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¹ According to the table of contents, chapters 1 through 5 equates to 89 pages. This is because of tables and figures. According to the guidelines, these may be excluded from the page count, leaving 78 'proper' pages.

**Learner Autonomy in a Norwegian 10th Grade EFL Context:
How it is Taught, and how it is Learnt.**

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Abstract

This study investigates 10th grade English as a foreign language (EFL) learners' and teachers' beliefs and practices surrounding learner autonomy (LA). Rooted in a theoretical background of LA and related didactic concepts, the study aimed to answer the following research questions:

1. What are English teachers' beliefs about learner autonomy in 10th grade?
 - a) Do the teachers believe in teaching LA explicitly and/or implicitly?
2. What are the teachers' reported practices concerning learner autonomy?
 - a) Do the teachers report teaching LA explicitly and/or implicitly, and how?
3. What are the beliefs that the learners have about learner autonomy?
 - a) Do the learners report that they learn learner autonomy implicitly or explicitly?
How?
 - b) Do the learners report that they use language learning strategies actively at and/or outside of school? How and which?

In order to answer these research questions, a mixed methods approach was used. Interviews were conducted with four 10th grade EFL teachers, and an online questionnaire was taken by 57 of their combined pupils.

The main findings of the study are that both teachers and learners are positive towards LA, that the former do facilitate it, though mostly implicitly, and that the latter exercise it, though seemingly more so outside of school than at school. Learners and teachers seem in agreement on what LA is, and in their attitudes towards it.

The teachers report a fairly narrow view on what LA is, mainly providing options for the learners to choose from. Notably, however, their reported classroom practice reflects a broader, more complete sense of LA and the fostering thereof, wherein language learning strategies are taught, and learner motivation is of importance. LA seems fostered largely implicitly.

The learners connect LA with independence and the possibility of controlling your own learning processes. It appears that while the learners see LA as something positive, they seem unsure on whether learning in such a manner makes learning easier or harder, and there also seems to be some hesitancy in taking on the responsibility that autonomous learning demands of the individual learner. The learners further use language learning strategies (LLS) in a range

of extramural activities, but they use them a little bit more at school, and the majority of reported such strategies are some form of revision strategies.

They know enough who know how to learn.

Henry Adams

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Abbreviations

LA: Learner Autonomy

(L)LS: (Language) Learning Strategies

TBs: Teacher Beliefs

LBs: Learner Beliefs

ZPD: The Zone of Proximal Development

EFL/L2 English: English as a Foreign Language/ English as a Second Language²

LK20: Læreplan for Kunnskapsløftet 2020 = National Curriculum for the Knowledge Promotion 2020.

LK06: Læreplan for Kunnskapsløftet 2006 = National Curriculum for the Knowledge Promotion 2006.

CLT: Communicative Language Teaching

EE: Extramural English

RQ: Research Question

² In this thesis EFL is used. Given the ethnically diverse nature of Norwegian classrooms, often there are learners for whom English is not their second language but is foreign. In discussing learner beliefs, Kalaja et al. (2017), use the term L2 English, and in quoting them, I have done the same. Otherwise EFL is used when discussing English learning, and *target language* when discussing language learning more generally.

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1. Introduction

This thesis has investigated beliefs and practices of LA from the perspectives of Norwegian EFL teachers and learners, specifically in grade 10, the final year of lower secondary school. To this end, it took as starting points the theoretical fields of learner autonomy, teacher beliefs, learner beliefs, as well as didactic concepts related to learner autonomy, motivation theory and language learning strategies. A mixed methods approach was taken to map the beliefs and practices; four EFL teachers were interviewed, and 57 of their combined EFL learners took a questionnaire. Learners and teachers seem in agreement on what LA is, and in their attitudes towards it.

Additionally, the nature of learning as perceived by behaviourists, constructivists and sociocultural theory was visited, as the way in which learning occurs in the latter two views seems symbiotic with autonomous activity, and the former view makes a good comparison.

1.1 Theoretical framework

The thesis has taken a few commonly cited descriptions and definitions of *learner autonomy*, namely those of Holec (1981), Little (1991), and Benson (2011), and considered these in light of the abovementioned related didactic concepts, in order to define learner autonomy primarily for the researcher, and secondarily for the readers of the thesis. For the purposes of this thesis, and to the researcher's mind, learner autonomy is understood as *a capacity and will to take control of one's own learning, by utilising an array of language learning strategies both independently and in cooperation with others, as fitting*. LA, in short, entails a will and a way of controlling and conducting one's own learning.

Dörnyei & Ushioda (2021) claim that *motivation*, “concerns the *direction* and *magnitude* of human behaviour”, influencing “the *choice* of a particular action, the *persistence* with it, and the *effort* expended on it.” (p. 4). Motivation is thought to have two principal sources: internal and external. Internal motivators spring from interest or joy in the subject matter sought learnt, whereas external motivators come from without the learner (Dörnyei & Ushioda, 2021; Sansone & Harackiewicz, 2000), for example the possibility of a good mark, or the prospect of a job.

Language learning strategies, according to Oxford (1990) are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p. 8). There are different categories of such

strategies, also first systematised by Oxford (1990), but their main function as far as this thesis is concerned, is that they are the tools by which learners can act and learn autonomously, as supported by Fenner (2020).

Teacher beliefs, according to Mohamed (2006), “represent a complex, inter-related system of often tacitly held theories, values and assumptions that the teacher deems to be true, and which serve as cognitive filters that interpret new experiences and guide the teacher’s thoughts and behaviour.” (p. 21). What beliefs teachers hold, in other words, will bear on their classroom practice; specifically, what they think about learner autonomy could be reflected in their classrooms.

In the context of second language acquisition, Kalaja et al. (2017) state that *learner beliefs* entail “the conceptions, ideas and opinions learners have about L2 learning and teaching and language itself.” (p. 222). Whether the learners think it possible, or enjoyable, or useful to learn English in an autonomous manner, will thus be affected by what they believe about language learning and learner autonomy.

In *Constructivism*, learning is thought to happen when the learner builds meaning based on actively interacting with his environment, constructing knowledge upon the foundation of the knowledge he already possesses (Mohamed, 2006; Postholm, 2011). One form of constructivism is *sociocultural theory*, in which such knowledge is thought to be constructed with the help of someone of greater current capability (Postholm, 2011; Vygotsky, 1986). Such conceptualisations of learning are reflected in our national curricula (Ministry of Education, 2017, 2019) and previous studies (Knaldre, 2015). They are also conducive to autonomous learning, in which interdependence, the dependence on interaction with others, plays a part (Benson, 2011; Little, 1991).

1.2 Research questions and methodology

The thesis is concerned with uncovering the beliefs and practices regarding LA of both EFL teachers and learners, in 10th grade of Norwegian lower secondary schools. Specifically, the research questions are:

1. What are English teachers’ beliefs about learner autonomy in 10th grade?
 - a) Do the teachers believe in teaching LA explicitly and/or implicitly?
2. What are the teachers’ reported practices concerning learner autonomy?
 - a) Do the teachers report teaching LA explicitly and/or implicitly, and how?
3. What are the beliefs that the learners have about learner autonomy?

- a) Do the learners report that they learn learner autonomy implicitly or explicitly?
How?
- b) Do the learners report that they use language learning strategies actively at
and/or outside of school? How and which?

Research questions 1 and 2, pertaining to the teachers, and their sub-questions, were sought answered through interviews. This because it was believed that to uncover and understand beliefs and practices, qualitative interviews seemed a fruitful means to this end. This is supported by Johnson & Christensen (2020), who claim that qualitative approaches are “commonly used to understand people’s experiences and to express their perspectives” (p. 34). Further, the interviews were semi-structured, taking as a starting point a list of questions prepared, but allowing for follow-up questions and by-the-way remarks. Such a format allows for greater “knowledge-producing potential” through dialogue (Brinkmann, 2020, p. 437).

Research question 3 and its sub-questions, pertaining to the learners, was sought answered largely by quantitative means, namely a questionnaire which had three qualitative questions in addition to numerous statements asking for degree of agreement or perceived frequency of various EFL activity which may be understood as autonomous. Reasons for choosing to gather the learner data in this manner were, firstly, that it would be feasible to gather a larger collection of data. Secondly, it would be easier for relatively young learners to respond to simpler statements on activity and concepts pertaining to LA, than to elaborate on and discuss the concept of LA and its intricacies. Thirdly, given that a large set of data was the aim, it would have been too time consuming to interview and transcribe several learners in addition to the teachers.

1.3 Relevance

At the outset of this work, relevant research in a Norwegian context was searched for. From an applied linguistics perspective, little was found which related to the EFL classroom and LA. Some interesting recent MA-level research has been conducted (Knaldre, 2015; Magerøy, 2023; Vestvik, 2020), but Knaldre conducted a document analysis of Norwegian curricula and their relationship to LA, and Vestvik and Magerøy investigated beliefs of learners and teachers about LA in *upper secondary*. Also, given that LA is desirable in a Norwegian context, as evident in our national curricula (Knaldre, 2015; Ministry of Education, 2017, 2019), and given this apparent lack of research in a lower secondary context, it was deemed beneficial to learn what thoughts teachers and learners in lower secondary had about the concept. An improved

understanding of such beliefs may have an impact on how the concept of LA is taught in teacher education, how it is fostered at the individual school or by the individual teacher, and perhaps even how it is communicated in the national curricula.

1.4 Thesis structure

The structure of the thesis is as follows: Chapter 1 is the introduction, whose aim is to give a brief overview of the theoretical background on which the thesis is built, to present the research questions and the methodology used in answering them, to relay the relevance of the study, and to provide an overview of the structure of the thesis.

Chapter 2 lays out the theoretical framework of learner autonomy, teacher- and learner beliefs, motivation theory, language learning strategies, constructivism, and sociocultural theory as these relate to learner autonomy.

Chapter 3 presents the methodology used in the effort of mapping teachers' and learners' beliefs and practices of learner autonomy: describing first what mixed methods means, how data was collected from either respondent group, points out ethical considerations, means of data analysis, and pertinent concerns with regard to the validity and reliability of the study.

Chapter 4 presents the results of the data collection, organised by research questions. First are the findings from the teacher respondents presented, followed by those from their learners.

Chapter 5 holds the discussion of what the results may signify and connects the findings with the theory presented in chapter 2, previous studies of a similar nature, and factors which may affect the findings and aid in facilitating for learner autonomy. It also holds the thesis' conclusion, as well as its limitations, contributions, teaching implications, and implications for further research.

2. Theory Chapter

2.1 Learner Autonomy

2.1.1 Background

In the provokingly titled book *Deschooling Society* (1974), Illich criticises formal education and influences a shift from the traditional, behaviouristic way of teaching to the learner-centred constructivist way of learning, two conceptually opposed paradigms on which more will follow in section 2.1.2. This work has been frequently cited in other works dealing with the development of LA. He does not use terms such as learner autonomy (LA) per se, nor behaviourism or constructivism. He does, however, make points which agree with autonomy, social constructivism, authentic language usage, and school- vs. action knowledge, and points in disagreement with behaviouristic teaching methods. These are terms that will be discussed in the following sections.

He is not convinced that mandatory schooling has great utility, given that curricula impose skills on the learner that he has no interest in, or real need for. This ties in with Barnes' (1976) discussion on school- vs. action knowledge, conceptualised as knowledge with little practical value vs. knowledge with real life implications. This is further explained in section 2.1.2 and 2.1.6. Nor is he convinced that a formal education equals competence. He is in favour of the opportunity for education, however: "Equal educational opportunity is, indeed, both a desirable and a feasible goal, but to equate this with obligatory schooling is to confuse salvation with the Church" (Illich, 1974, p. 10).

Inclination towards authentic language use and social constructivist ways of learning is further evident in Illich's (1974) claim that "Most learning happens casually, and even most intentional learning is not the result of programmed instruction" (p. 12). He explains this by pointing out that children learn their first language casually, and that people who learn a second language *well* (my emphasis), do so circumstantially and not as a result of sequential training (1974, pp. 12-13). Giving a pertinent example of this in the context of EFL learning, he contends that those who do learn a second language well, do so by going "to live with their grandparents, they travel, or they fall in love with a foreigner" (1974, p. 13). Today, we might add to that list such things as social media, online gaming, and binge-watching Netflix. These technologies available to us through the internet, or rather the world-wide-web, may further be considered in relation to the *learning webs* proposed by Illich (1974, p. 72), which he envisioned as an

inversion of the traditional school, a system, or a network of systems, within which the learner is self-motivated and can access the various webs to gain what knowledge he needs (1974, p. 73). The purposes proposed served by all of these networks are today available on the (world-wide) web in some form or other, making the term learning webs quite fitting, and also making the autonomous learner spoilt for choice: help and knowledge is never far away, and luckily a development of the latest decades is that use of the internet within classrooms has skyrocketed, at least in places where the technology is readily available.

To finish with the inspirational Illich, here is part of his reasoning for why the behaviourist school is insufficient: “Most skills can be acquired and improved by drills, because skill implies the mastery of definable and predictable behavior. Skill instruction can rely, therefore, on the simulation of circumstances in which the skill will be used” (1974, p. 17). What happens, then, when we are faced with circumstances which have not been simulated for us before? Such situations, Illich (1974) claims, encourage “open-ended, exploratory use of acquired skills” (p. 17). In other words, knowledge in this paradigm is built in an exploratory way, upon building blocks of knowledge within the individual learner and in his surroundings. Social constructivist learning seems to be just that: building knowledge on the foundation of knowledge one already possesses.

While this may be true, it is, according to Barnes (1976), perhaps somewhat simplistic. He underscores what Piaget terms ‘assimilation’ and ‘accommodation’, meaning the processes of making new data fit into our interpretative categories, and the modification of our preexisting categories in order to better align with the new data, respectively (Barnes, 1976). New knowledge, in other words, is not simply stacked block upon block, but understood in relation to our preexisting blocks, and our possessed knowledge on the whole changes as we are presented with new information: knowledge is not simply additive, but new and old knowledge mutually affect each other, in tandem influencing the whole.

