure (art. 17), restriction of processing (art. 18) and data portability (art. 20). We remind you that if a data subject or the parents/guardians of the data subjects contacts you about their rights, the data controller has a duty to reply within a month. **FOLLOW YOUR INSTITUTION'S GUIDELINES** Our assessment presupposes that the project will meet the requirements of accuracy (art. 5.1 d), integrity and confidentiality (art. 5.1 f) and security (art. 32) when processing personal data. When using a data processor (questionnaire provider, cloud storage, video call etc.), the processing must meet the requirements for the use of a data processor, cf. art. 28 and art. 29. Use suppliers with whom your institution has an agreement. To ensure that these requirements are met you must follow your institution's internal guidelines and/or consult with your institution (i.e. the institution responsible for the project). **NOTIFY CHANGES** If you intend to make changes to the processing of personal data in this

project it may be necessary to notify us. This is done by updating the information registered in the Notification Form. On our website we explain which changes must be notified. Wait until you receive an answer from us before you carry out the changes. FOLLOW-UP OF THE PROJECT We will follow up the progress of the project at the planned end date in order to determine whether the processing of personal data has been concluded. Good luck with the project! Contact person: Anne Lene L. Nymoen

Appendix 8: Information letter for the Guardians' Approval

Are you interested in taking part in the research project

“The use of authentic material and text/smartbook in the EFL classroom from 8th grade and onwards in Norway”?

This is an inquiry about participation in a research project on the use of text/smartbook and authentic material in lower secondary school. In this letter we will give you information about the purpose of the project and what your child's participation will involve:

Purpose of the project

You are invited to participate in a research project for a master thesis where the main purpose is to investigate if the EFL classroom can be held using only authentic material instead of a text/smartbook from 8th grade and onwards in Norway following the Norwegian English Curriculum.

Which institution is responsible for the research project?

Gabriela Rodríguez Barcos, Master candidate at the Faculty of Arts and Education, Department of Cultural Studies and Languages, and Master supervisor Associate Professor Nadine Kolb, Department of Cultural Studies and Languages in the University of Stavanger are responsible for the project.

Why are you being asked to participate?

Students in 8th, 9th or 10th grade are welcome to participate.

What does participation involve for your child?

If your child chooses to take part in the project, this will involve him/her answering a paper survey questionnaire giving his/her opinion about different topics regarding textbooks, smartbooks and authentic material. It will take approximately 15 minutes. The information your child gives will be paper-based and later recorded electronically. It will be completely anonymous.

Parents or legal guardians may see the questionnaire on request.

Some of the students will be part of an intervention project in which the EFL classroom will be taught without the use of a text/smartbook for 17 weeks.

Participation is voluntary

Participation in the project is voluntary. If your child chooses to participate, you can withdraw your consent at any time without giving a reason. All information about your child will then be made anonymous. There will be no negative consequences for your child if you choose not to participate or later decide to withdraw.

Your child's personal privacy – how we will store and use your child's personal data

We will only use your child's personal data for the purpose specified here and we will process your child's personal data in accordance with data protection legislation (the GDPR).

- Gabriela Rodríguez Barcos, Master Candidate at University in Stavanger, is the only one who will have access to the personal data.

- The only personal data used in the project is your child's age and his/her gender. No names nor any other personal data will be used. In the project everyone will be referred to as "the students" or "the boys" or "the girls".

What will happen to your child's personal data at the end of the research project?

The planned end date of the project is June 30, 2023. After the end of the project the collected data will be stored in anonymous form.

Your rights

So long as your child can be identified in the collected data, you have the right to:

- access the personal data that is being processed about your child
- request that your child's personal data is deleted
- request that incorrect personal data about your child is corrected/rectified
- receive a copy of your child's personal data (data portability), and
- send a complaint to the Norwegian Data Protection Authority regarding the processing of your child's personal data

What gives us the right to process your child's personal data?

We will process your child's personal data based on your consent.

Based on an agreement with the Department of Cultural Studies and Languages at the Faculty of Arts and Education in the University in Stavanger, Data Protection Services has assessed that the processing of personal data in this project meets requirements in data protection legislation.

Where can I find out more?

If you have questions about the project, or want to exercise your rights, contact:

- Gabriela Rodríguez Barcos, Master candidate, via gabriela.rodriguezbarcos@gmail.com or Nadine Kolb, thesis supervisor, via nadine.kolb@uis.no
- Our Data Protection Officer: Rolf Jegervatn, via personvernombud@uis.no, <https://www.uis.no/nb/om-informasjonssikkerhet-og-personvern-pa-uis>

If you have questions about how data protection has been assessed in this project, contact:

- Data Protection Services, by email: personverntjenester@sikt.no or by telephone: +47 53 21 15 00.

Yours sincerely,

Gabriela Rodríguez Barcos
Project Leader
Master candidate

Nadine Kolb
Master supervisor

Consent form

I have received and understood information about the project “The use of authentic material or text/smartbook in the EFL classroom from 8th grade and onwards in Norway” and have been given the opportunity to ask questions. I give consent:

- for my child _____ (name) to participate in the project’s survey/s.
- to participate in all the activities in the Intervention Study.
- I give consent for my child’s personal data to be processed until the end of the project.

(Signed by the parent/legal guardian, date)

Appendix 9: Movie analysis worksheet

MOVIE ANALYSIS

Title: _____

Year: _____

Film genre: _____

Cast: _____

Director: _____

Setting

Characters' Analysis

Plot

Beginning:

Middle:

End:

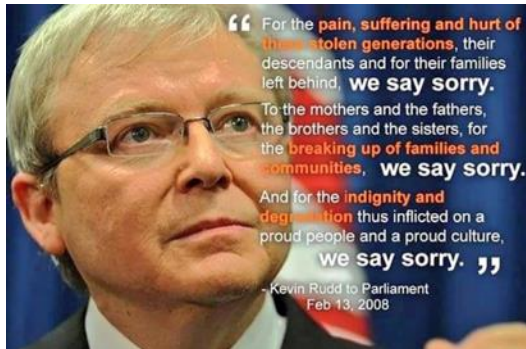
Turning Point

*Use another sheet of paper if you do not have sufficient space.

Appendix 10: First assessment tasks

You can choose ONE of the following TASKS

1) Write a speech replying to Prime Ministers Paul Keaton and / or Kevin Rudd's speeches, as an indigenous leader.



2) Choose a cause you are passionate about and write a speech encouraging people to support the cause.



3) Write a comparative text where you compare and contrast Australia, New Zealand and Norway.



4) Choose Australia or New Zealand and **write an informative text**.



Speech

A speech is often written down, but it is also an oral genre. It is usually given or read in front of an audience.

speech – tale
oral – muntlig
genre – sjanger

High school graduation speech

Dear fellow students, classmates and friends

Dear future mothers and fathers

Dear future politicians, doctors, teachers and engineers

Dear future

A feeling of joy, fear and honour approaches me as I stand before you today. However, I hope that the feeling of curiosity conquers them all, for this I believe we all feel in our everyday lives.

Today we stand before the world, as we take a step forward to become a part of the hard-working society of life, the grown-up domain. From this day forward we are on our own. We are making our own choices and decisions, failing and learning, growing towards greatness ..."

Alexandra, 16

Keep the audience in mind

Repetition

Narrative voice

Verb tense: Present

Writing frames

- **Audience.** Keep the audience in mind while writing your speech. Who are you talking to? Your classmates, family, a group of younger children?
- **Purpose.** What kind of speech are you giving? Graduation, confirmation, birthday, wedding, anniversary?
- **Narrative voice.** First person is used to include the audience. Use *I* or *we* to convince your listeners that you are in this together.
- **Content.** You can give some good advice. For example: *Believe in yourself.*
- **Entertain.** Include jokes, stories or quotes to spice up your speech.
- **Use repetition** to underline your point.
- **Formal or informal language:** This depends on the setting.
- **Verb tense:** You often use the present tense. You use the past tense if you give examples or tell stories from the past.

audience – publikum
purpose – formål

Activities

- 1 Write a speech you are going to give on your next birthday or confirmation, thanking your family or friends for their support and love.
- 2 Write a speech for your student council.
a Free school lunch b Stop polluting

Writing Frame

Write a **comparative text** where you compare and contrast Australia, New Zealand and Norway.