In the end of the 1960s, the industrial west saw sociocultural tendencies towards what would later be termed an improved *quality of life* (Holec, 1981, p.1). This entailed the ideal of a life whose quality was not solely dependent on the individual’s social status or economic contentedness, but which also fostered freedom to govern one’s own affairs, and which shifted the view of the individuals from products of their society to producers of society (Holec, 1981, p. 1). This societal shift bled into many domains, including that of adult education. One result of this development was the *Center for Research and Applications in Language Teaching* (CRAPEL), at which Henri Holec came to hold the leadership, and from which position he wrote a report on the topic of autonomy in learning to the Council of Europe (Benson, 2011;

Holec, 1981). In this report he, among other things, explored the definition of LA, given in section 2.1.3 of this thesis, analysed what autonomy and self-directed learning meant for the learner, and influenced a reversal of the traditional educational situation in which the teacher and the act of teaching were the foci, to one in which the learner and learning be the foci (Benson, 2011, pp. 11-14).

2.1.2 Behaviourism and constructivism

In much of the hitherto, and following, presented literature on LA and its related concepts are links or parallels to the paradigms of constructivism and behaviourism, and the dichotomy between the two. These may be seen as opposing views of teaching and learning, one focusing on learning and arguably being necessary in order to nourish LA, the other focusing on teaching and arguably being detrimental to the growth of LA.

In the behaviourist school of thought, wherein learning happens via the transfer of information from one individual to another (Mohamed, 2006), the receiver of information is considered a tabula rasa, and may, unfortunately, be judged as having lower potential than his peers if the information does not stick to him as it does to them. From a behaviourist perspective, the consequences of a certain action control whether that action is repeated (Postholm, 2011, p. 156). For example, the reward of a good mark, or the punishment of a frown may cause a desired behaviour to be repeated, or an undesired behaviour to be avoided. This school of thought thus lends itself to extrinsically motivated factors, as discussed in section 2.2.4 of this thesis. Postholm (2011) further states that “A behaviouristic approach to teaching is useful when the aim is to teach explicit factual information. To memorise such information, rote learning can serve a purpose” (p. 156, my translation).

In the constructivist school of thought, learning is thought to happen when the learner builds meaning based on actively interacting with his environment, constructing knowledge upon the foundation of the knowledge he already possesses (Mohamed, 2006; Postholm, 2011). This would mean that what the individual learner learns in any given lesson, varies from learner to learner (Postholm, 2011, p. 157). The constructivist perspective is prominent in the current curricula as discussed in section 2.1.5, and was so also in the previous one, LK06 (Knaldre, 2015, p. 157; Postholm, 2011).

One branch of constructivism is social constructivism, also known as sociocultural theory. Its father, Lev Vygotsky, claimed that a child’s cultural development takes place in two stages; first socially, between the child and its surroundings, then within the child itself: intersocially and intrasocially (Vygotsky, 1986; Postholm, 2011). This social side of learning

reflects well Little's (1991) and Benson's (2011) assertions of the significance of interdependence in LA. It is also reflected in the current curricula as discussed in section 2.1.5, and reflected in previous studies (Knaldre, 2015; Postholm, 2011). Additionally, Oxford (2003), categorising different perspectives of LA, lays out two different variants of sociocultural perspectives, both of which rely on social mediation and interaction as a part of cognitive development and language learning (p. 85).

These two paradigms can be considered in relation to Barnes' (1976) concepts of school knowledge and action knowledge (p. 80), discussed in section 2.1.4 of this thesis, where school knowledge is conceptually behaviouristic, and action knowledge is conceptually constructivist.

In this thesis' discussion of LA, as well as in some of the didactic concepts with which LA is connected, are presented viewpoints which disagree with behaviourism, and agree with (social) constructivism. This is because the former view does not seem conducive to autonomous learners, as discussed in this section, as well as sections 2.1.1 and 2.1.3 of this thesis, while the latter very much does. Benson (2011), pointing to constructivist and Vygotskyan theories, states that: "If learning is a matter of the construction of knowledge, effective learners must be cognitively capable of performing actions that enable them to control their learning" (p. 43).

2.1.3 Definitions and sociocultural context

Autonomy is defined as "the right of an organization, country, or region to be independent and govern itself." (Cambridge Dictionary, 2023). Applying this same definition to learners in an EFL classroom, would likely prove troublesome: the right to independence and self-government implies totality. LA does not mean that classroom activities are totally in the hands of the learners, nor does it mean they are independent as such. In fact, as many have argued, LA entails a level of dependence upon the teacher as a guide and facilitator, and upon other learners or society in a wider regard (Benson, 2011; Dam, 2011). Little (1991) also dispels the notion that LA entails handing complete control over to the learners (p. 3), and Barnes (1976) argues that such an understanding of LA might in the utmost consequence require the learner to build "the whole of human knowledge for themselves" (p. 80).

Rather than, than understanding LA as total independence and self-government, it is today understood as a "capacity to take control of one's learning" (Benson, 2011, p. 58), or "the ability to take charge of one's own learning" (Holec, 1981, p. 3). These two similar definitions share the notion of a skillset 'on tap', to be utilised when a learning situation necessitates it. An ability or a capacity suggests that the learner *can* exercise autonomy as needed, but autonomy

is not a constant and complete situation. To the researcher, there further seems to be a distinction between ‘charge’ and ‘control’, the former implying some level of rigidity and independence but not necessarily control, and the latter implying means of manipulating the learning situation to one’s own needs, and some level of *interdependence*, a state which Benson (2011) describes as depending on teachers and peers to interact with in order to build learning.

This seems more in line with the researcher’s understanding of LA, bearing in mind the social aspects of learning (Vygotsky, 1986) with which so much work on LA is connected. Vygotsky discusses how some children may be able to solve problems far exceeding their assumed mental age, with the help or instruction of others, and suggests that if a child whose actual age is eight, but whom with assistance can solve a problem designed for twelve-year-olds, that child’s *zone of proximal development (ZPD)* is 4 (Vygotsky, 1986). In other words, LA is not only being able to, or required to, learn in isolation. With the teacher serving as facilitator and guide, as per Dam (2011), and with learning potential often so readily available within the ZPD as per Vygotsky (1986), LA must be connected with interdependence, as per Benson (2011), Little (1991), and Oxford (2003).

Little (1991) defines autonomy as “a capacity for detachment, critical reflection, decision-making and independent action” (p. 4). By a capacity for detachment is meant the capability of the learner of untethering himself from those around him and working on his own. Little (1991) further underscores that total detachment is actually not the aim; it being a trait of autism and not of autonomy, and that development that children undertake takes place in interaction (p. 5). The abovementioned definitions by Holec and Benson can be said to be fairly skill-based, and it is Little’s addition of metacognitive aspects which links LA with learning theory (Fenner, 2020, p. 288).

As discussed above, the researcher’s understanding of LA is more in line with that of Benson than that of Holec. For the purpose of this thesis, it is worth combining the definitions of Benson and that of Little, so that the researcher’s and the reader’s understanding of LA is made clearer as the thesis progresses: Henceforth LA is understood as *a capacity and will to take control of one’s own learning, by utilising an array of language learning strategies both independently and in cooperation with others, as fitting*. LA, in short, entails a will and a way of controlling and conducting one’s own learning.

2.1.4 The autonomous learner

Having discussed LA above, which may be seen as quite an abstract concept, here will follow a description of eight different traits which according to Breen & Mann (1997, pp. 134-136)

describe the autonomous language learner. This seems a more concrete way of grasping the concept and may also be used as a guide for teachers should they want to gauge whether their learners act autonomously.

First, the autonomous learner views the content to be learnt in relation to how it is to be learnt, and the resources available with which to do this. In this manner, the process of language learning is not a set procedure to follow that guarantees success, but rather a way of being.

Second, he is “in an authentic relationship to the language” (p. 134) and has a real desire to learn it. This means that he does not learn in order to fulfil other’s demands. The motivation to learn the language may be either instrumental or integrative, sides of motivation that will be further discussed in section 2.2.4.

Third, he has a robust sense of self, and any perceived negative assessment of himself or his work will not impact this sense of self. He may or may not use the feedback received, depending on whether he finds it relevant or useful.

Fourth, he has metacognitive capacity to step back from the language learning work and reflect on it, in order to make decisions about the process. This metacognitive capacity also lets him make good use of feedback. This agrees with Little’s (1991) metacognitive definition of LA.

Fifth, the same metacognitive capacity allows him to be aware of changes in circumstances pertaining to his language learning, and lets him change himself as he may, in order to take advantage of the situation.

Sixth, he is independent to such an extent that he is able to learn regardless of the processes taking place in the classroom, able to exploit the resources available therein, but also to learn outside of the classroom. The responsibility has shifted from the teacher to the learner.

Seventh, he is able to strategise for optimal learning, assessing his own needs, desires, and preferences when it comes to language learning. This allows him to find appropriate goals which can influence how he chooses his next steps.

Eighth, he has a capacity to negotiate a balance between his own needs and those of his classmates and is able to make use of the resources available through collaboration. This reflects the social sides to LA, detailed in sections 2.1.2 and 2.1.3.

2.1.5 Challenges of learner autonomy

Above, the definitions and uses of LA have been explored. There may also be situations where LA is of lesser importance or tenability.

One tenet of LA which may be seen to fuel its significance in the educational system, reflected in the Core Curriculum's chapters 2 and 2.4 which deal with "Principles for education and all-round development" and "Learning to learn" respectively (Ministry of Education, 2017), is that it allows for lifelong learning; the abilities of the learner and properties of LA is transferable to new situations throughout life. What happens if, to the individual learner, education feels divorced from real life? Will LA still translate to learning abilities once graduated, and working life begins, or when twenty years down the line, a career change is in order? Little (1991) points out that "large numbers of learners – perhaps a majority – remain alienated from the content and process of their learning" (p. 10), and further suggests that this is likely truer in subjects and topics on the more academic end of the curriculum. Numeracy and functional literacy have real life applications, Little (1991) states, but to many learners, literature and physics may be of less relevance to their lives outside of school (p. 10). In the latter subjects, LA may be a tall order, and skills such as analysing poetry may not be transferred to extramural life. This dichotomy between education and life, Little (1991) further states, is in its essence analogous to Barnes' (1976) distinction between school and action knowledge (p. 11).

Borg & Alshumaimeri (2019) point out that there is general consensus in the literature on the topic of LA, but that this academic consensus in no way guarantees that teachers have a similar understanding of LA, and that their practise is in keeping with the literature. Borg & Alshumaimeri (2019) further point to academic discussion and presentations on issues of perspectives and components of LA, for example the perspectives suggested by Benson (1997) and cite Palfreyman (2003) who wrote that "while it is useful to distinguish the different perspectives mentioned above... in real educational settings such perspectives are not black-and-white alternatives" (Palfreyman, 2003, p. 4). This potential disconnect between academia and classroom practice may also be reflected in the data collected in this study.

Oxford's (2003) impressive attempt at systematising different perspectives of LA would, on the other hand, disagree with Borg & Alshumaimeri's (2019) above assertion of consensus, claiming that "The theoretical framework of learner autonomy in our field, and probably others, is far from coherent", and that "Even the most basic terminology is full of semantic conflicts." (Oxford, 2003, p. 75).

2.1.6 Significance of learner autonomy

In her pioneering work with LA in the 70s and early 80s, Dam found inspiration in Barnes' distinction between 'school knowledge' and 'action knowledge' (Dam, 2011, p. 42). School

knowledge was understood as information ‘bestowed upon’ the learners, and whose ultimate purpose was aiding the learner during an examination (Barnes, 1976, p. 80), whereas action knowledge was understood as “assimilation of knowledge to their own purposes” (Barnes, 1976, p. 82). A goal would then be to make the knowledge relevant, in order to move it from ‘school knowledge to ‘action knowledge’. This is where LA comes in:

We educate children in order to change their behaviour by changing their view of the world. We want to change the way they perceive the world they live in, not so that they will carry out our purposes, but so that they can formulate their own purposes, and estimate their value.

(Barnes, 1976, p. 80)

The aim of LA ought, perhaps, to reflect this wonderful quotation: learning should first and foremost aim to help the learners live *their* lives, and autonomous learners will be equipped to learn throughout their lives, in keeping with their own purposes, exercising their own agency.

While LA then may be seen as a good for the individual, it also serves society by extension. For example, societies are increasingly heterogeneous, and predictions for pupils’ or citizens’ needs are thus increasingly harder to make. This suggests that offering the individual learner choices and independence is a good idea (Benson, 2011). Furthermore, “The new capitalism, it is argued, is primarily based on services and knowledge work and, in the face of rapid technological change, generic skills, flexibility and the ability to learn how to learn are at a premium.” (Benson, 2011, p. 20). This would suggest that knowing how to learn autonomously may bring benefits in terms of employability for the individual, and competent employees for society on the whole.

2.1.7 Norwegian context

The Norwegian National Curriculum, to which all teachers in Norway must adhere, is bifurcated. First, there is the Core Curriculum (Ministry of Education, 2017), which is an overarching manifesto about the values of education in Norway, more concerned with lifelong skills and core values to be promoted and encouraged in Norwegian learners. Second, there is the curricula for each school subject, which tell of learner competencies to be achieved by year X (Ministry of Education, 2019). Many of these competencies reflect, or can be construed to reflect, the overarching values advocated by the Core Curriculum. Of particular interest to this study, is the English subject curriculum, ENG01-04, year 10 (Ministry of Education, 2019), henceforth referred to as LK20. 20 denominates the year from which the curricula came in effect, and LK is an abbreviation of Læreplan for Kunnskapsløftet, meaning National Curriculum for the Knowledge Promotion.

The Core Curriculum is permeated by phrases which correspond well with LA and didactic concepts related to LA. As such, LA is clearly a goal within the Norwegian school system. Examples of such phrases are: “The pupils and apprentices shall develop knowledge, skills and attitudes so that they can master their lives and can take part in working life and society. They shall have the opportunity to be creative, committed and inquisitive”, and “The pupils and apprentices shall learn to think critically and act ethically and with environmental awareness. They shall have joint responsibility and the right to participate.” (Ministry of Education, 2017). In these citations are found key words and phrases such as skills, attitudes, mastery, partaking in working life and society, creativity, commitment, inquisitiveness, critical thinking capacity, ethical awareness, and responsibility; all of which one could put in a word cloud with learner autonomy at the centre. The very last word in the above citation, however, may be too inaccurate a translation from the Norwegian *medverknad*: rather than to translate it as ‘participate’, perhaps better words would be complicity or involvement, both of which suggest more agency than does participate, and correspond better with the Norwegian source.