Comparative Text	What and how
<p>Content</p> <p><u>Introduction</u> (1 paragraph)</p> <p><u>Main part</u> (1 or more paragraphs)</p> <p><u>Conclusion</u> (1 paragraph)</p>	<p>You should include:</p> <p>General information about each country you are writing about.</p> <p>Similarities and differences among the countries you are comparing.</p> <p>Your opinion about the countries.</p>
<p>Structure</p> <ul style="list-style-type: none"> • Write minimum 3 paragraphs: Introduction, main part and conclusion • Each paragraph must have a topic sentence and minimum 5 supporting sentences • The text must be coherent (sammenhengende/rød tråd), be aware of the link among the paragraphs 	<p>Write good paragraphs:</p> <ol style="list-style-type: none"> 1. Topic sentence 2. 5 supporting sentences 3. Concluding sentence 4. Coherence
<p>Language</p> <ul style="list-style-type: none"> • Use vocabulary and concepts related to the topic • Use linking words • Check your spelling • Check your grammar (most verbs should be in the past tense, since this already happened) 	<p>Use the following vocabulary:</p> <ul style="list-style-type: none"> • language, accent, pronunciation, tourist attraction, religion, climate, geography, reef, capital, respect, indigenous people, Aboriginal, Maori, sacred, discrimination, mistreatment, Aussie, Kiwi • different, similar, alike, the same, but, and, on the other hand, on the contrary, however
<p>Sources</p>	<ul style="list-style-type: none"> • Write the author and the article's title. • Write the webpage and the date you read it.

Writing Frame

Choose Australia or New Zealand and **write an informative text**.

Informative Text	What and how
<p>Content</p> <p><u>Introduction</u> (1 paragraph)</p> <p><u>Main part</u> (1 or more paragraphs)</p> <p><u>Conclusion</u> (1 paragraph)</p>	<p>You should include:</p> <p>General information about the country you have chosen.</p> <p>Tourist attractions, important people, historical events in the country you have chosen.</p> <p>Your opinion about the country.</p>
<p>Structure</p> <ul style="list-style-type: none"> • Write minimum 3 paragraphs: Introduction, main part and conclusion • Each paragraph must have a topic sentence and minimum 5 supporting sentences • The text must be coherent (sammenhengende/rød tråd), be aware of the link among the paragraphs 	<p>Write good paragraphs:</p> <ol style="list-style-type: none"> 5. Topic sentence 6. 5 supporting sentences 7. Concluding sentence 8. Coherence
<p>Language</p> <ul style="list-style-type: none"> • Use vocabulary and concepts related to the topic • Use linking words • Check your spelling • Check your grammar (most verbs should be in the past tense, since this already happened) 	<p>Use the following vocabulary:</p> <ul style="list-style-type: none"> • location, area, population, language, religion, climate, geography, capital, tourist attraction, respect, indigenous people, Aboriginal, Maori, sacred, discrimination, mistreatment, Aussie, Kiwi • to begin with, first, second, finally, in addition, and, but, in my opinion, I think that
<p>Sources</p>	<ul style="list-style-type: none"> • Write the author and the article's title. • Write the webpage and the date you read it.

Appendix 11: Written assessment sheet

Written assessment sheet

Objective	BASIC LEVEL		INTERMEDIATE LEVEL		ADVANCED LEVEL	
	1	2	3	4	5	6
	Reproduce and List		Analyse and Compare		Argue and Reflect	
Answers the task	Doesn't read or understand the task	Doesn't understand the task thoroughly	Answers the task partially or adds no relevant information	Answers the task	Answers the task completely and satisfactorily	Answers the task completely and very satisfactorily
Genre	Does not follow the instruction	Does not recognize the genres	Varying genre understanding	Good genre understanding	Very good genre understanding	Recognizes and produces a variety of genres
Structure	Presents one thing at the time in clauses or incomplete sentences No coherence among clauses nor sentences	Presents one thing at the time in loose sentences Presents coherent clauses	Shows there is a structure among sentences creating a paragraph Words missing in the sentences	Uses paragraphs to show there is a structure: introduction, main part and conclusion	The text is divided in a minimum of five paragraphs showing an introduction, main part and conclusion	All the text is divided into several paragraphs and it is easy to spot introduction, main part and conclusion
Content	Has no information, but loose ideas	Presents information about the topic Can organize his / her ideas	Presents relevant information about the topic Describes people or things May mention similarities and differences concerning the topic	Can to a certain degree compare / contrast Describes people, situations, places or things Expresses his/her opinion	Compares/contrasts Shows reflections Explains reasons and consequences Gives examples Describes people, situations, places, feelings and emotions Expresses his/her opinion and explains why	Introduces elements of surprise, argues Uses quotes, statistics, examples or diagrams to discuss relationships, events, reasons and consequences Well reflected; <i>what if...</i> Expresses his/her opinion, explains why and presents arguments
Vocabulary	Copies directly from other texts Writes in Norwegian	Simple vocabulary and copies certain amount of phrases from other texts	Uses an appropriate language of his / her own, with some errors	Some variation in own vocabulary, few errors	Well developed vocabulary, uses linking words	Rich vocabulary, suited for the topic in question

Punctuation	Lack of capital letter in the beginning <u>and</u> lack of punctuation mark at the end of a sentence	Lack of capital letter in the beginning <u>or</u> lack of punctuation mark at the end of a sentence	Uses capital letter in the beginning of each sentence and uses a period at the end	Uses capital letter in the beginning of each sentence, uses commas correctly in the middle, and uses a period at the end	Uses <u>also</u> quotation marks correctly and varies the use of periods, questions marks and exclamation marks at the end of the sentences	Uses a wide variety of punctuation marks correctly
Spelling	Writes the personal <u>pronoun</u> I and names in lowercase letters	Writes names in lowercase letters or other kind of words with capital letter	Mixes homophones Mixes the plural of nouns	Most words spelled correctly May contain typing errors	Well developed vocabulary spelled correctly	Rich vocabulary, suited for the topic in question, spelled correctly
Grammar / Verbs	No sentence structure No coherence among words	Norwegian sentence structure Incorrect word order Mixes <i>a / an / the</i> Mixes pronouns Mixes contractions	No subject – verb agreement Incorrect clause order Mixes tenses Mixes <i>there</i> and <i>it</i>	Correct sentence structure in most sentences Mixes genitives Mixes prepositions Mixes adjectives or adverbs	Fluent and correct sentence structure Few errors among prepositions or adverbs	Fluent and correct sentence structure
Sources	No sources	Uses unknown sources	Uses only Wikipedia.no or the school's textbook	Shows a variation of work cited	Shows a variation of work cited and explains	Shows a variation of work cited and explains thoroughly

WHAT DID YOU DO WELL?	WHAT CAN YOU WORK ON?

Appendix 12: 9WOT and 9WT grades in the first assessment

9WOT

Student	Task chosen	Grade
Boy	Speech	4+
Boy	Speech	5
Boy	Speech	3
Boy	Informative text	3
Girl	Speech	5+
Girl	Informative text	3
Girl	Speech	4+
Boy	Speech	5
Girl	Speech	5
Girl	Speech	4+
Boy	Speech	4
Girl	Speech	5-
Boy	Informative text	Does not get graded
Boy	Speech	5
Girl	Speech	4-
Girl	Speech	5
Boy	Speech	4-
Boy	Speech	3+
Girl	Speech	5
Girl	Speech	4-
Boy	Speech	5-
Girl	Speech	5
Boy	Speech	3+
Girl	Speech	5-

9WT

Student	Task chosen	Grade
Girl	Speech	4
Girl	Speech	5-
Boy	Speech	4
Boy	Informative text	1
Girl	Speech	5-
Girl	Speech	5
Girl	Speech	4

Girl	Speech	5-
Girl	Speech	4+
Boy	Speech	5+
Girl	Speech	3
Girl	Speech	3
Boy	Speech	4+
Boy	Speech	4+
Boy	Comparative text	3+
Girl	Speech	4+
Boy	Speech	3+
Girl	Speech	5
Girl	Speech	4
Boy	Speech	3+
Girl	Speech	4+
Boy	Speech	3-
Boy	Speech	5-
Girl	Informative text	3+
Boy	Speech	3
Boy	Speech	4+
Girl	Speech	4
Boy	Speech	4

Appendix 13: Second assessment tasks

You can choose **ONE** of the following **TASKS**

1. Make a **presentation** about at least **3 endangered animals and 3 places from the UNESCO World heritage list**. Explain why they are endangered or on the list, and what people are doing to protect them and why.



2. Give a **speech** to involve people in environmental causes in Australia or New Zealand.
3. In couples, present a **role-play**.

Vaiana and Maui - Act out the scene in which Vaiana must convince Maui to come with her to return the heart of Te Fiti and the scene in which Maui talks about his childhood and how he became a demigod.