It is noteworthy that, however riddled with terms one might connect with (learner) autonomy, neither the Core Curriculum nor LK20 use the term autonomy. Even sections 2.1 and 2.4 of the Core Curriculum, which deal with social learning and learning to learn respectively (Ministry of Education, 2017), make no mention of autonomy, although they advocate for principles that may foster learner autonomy. Examples of such principles are “Everyone must learn to cooperate, function together with others and develop the ability to participate and take responsibility”, and “The teaching and training shall fuel the pupils' motivation, promote good attitudes and learning strategies, and form the basis for lifelong learning” (Ministry of Education, 2017). This lack of a definition of learner autonomy in the Norwegian curricula may lead to two things: First, that teachers are unclear about the concept and its fostering; second, that teachers who adhere to the curricula in their professional practice may foster autonomous learners without purporting to do so knowingly.

Further, and of special relevance to the English subject, the Core Curriculum's chapter 1.2 on identity and cultural diversity states that: «The teaching and training shall ensure that the pupils are confident in their language proficiency, that they develop their language identity and that they are able to use language to think, create meaning, communicate and connect with others.» (Ministry of Education, 2017). This reflects well with the school of Communicative Language Teaching and LA: Richards & Rodgers (2014) discuss how learning may be achieved through real communication in the target language in their chapter on communicative language teaching (CLT), in concord with Dam's (2011) insistence on authenticity in the EFL classroom,

and with Barnes' (1976) assertion that the goal of education is enabling learners to formulate their own purposes and estimate their value (Richards & Rodgers, 2014, p. 90; Dam, 2011, p. 44; Barnes, 1976, p. 80). The common denominator of all these thoughts, in the EFL context, is real, purposeful English usage: to use the language for useful communication. Using language to think is something with which Vygotsky would agree, himself having argued that the function of speech is communication; social intercourse, and that social development correlates with thinking ability (Vygotsky, 1986).

Additionally, the Core Curriculum's chapter 2.4, titled "learning to learn", states that "School shall help the pupils to reflect on their own learning, understand their own learning processes and acquire knowledge independently» (Ministry of Education, 2017). Elaborating on this, the chapter says that reflecting on one's own learning and that of fellow pupils, may develop knowledge of one's own learning processes; and that formulating questions, searching for answers, and expressing understanding in a variety of ways, will allow the learners to gradually be more involved in their own learning and development (Ministry of Education, 2017).

The English subject curriculum has a comprehensive list of 19 competence aims to be met by year 10, the final year of lower secondary school. Several of these reflect LA, but one stands out as particularly pertinent: that the pupil is expected to be able to "use a variety of strategies for language learning, text creation and communication" (Ministry of Education, 2019). This pertinence is grounded in the understanding that the use of language learning strategies is how the EFL learner can act autonomously (Fenner, 2020). Following the competence aims, the curriculum asserts considerations and requirements for formative assessment of the learners' work. Many points are made which allow for, and require, autonomy among the learners:

First, the curriculum stresses the importance of learner involvement, fostering a desire to learn through use of varied strategies and learning resources in order to develop the learners' skills in speaking, writing, and reading. Second, it underscores that to experiment by oneself and others is part and parcel of learning a language. Third, the teacher and learner must engage in dialogue about the learner's development in the English subject. Fourth, based on the competence levels the learners display, they shall have opportunities to discuss what they master, and reflect upon their development in the English subject. Fifth, the teacher shall provide guidance on further development, and tailor the teaching, in order that the learners may use the guidance provided to further their English skills (Ministry of Education, 2019). The wording is noteworthy here, guidance is used, rather than, for example, instruction, suggesting

a less authoritative teacher and a more autonomous learner. All of the five points taken from the year 10 English subject curriculum are in keeping with LA, although the word autonomy is not used.

The above discussion on LA in the context of the Norwegian national curriculum shows clearly that autonomous learners is a goal in Norwegian schools, and in the English subject. Some may have differing opinions on the importance LA should have, but by the national curriculum, Norwegian teachers are obligated to try to foster autonomous learners. It may be seen as somewhat ironic that in obligating teachers to teach autonomy, but without describing how this is to be achieved to the same extent that previous curricula did (Knaldre, 2015, p. 3), the teachers themselves lose autonomy. Although Knaldre (2015) analyses two previous curricula, the same argument can be made about the current one: that guidelines, methods, and process-oriented learning aims are absent, but learner competence aims are present. This leaves the teacher with relative freedom with regards to the teaching process, compared with previous curricula, but it also leaves him with the task of determining how to foster LA in his learners. In a successful teaching/learning environment meeting the requirements set by the national curricula, the learners may also play a part in uncovering just how they achieve the goal of LA best.

2.2 Related Didactic Concepts

Many didactic concepts need to be understood in relation to LA, as they influence how LA is nurtured, learnt, and exercised. The current section will outline the theoretical framework for some of these concepts: Learning strategies, learner beliefs, teacher beliefs, and motivation theory. The degree to, and way in which such concepts affect LA seems a matter of increasing contention, and the established lines between the constructs tend to get blurred (Benson, 2011, p. 4). Nevertheless, they are intertwined with LA, and as such must be briefly discussed and taken into consideration. These concepts are not able to offer a complete understanding of LA by themselves, if one such exists, but they do serve the undertaking of this study well. Learning strategies taught and learnt as tools for autonomous learners is researchable, learner beliefs may shed light on what the learners believe about learner autonomy, teacher beliefs may do the same with regards to teachers, and motivation theory may provide insight into whether learners are motivated to learn autonomy *and* autonomously, *or* whether learning thusly affects motivation, as suggested by Dörnyei (2001).

2.2.1 Learning strategies

Rebecca Oxford (1990) describes learning strategies introductorily as “steps taken by students to enhance their own learning” (p. 1), which most scholars would agree is true, but perhaps too general a definition. It is worth including however, as it is more easily remembered than more intricate definitions. She goes on, further describing learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p. 8).

Strategies are categorised as either cognitive, metacognitive, social, or affective, and taught either directly or indirectly (Richards & Rodgers, 2014, pp. 335–336). These categorisations were first presented by Oxford (1990), although she claimed no ultimate or total truth or rigidity in her systematisation: “It is important to remember that *any* current understanding of language learning strategies is necessarily in its infancy, and any existing system of strategies is only a proposal to be tested through practical classroom use and through research.” (Oxford, 1990, pp. 16-17).

It was Oxford (1990) also who made the distinction between direct and indirect strategies, where cognitive strategies fall in the direct category; and metacognitive, affective, and social strategies fall in the indirect category (p. 16). Below, some examples of concrete strategies within each category will be visited, but a full account will not be given. For diagrams of each category and their named strategies, see appendix 8.

In separating the direct strategies from the indirect, Oxford compares the two to actors in the realm of drama: direct strategies being the performer on stage, and the indirect strategies being the director of the play. It is the task of the direct strategies to work with the language in specific tasks and situations. It is their task to remember and retrieve new information, to understand and produce language, to use the language despite gaps in knowledge (Oxford, 1990, pp. 14-15). The indirect strategies, on the other hand, are tasked with facilitating the tasks performed by the direct strategies. It is their function to focus, organise, guide, check, correct, coach, encourage, cheer, and to make sure the performer works well with other performers in the play (pp. 15-16).

Cognitive language learning strategies allow learners to “understand and produce new language by many different means” (Oxford, 1990, p. 37). Though varied, they share the function of manipulation or transformation of the language sought learnt by the learner (p. 43). This category has four sub-categories, which in turn have different strategies listed, in Oxford’s systemisation. It is comprehensive, but, as Oxford herself alludes to, probably not complete. These sub-categories are practicing, receiving and sending messages, analysing and reasoning,

and creating structure for input and output (p. 44). Oxford observes that within the practicing sub-category, the strategy of practicing naturalistically, meaning using the target language in authentic real-life situations, is probably most significant (p. 45). This would further underscore the potential of sociocultural learning, authenticity in the EFL classroom, and communicative language learning, as discussed in section 2.1 of this thesis. All of these approaches or concepts see the learning potential in practical target language usage and social interaction. Additionally, cognitive strategies seem to be the most commonly utilised strategies with language learners (Oxford, 1990, p. 43).

Metacognitive language learning strategies being “beyond, beside, or with the cognitive” (Oxford, 1990, p. 136) strategies, they allow the learner to coordinate their use of the cognitive strategies. Pointing out the fact that in language learning, learners are often overwhelmed by an abundance of new information, Oxford (1990) suggests that metacognitive strategies let the learner organise his work and regain focus. This category, like the others, also has sub-categories containing concrete strategies. In this category, the sub-categories are three: Centering your learning, arranging and planning your learning, and evaluating your learning (p. 136). In the second sub-category, the strategy of seeking practice opportunities (p. 139) sticks out. It connects with the cognitive strategy of practicing naturalistically as discussed above, and it is also conceivable and probable that autonomous learners are more likely to make use of such metacognitive strategies, given that “Within formal educational contexts [...] it is fundamental to autonomous learning that the learner should develop a capacity to reflect critically on the learning process, evaluate his progress, and if necessary make adjustments to his learning strategies” (Little, 1991, p. 52). In other words, autonomy in learning requires metacognitive learning strategies.

Social language learning strategies, assuming subscription to the Vygotskian stance laid out in the sections 2.1.2 and 2.1.3 of this thesis, are incredibly important in language learning; given that the function of speech is communication, and that the social development of the learner improves their ability to think (Oxford, 2003, p. 85; Vygotsky, 1986). In this regard, social intercourse and language learning are interlaced and interdependent. The three sub-categories Oxford (1990) presents within the social sphere are: Asking questions, cooperating with others, and empathising with others (p. 145).

Affective language learning strategies relate to “emotions, attitudes, motivations, and values” (Oxford, 1990, p. 140). As such, these strategies may be seen to be influenced by learner beliefs, as well as motivation, concepts also discussed sections 2.2.2 and 2.2.4, respectively. Oxford (1990) posits that those who know how to control their emotions and attitudes about

learning, are often good language learners (p. 140). The affective strategies teachers may seek to teach, are also divided into three sub-categories: Lowering your anxiety, encouraging yourself, and taking your emotional temperature (Oxford, 1990, p. 140). Of particular pertinence to affective strategies, and the EFL teacher, is this claim:

Teachers can exert a tremendous amount of influence over the emotional atmosphere of the classroom in three different ways: by changing the social structure of the classroom to give students more responsibility, by providing increased amounts of naturalistic communication, and by teaching learners to use affective strategies.

(Oxford, 1990, pp. 140-141)

All three of these suggestions are of course in keeping with much of the literature on LA. It must also be pointed out that out of the four categories of learning strategies, this one is least concerned with how to tackle certain learning tasks; but most concerned with how to tackle discomfort that may emerge within the context of language learning or may just coincide with the language learning work. Negative feelings experienced while learning a language may, after all, not be caused by that undertaking, but may stem from somewhere else entirely. This category of language learning strategies, in other words, is arguably the most learner-centred, thus lending itself very well to the fostering of learner autonomy.

Summing up the categorisations of Oxford, which has since 1990 been widely used and largely agreed upon (Richards & Rodgers, 2014; Fenner, 2020), we can say that though they are different in many ways, they share similarities too. Both cognitive, metacognitive, and obviously social language learning strategies have significant social aspects, whereas the affective category can be said to require a little more introspection, although the teacher and the class on the whole may facilitate better utilisation of such strategies. The importance of learning in a sociocultural context, then, cannot be ignored, nor understated, as, for example, Little (1991) and Benson (2011) note in their discussions on interdependence, and as suggested by Vygotsky (1986) in his theorising of the ZPD, in which learning happens in cooperation with a more knowledgeable individual.

Cohen (2011) summarises the findings of an Oxford University meeting between international scholars on the topic of language learning and language use thusly:

In essence, two contrasting views emerged- that strategies need to be specific, small, and most likely combined with other strategies for completing a given task, and that strategies need to be kept at a more global, flexible, and general level. There was consensus that strategies enhance performance in language learning and use, both in general and on specific tasks, and that strategies are used to help make language learning easier, faster, and more enjoyable. The experts were found to be somewhat unlikely to see strategies as compensating for a deficit.

It is worth noting that this apparent consensus that strategies help make language learning easier, faster, and more enjoyable, overlaps with Oxford's definition, lending support to her assessment and further cementing the understanding of the concept.

It is also noteworthy that in the same survey, Cohen (2011) observed that categorisations and systematisation of these language learning strategies is useful in defining them, but it may often be difficult to point out which are being used in a given situation, as many are often interconnected.

2.2.2 Learner beliefs

Kalaja et al. (2017) define learner beliefs (LBs) thusly, in the context of second language acquisition: "Broadly speaking, the term *learner beliefs* refers to the conceptions, ideas and opinions learners have about L2 learning and teaching and language itself." (p. 222). Expanding on this, Kalaja et al. (2017) write that learner beliefs since its advent in the field of L2 learning and teaching have been studied from various perspectives and under various terms.

The various definitions subscribed to under these perspectives have to some extent governed how LBs have been studied, and Kalaja et al. (2017) go on to list a variety of different approaches to L2 learner beliefs: Mainstream, discursive, normative, metacognitive, contextual, psycho-cognitive, sociocultural, ecological, and traditional approaches (p. 223). Regardless of approach, the focus of research at the beginning was finding out what students believed, and later on the focus changed to how beliefs develop and vary in context (Kalaja et al., 2017). Several of these approaches fall into the contextual category, in which learner beliefs are seen to depend on the context in which the learner finds himself, and with which we will concern ourselves further. Contextual approaches take the perspective of subjectivity, rather than objectivity, focus on the latter having given rise to some criticism towards earlier, traditional approaches (Kalaja et al., 2017, p. 224). Of the various different approaches listed above, discursive, ecological, and sociocultural fall into the contextual category.

Importantly, and why for the scope of this thesis we will subscribe to the contextual approaches, LBs in these perspectives, similar to learner autonomy, are dynamic and context dependent (Kalaja et al., 2017). These approaches are summarised thusly:

Beliefs are co-constructed in interaction with others and are related to language, since language mediates all interactions and actions. As such, they are part of a socialization process of learners becoming members of specific communities. Thus, they are connected to the macro-context of ideologies, power structures, and statuses given in society as these relate to the learning of L2s and their use.