Vaiana and her grandmother - Act out at least three scenes of Vaiana and her Gramma.

4. In groups of 4, present an **Environmental Campaign**.

Choose one of the following environmental topics:

- UNESCO World Heritage List
- Wildlife under threat
- Climate change
- Reuse, reduce, recycle

You should include:

1. Present the topic: Place, current situation, causes
2. Campaign's objective
3. How can people help? What should people do?
4. Predictions / Results

Name: _____

Presentation

Feedback on your presentation

Oral Assessment	
Presentation	Comment
Content <ul style="list-style-type: none"> • 3 places from the World Heritage List (UNESCO) <ul style="list-style-type: none"> • Why they were selected • How are they being protected • 3 endangered animals <ul style="list-style-type: none"> • Why they are endangered • How are they being protected 	
Intonation / volume	
Pronunciation	
Vocabulary	
Avoid spelling / grammar errors	
Points, shows and explains	
Use of script / eye contact	

Use of sources	
Answers questions and follows up in a conversation	
Oral grade	

Name: _____

Speech

Feedback on your speech

Oral Assessment	
Speech	Comment
Content <ul style="list-style-type: none"> • Shows clearly <ul style="list-style-type: none"> • topic • audience • purpose • Emphasizes and uses repetition 	
Intonation / volume	
Pronunciation	
Vocabulary	
Avoid spelling / grammar errors	
Uses body language and gestures	
Persuades / Convinces	

Use of script / eye contact	
Use of sources	
Oral grade	

Name: _____

Role-Play

Feedback on your role-play

Oral Assessment	
Role-play	Comment
Content <ul style="list-style-type: none"> • Characters <ul style="list-style-type: none"> • Vaiana • Maui • Gramma • Three scenes of the movie 	
Intonation / volume	
Pronunciation	
Vocabulary	
Avoid spelling / grammar errors	
Acts out / is in character	
Uses different face expressions and body language	

Use of script / eye contact	
Use of sources	
Oral grade	

Name: _____

Environmental Campaign

Feedback on your campaign

Oral Assessment	
Campaign	Comment
Content <ul style="list-style-type: none"> • Present the topic: Place, current situation, causes • Campaign's objective • How can people help? What should people do? • Predictions / Results 	
Intonation / volume	
Pronunciation	
Vocabulary	
Avoid spelling / grammar errors	
Points, shows and explains	

Persuades / Convinces	
Use of script / eye contact	
Use of sources	
Oral grade	

Appendix 14: 9WOT and 9WT grades in the second assessment

9WOT

Student	Task chosen	Grade
Boy	Speech	4+
Boy	Speech	5
Boy	Presentation	3+
Boy	Presentation	3
Girl	Speech	6
Girl	Presentation	3
Girl	Environmental Campaign	5-
Boy	Speech	4+
Girl	Speech	6
Girl	Role-play	6
Boy	Presentation	3
Girl	Presentation	5
Boy	Presentation	Does not get graded
Boy	Speech	4
Girl	Presentation	2+
Girl	Presentation	5
Boy	Speech	4-
Boy	Presentation	3
Girl	Speech	5
Girl	Environmental Campaign	5-
Boy	Presentation	4+
Girl	Presentation	3+
Boy	Presentation	4+
Girl	Role-play	6

9WT

Student	Task chosen	Grade
Girl	Environmental Campaign	4+
Girl	Speech	5
Boy	Presentation	3+
Boy	Environmental Campaign	3
Girl	Presentation	4-
Girl	Presentation	5-
Girl	Presentation	4-
Girl	Environmental Campaign	5-

Girl	Presentation	5
Boy	Environmental Campaign	5+
Girl	Environmental Campaign	5-
Girl	Presentation	3
Boy	Presentation	3
Boy	Presentation	4
Boy	Environmental Campaign	4-
Girl	Presentation	4
Boy	Presentation	4-
Girl	Environmental Campaign	5-
Girl	Environmental Campaign	4+
Boy	Environmental Campaign	4-
Girl	Environmental Campaign	4+
Boy	Presentation	1+
Boy	Environmental Campaign	5+
Girl	Presentation	3
Boy	Environmental Campaign	4-
Boy	Environmental Campaign	5+
Girl	Presentation	4+
Boy	Presentation	3

Appendix 15: Pre-intervention student survey results

Class 9WOT

1) In your opinion, how useful is the textbook/smartbook in your English class?

Answers	Boys	Girls	Total	%
(1) Not useful at all	0	0	0	0%
(2) a bit useful	5	1	6	25%
(3) useful	1	7	8	33%
(4) very useful	6	4	10	41%
(5) extremely useful	0	0	0	0%

2) How interested are you in the topics included in the textbook/smartbook?

Answers	Boys	Girls	Total	%
(1) Not interested at all	2	0	2	8%
(2) a bit interested	4	6	10	41%
(3) interested	5	5	10	41%
(4) very interested	1	1	2	8%
(5) Extremely interested	0	0	0	0%

3) Would you be interested in following a class without using the textbook/smartbook?

Answers	Boys	Girls	Total	%
(1) Not at all	1	0	1	4%
(2) a little bit	0	4	4	16%
(3) doesn't matter	8	3	11	46%
(4) yes	3	2	5	21%
(5) I would love to	0	3	3	13%

4) Would you be interested in reading short stories and picture books in your English class?

Answers	Boys	Girls	Total	%
(1) No	2	0	2	8%
(2) only picture books	0	0	0	0%
(3) only short stories	3	3	6	25%
(4) yes	6	7	13	54%

(5) I would love to	1	2	3	13%
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5) Would you be interested in reading a novel in your English class?

Answers	Boys	Girls	Total	%
(1) No	7	1	8	33%
(2) only short novels	2	3	5	21%
(3) only graphic novels	1	1	2	8%
(4) yes	0	6	6	25%
(5) I would love to	2	1	3	13%

6) Would you be interested in watching videos and movies in your English class?

Answers	Boys	Girls	Total	%
(1) No	0	0	0	0%
(2) only videos	0	0	0	0%
(3) only movies	0	0	0	0%
(4) yes	1	2	3	13%
(5) I would love to	11	10	21	87%

7) Do you think your parents would agree with you/us not using a textbook/smartbook in the English class?

Answers	Boys	Girls	Total	%
(1) No	0	0	0	0%
(2) only a little bit	3	0	3	13%
(3) only some chapters	1	6	7	29%
(4) yes	8	5	13	54%
(5) they would love it	0	1	1	4%

8) If we use only authentic material instead of the textbook/smartbook in the English class, would you be more active and participate more in class?

Answers	Boys	Girls	Total	%
(1) No	2	0	2	8%
(2) only a little bit	0	2	2	8%
(3) it doesn't matter	2	3	5	21%

(4) yes	7	6	13	54%
(5) I would participate a lot more	1	1	2	8%

Why?

Boys	
No	<p>I don't know.</p> <p>Having more books is just gonna make it slower.</p>
It doesn't matter	<p>Because either way I have to focus.</p> <p>Because I think it wouldn't matter. I think that I would be the same active even what we did, unless it was something with football to do.</p>
Yes	<p>Then we have a thing to do.</p> <p>Because I don't like to write.</p> <p>I would get me more involved in class.</p> <p>Because I don't like to write.</p> <p>Because it is boring only writing in a textbook.</p> <p>I think yes because if we see videos we don't need to writing and reading in the book the whole time.</p> <p>I would be more active because that is more funny and that does like I want to follow more and I am not getting unfocused.</p>
I would participate a lot more	<p>It's way more interesting, which makes it way easier to participate.</p>

Why?

Girls	
Only a little bit	<p>I think I would be a little more active, because there would be other ways to learn instead of using a textbook or smartbook.</p> <p>If we watch more movies, it would be easier then in class than texts from the book.</p>
It doesn't matter	<p>I think there are a lot of interesting chapters in the textbook, but it's nice to sometimes switch the class with different learning methods.</p> <p>It doesn't matter because you can learn the same.</p> <p>I try to be active in all my classes.</p>
Yes	<p>It would be less boring (not that it's boring now). It would be more that happened and less similar things (in a way).</p> <p>Because it makes working more fun, but reading long novels would be too heavy, so I prefer short novels, short movies and videos. Easier to learn.</p> <p>I don't know if it would matter really much. If we learn what we need it would probably be more fun and easier.</p> <p>I like to watch movies and videos and it makes the lesson more fun.</p> <p>I personally think it's more fun to learn when we are watching movies. Because the idea of a movie makes me happier than reading a textbook.</p>

	I would participate more because it would be more fun. I would be more motivated to watch a movie, rather than reading a textbook.
I would participate a lot more	Because I think it is much more fun to talk and watch movies instead of reading. + it gets more realistic talking free, you learn how to use the words by listening and talking.

9) What other resources/materials would you like to use in your English class? Explain why. (Write at least 3)

Boys	Girls
<p>Games because then you can learn and have fun. Outside activities because then we can run and have physical activities and learn English.</p> <p>Games – a more fun way to learn Videos and movies</p> <p>Games because it is fun, and we do things together. Videos because we can learn much. Short stories because it is fun.</p> <p>I would like to have more English students that come from England because I would learn more English when I am talking to English people. I would like to watch more movies and videos because you learn when you hear people talking English. I would like if the teacher was reading a book in front of the whole class.</p> <p>Short films, movies, picture book.</p> <p>Videos: documentary / history videos. Movies: about the subject. Any activities.</p> <p>I don't know.</p>	<p>Videos, movies. I think you can learn a lot about movies.</p> <p>Story videos can be the same as book and textbook.</p> <p>Music because they often sing fast so you have to listen very closely and a song is often about one thing so you learn many new words around the subject. Photos, we could make a story from photos, or we could name the objects in the picture. YouTube or any other socials, I have learned a lot of my English from there. Even though I use it in my spare time. I think we could learn from socials in another way at school.</p> <p>Presentations on topics. Activities/games. Kahoots and questions to answer (questions on the board that we write down answer and discuss in pairs/class). Group work.</p> <p>Group projects would be fun, because we could learn each other. Games because it's a fun way to learn. Movies.</p>

I would like to use movies. I would like to listen to someone read. I would like to do something active.

Movies: I would remember the movie. I would like to play games on PC or in the class. It would be much more fun and could be an easier way to remember.

Online games would be cool or like group projects.

Chrome Book, films, short stories.

Movies, videos, novels.

Movie: movies are better for me personally because I don't like reading ling texts. Or videos with a bit of comedy.

Movies – you can learn a lot from a movie and it makes the learning more fun. Novel – I like to read and I think stories are interesting. Videos – There are a million thing you can learn from videos and it would make me pay more attention.

I would like to use: videos, movies or novels because they're all very different ways to learn, and the different chapters will be explained in different ways.

Music and podcasts. Presentations. I feel it is easier to remember something when I hear it and in presentations see pictures. And I feel I would understand and learn with podcasts and music.

I would love to read a book with the class and then talk after about what we think about it. Maybe we could also watch short videos because personally I think I learn better from short videos.

I would like to use games as a way to learn because when the work is fun it gets us more interested and that way we learn better. So, for example, more kahoots, quiz, and short novels.

Reading books, because then you have to understand a lot for it to be fun, and it's food to learn from seeing how it forms in a sentence. The same is for writing stories/acts and watching movies.

1) In your opinion, how useful is the textbook/smartbook in your English class?

Answers	Boys	Girls	Total	%
(1) Not useful at all	1	1	2	7%
(2) a bit useful	2	2	4	14%
(3) useful	2	4	6	21%
(4) very useful	8	5	13	46%
(5) extremely useful	0	3	3	11%

2) How interested are you in the topics included in the textbook/smartbook?

Answers	Boys	Girls	Total	%
(1) Not interested at all	1	1	2	7%
(2) a bit interested	5	4	9	32%
(3) interested	6	7	13	46%
(4) very interested	1	3	4	14%
(5) Extremely interested	0	0	0	0%

3) Would you be interested in following a class without using the textbook/smartbook?

Answers	Boys	Girls	Total	%
(1) Not at all	4	1	5	18%
(2) a little bit	1	1	2	7%
(3) doesn't matter	6	6	12	43%
(4) yes	1	3	4	14%
(5) I would love to	1	4	5	18%

4) Would you be interested in reading short stories and picture books in your English class?

Answers	Boys	Girls	Total	%
(1) No	2	1	3	11%
(2) only picture books	2	0	2	7%
(3) only short stories	3	2	5	18%
(4) yes	4	8	12	43%
(5) I would love to	2	4	6	21%

5) Would you be interested in reading a novel in your English class?

Answers	Boys	Girls	Total	%
(1) No	4	4	8	29%
(2) only short novels	4	2	6	21%
(3) only graphic novels	2	0	2	7%
(4) yes	3	8	11	39%
(5) I would love to	0	1	1	4%

6) Would you be interested in watching videos and movies in your English class?

Answers	Boys	Girls	Total	%
(1) No	0	0	0	0%
(2) only videos	0	0	0	0%
(3) only movies	0	0	0	0%
(4) yes	2	2	4	14%
(5) I would love to	11	13	24	86%

7) Do you think your parents would agree with you/us not using a textbook/smartbook in the English class?

Answers	Boys	Girls	Total	%
(1) No	0	2	2	7%
(2) only a little bit	2	1	3	11%
(3) only some chapters	5	3	8	29%
(4) yes	4	9	13	46%
(5) they would love it	2	0	2	7%

8) If we use only authentic material instead of the textbook/smartbook in the English class, would you be more active and participate more in class?

Answers	Boys	Girls	Total	%
(1) No	3	2	5	18%
(2) only a little bit	0	1	1	4%
(3) it doesn't matter	2	5	7	25%
(4) yes	5	6	11	39%
(5) I would participate a lot more	3	1	4	14%

Why?

Boys	
No	Because I like the book better. Because I like the book better.
It doesn't matter	I don't think it will have an impact. It is the same.
Yes	More fun. Because it's shorter. Because I don't like to read. I don't know, but I think I would be more active in the class. Because no one likes teaching with books, it's so much better to do something outside.
I would participate a lot more	Because I feel when we are learning with something we like we learn more. Easier to learn things. Because I would be more interested of what we're doing.

Why?

Girls	
No	I don't like to speak in front of the class.

Only a little bit	Because I don't like to read books all the time, it will be fun if we do some different thing also.
It doesn't matter	<p>It doesn't matter if we only use authentic material instead of textbook in the class.</p> <p>Because I don't like to speak English, but I would like to use authentic material in class.</p> <p>It doesn't matter cause I can learn in både ways, but maybe I will be more active begge veier.</p>
Yes	<p>Because I am more active when I think it is fun.</p> <p>It would be easy to follow the class. More interested. Boring with only using books.</p> <p>I think it's more fun to learn from videos and staff, because I would get more interested to take notes and learn.</p> <p>Because it's way more fun than just reading.</p> <p>Because I think we use many text and smartbook in other subjects, and I will be more concentrated doing different things in different classes, cause then I will remember the class.</p> <p>It is easier to learn.</p>
I would participate a lot more	Because I pay more attention in class when we do things I like, and I like learning and participate in things I like.

9) What other resources/materials would you like to use in your English class? Explain why. (Write at least 3)

Boys	Girls
<p>I like when we learn about something and watch the movie after.</p> <p>Movies about what we have, like now Australia, a movie about that would be nice.</p> <p>Kahoot because it's fun and you learn from it.</p> <p>I think it is ok with smartbook and textbook.</p> <p>Movies and task to the movies. I like how we do it now, work in groups.</p> <p>Short movies, videos, talk, games.</p> <p>Do something outside.</p> <p>Videos, stories, and podcast could be useful to improve my English.</p> <p>We can play English games on the ChromeBook. Watch a movie. Read a cool novel.</p> <p>I would like to use the ChromeBook more.</p> <p>Activities, roleplay and movies.</p> <p>Movies.</p> <p>I would like to see more movies and videos and kahoots because then I don't have to write.</p>	<p>Quizlet – Very useful when you have to remember something well.</p> <p>Watch movies – Learns better how to pronounce English words and learns about the culture.</p> <p>Salaby - Helpful to learn the topics</p> <p>Working sheets – Helps with a lot, for example, finding answers, formulate sentences better and remember details about a topic.</p> <p>Netflix, I want to watch movies.</p> <p>I would like to play learning games, because I learn more when I'm having fun. I would also like to watch more movies, for the same reason. I also like reading books I choose myself, like Collen Hoover books.</p> <p>I love watching movies so for me I would do better in class when we watch movies.</p> <p>Watch movies, play English games, have group projects.</p> <p>Cool games, videos.</p> <p>Movies= learning new words, fun and will following more.</p> <p>Games= fun + learning at the same time.</p> <p>Youtube videos= fun and everyone love videos!</p> <p>I don't care really but maybe do active things like a games or something but I am not sure.</p> <p>I would love to watch English movies because it's more interesting. Listen to someone</p>

reading a book in English. And answer to questions about movies and books.