It is clear then, that not only LA must be seen in the context of sociocultural learning as advocated by Vygotsky (1986), but so must LBs.

This means that LBs as regards any topic, LA, and language learning most acute here, may within any one classroom be multitudinous. According to Dörnyei (2005), LBs affect behaviour, and can for example produce tendencies towards certain methods of learning, and a refusal of others (p. 214). This implies that different learners may have different beliefs about many things pertaining to EFL learning, they are not static, and an awareness of these beliefs may be useful (Kalaja et al., 2017), both for the learner and the teacher, in order to counter some beliefs, or support others.

2.2.3 Teacher beliefs

What teachers teach, in the same vein as what learners learn, is affected by their beliefs. It is evident that overall, what teachers believe themselves to be teaching, is often not perceived by the learners the way it is meant to be (Dam, 2011). It is also evident that what teachers teach is affected by their beliefs, and vice versa: their beliefs may be altered by the teacher's actions and the results they produce (Borg, 2017; Haukås, 2020).

So, how might we define teacher beliefs (TBs)? Analysing and summarising various definitions, Mohamed (2006) concludes that teachers' beliefs "represent a complex, inter-related system of often tacitly held theories, values and assumptions that the teacher deems to be true, and which serve as cognitive filters that interpret new experiences and guide the teacher's thoughts and behaviour." (p. 21). In other words, what the individual teacher believes to be true, will have an effect on their experiences, and how they practice their profession. In this study, what four individual teachers believe about learner autonomy was mapped, as well as their practices of fostering LA. It must be admitted that the business of uncovering beliefs is an ambitious task, given that many such are often subconscious or tacit (Borg, 2017).

TBs share similarities with LBs. Both are dynamic, and both are context dependent. Factors that influence language teachers' beliefs, according to Borg (2003), are schooling, professional coursework, classroom practice, and contextual factors (p. 82). In his article, Borg deals with teacher cognition, which in addition to beliefs, also encompasses what teachers know, and what they think (Borg, 2003, p. 82). The same influencing factors remain relevant if we focus 'only' on beliefs, however. An example of contextual factors would be national curricula.

Some beliefs may be harder to alter than others. For example, Nisbett & Ross (1980) observe that “Beliefs established early on in life are resistant to change even in the face of contradictory evidence” (as cited in Borg, 2003, p. 86). This might indicate that beliefs obtained in the schooldays of the teacher himself, may be hard to ameliorate. Some beliefs are beneficial, and some may be detrimental.

One way of exemplifying how TBs might work, and differ in practice, is by hypothesising teachers of constructivist or behaviourist mindsets, two paradigms outlined in section 2.1.2. The teacher partial to behaviourist school, would probably prefer lecturing, conveying to his learners the knowledge that he possesses. The teacher of a constructivist persuasion, meanwhile, might like it better when his learners explore a subject on their own or in groups, and build knowledge that way.

It is fortunate that an awareness of the beliefs the teacher holds, will allow him to alter the way in which he thinks, and teaches, when necessary (Haukås, 2020). For example, if one teacher manages to convince a colleague that involving learners in choosing their own learning material may foster motivation among the learners, rather than maintaining the old belief that “what I have to teach them is paramount”, then the convinced teacher has taken a step towards more autonomous learners.

2.2.4 Motivation Theory

Dörnyei & Ushioda (2021) note that researchers need to be selective in their focus in motivation research, and that as such no catch-all definition of the term exists due to the impossibility of mapping the “whole spectrum of internal and external influences, and of conscious and unconscious factors, that may motivate human behaviour” (p. 3). They still, however, provide a general description of motivation that they deem most would agree on. Motivation, they claim, “concerns the *direction* and *magnitude* of human behaviour”, influencing “the *choice* of a particular action, the *persistence* with it, and the *effort* expended on it.” (p. 4).

In *Motivational Strategies in the Language Classroom* (2001), Dörnyei ties motivation directly to learner autonomy. Pointing to *self-determination theory*, according to which freedom of choice rather than enforced adherence to instruction and rules is a prerequisite to motivation; one of the motivational strategies Dörnyei (2001) lists is to “increase student motivation by actively promoting learner autonomy” (p. 108).

Ryan & Deci (2000a) define intrinsic motivation as natural activity (as opposed to passivity) and curiosity, and also tie motivation to LA and sociocultural learning. Their study found that this intrinsic motivation facilitated autonomy and competence and that circumstances

in which behaviour was externally controlled were detrimental to intrinsic motivation. It was also discovered that social values and responsibilities could cause the individual to dramatically internalise extrinsically motivated behaviours. It further concluded that “contexts supportive of autonomy, competence, and relatedness were found to foster greater internalization and integration than contexts that thwart satisfaction of these needs.” (Ryan & Deci, 2000a, p. 76). To the EFL teacher, this could mean that intrinsically motivated and autonomous learners, learn better; and that extrinsic motivating factors may give learners a push in socially demanded directions.

Intrinsic and extrinsic motivation may be thought of as analogous to *integrative* and *instrumental* orientations in motivation. The difference between the two is the source from whence they come: intrinsic, or integrative motivation coming from the learner himself, and affects disposition, attitudes, feelings, desire, and interest in acquiring the target language; whereas extrinsic, or instrumental motivation comes from without the learner, and proficiency in the target language is ‘merely’ utilitarian, allowing for example for a better job or higher pay (Dörnyei & Ushioda, 2021). The purpose served by the target language from an externally motivated point of view may also be less obviously beneficial to the learner, such as good marks, or avoiding bad marks, not sticking out socially, or outperforming a classmate (Dörnyei & Ushioda, 2021).

There seems to be some contention regarding the relationship between intrinsic and extrinsic motivating factors. Some have argued that extrinsic pressure is detrimental to intrinsic motivation, and others have argued that the two may co-exist. This contention gave rise to the abovementioned theory that Deci and Ryan termed self-determination theory, in which the intrinsic/extrinsic dichotomy is done away with, and extrinsic motivating factors can be placed on a continuum of varying degree of external control (Dörnyei & Ushioda, 2021). This theory goes beyond the scope of this thesis, although it relates to motivation and autonomy; it is the researcher’s contention that learner autonomy is best served by intrinsic motivation, and vice versa. Although scholars and researchers still differ in their definitions and understanding of either construct, as is evident in *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance* (Sansone & Harackiewicz, 2000), and although the two sides to motivation may also blur into one another (Ryan & Deci, 2000b; Harackiewicz & Sansone, 2000), it seems agreed upon that extrinsic motivation comes from without the individual, and often involves some form of reward, or absence of punishment. Intrinsic motivation comes from within the individual, and is rooted in some interest, need or desire in the activity or content in

itself. For this reason, to the researcher, it seems that intrinsic motivation may be more reliably long-lived and may be more closely linked with autonomous activity.

2.3 Literature Review

Some interesting research on the topic of LA, and learner- and teacher beliefs about the topic has been conducted in recent years. In this section of the thesis follow discussions on two studies about teachers' beliefs and practices surrounding LA, as well as three recent Norwegian MA theses on LA from either a learner's or teacher's perspective. These three have all to some degree inspired this thesis, for example by their methodology or their scopes in relation to LA and the research they conduct. They have also unveiled to the researcher the possibility of investigating LA at the lower secondary level, by their focus on *upper* secondary, as has the relative lack of research on LA at the lower secondary level in the Norwegian context. See table 1 for condensed information found in the different studies and theses, more comprehensive discussion will follow below.

Table 1. Previous research.

<i>Year</i>	<i>Author</i>	<i>Context</i>	<i>Methods</i>	<i>Sample</i>	<i>Main Findings</i>
2012	Borg & Al-Busaidi	Teachers' beliefs and practices towards LA at an Omani university	Questionnaires Interviews	61	Nuanced and intricate; both opportunities and challenges found
2015	Knaldre	Investigation of how previous and current (2015) national curricula foster LA	Document analysis	NA	Both positive, focus on specific competencies in current may lead to less autonomy
2019	Borg & Alshumaimeri	Teacher's beliefs, practices, and constraints regarding LA at a Saudi Arabian university	Questionnaires	359	LA associated mainly with independence and control. LA desirable, but often unfeasible
2020	Vestvik	Norwegian upper secondary EFL teachers' attitudes and practices towards LA	Questionnaires	77	Positive overall, degree of LA sought taught dependent on perceived learner maturity
2023	Magerøy	Norwegian upper secondary EFL	Questionnaires Interviews	134 4	Positive dispositions

learners' beliefs about self-regulated learning and language learning strategies	toward SRL and LS. Apparent partial ignorance of LS used. Positive towards EE. Learners more motivated to learn outside of classroom
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2.3.1 Studies

Having identified a gap in the literature on LA regarding teachers' beliefs about the topic, Borg & Al-Busaidi (2012) did their part to help bridge it. Through questionnaires and interviews, they studied the beliefs and practices of 61 English teachers at a university language centre in Oman.

The research questions sought answered in the study were six:

1. What does 'learner autonomy' mean to English language teachers at the LC? (language centre)
2. To what extent, according to the teachers, does learner autonomy contribute to L2 learning?
3. How desirable and feasible do teachers feel it is to promote learner autonomy?
4. To what extent do teachers feel their learners are autonomous?
5. To what extent do teachers say they actually promote learner autonomy?
6. What challenges do teachers face in helping their learners become more autonomous?

(Borg & Al-Busaidi, 2012, p. 9)

In answering these questions, they made some interesting observations. First, teachers on the whole were positive towards LA, specifically for language learners. Second, teachers' understandings of LA agreed with those in the literature, reflecting freedom, control, responsibility, choice, and independence. Third, though LA has been argued to have political, social, technical, and psychological sides, most prominent among these teachers was the psychological orientation, in which the concept of 'learning to learn' seems central. Fourth and fifth, there were discrepancies between the desirability of LA promotion, and the feasibility, from both a teaching and learning perspective. Sixth, teachers held differing opinions on the degree of autonomy their learners held. Seventh, most of the teachers believed themselves to be promoting LA. Eighth, there was a range of factors which hindered their promotion of LA, relating to the learners, the institution, and the teachers. Most prominent of these were the factors relating to the learners, with examples given being learners' lack of incentive, dependence upon the teacher, limited extramural English opportunities, focus on passing tests, limited English proficiency, lack of resources, and poor ability to exploit resources (Borg & Al-Busaidi, 2012).

Additionally, the study revealed institutional, and teacher related challenges, most strikingly a “Lack of teacher autonomy”, and “Prescribed curricula and materials” (Borg & Al-Busaidi, 2012, p. 19).

Building on the work done by Borg & Al-Busaidi in 2012, as well as other work on teachers’ beliefs about LA, Borg & Alshumaimeri (2019) conducted a study among 359 English teachers at an English language institute in a preparatory year programme at a Saudi-Arabian university. This study continues in the same vein as the work which it builds upon, investigating teachers’ beliefs, practices, and constraints in regard to LA development in the EFL classroom. It did so by means of a questionnaire, a slightly modified version of the one Borg & Al-Busaidi used in 2012 (Borg & Alshumaimeri, 2019).

The research questions of the study were:

1. What does ‘learner autonomy’ mean to teachers working on a preparatory English language programme in a Saudi university?
2. How desirable and feasible do the teachers feel it is to promote learner autonomy?
3. To what extent do teachers feel their learners are autonomous and what learner behaviours are these judgements based on?
4. Do teachers say they provide learners with opportunities to develop autonomy?
 - a. If they say they do, what kinds of strategies for promoting autonomy do teachers say they use?
 - b. If they say they do not, what obstacles to learner autonomy do teachers say they face?

(Borg & Alshumaimeri, 2019, pp. 15-16)

Findings were in many respects in agreement with those of the studies which inspired this study. The first research question provided such understandings of LA as “Learner motivation is positively related to learners’ potential to become autonomous”, “Metacognitive skills, in the sense of learning how to learn, self-monitoring and self-evaluation, are key elements in being autonomous”, and “Independent study contributes positively to the development of learner autonomy, but opportunities to work with and learn from others are also important” (Borg & Alshumaimeri, 2019, p. 19). Further, the teachers seemed to believe that autonomy facilitated L2 learning, that the teacher was instrumental in promoting LA, that learners should be involved in decision making, that learner-centred classrooms are beneficial, and that LA can be developed irrespective of the learner’s age (Borg & Alshumaimeri, 2019).

Answering the second research question, the relationship between desirability and feasibility was investigated; learner involvement in both decision-making and the development

of learner abilities was mapped, and for all metrics within either of these two categories, desirability was greater than the feasibility (Borg & Alshumaimeri, 2019).

On the third research question, the majority of the teachers thought their learners to be less autonomous, overwhelmingly apparently caused by learner characteristics, citing lacking motivation among the learners as the most common cause for lack of autonomy. (Borg & Alshumaimeri, 2019). An explanation given by one respondent was “frankly [they] do not have any interest in learning as they cannot see the reason for it” (Borg & Alshumaimeri, 2019, p. 24).

The fourth research question revealed that nearly 70% of the teachers did provide their learners with opportunities of developing LA, whereas 15.7% were unsure, and 15.4% stated that they did not. The ones reporting that they did promote LA, gave examples of how they did so; most strategies being categorised as either “encouraging individual work” (39.2%), or “give students control” (22%) (Borg & Alshumaimeri, 2019, pp. 27-28). The teachers who reported not promoting LA gave a plethora of reasons for not doing so, some of which were that learners expect being told what to do (reflecting a more behaviouristic expectancy), that students are concerned with passing tests, that students are not prepared to take responsibility for their own learning, and that tests are not concerned with LA (Borg & Alshumaimeri, 2019).

These two studies produced similar and comparable results, investigating the same themes by partially the same means. Though the latter study had a much greater sample size, it was not triangulated by means of interviews with the participants, which the former was. Overall, both studies found that teachers were positively disposed towards LA, and that most teachers tried to nurture autonomous learners, but that in practice there were challenges to this; a preponderance of these relating to the learners, their expectations of the teacher, their motivation, and their relationship to the target language.

It appears that a lack of motivation on the learners’ part is a challenge in both studies, and that this may, in part at least, stem from the utility of the English language in their lives. Seemingly, learners see limited value in learning English, and are mainly concerned with passing tests. This suggests tendencies toward extrinsic motivation, as discussed in section 2.2.4 of this thesis, and this in turn may indeed mean the learners in question are less autonomous than intrinsically motivated learners may be. The low utility of English for the learners in question may be caused by not needing to use the language outside of school, and there may also then be fewer chances of practicing English in authentic situations, as discussed in section 2.2.1.