I would like to watch educational movies, have kahoots and have more group work or work outside if it's sunny.

Movies: Because I remember movies.

Games: To be more active while thinking.

Making stuff: To have something to be remind of the chapter.

I think that we can use different things because I really don't like to read so much but it's ok if it is like some times but not all the time. And I think if we do other things than just read the class will be so much funnier.

I don't know.

I want to watch more movies about the themes we are having.

Appendix 16: Post-intervention student surveys results

Class 9WOT

1) In your opinion, how useful the authentic material in your English class was?

Answers	Boys	Girls	Total	%
(1) Not useful at all	0	0	0	0%
(2) a bit useful	0	0	0	0%
(3) useful	1	2	3	13%
(4) very useful	9	4	13	54%
(5) extremely useful	2	6	8	33%

2) How interested were you in the topics included in the authentic material?

Answers	Boys	Girls	Total	%
(1) Not interested at all	0	0	0	0%
(2) a bit interested	0	0	0	0%
(3) interested	1	3	4	16%
(4) very interested	9	6	15	63%
(5) Extremely interested	2	3	5	21%

3) In your opinion, how useful was the student classroom-based research you did in your English class?

Answers	Boys	Girls	Total	%
(1) Not useful at all	0	0	0	0%
(2) a bit useful	0	1	1	4%
(3) useful	3	1	4	16%
(4) very useful	7	9	16	67%
(5) extremely useful	2	1	3	13%

4) In your opinion, was it easy to find information about the topics the teacher suggested?

Answers	Boys	Girls	Total	%
(1) not easy at all	0	0	0	0%
(2) a bit easy	1	0	1	4%
(3) easy	4	3	7	29%
(4) very easy	5	6	11	46%
(5) extremely easy	2	3	5	21%

5) How interested were you in the information and topics you found doing student classroom-based research?

Answers	Boys	Girls	Total	%
(1) Not interested at all	0	0	0	0%
(2) a bit interested	2	0	2	8%
(3) interested	3	4	7	29%
(4) very interested	6	8	14	59%
(5) Extremely interested	1	0	1	4%

6) Did you miss using the textbook/smartbook?

Answers	Boys	Girls	Total	%
(1) Not at all	11	10	21	87%
(2) a little bit	1	2	3	13%
(3) somewhat	0	0	0	0%
(4) yes	0	0	0	0%
(5) I missed the smartbook a lot	0	0	0	0%

Why not at all?

Boys	Girls
Because I feel like I am not getting better when I am sitting and answering questions all of the time.	I liked that we used different materials because then I never got sick of using 1 material.
Because it's hard to write in English.	I think it is better to do your own research because I feel that I learn more.
Because it was boring, and I didn't learn as much as I do now.	Because it was boring having to read all the text. Also, because I have a hard time reading and focusing.
Because I think it is a better way to learn and a funnier way.	Because it's fun to google and learn through movies and videos. We also learn a lot about sources, which is very important.
Because I think that I learned less with using a smartbook.	I didn't miss the textbook because I learned so much from the authentic material.
I don't like reading.	
Because I learn more by watching videos.	

<p>Because it is super boring.</p> <p>It was a very bad program.</p> <p>Because I feel like when you read a lot it becomes so boring that you lose track and just don't listen.</p> <p>I think it is easy to concentrate using authentic material.</p>	<p>Using the textbook was less useful and gave us a limited amount of information (little information).</p> <p>I think it is easier to learn by doing other stuff than only reading. And I think it's useful to listen to people that talk in English than only reading English.</p> <p>It's too much to read in the book.</p> <p>It's boring</p> <p>Because I think it is good to learn in different ways.</p>
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Why a little bit?

Boys	Girls
I didn't miss it that much because I learn more watching and listening.	<p>Because sometimes it was hard to find information.</p> <p>Sometimes it was easier to find the information, but it was more exact on the internet.</p>

7) Do you think that using only authentic material instead of the textbook/smartbook in the English class, made you more active and you participated more in class?

Answers	Boys	Girls	Total	%
(1) No	0	0	0	0%
(2) only a little bit	0	0	0	0%
(3) it didn't matter	0	1	1	4%
(4) yes	10	7	17	71%
(5) I participated a lot more	2	4	6	25%

Why?

	Boys
No	-

Only a little bit	-
It didn't matter	-
yes	<p>It was easier to find answers than trying to find it in a text where you probably didn't listen either way.</p> <p>Like I said before, it is more fun and better for not only me but others too.</p> <p>When I watch something like that it is more fun.</p> <p>Yes, because I had more facts to talk about.</p> <p>Because it was a lot more interesting to use only authentic material.</p> <p>Because when we use only authentic material we can talk the whole class together and I think of this I have been more active.</p> <p>Because I learned more and it was not so boring.</p> <p>It is easier to talk about something that you find yourself.</p> <p>I think that it is easy to concentrate when using authentic material.</p>
I participated a lot more	<p>It makes it easier to talk.</p> <p>Because I understand more watching videos.</p>

Why?

	Girls
No	-
Only a little bit	-
It didn't matter	<p>I was active before, but there are more fun facts in google, and in books and movies, rather than in the smartbook and that makes the work more fun and interesting.</p>

<p>yes</p>	<p>Because it is fun to learn in another way.</p> <p>I like watching movies and videos instead of reading all the time.</p> <p>It made me more interested because we were researching interesting material.</p> <p>It was easier to understand the topic when we were watching a movie because you were able to see it instead of imagining it.</p> <p>Because it was more fun to do since we learned and got more knowledge about the subject.</p> <p>Because then we learned a lot more.</p> <p>If we always do the same thing, I get less interested.</p>
<p>I participated a lot more</p>	<p>It was more fun.</p> <p>It is better to use the net than a book. Because things change.</p> <p>When we watched movies and videos it was way easier for me to actually understand and focus on what we are doing.</p> <p>I thought it was more fun to use only authentic material and not the textbook.</p>

8) Do you think that doing student classroom-based research instead of using a textbook/smartbook in the English class, made you more active and you participated more in class?

Answers	Boys	Girls	Total	%
(1) No	0	0	0	0%
(2) only a little bit	1	0	1	4%
(3) it didn't matter	0	2	2	8%

(4) yes	10	9	19	80%
(5) I participated a lot more	1	1	2	8%

Why?

	Boys
No	-
Only a little bit	It didn't matter that much.
It didn't matter	-
yes	<p>It was easier.</p> <p>When I watch something like that it's more fun.</p> <p>I had more fun while I was learning.</p> <p>Because it was much easier to learn.</p> <p>Because we can use our own words.</p> <p>I learned more.</p> <p>Because it is easier to search up about the things.</p> <p>I think it is easy to concentrate when using authentic material.</p>
I participated a lot more	I mean that it is easier to find information when I am researching.

Why?

	Girls
No	-
Only a little bit	-
It didn't matter	<p>I think it was fun to research.</p> <p>I feel like we did it when we had the smartbook as well, but I didn't mind because it was fun.</p>
yes	Because it was easier to find facts.

	<p>More helpful</p> <p>I learned more facts when watching something than reading facts from a website.</p> <p>Because I had more information on the internet than I would ever find in the textbook.</p> <p>Because then we had to do some research ourselves.</p> <p>I feel better when I get to do my own research.</p> <p>Because we all found many different facts and I liked talking about what I found.</p>
I participated a lot more	Because I shared my answers.

9) Would you like to continue doing student classroom-based research and using authentic material in your English class?

Answers	Boys	Girls	Total	%
(1) Yes	12	12	24	100%
(2) No	0	0	0	0%

Why?

Boys	Girls
<p>I learned faster and easier.</p> <p>Makes it easier to remember the stuff you are reading.</p> <p>I learn more and it's helpful for me.</p> <p>Because it's more interesting.</p> <p>Because it's a lot easier way to learn.</p>	<p>Because I am more interested in films and so I learn in a fun way that makes me want to learn more.</p> <p>As long as we get the help we need, I think this has been very useful and we have learned a lot.</p> <p>Because it made me more interested.</p> <p>I like this more.</p>

<p>It is fun and we learn more.</p> <p>Yes, because I think I learn a lot more.</p> <p>I learn more.</p> <p>Because it's easier than writing.</p> <p>Because I like to work like this and it helps me.</p> <p>I think it is easy to concentrate when using authentic material.</p>	<p>It is fun to research and watch movies in class.</p> <p>I think it's a very useful way to learn in a fun way. And I think you will be able to understand the subject better.</p> <p>I learned more.</p> <p>Since I have learned so much more, and it's more fun so I have been more motivated to learn.</p> <p>Because it makes it more exciting, and we use different methods to learn. That way all the class doesn't feel all the way the same. It's good to do different stuff so that you don't get bored. In my opinion.</p> <p>It was way more fun, and I could tell that I was learning way more when we watched videos and movies. I also noticed that I wrote more and answered more. It was also easier to focus during the movies.</p> <p>I feel the classes have been more fun and interesting.</p> <p>It was more different than other classes and we did new things every class.</p>
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Class 9WT

1) In your opinion, how useful is the textbook/smartbook in your English class?

Answers	Boys	Girls	Total	%
(1) Not useful at all	6	2	8	29%
(2) a bit useful	4	6	10	35%
(3) useful	3	6	9	32%
(4) very useful	0	0	0	0%

(5) extremely useful	0	1	1	4%
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2) How interested are you in the topics included in the textbook/smartbook?

Answers	Boys	Girls	Total	%
(1) Not interested at all	5	2	7	25%
(2) a bit interested	6	6	12	43%
(3) interested	2	6	8	29%
(4) very interested	0	0	0	0%
(5) Extremely interested	0	1	1	4%

3) Would you be interested in following a class without using the textbook/smartbook?

Answers	Boys	Girls	Total	%
(1) Not at all	1	1	2	7%
(2) a little bit	0	2	2	7%
(3) doesn't matter	4	2	6	21%
(4) yes	1	7	8	29%
(5) I would love to	7	3	10	35%

4) Would you be interested in reading short stories and picture books in your English class?

Answers	Boys	Girls	Total	%
(1) No	3	1	4	14%
(2) only picture books	1	0	1	4%
(3) only short stories	5	5	10	35%
(4) yes	4	9	13	46%
(5) I would love to	0	0	0	0%

5) Would you be interested in reading a novel in your English class?

Answers	Boys	Girls	Total	%
(1) No	6	0	6	21%
(2) only short novels	3	10	13	46%
(3) only graphic novels	3	0	3	11%
(4) yes	1	3	4	14%
(5) I would love to	0	2	2	7%

6) Would you be interested in watching videos and movies in your English class?

Answers	Boys	Girls	Total	%
(1) No	0	1	1	4%
(2) only videos	0	0	0	0%
(3) only movies	0	1	1	4%
(4) yes	2	4	6	21%
(5) I would love to	11	9	20	71%

7) Do you think your parents would agree with you/us not using a textbook/smartbook in the English class?

Answers	Boys	Girls	Total	%
(1) No	0	2	2	7%
(2) only a little bit	0	1	1	4%
(3) only some chapters	3	1	4	14%
(4) yes	5	11	16	57%
(5) they would love it	5	0	5	18%

8) If we use only authentic material instead of the textbook/smartbook in the English class, would you be more active and participate more in class?

Answers	Boys	Girls	Total	%
(1) No	1	1	2	7%
(2) only a little bit	0	0	0	0%
(3) it doesn't matter	2	2	4	14%
(4) yes	9	10	19	68%
(5) I would participate a lot more	1	2	3	11%

Why?

Boys	
No	I like to use smartbooks more.
It doesn't matter	I think I would participate equally much.

Yes	<p>Because it is more interesting.</p> <p>Because I don't like writing.</p> <p>Why not? It's easier to follow in class if we watch a movie.</p> <p>It is not so boring.</p> <p>Because I learn more English from video games and movies.</p> <p>Easier to follow.</p> <p>I will be more active in class.</p> <p>It's fun and learn in another way.</p> <p>Because I don't want to use the textbook.</p>
I would participate a lot more	I would be more interested because I like watching and learning.

Why?

Girls	
No	I cannot focus when I watch movies and I learn much more from the textbook.
Only a little bit	
It doesn't matter	<p>I do not think it will have an effect since I kinda like the smartbook and watching movies.</p> <p>It's scary to talk in from of the class.</p>
Yes	<p>Because I am not learning sh*t.</p> <p>I would be more active in class if we did this because it's fun and easier to follow in class.</p>

	<p>Because I think I will learn more.</p> <p>It's because it's better to follow with you.</p> <p>When it's more fun I want to pay attention, it's also an easier way to learn.</p> <p>Because it's more fun.</p> <p>Cause when I watch videos, and movies, I learn more than just read about it.</p> <p>Cause it's more fun.</p> <p>It's less boring.</p> <p>Because I participate more when I am having fun.</p>
I would participate a lot more	<p>Because it's more fun to watch than to read.</p> <p>Because I think that I concentrate better when we watch a movie and then I learn more.</p>

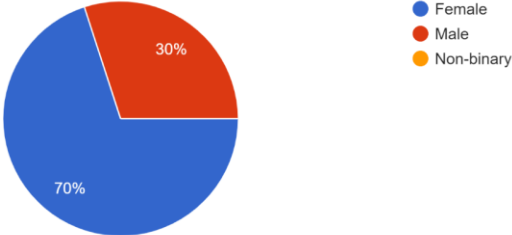
9) What other resources/materials would you like to use in your English class? Explain why. (Write at least 3)

Boys	Girls
YouTube, video games, movies	It would be fun if we could choose an English book and read in class. I would also like to watch more movies because I learn when I am listening to English. Kahoots, because it is a fun way to learn.
YouTube, movies, videogames	
Movies, novels	I would love to watch movies and series in class because I love watching them and then I concentrate better and want to learn.
Video games, YouTube, movies	
Movies – it is not boring	
Kahoot, movie, games	I want to read more text/novels and use the textbook.

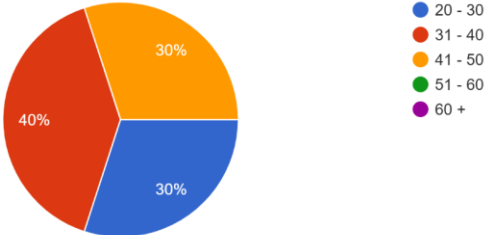
<p>Movie, series, games</p> <p>Movies because it's fun to watch and you learn a lot from them.</p> <p>Movies, videos</p>	<p>Kahoot.</p> <p>Movies because it is more fun and short novels because longer novels are boring.</p> <p>Mini games – fun</p> <p>Picture book, short novels</p> <p>Games: more fun and want to pay attention. Reading a book together and writing down notes.</p> <p>Movie, you read.</p> <p>Game, movie, work together</p> <p>Kahoot, we would practice more so we would win.</p> <p>Games, both in real life and online games. Having fun while doing something in English will make us remember better. Movies that do not necessarily go under the topic. Watching movies, we find very exciting will make us follow with English subtitles and sound we will learn to spell and pronounce the words correctly. We will also learn to use them in sentences. (For example, LOTR)</p> <p>Movie</p>
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Appendix 17: Teacher survey results

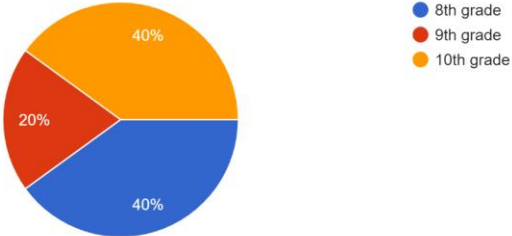
Gender
10 svar



Age
10 svar

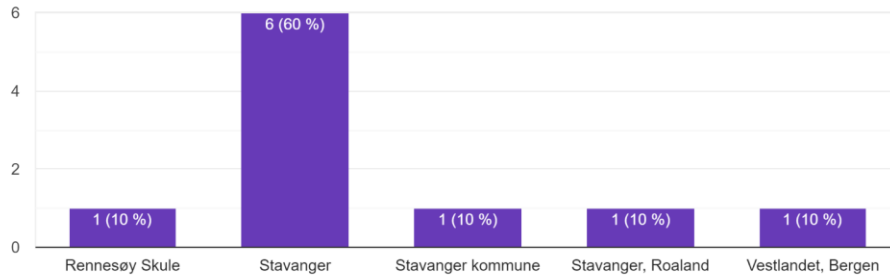


Grade level that you teach
10 svar



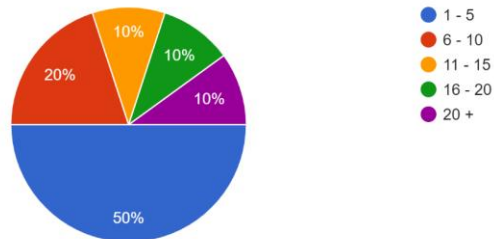
Municipality you work in Norway

10 svar



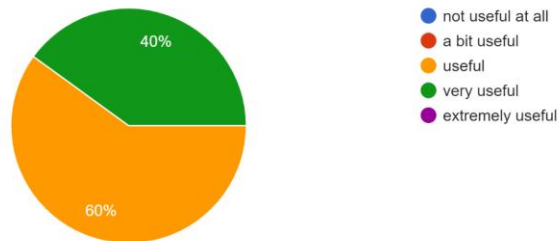
Years of teaching experience in lower secondary school in Norway

10 svar



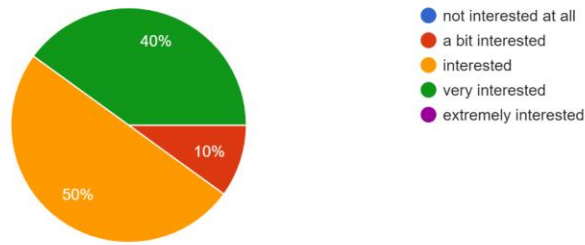
1) In your opinion, how useful is the text/smartbook in English at the school you work at?