Though both studies are meticulous and comprehensive, it stands to reason that the challenges they reflect may be somewhat unique to the environments in which they were conducted. The 2012 study was conducted at a single Omani university, and the 2019 study at a single Saudi-Arabian university. It is conceivable that if such studies were duplicated in western countries, which arguably may have a more constructivist leniency, and in which English may play a greater role in the lives of the learners, that the reported challenges and perceived autonomy could be different.

2.3.2 Norwegian theses

Vestvik (2020) studied whether, and how, teachers in Norwegian upper secondary EFL classrooms taught LA. She used questionnaires to collect data to this end and gathered data from 77 teachers from all over the country. Her findings, among other things, were that the teachers were positive towards LA, and that they used a variety of methods to nurture it. Further, there seemed to be a lack of consistency of LA teaching, and teachers in the upper levels of general studies (Year 13) tended to view their learners as more autonomous than teachers at the lower levels of vocational studies (year 11). The degree of LA the teachers sought to teach corresponded with the level of maturity they judged their learners to have.

Magerøy (2023) studied learners' beliefs about self-regulated learning (SRL), which is closely related to LA, and the use of learning strategies (LS) in Norwegian upper secondary EFL classrooms. She used a mixed methods approach, utilising both online questionnaires and interviews. Her findings on the whole were that learners saw the use in LS, but that many were unaware of the strategies taught and used. The findings also indicated that many EFL learners viewed themselves as self-regulated, that a focus on SRL in the classroom could lead to greater autonomy, and that extramural English activities could lead to greater language learning proficiency. Extramural English refers to a plethora of activities which involve the English language, outside of school, and which is not directed by the teacher (Sundqvist & Sylvén, 2016). Magerøy's findings indicate that learners were actually more motivated to learn English extramurally than at school, hinting that learners may exercise greater autonomy when left to their own devices.

Knaldre (2015) studied how LA was promoted in the EFL classroom in Norway through two national curricula. This was a document analysis study. His findings were that both curricula (L97 and LK06) were positively disposed towards LA, but that the latter could produce less favourable results because it was oriented toward teaching pupils competence aims

pertaining to specific school subjects. Because of this, teaching could tend to be oriented towards learning these given competences, rather than lifelong skills, such as learner autonomy.

Naturally, master's theses have limitations in their scope of inquiry, and the students who conduct the research have often not done such research before, and the process may be one of trial and error. Vestvik (2020) notes some drawbacks to her thesis, and points to limitations in interview subjects, unfortunate flaws in the questionnaire structure, and biases. Magerøy (2023) observes in her own study that additional participants in both questionnaires and interviews would have been beneficial. An additional note from the researcher here, is that both Magerøy and Vestvik conducted their research with teachers who agreed to partake after learning about the topic in question; so, they may all have some degree of fondness for LA, which other teachers may not have, thus rendering the findings less representative within the contexts they were conducted. It would of course not be possible to force teachers to partake in the study, nor should a student have to offer up monetary incentive in exchange for participation, like Borg & Alshumaimeri (2019) did.

Knaldre did not collect data as such, but his thesis offers limitations rather in regard to this study, in that the curricula he analysed are no longer current at the time of this thesis' research. Still, they have influenced the current curricula, and their dealing with LA as far back (at least) as 1997, suggests that the concept within the Norwegian school system is well out of its infancy, and that many Norwegian EFL teachers should have some notion of what LA is, and how it is nurtured.

2.4 Research gap and contribution

As alluded to in section 2.3, three different Norwegian master's theses have inspired this one, each in their own way. Vestvik (2020) and Magerøy's (2023) focus on upper secondary, inspired this thesis to investigate lower secondary. Vestvik's further focus on teachers, and Magerøy's focus on learners, led the researcher to the idea of investigating both teachers and learners. The research methods applied by either of the authors are in some way also used here; interviews are held with the teachers, and questionnaires put to their pupils. Further, the current national curricula were investigated in order to ascertain how it reflects LA, but such a complete understanding of the curricula as given by Knaldre's (2015) in-depth analysis was not reached, naturally.

The thoughts and practices on LA in an international context (Borg & Al Busaidi 2012; Borg & Alshumaimeri, 2019) have also been inspirational; these more experienced researchers

have firstly helped in developing the methodology for this study, for example in the formulation of the questionnaire items and questions for the interviews, and secondly, their findings have sown some thoughts as to what a comparable study in the Norwegian context might uncover.

In brief, the general lack of research on the topic of LA in a Norwegian lower secondary EFL context, as well as salient findings on LA in an international context, have inspired this thesis.

It seems potentially fruitful to learn whether autonomy is feasible in Norwegian EFL learners between 13 and 16, and if so, what may be done to that end. It is hoped to find what thoughts the four interviewee teachers have on the topic of LA, if, and how, they teach it, and also whether the learners believe themselves to learn LA in the EFL classroom. Should challenges in what is believed to be taught and what is perceived learnt be uncovered, such findings may contribute to the field of LA in general, and to English didactics more specifically.

3. Methodology

The study conducted research using mixed methods, meaning it combined qualitative and quantitative methods of data collection (Dörnyei, 2007; Johnson & Christensen, 2020). Qualitatively, four 10th grade EFL teachers were interviewed. Quantitatively, 57 10th grade EFL learners partook in a questionnaire, and these were the pupils of the teachers interviewed. The present chapter will give detailed descriptions of the methods used and their design, discuss ethical issues related to the research, how data was coded and analysed, as well as issues of reliability and validity.

3.1 Mixed Methods

This study takes a mixed method approach, conceptualised as utilising both qualitative and quantitative methods for data collection (Dörnyei, 2007; Johnson & Christensen, 2020). According to Johnson & Christensen (2020), one may call research mixed simply by adding a quantitative aspect to an otherwise qualitative study, by adding a qualitative aspect to an otherwise quantitative study, or by constructing a fairly mixed design from the bottom up. The present study is by and large mixed through a bottom-up design, conducting semi-structured interviews (qualitative) with a small group of teachers, and having their pupils answer questionnaires (quantitative). The combination and comparison of these two data sources makes the research on the whole mixed. Additionally, three open-ended questions were added to an otherwise quantitative questionnaire, making that portion of the research mixed in its own right.

The principal strengths of mixed methods approaches are two: first, that collecting multiple sets of data in different ways, the different data and methods may complement each other's strengths and have none-overlapping weaknesses (Johnson & Turner, 2003, as cited in Johnson & Christensen, 2020, p. 50). Second, that the complete sets of data combined are stronger than the individual sets of data; the sets of data may strengthen or validate evidence towards a conclusion, which is the principle of triangulation (Johnson & Christensen, 2020). The present study benefits more from the first strength than it does the second, in that the two different methods seek to uncover different things: the interviews are concerned with teacher beliefs about LA, the questionnaire is concerned with learner beliefs about LA, and their general level of autonomy. The two methods only partly seek to answer the same questions: whether, and how, LA is nurtured in the classroom, thus the extent to which the methods complement

each other's strengths may be limited. However, both respondent groups and data sets revolve around the concepts of LA and LLS, and the respondent groups are linked; one teacher to one class, although in the gathered data there is nothing tying the individual teacher to the learners. Still, generally speaking, the 57 learners are the pupils of the four teachers, and beneficiaries of their beliefs and practices.

3.2 Semi Structured Interviews – Qualitative Research

The reasoning for choosing to interview teachers was that the researcher wanted to gain a deeper understanding of what LA meant to a handful of teachers, how they believed it could be supported, and how they reported to do so.

Borg (2017) raises some methodological issues which he contends it is wise to keep in mind when investigating teachers' beliefs. The most salient ones to the current study are as follows: firstly, the relationship between beliefs and practices. Here it is my belief that beliefs do affect practices, and as such there should be consistency between the two. Secondly, the real-world implications of the study should be considered. In this thesis, the aim is to support Norwegian EFL teachers' development by filling a potential gap in how LA is understood and nurtured. Thirdly, whether reported practices or observed practices are investigated. In this thesis, only reported practices and beliefs are considered, which would seem to leave out subconscious beliefs and tacit classroom practice, excepting the reflection and introspection that the interviews might invite in the respondents, and elucidate subconscious and tacit beliefs or practice.

The teachers were chosen based on certain criteria, which Dörnyei (2007) describes as *criterion sampling*. The criteria were that they were 10th grade English teachers, and naturally that they were available and willing to participate. Another criterion was one of proximity; given that a mobile application was used to record the interviews, the risk of interviewing remotely and digitally was deemed unnecessary, as recording the audio with the microphone of one device from the speakers of another might produce poor audio quality. The researcher sent out a request (Appendix 1) in a series of rounds to various lower secondary schools, in various school districts, to get in contact with interviewees. This was done from early on in the project's process, in case it would prove difficult to find respondents, which it did. Having contacted 13 schools, only three respondents were found; the fourth respondent was found by contacting three teachers suggested by my supervisor, from a 14th school, directly; and luckily one of them was willing to contribute to the study.

A qualitative approach, according to Johnson & Christensen (2020), “is commonly used to understand people’s experiences and to express their perspectives” (p. 34). To gain a deeper understanding of someone’s experiences and perspectives may be difficult to do through quantitative research. As part of the goal of the thesis was to uncover thoughts and beliefs of 10th grade EFL teachers regarding LA, such a qualitative approach seemed the only feasible way of eliciting this information. It would have been interesting to interview even more teachers and find their perspectives and beliefs; but organising and conducting interviews proved time-consuming. Within the scope of the thesis and the time constraints, interviewing five teachers was considered manageable, but only four were found within a reasonable timeframe.

The interviews were semi-structured. This format allows for greater “knowledge-producing potential” through dialogue (Brinkmann, 2020, p. 437). An interview guide (Appendix 6) with a list of questions was prepared. Such guides are indispensable, according to Dörnyei (2007), because of the multiple objectives aimed at, and factors at play during the interview. From these questions, however, relevant, and related thoughts and practices could be explored. As the interviews were conducted, I came to realise that through the use of the interview guide, the interviews felt more structured than they might have been, although this improved interview by interview. Another reason why this may have happened is the inexperience I had with such work. Some relevant side remarks and comments were made, but ideally, some ideas and practices could have been explored further, which I came to realise as I started transcribing. This is something that Johnson & Christensen (2020) note, listing “Requires interviewer training” (p. 188) as a special need of in-person interviews. Another reason for a somewhat rigid structure in the interviews, was a wish to respect the interviewees’ time. One idea that emerged unexpectedly and was not specifically asked for was that LA might mean that the learners opt for passivity. Follow-up questions and discussion on topics such as this was obviously not planned, but rather emerged quite organically as interesting or relevant comments or answers were given by the interviewees.

The interviews were conducted in Norwegian, seeing as both interviewer and interviewees were Norwegian, or, which was the case with one respondent, seemingly mastered Norwegian as well as both they and I did English. Discussing questionnaire construction, Dörnyei and Taguchi (2010) mention the common practice of translating questionnaires to the subject’s native language in order to improve the quality of data collected. The same rationale applies in the construction of the interview guide.

The research questions sought answered through the interviews were:

1. What are English teachers’ beliefs about learner autonomy in year 10th grade?

- a) Do the teachers believe in teaching LA explicitly and/or implicitly?
2. What are the teachers' reported practices concerning learner autonomy?
 - a) Do the teachers report teaching LA explicitly and/or implicitly, and how?

Examples of questions asked to illuminate these things are: What are some words that you would connect with learner autonomy? What are some challenges that you find in working on learner autonomy? Additionally, two questions pertaining to the Norwegian curricula were asked, which were relevant to LA, the first about metacognitive abilities in learning, and independence: the second about learning strategies. Specifically, the first of these asked "In the Core curriculum, chapter 2.4, it is stated that school shall help the pupils to reflect on their own learning, understand their own learning processes and acquire knowledge independently. How do you work on this in the EFL classroom?" The second question asks the teacher how the learners are taught strategies for language learning, text creation, and communication. For all questions, see interview guide in appendix 6 and 7, in Norwegian and English, respectively. The interview guide was organised by the research questions above, a list of questions put in below each RQ, meant to answer that specific RQ.

In addition to dealing with the matter of LA in the EFL classroom, the interview guide also consisted of opening- and closing questions, a common technique in interviews. According to Dörnyei (2007), using opening questions is a good way to relax the interviewee and prepare for the interview to come. These questions in the case of this study, pertained to the interviewees' professional experience, tenure, other subjects they taught, and so on. Using closing questions such as "Do you have any other thoughts on the topic that we have not yet discussed?" is a good way of collecting data which may otherwise have gone unrecorded, thoughts which the interviewee may have had during the interview about the subject at hand, but which we may not have gotten around to, or which may not have crossed the interviewer's mind (Dörnyei, 2007).

The interviews were recorded using the platform Nettskjema's app, Diktafon, and transcribed automatically by Nettskjema. These tools are recommended by the University of Stavanger, as they record and store the audio files safely, and only the researcher has access to them. The in-built automatic transcription function leaves a bit to be desired. The various dialects and accents prove too great a challenge; and so, the automatic transcriptions served as a starting point, but the files had to be listened through and errors made by the software corrected. To the software's credit, it excluded verbal 'carry-on feedback', and false starts as well as filler words such as 'umm' and 'hmm', condensing the transcription a little bit. This made reading and re-reading the transcriptions less time consuming as the work on pre-coding

and coding was conducted. The transcriptions fixed manually were done so verbatim, meaning word for word, but not in their entirety: the sections and comments particularly relevant to the research questions were given special attention, and some erroneous transcribed passages were left as they were, not being of any interest to the study.

Given the abovementioned varying dialects and accents recorded, standard orthography was used, in this case Norsk bokmål, the most common Norwegian written language. This will, according to Dörnyei (2007), avoid stigmatisation and improve readability and naturalness of the discourse.

3.3 Questionnaire – Quantitative Research

For the questionnaire, a Likert-scale approach was chosen (Dörnyei & Taguchi, 2010), wherein the learners responded with their degree of agreement to given statements. It also had statements to which the respondents answered with the appropriate level of frequency in which something occurs, and it had three open-ended questions which allowed for more in-depth understanding than did the quantitative statements. The advantage to these close-ended statements is that the data collected leaves little room for interpretation, and as such is easily quantifiable (Dörnyei & Taguchi, 2010). The respondents to the questionnaire were 57 volunteering EFL pupils of the teachers interviewed; the four teachers averaging 14,25 learner respondents. The respondent number here is lower than anticipated, owing to absence on the day some of the classes took the questionnaire, smaller class sizes than expected, and the fact that the questionnaire was voluntary. Being the pupils of the four different teachers, the learners are also, of course, from four different schools.

The rationale for choosing a questionnaire and mainly quantitative data collection for this group is threefold: first, it allowed for a much larger set of data, compared with for example an interview among learners, to which there would likely be far fewer respondents. For example, in Magerøy's (2023) study, nine questionnaire respondents out of 134 showed an interest in partaking in interviews, and these were upper secondary learners in general studies: the more academically focused 'branch'. Second, it would be easier for learners of a young age to respond to given statements than to elaborate on their views in an interview. Third, collecting and processing quantitative data was less time consuming than would have been interviewing learners and transcribing their interviews in addition to those of the teachers. This is supported by Dörnyei (2007) who describes transcribing as a "far-too-long and less-than-enjoyable process" (p. 246).

In constructing the questionnaire in a manner understandable to the learners, questions and statements were formulated rather about properties of LA, such as learning strategies, independence, and influence, of which the learners would be able to offer their thoughts. Care was taken to make the questionnaire items as clear as possible, given that one reason why questionnaires might fail is that the participants do not understand them (Boynton, 2004, cited in Haukås et al., 2021, p. 410), and the questionnaire was in its entirety in Norwegian, as this is a common practice for more accurate data collection (Dörnyei & Taguchi, 2010; Lewis, 1992 cited in Pinter & Kuchah, 2021, p. 11). As an additional aid in taking the questionnaire, I offered to be present in the classroom in order to clear up any confusion and answer questions, but none of the teachers availed themselves of this opportunity.

Similar to the interview, the questionnaire was constructed around the research questions pertaining to the respondents and was organised thematically. For the pupil group, the research questions were:

3. What are the beliefs that the learners have about learner autonomy?
 - a) Do the learners report that they learn learner autonomy implicitly or explicitly? How?
 - b) Do the learners report that they use language learning strategies actively at and/or outside of school? How and which?

The first page of the questionnaire presented the pupils with brief explanations of what LA is in relatively broad and comprehensible strokes, a reminder on keeping the English subject in mind when answering rather than school more generally, information about how the questionnaire's questions and statements worked, as well as a note on the anonymous and voluntary nature of the questionnaire. The second page had Likert-scale statements on the topic of LA, and its role in the English subject. The third page sought to find whether LA was 'taught' implicitly or explicitly, with much emphasis on language learning strategies. It had Likert-scale statements as well as statements demanding input of frequency, and finally an open-ended question. The fourth and fifth pages were concerned with how frequently language learning strategies were used, at school and outside of school respectively, and which.

The questionnaire had 67 items in total, but reportedly only took the pupils 10-15 minutes to complete, which was within the original estimation. The large number of items is mainly due to nearly identical statements concerning intra- and extramural English learning, so many statements were near duplicates of each other, differing only in whether the activity in question took place in- or outside of school. See appendices 4 and 5 for the full questionnaire in Norwegian and English, respectively. Although 67 items may seem daunting, it is within the

suggested limits of half an hour and four pages, discounting the first informational page (Dörnyei & Taguchi, 2010).

In order to get as decisive answers as possible, an even number (six-point) scale was used for the statements of frequency and agreement, depriving the respondents of the option of choosing the indecisive middle option, in keeping with Dörnyei & Taguchi (2010), and requiring the learners who might otherwise have chosen the middle option to expend some cognitive energy in searching for their answers to the statements. For the agreement statements, 1 was total disagreement, and 6 was total agreement. For the frequency statements, six options were given: *never, nearly never, rarely, occasionally, often, and very often*. It was deemed impractical to add numerical values to these options, given that autonomous learning may have a stronger position in the EFL classroom for certain types of work, themes, or modules than other types of work, and because of the relative low number of English lessons per week in lower secondary. It would likely yield inaccurate results if the learners were to think back on 10th grade so far, and answer whether they were allowed to choose their preferred methods of work 1-3 times per week or month, 4-6 times, and so on. As such, their perception of relative frequency of the various actions and opportunities was believed to be of greater value.

One example of a statement of agreement is ‘It is good that the pupils are involved in making decisions in the classroom.’, and an example of a statement of frequency is ‘In my spare time, I use strategies to evaluate my own English learning.’

The platform of the survey was also Nettskjema, as it is recommended by the University of Stavanger, and it stores data safely and anonymously.

3.4 Ethical Considerations

Dörnyei (2007) states that “Social research - including research in education - concerns people’s lives in the social world and therefore it inevitably involves ethical issues” (p. 63). The first ethical issue, Dörnyei (2007) further states, is how seriously to take the ethical issues in educational research (p. 64). Pertinent to this study, given its research methods and scope, are issues of consent, anonymity, and data handling. These are, of course, taken very seriously.

The data handling aspect is secured by various means: The questionnaire answers only exist on Nettskjema’s online platform and my PC; both of which only I have access to, and from both of which the files will be deleted at the closing of the project. The audio files from the interviews only exist on Nettskjema’s online platform and will be deleted when the project ends. The transcriptions of the audio files naturally also exist in full on my PC and partially in this

thesis, in full and in condensed versions in the results and discussion chapters, as well as one example of a full transcription in appendix 10. Nothing in any of this material is considered sensitive information or can be traced to any respondent. At the conclusion of the project this data will also be deleted, but the thesis may be uploaded to UiS' Brage website, on which BA- and MA theses are collected.

In preparation for the study, the Norwegian organisation Sikt was consulted. This organisation is concerned with, among other things, that ethical considerations are observed in research. Such considerations, as shown above, concern consent, data handling and storage, and anonymity. A digital form was filled out prior to the commencement of the project, detailing out the proposed project, methods of data collection, and respondents. Comments were made and alterations suggested on their end, and when all necessary considerations were met, they were able to confirm that the proposed study met the necessary ethical criteria. Sikt does not grant approval for research as such but is more a tool which UiS students are encouraged to use to ensure proper ethical conduct in their research. See appendix 3 for Sikt's green light on the present project.

A consent form was constructed based on a template from Sikt and distributed to the teachers who agreed to participate in the study. This was signed by the respondent before the interview could be conducted. The consent form (Appendix 9) had information on the project itself, who was responsible for it (The University of Stavanger, UiS), why the potential respondent was being contacted, what participation would entail, the voluntary nature of the project, the handling of personal data, the consenting signature in itself, the respondents' rights, and contact details for Sikt, UiS privacy services, the student, and his supervisor.

During the project's inception, such a consent was also thought necessary for the pupils, or, in the case that they were under the age of 15, their parents or legal guardians. As it transpired, this was not necessary because of the total anonymity of the online questionnaire: should pupils not wish to participate after all, all they needed to do was to refrain from taking the questionnaire. Their way of consenting to the questionnaire was simply by choosing to move past the first page. Once taken, however, there was no withdrawing the response, seeing as there was no tie between it and the individual respondent. The only possible way of identifying the respondents would be if they were to put information to that end in the open-ended questions, in which case the researcher might get an idea, but would then anonymise this information. Had there been a link between the collected data and the respondent, consent would have been necessary.

The teachers who volunteered to participate, however, were less anonymous. They obviously needed to contact the researcher, and so I had their email address, on occasion also their phone number, their names, and, having met them in person, would also be able to recognise them. Care was taken, however, to keep their identity from the thesis: First, no names of teachers or schools were asked for in the interviews, and in the cases where such information slipped out during the interview anyway, it was redacted or simply replaced with [this name] or [this school] in the transcription. In order to refer to the individual teachers in the discussion and results sections of the thesis, they were given pseudonyms. There were two male and two female teachers. Given their number, the pseudonyms chosen were inspired by J.R.R.'s four Hobbits from *The Lord of the Rings*, so guessing the gender of the respondent behind the pseudonym may prove difficult; but also irrelevant to the findings. Furthermore, the teachers gave their signature on the written consent form prior to the interviews. This was kept safely locked away by the researcher for the duration of the study, and subsequently shredded and disposed of.

As stated above, the data collected from the pupils via the questionnaire had no links to the individual pupil, but it was of course kept safe by the Nettskjema service, an online platform for conducting research, developed by the University of Oslo, and recommended by the University of Stavanger. Only I have access to this research project at Nettskjema. As the project concludes, the data will be deleted. The information pertaining to the teachers is somewhat more: first there are the sound files, which are held by Nettskjema once uploaded from their application Diktafon. When the project concludes, these files will be deleted both from the Diktafon application, on which the interviews were recorded, as well as from the project's page on Nettskjema. Second, the transcribed interviews will no longer be needed, and will be deleted, excepting the processed and anonymised transcriptions presented in the final thesis. Third, the message exchanges with the teachers and schools will be deleted, and fourth, all data will be deleted from Nettskjema.

3.5 Segmenting and coding

Only the qualitative data collected for the study is subject to segmenting and coding, though it is extensive. The qualitative data comprise the interviews, as well as the open-ended questions in the questionnaire.

Segmenting entails splitting data into “meaningful analytical units” (Johnson & Christensen, 2020, p. 544). In the present study, the material was first split by design into

sections pertaining to the various research questions; both in the layout of the questionnaire, and the organising of the interview guide; meaning that a series of statements or questions were formulated in each section, meant to answer that section's research question. The data material from the questionnaire and from the interviews may also be seen as two different analytical units, the first mapping the thoughts of the learners, the second mapping those of the teachers.

In the interview transcriptions and in the qualitative questionnaire items, codes were ascribed to the various segments, demarking the essence of the given segment. These codes were simple words or themes which could be used to describe the understanding, attitudes, or reported practices of the teachers, across interviews, as concerned the various questions and research questions, and the experiences and practices of the learners, given in the open-ended questions of the questionnaire. Examples of such codes are 'choices', 'critical thinking', and 'interdependence'. The different codes were given a colour, inspired by Vestvik's master's thesis (2020, Appendix VII), and the text within the transcribed interviews and the qualitative questionnaire answers were then highlighted with the colour corresponding to the theme found in the text. As this was done, it was soon easier to see which beliefs and practices occurred more frequently, and it was also easier to note findings which stood out from the rest. See Appendix 11 for an example of this colour coding.

Naturally, this process of coding by highlighting took place after some initial thoughts had begun to manifest themselves: having conducted the interviews, worked through the transcriptions, and read them, some themes were already fairly clear. Salient passages in this stage were marked and noted with a word or a sentence in the margin, which Dörnyei (2007) calls pre-coding.

Following this, initial coding (Dörnyei, 2007) began, a process in which I focused on one text and after reading it through several times, assigned codes to the various segments by highlighting them in colours unique to the theme in question. After this, the other texts were checked for the same themes; often found, in addition to new themes; which in turn the previously scrutinised text was checked for. Ultimately, across all four interview transcriptions, 12 codes of different colour were used. The same process was used in the three open-ended questionnaire questions, having printed out a full report of the questionnaire responses provided by Nettskjema, but the answers to these were far briefer, and fewer, and the themes, and thus also the codes, were easier and faster to find and mark.

3.6 Analysing data

Analysing the quantitative data in this study was a case of seeing the patterns emerge across the multiple responses to the questionnaire. What the quantitative data may mean, may thus be explored and assessed, and the quantitative may become qualitative. The qualitative data gathered for the study, on the other hand, was both analysed piece-by-piece, but the interviews were also compared to one another, allowing some themes to emerge across the data material, and some degree of quantification of the qualitative data. This process, or tendency, is quite common in mixed methods research, according to Dörnyei (2007, p. 268). It is also a way of making sense of the data material, allowing for meaningful analysis.

The quantitative data set, which, as mentioned above, was conducted using the Nettskjema questionnaire, was through that service already presented visually as soon as the data was collected. Graphs and percentages were given to each of the statements, and so this data material did not require any real organising, but rather some consideration as to what the data might signify. See figures in chapter 4 for examples of the visual representation provided by Nettskjema. The qualitative questionnaire answers to the open-ended questions were listed, and had to be manually sorted, and quantified where appropriate.

The analysis of the qualitative data material is partly interwoven with the coding process outlined above. It is somewhat more comprehensive, however, and as such some steps suggested by Creswell & Creswell (2018, pp. 193-195) were used as a guide.

Step 1: Organising and preparing the data material for analysis. Here I corrected the transcribed interviews and sorted them in a separate document for each interview. This was quite time consuming, and quite necessary, as the automatic transcription by Nettskjema did not discriminate or outline whom of the researcher or the respondent had said what, and the textual transcriptions themselves were often incorrect and incoherent.

Step 2: Reading through the data. Here I read through the interviews in order to get a sense of the general ideas at play in the conversations.

Step 3: Coding the data. This is the process described in the final paragraph of section 3.5.

Step 4: Generating a description and themes. Using the codes found and ascribed to the various textual segments as a starting point, themes and descriptions of them were made.

Step 5: Representing the description and themes. This was most easily and naturally done in narrative form. Beliefs and practices are in chapter 4 presented according to their corresponding RQ, and according to the teacher who reported them. In chapter 5, the most

interesting themes from across the interviews are discussed. The salient coded passages in the transcribed interviews were in this step linked to the themes they were seen to represent, and thus meaning could be interpreted.

3.7 Reliability & Validity

Validity refers both to the quality of interpretations of the gathered data and the quality of the research as a whole, as such there are two sides to validity: measurement validity and research validity (Dörnyei, 2007). Measurement validity is concerned with whether the research measures what it is designed to measure, and research validity is somewhat broader, concerned with both the meaningfulness of interpretations made, and the generalisability of the interpretations.

Reliability in this context refers to whether the study would provide similar results if the study were to be repeated under similar or differing circumstances (Dörnyei, 2007; Johnson & Christensen, 2020). Reliability in research means that the results that emerge are generalisable (Johnson & Christensen, 2020).

One example of a threat to the validity and reliability is that learners may feel pressured to answer questions untruthfully, as they may, for example want to put their teacher in a favourable light. Or teachers may feel a need to ‘uptalk’ themselves. Either of these would render the data collected less valid. This links to what is known as *social desirability bias* (Dörnyei, 2007; Johnson & Christensen, 2020), wherein the respondents answer in accordance with what they believe desirable to other parties.