10 svar



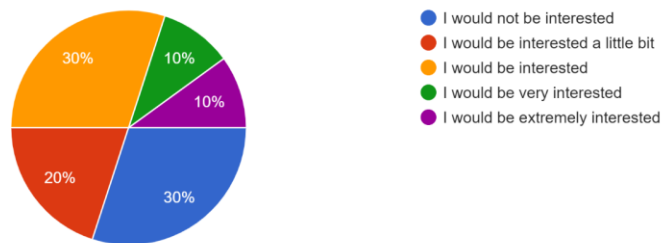
2) How interested are you in the topics included in the text/smartbook?

10 svar



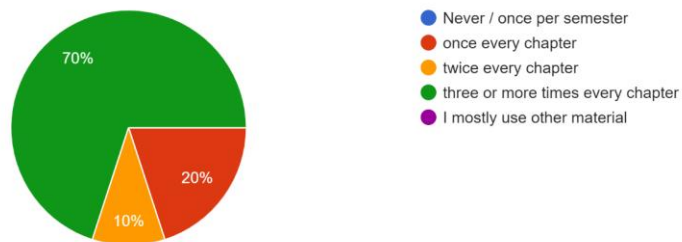
3) Would you be interested in teaching a class without using a text/smartbook?

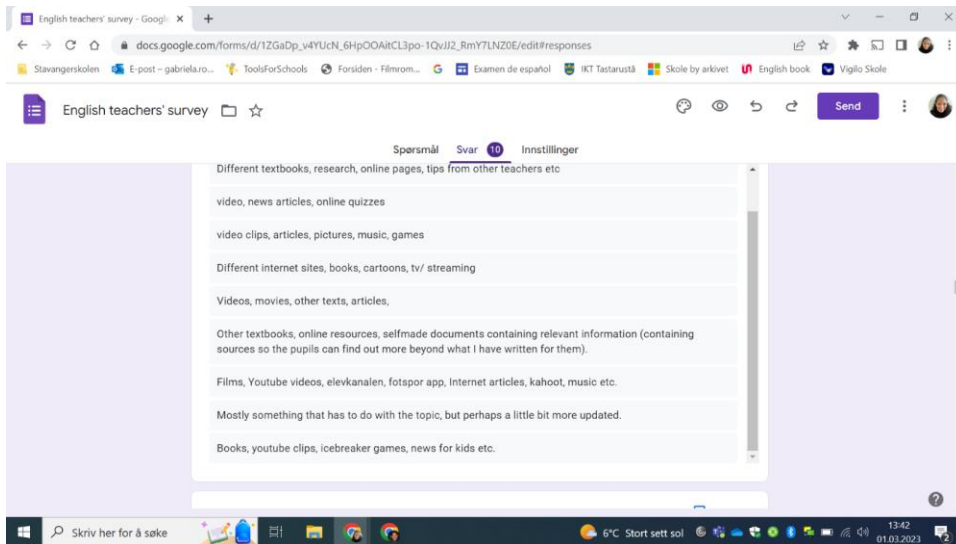
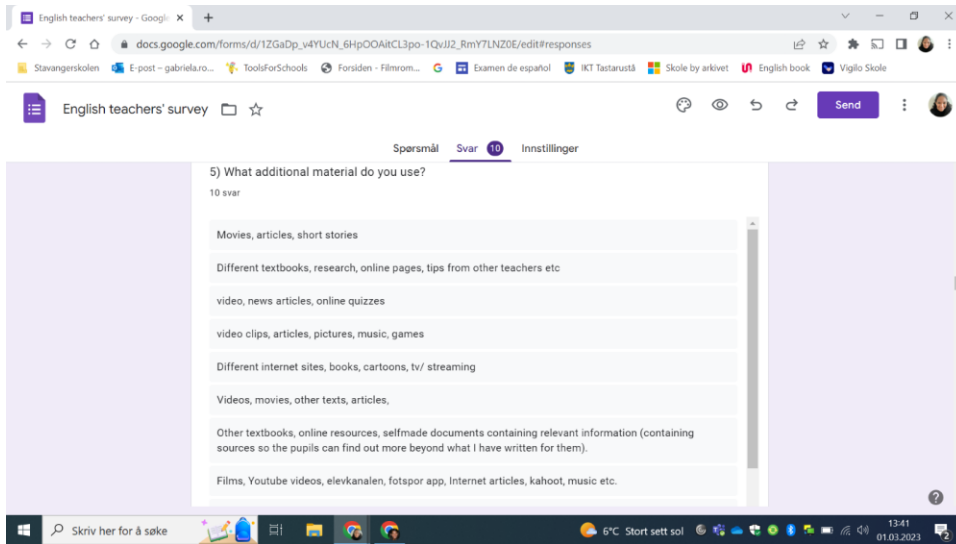
10 svar



4) Do you use additional material in your English class?

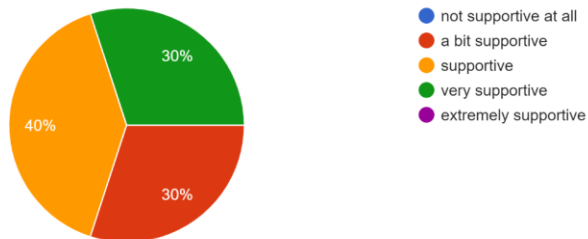
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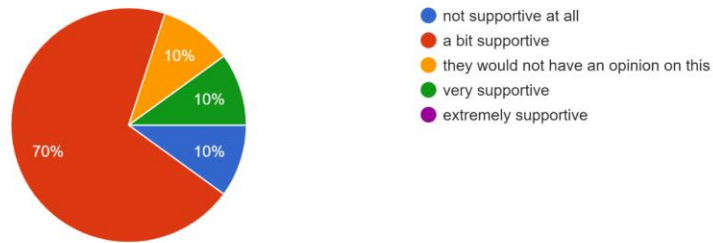
6) Do you think the principal at your school would be supportive to the idea of not using a text/smartbook in the English class?

10 svar



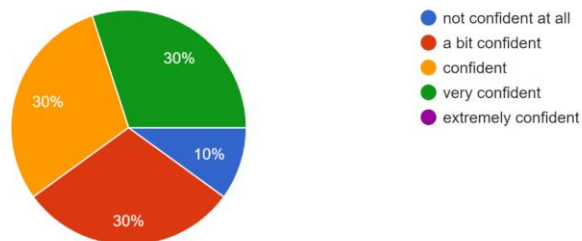
7) Do you think parents would be supportive of not using a text/smartbook in class?

10 svar



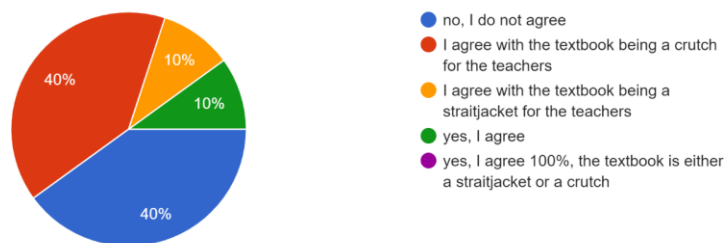
8) How confident would you feel to teach English without a text/smartbook?

10 svar



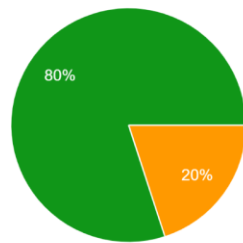
9) Do you agree with the statement "the textbook is either a straitjacket or a crutch for the teachers"? A straitjacket in the sense that it must b...re much for the class, but just follow the textbook.