Regarding the interviews, to limit such social desirability bias, it was stated in the initial request to the schools, the consent form, and verbally in advance of the interviews, that the goal of the interview was simply to discover the individual teacher’s thoughts and practices around LA, so that they would feel comfortable giving their honest answers, rather than looking for ‘correct’ answers. Additionally, ‘carry-on’ feedback (Dörnyei, 2007) was given through the interview, such as nods, and short and encouraging verbal queues that would let the interviewee know that what they were saying was appreciated. In the questionnaire, the complete anonymity of the answers was stressed, so as to alleviate whatever pressure the learners may feel towards answering in a perceived socially desired manner.

Another threat to the validity of the research is the extent to which the learners take the questionnaire seriously. This is merely a personal observation from previous classroom practice, which in this study proved true in two cases; two respondents answered the entire

questionnaire in under three minutes and gave nonsensical answers to the open-ended questions. Though voluntary, learners with no interest in taking the questionnaire may do so anyway because their peers do, or their teacher wanted them to, but may not care to read the statements and answer them truthfully. To counter this, the voluntary nature of the questionnaire was stressed. In the questionnaire this was repeated both on the front page, and in an informative letter distributed to the learners' parents by their teacher in advance.

Regarding the interviews, the four teachers were from different schools, in three different school districts. There were two male, and two female respondents, all four roughly 30 years of age, and all having completed formal teacher education of four years or more. These factors are all quite coincidental but may contribute to the reliability of the study; showing that it was not conducted within a single demographic, or within a single geographic area, or institution. That they were all of roughly the same age may be considered a negative impact on the reliability; all having completed their education at around the same time and having comparable work experience.

Further, transcribing the interviews in order to process the data, has its inherent limitations. Dörnyei (2007) discusses some: Obviously, all non-verbal communication such as body language and facial expressions are lost, as well as stress and intonation. Noises such as grunts of discomfort or doubt are also lost in transcription, and so is often imperfect speech such as false starts or stammering: these things, as mentioned above, saves time when it comes to processing the material, but may themselves have held meaning in the analysis.

Given that this study is concerned with teachers who possibly, given their agreement to participate in the study, have an interest in LA, and the learners of those teachers, a potential flaw in reliability of the study is that its respondents might have a greater awareness of or leniency towards LA in the EFL classroom, than would other EFL teachers, and their classes. Furthermore, given that LA is not considered a constant state of affairs (Little, 1991), if the questionnaire was to be conducted within the same learner groups at an earlier or later stage, the results may have proved inconsistent.

Triangulation is an effective way of reducing such threats of validity and reliability as discussed above. It means using "multiple methods, sources or perspectives" and is seen as "one of the most efficient ways of reducing the chance of systemic bias in a qualitative study" (Dörnyei, 2007, p. 61). With regards to validity and reliability, triangulation and mixed methods may alleviate certain 'blind spots' left if one were to either take a strictly quantitative or qualitative approach. By using both qualitative and quantitative approaches, findings may be supported in one set of data collections with help from the other (Dörnyei, 2007). Johnson &

Christensen (2020) state that triangulation occurs when the two different methods used converge on the same conclusion, but that divergence and a failure in triangulation is valuable in itself, because we may learn something from these different methods and perspectives even should the conclusions from them differ. As discussed in section 3.1 of the present study, the two data sources only partially overlap in their goals, so the degree to which this study uses triangulation is admittedly limited. Though it does use multiple methods, sources, and perspectives, it uses those different methods and maps those different perspectives through two different sources, quite by necessity: the teachers being in a better position to offer theoretical and practical insight on the concepts encompassed by the study and the national curricula, and the learners more easily being able to answer simpler statements about their own experience than to elaborate on theoretical concepts.

To further help in validating the interview results, I asked one respondent to read and check what I had written about his beliefs on LA, to see if my interpretation of his statements were correct. This is a strategy known by a few terms, among them member checking and participant feedback, which helps gain validity in qualitative research (Johnson & Christensen, 2020). The respondent in question (Pippin) reported no issue or disagreement in the material.

4. Results

4.1 Teachers

Below, the results will be discussed in accordance with the research questions, and they will be done so respondent by respondent, in narrative form, as this seems the tidiest way of presenting the individual teacher's beliefs and practices. Research questions 1a and 2a will be discussed together, as these two questions were answered and discussed in a merged fashion during the interviews, and there seems to be no discord between the teachers' reported practices and their stated beliefs with regards to explicitness and implicitness. As the interviews were conducted in Norwegian, where quotations from these are given, the researcher provides an English translation.

The research questions pertaining to the teachers are:

1. What are English teachers' beliefs about learner autonomy in 10th grade learners?
 - a) Do the teachers believe in teaching LA explicitly and/or implicitly?
2. What are the teachers' reported practices concerning learner autonomy?
 - a) Do the teachers report teaching LA explicitly and/or implicitly, and how?

1. WHAT ARE ENGLISH TEACHERS' BELIEFS ABOUT LEARNER AUTONOMY IN YEAR 10 LEARNERS?
Merry, the first teacher, believes that autonomous learners are equipped to be more active in the EFL classroom, in that they may help in planning the lessons, for example. He believes that LA entails student involvement, independent work, but also cooperation between the teacher and the learners. He believes that whether a learner is, or can be autonomous in the EFL classroom, depends on the learner. He observes a maturing process throughout lower secondary, and generally speaking has more autonomous learners in 10th grade than he does in 8th, stating that some 8th graders "are not very mature and need a lot of guidance, and they wish for the teacher to just provide them with the answer. They are not used to expending energy on searching for the answer themselves." He believes that fostering LA involves a great deal of responsibility on the part of the learner, and has clear expectations of them, including expecting them to have expectations of him, too. To Merry, LA is also about trust; trusting the learners to make an effort and trusting them to voice their opinions. Merry believes that when his learners are autonomous, the relationship between the teacher and the learners changes to: "some kind of cooperation between, not teacher and learners, but between colleagues. That I know what they want, and

they know what I want. So, then we cooperate.” The learners should also trust the teacher to help and to provide guidance as needed. Merry further believes that LA is more easily achieved in subjects wherein the learners can use their native language; English, to some learners, being somewhat of a hindrance to their free expression. Still, Merry believes in using English to communicate within the EFL classroom. He believes that LA can make the teacher’s job easier, because autonomous learners are used to solving tasks independently, and in cooperation with others. Merry believes LA to be trained, not taught. That is to say that through some effort the learners learn how to be autonomous.

Sam, the second teacher, believes that LA is about offering the learners choices within reasonable boundaries. To Sam, learners choose between different paths and options provided by the teacher. He believes 10th graders are capable of learning how to be autonomous language learners, but also observes a maturation process throughout lower secondary, and that LA is a tall order for some of the younger, less mature learners, stating that:

Because some are so unsure and immature that they can’t make a choice of whether they want butter on their porridge or not, sort of. So, they check with the learner next to them, like, do you want butter? Do we want butter?

He believes LA to concern insight into the individual learner’s learning processes, and the capacity to set their own goals. He also observes that choices regarding content in the EFL classroom, may be more limited in 10th grade, because they need to visit content which may prove pertinent to their final examinations. He notes that giving too much freedom in choice of working methods may hinder their ‘learning to learn’, should the learners consistently opt for the methods they feel comfortable with, rather than ones which might challenge them. Like Merry, Sam also ascribes to the autonomous learner responsibility, and notes that less autonomous learners may abdicate responsibility. He is also a proponent of target language usage in the classroom, arguing that language learning happens through exposure to the language in question. Essentially, Sam sums up, LA is about equipping the learners with strategies they might use to continue learning once institutional schooling ends.

Pippin, the third teacher, believes self-insight to be key in LA, wondering whether the degree each learner may have of self-insight, that is to say, knowledge of how they work best, their strengths and their weaknesses, may correspond to their levels of LA. He further links this self-insight to critical reflection. Pippin also believes that the growth of LA may be nourished by challenges and adversity, stating that to “to hit a few bumps and experience adversity” may cause fertile ground and the growth of LA. Pippin’s full interview transcription is available in appendix 10 as an example, in Norwegian. Of the four teachers, Pippin is arguably the most

sceptical of the feasibility of LA, reflecting that lower secondary learners are often preoccupied with a plethora of concerns other than language acquisition, not aided either by sky-high hormone levels; and reflecting that a majority of 10th graders find autonomy in learning difficult, because they struggle to motivate themselves. Pippin also underscores the individual differences in learners, arguing the difficulty of making generalisations of whole classes. He does note that if “we are to map a trend, I would say that it [LA] can be challenging for many.” He notes, however, that adapted and presented properly, LA is achievable. He further believes that ultimately, LA is about degree of control of the learning process, making the case that a learner high in autonomy in a given situation may opt for passivity in a situation he deems unfruitful for his own learning, if the case be that he already masters the material at hand. Focusing on the political perspective of LA, Pippin also believes that too much freedom of choice for the learners may erode the status and role the teacher has held. That learners necessarily *want* autonomy, is also something he believes can be contested, giving an example from his own current EFL class wherein he asked the learners if they would like to work autonomously, to which they responded “No, we want you to teach us. We want a lecture.” Pippin further believes that the teacher ought to equip the learners with the right tools with which they can learn autonomously in the future. Concluding, he brings up again the theme of learning through challenges and adversity, and wonders whether too much autonomy may shield the learners from such friction necessary to nourish learning, and argues that within the school context, LA should be about striking the right balance between the autonomy of the learners, and that of the professionals within the school.

Frodo, the fourth and final teacher, connects the learners’ right to self-determination to the concept of LA. He believes LA is something learnt, and that doing so requires a conscious effort on the part of the learner. He believes that LA entails adapting the teaching to suit learners of all skill levels, in other words differentiated instruction. He too observes that the maturity levels in learners improve through lower secondary and believes 8th graders to handle freedom given less well than do 10th graders. In contrast to Merry, Frodo believes the language used in the subject to be of little consequence to the learners’ autonomous activity, observing that his learners work just as freely and autonomously in the English subject as they do in other subjects, with some occasional exceptions in 8th grade. Frodo believes boundaries to be important in the EFL classroom, and that LA should exist within the reason of these boundaries. Frodo also believes LA to positively correlate to learner motivation, stating that “I feel that they become more motivated [on facilitating LA]. And I experience that also when I have learning conversations with them. That they think it has worked like it has.” This motivation in turn

motivates the teacher. Like Pippin and Sam, he wonders whether too much freedom of choice may hinder learning and leave the learners less prepared for life outside of school. He further believes that the learners should be given a say in the contents of EFL lessons, given that the Norwegian curriculum competence aims are rather broad and general in nature. When presented with choices of working methods or content, some learners need more guidance than do others, not knowing how, or being willing, to choose wisely.

2. WHAT ARE THE TEACHERS' REPORTED PRACTICES CONCERNING LEARNER AUTONOMY?

Merry reports classroom practice that relies heavily on independence, involvement, and cooperation between learners themselves, and between learners and the teacher. For example, learners are sometimes asked what aspects of a given presentation they think should be assessed, their homework often entails reading written feedback thoroughly, and 'weaker' learners are often paired with 'stronger' learners, in order to learn with and from one another. Further, the learners are often at liberty to choose the contents of a lesson or a project, so long as they stick to a given theme. They are also required to monitor their own progress, and sometimes allowed to assess their own work in a task-like manner, being presented with the answer key at the end, and explanations for why X mark was given. Merry also helps the learners reflect on their English learning progress and processes, for example by providing them with self-assessment forms. He puts a lot of weight on developing the learners' critical thinking abilities and reflection, for example through the use of such simple self-assessment forms, wherein one item may simply state "I know how to write a five-paragraph essay. Know well, know a little, need to work on." Merry also allows them to set their own goals in the English subject, in order for example to aim for X mark, or to retain X mark. Merry also helps his learners with strategies such as the conscious structuring of a text, and strategies such as note-taking and listening skills during activities such as a weekly round of BBC news; another example of authentic language use, which matches Merry's previously discussed beliefs in that regard. Merry further allows the learners choices regularly, such as picking a handful of fellow learners to whom they want to present a project. Finally, he also regularly uses questionnaires in the EFL classroom, which allows the learners to give feedback and voice their opinions anonymously, on issues such as preferred working methods, and contents of the EFL lessons, without feeling like they are 'arresting' Merry.

Sam builds a learning environment through offering his learners different paths to tread: within a given module of work he lays out three paths, one being easy, with a possibility of a middling mark. One being medium in difficulty, but with possibilities of a higher mark. One

being harder in difficulty, but necessary if the learner aims for a top mark. In this way, Sam also provides his learners with choices, and at the same time allows them to set their own goals when it comes to marks. In this manner they are enabled to prioritise whether they invest in the English subject or would rather aim for higher marks in another subject more to their liking, or vice versa. The freedom connected with LA, Sam offers in inverse amounts to the maturity of his learners; 8th graders are allowed less freedom of choice and need more ‘micromanaging’ compared with 10th graders, being less mature. Like Merry, Sam also allows the learners to mark themselves, sometimes handing out an anonymised piece of learner work along with assessment criteria and asking the learners themselves to mark the work. This may be their own work, or that of fellow pupils. This sparks discussion and reflection, and Sam observes that often the learners are less forgiving in their marking than he is himself. Further, Sam’s learners are often invited to reflect on which ways they learn best, and which strategies are most beneficial in a given learning situation. Sam encourages his learners to consume English material outside of school, and to use the language to the best of their ability as they may, outside of school. One strategy Sam uses in the EFL classroom to teach vocabulary is to have his learners ‘view’ a text through a younger learner and asking them which words in this text would a 5th or 6th grader find difficult, for example. This allows his learners to learn words they may not know but may be embarrassed not to know as themselves; in the guise of a hypothetical 6th grader, they may ask questions they otherwise would not, which Sam states allows them “to disguise, hide behind the role and not say that they personally find this difficult.” Sam teaches strategies for effective reading, and similar to Merry, provides the learners with checklists and forms for self-assessment. Finally, he encourages his learners to be smart in choosing their partners in pair- or groupwork; urging them not to necessarily choose those whom they would rather hang out with or befriend, but those with whom they think they will work well.