10 svar



10) What do you think is your role as an English teacher in lower secondary school in Norway today?

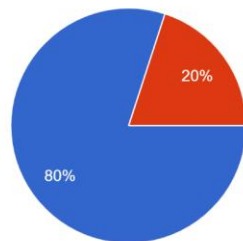
10 svar



- To teach your students to write and speak in English
- To convey information about English language and culture to your students
- To be a guide or class conductor for your students in their English learning process
- All of the above

a) Have you taught about Australia and New Zealand in your English class before?

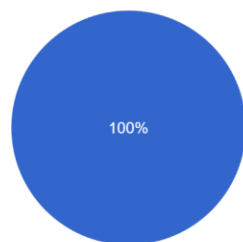
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- yes
- no

b) Do you agree with the research topics selected as content in the overview above?

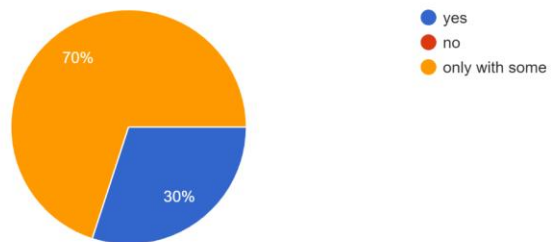
10 svar



- yes
- no

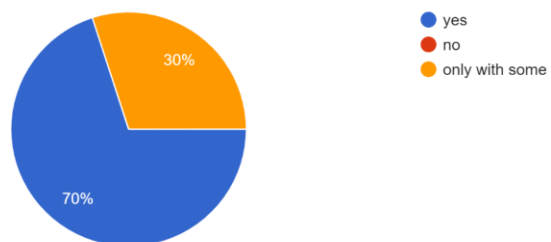
c) Are you familiar with the authentic material shown in this overview?

10 svar



d) Do you agree with the authentic material selected for the topic Australia and New Zealand in the overview above?

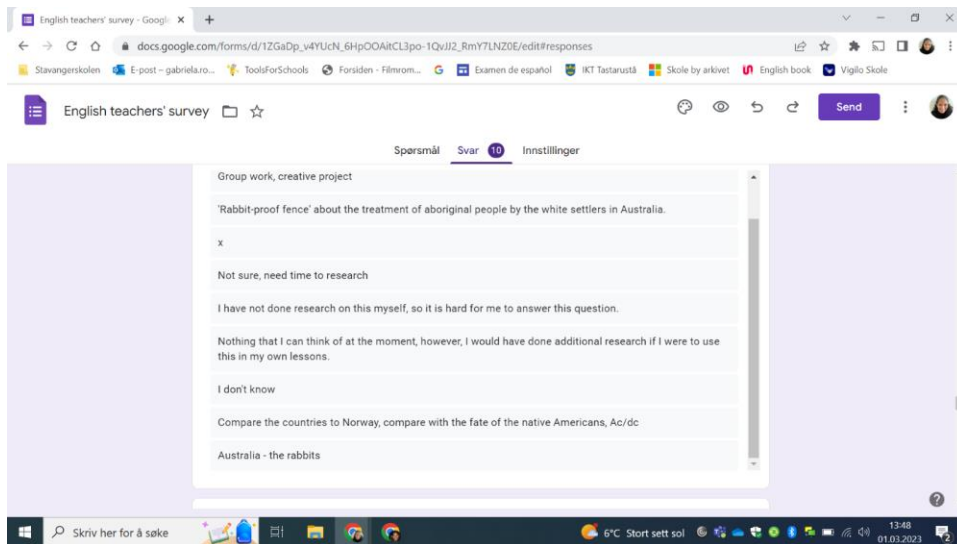
10 svar



The screenshot shows a Google Forms survey titled 'English teachers' survey'. The current question is 'e) What other authentic material would you suggest for the Australia and New Zealand topic?' with 10 responses. The response list includes:

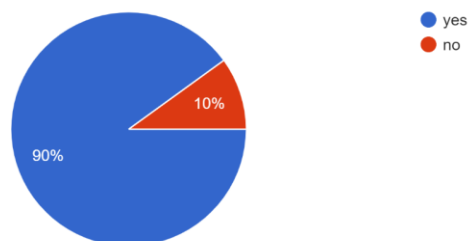
- Short stories or news stories
- Group work, creative project
- 'Rabbit-proof fence' about the treatment of aboriginal people by the white settlers in Australia.
- x
- Not sure, need time to research
- I have not done research on this myself, so it is hard for me to answer this question.
- Nothing that I can think of at the moment, however, I would have done additional research if I were to use this in my own lessons.
- I don't know

The interface also shows navigation options like 'Spørsmål', 'Svar 10', and 'Innstillinger', and a 'Send' button.



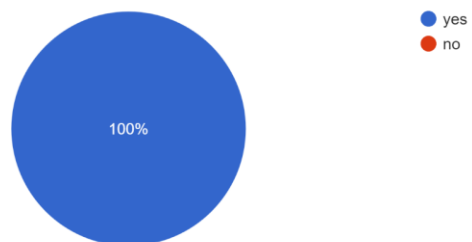
f) Do you think you could make a lesson plan and teach this topic using exclusively authentic material, no text/smartbook?

10 svar



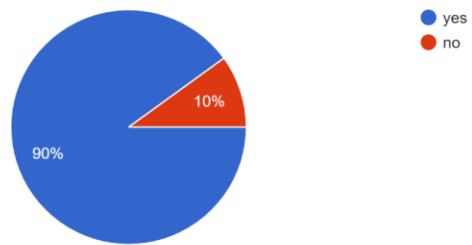
12) In your opinion, would your students be interested in and motivated by using authentic material?

10 svar



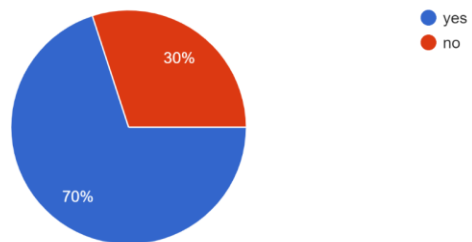
13) In your opinion, would the students' behavior be affected by the authentic material you use?

10 svar



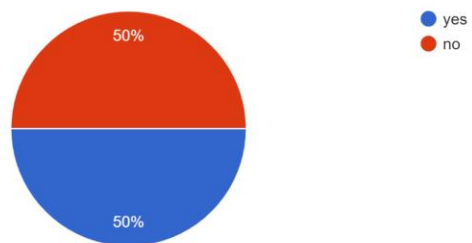
14) In your opinion, would your students be more active in class and participate more if they used authentic material?

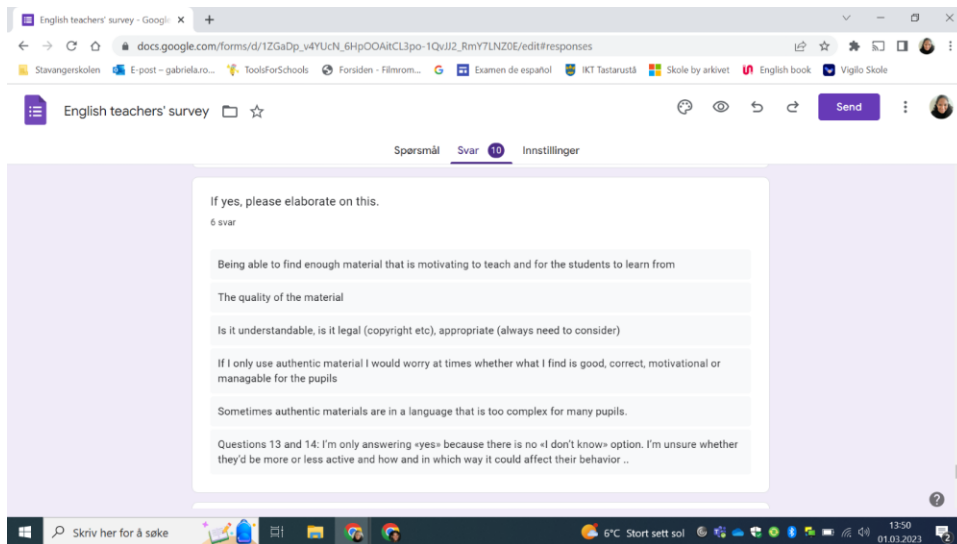
10 svar



15) Is there anything you worry or fear about using authentic material?

10 svar





16) Is there anything else you would like to share about the exclusive use of authentic material in the EFL classroom in lower secondary school in Norway?

10 svar