Pippin likes his EFL lessons to revolve around current topics which may interest the learners. Managing this, discussions are more easily had within the classroom, and these may open up for reflection and critical thinking regarding the individual learner’s stance on the topic at hand. Like Merry and Sam, Pippin sometimes involves the learners in marking their own texts, which makes for interesting conversations and reflection. In larger projects, LA is of greater concern to Pippin than in his typical every-day EFL lesson. In the inception of such projects, he likes to speak with the learners one-on-one to map their plans and goals for the project, in order to facilitate their learning better. Pippin often has his learners write collaboratively, digitally. This allows learners who may have missed a class for some reason to participate in real time or with delay, from home or wherever they are. Finally, a strategy he

occasionally utilises, is putting the learners in something of a meditative state: taking five minutes to just sit quietly with their eyes closed and letting their minds go where they will. This seems a successful way of relieving stress and opening up avenues for reflection. Not necessarily directly conducive to EFL learning, it may still be a necessary break from what Pippin, in his learners' words, terms "the grind", pointing out that whatever thoughts may result from this meditation, such as "I was thinking about my dog, thinking about what's for dinner, no I am dreading the test tomorrow" are totally fine.

Frodo, in an attempt to involve learners from the start of a course, asks them questions regarding their expectations for the course, what they can stand to improve upon, and what they want to learn more about. Within reason, Frodo's learners are given choices to pick from with regard to lesson content and working methods. Like Merry, Frodo holds his learners to high standards of responsibility, by enforcing deadlines with little leniency; having had difficulties with learners taking advantage of extensions on their work in the past. A recurring theme for all the teachers is that of oral presentations, and their learners' fear of such undertakings. Frodo encourages his to face their fears by training them for such presentations, starting out with one-on-one presentations and moving on to incrementally larger groups. Following such work, and other work, he uses a feedback method he terms 'two stars and a wish', in which (at least) two compliments are given, and one point of potential improvement. The reasoning for this is that "If you only get negative [comments/feedback] all the time, it will create poor learning will [=motivation]". Frodo's learners also often take part in assessing and marking their own work and are given opportunities to speak up and potentially improve the marks given, should they disagree with Frodo's reasoning for marks given. For example, Frodo reports one pupil who took issue with a 6-, arguing that she met all the given criteria for a straight 6. Comparing her work with that of another pupil who had gone above and beyond the criteria, Frodo deemed the work worth a 6-, but was made aware of this error by his pupil, consequently nudged her up to the 6 mark, and noted in the interview that the learner "put forth a reflective argument," and that this was "very right, and well observed." On a number of projects Frodo's learners work independently in stages, and hand in project plans and drafts between these stages from which Frodo can offer guidance. Frodo has also implemented computer gaming on occasion, for example playing a game in which the learners are able to reflect on the consequences of (collectively) autonomous choices made within the game. In order for his learners to correct and improve their writing on their own, Frodo has installed the app Grammarly on their Chromebooks. Frodo reports good results from taking an interest in and showing some sympathy for his learners' negative emotions, particularly in relation to uncomfortable speaking

situations in the classroom. Finally, and of special pertinence to the topic of LA, Frodo has had success with a film-based group project. In this, learners were divided into groups, and within the groups the learners themselves decided which roles would be held by each member. Watching a film, one member would be tasked with noticing interesting things about the characters, one would pay special attention to nature and the scenery, and another would pay attention to new and unknown or difficult words.

The teachers were all asked whether their learners used logbooks or other means of logging their work, and all teachers answered no, though it had been done once in 8th grade by Sam's learners. The teachers all seem to think it important for the learners to reflect on their learning processes, and this question of logbooks was included in the interview guide because it seems an excellent way, as advocated by Dam (2011) for the learners to regularly and systematically consider their learning processes, part of the metacognitive aspect of LA as posited by Little (1991).

1A AND 2A – DO THEY BELIEVE IN AND/OR REPORT EXPLICIT AND/OR IMPLICIT LA TEACHING?

The explicitness of Merry's LA fostering ends at telling his learners they need to be independent, open to constructive criticism, able to deal it out as well, and to deal with and have their own expectations. Other than that, LA comes mostly implicitly in his practice.

Sam believes in, and practices, fostering LA both explicitly and implicitly. By way of explicitness, he often takes time to explain the reason for working in so and so manner; that reason being independent young adults. Sam answers "Yes, both. I tend to explain what the goal is by doing it this way." Further, Sam adopts a method from a popular Norwegian TV show called *Kompani Lauritzen*, in which an Ensign takes on a troop of Norwegian celebrities and personalities, with the intention of helping them achieve personal growth and strength of character, through a series of military-inspired trials and environs. In the show, and in Sam's EFL classroom, a common understanding of terminology and goals is important, in order for the cadettes and learners to understand why such and such method or material is used. He also states that much of his classroom practice fosters LA implicitly, simply because he has adopted preferences and methods of work naturally, and is himself not always aware that he is fostering LA. He also states that he believes most teachers, including himself, to foster LA implicitly and tacitly.

Pippin reflects that the tasks he prepares and discussions he moderates invite LA by implicit design: opening for critical reflection, self-insight, and social- and independent learning.

Frodo, reportedly and seemingly, nurtures LA wholly implicitly, like the others mostly do, too. He does note that he is interested in the concept of LA and sees the utility of it in the EFL classroom, and given more time, he should like to work on it and improve. Were he to achieve this, it is conceivable that LA in his EFL classrooms would take a more explicit form; himself being more aware of its components and qualities.

4.2 Learners

These results will also be presented according to research question. Tables listing the questionnaire items pertaining to each RQ are found immediately after the RQ in question, and some particularly salient findings, as well as their graphic presentation will follow. The research questions pertaining to the learners, are similar to those concerning the teachers, as may be seen below. The key difference is that whereas the teachers were asked if and how they taught LLS, the learners were asked whether they use such strategies or not, either at or outside of school. Naturally, examples of more specific strategies were provided, as learners may be less cognisant of them and their use than the teachers. The research questions pertaining to the learners are:

3. What are the beliefs that the learners have about learner autonomy?
 - a) Do the learners report that they learn learner autonomy implicitly or explicitly? How?
 - b) Do the learners report that they use language learning strategies actively at and/or outside of school? How and which?

To answer these research questions, a series of Likert-scale statements were given, to which the learners responded with degree of agreement on a scale from 1 to 6, 1 being complete disagreement and 6 being complete agreement. 1-3 on this scale will then represent some level of disagreement, and 4-6 some level of agreement. As detailed in the methodology chapter, the questionnaire was in its entirety conducted in Norwegian, so translations of the statements will be provided, and a brief explanation of the findings in the data as they pertain to the RQ at hand. Often, values 4-6 will be added to provide a percentage of learners in agreement, or 1-3 for disagreement. The level of (dis)agreement may then be clearer than they might have been if I were simply to point out the mean or average scores which are presented by Nettskjema, though this may be subjective. 77,2% in agreement seems more convincing to me than does a mean value of 4 and an average of 4,4, as exemplified in figure 1 below. In addition to statements asking

for degree of agreement, ones asking for frequency of activities were used. In these, the options were *very often, often, occasionally, rarely, nearly never, and never*.

Not all questionnaire items are of equal value or interest, and as such, only the ones most relevant or interesting will be presented explicitly, although all are presented in their respective RQ tables.

3. WHAT ARE THE BELIEFS THAT THE LEARNERS HAVE ABOUT LEARNER AUTONOMY?

What was sought uncovered by this question was less their conceptual understanding of LA, and more its utility. The reason for this is that the learners would be unlikely to possess the theoretical knowledge necessary to speak much on the concept; but they might be able to offer their thoughts on the usefulness of learning autonomously. Table 2 below holds the questionnaire statements and the learners' levels of agreement to them, as they pertain to research question 3. Following it are some salient examples (Figures 1 through 4) of the data connected to specific questionnaire statements as presented by Nettskjema: with graphs as well as numbers and percentages.

Table 2. RQ 3: What are the beliefs that the learners have about learner autonomy?

Questionnaire Statement	Disagreement (1-3)		Agreement (4-6)		Mean	Average
	Number	Percentage	Number	Percentage		
<i>I believe it is possible to learn languages independently (autonomously)</i>	13	22.8%	44	77.2%	4	4.40
<i>I learn independence (autonomy) in my EFL lessons</i>	12	21.1%	45	78.9%	5	4.44
<i>I understand the importance of learner autonomy in the English subject.</i>	11	19.3%	46	80.7%	5	4.51
<i>By knowing how to learn English effectively, I learn English more easily at school</i>	13	22.8%	44	77.2%	5	4.53
<i>By knowing how to learn English</i>	12	21.1%	45	78.9%	5	4.60

<i>effectively, I learn English more easily outside of school</i>						
<i>I believe it is harder to learn independently (autonomously), than if the teacher simply tells us what to do</i>	30	52.7%	27	47.3%	3	3.58
<i>I believe it is easier to learn independently (autonomously), than if the teacher simply tells us what to do</i>	24	42.1%	33	57.9%	4	3.70
<i>It is good that the pupils are involved in making decisions</i>	6	10.6%	51	89.4%	5	5.02
<i>I would rather just attend, and not have to make decisions</i>	26	45.6%	31	54.4%	4	3.63

Figure 1. “I believe it is possible to learn languages independently (autonomously).”

Jeg tror det er mulig å være selvstendig (autonom) i språklæring.

Antall svar: 57

Snitt: 4.40

Median: 4

Svar	Antall	% av svar	
1	0	0%	0%
2	1	1.8%	1.8%
3	12	21.1%	21.1%
4	18	31.6%	31.6%
5	15	26.3%	26.3%
6	11	19.3%	19.3%

As figure 1 shows, a majority of the learners (77,2%) answer with either 4, 5, or 6, indicating agreement to the statement that they believe it possible to learn languages independently.

Figure 2. “It is good that the pupils are involved in making decisions.”

Det er bra at elevene får være med å bestemme.

Antall svar: **57**

Snitt: **5.02**

Median: **5**



With a mean score of 5, and an average score of 5,02, it seems clear that the learners agree that their involvement in decision making is a good thing. 45,6% of them even completely agree to this statement.

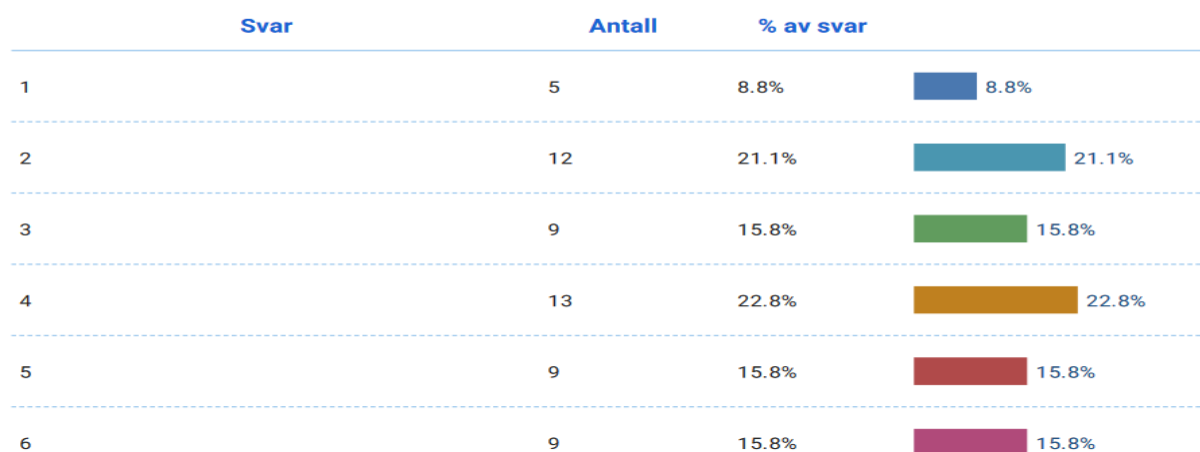
Figure 3. “I would rather just attend, and not have to make decisions.”

Jeg vil heller bare møte opp, og slippe å ta avgjørelser.

Antall svar: **57**

Snitt: **3.63**

Median: **4**



The distribution of answers to this statement then, in comparison to the one in figure 2, is interesting. The answers are fairly evenly distributed across all levels of (dis)agreement, with a majority (54,4%) to some extent *agreeing* that they would prefer not to have to make decisions.

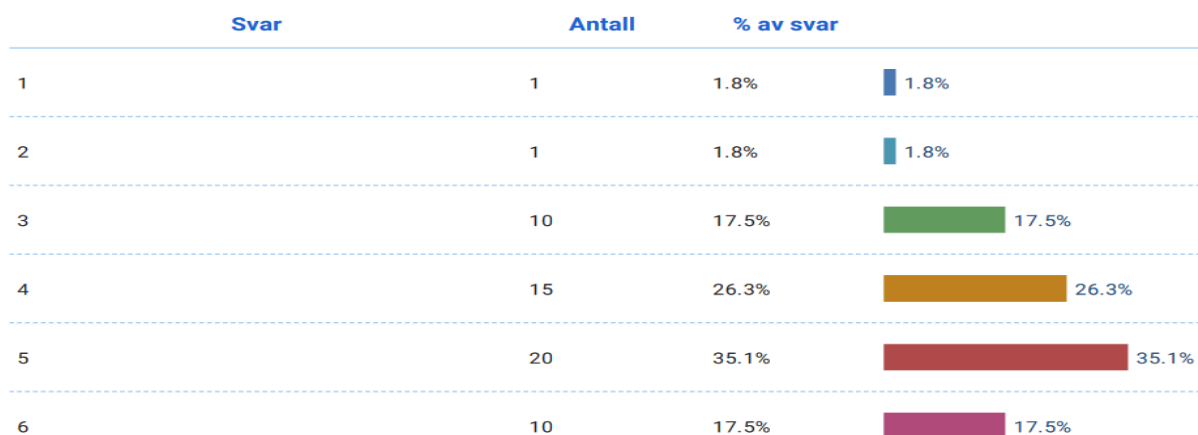
Figure 4. “I learn independence (autonomy) in my EFL lessons.”

Jeg lærer meg selvstendighet (elevautonomi) i engelsktimene.

Antall svar: 57

Snitt: 4.44

Median: 5



A majority of learners (78,9%) also agree that they do learn how to be autonomous in the EFL classroom.

Some additional statements were used to discern the learners’ perceived utility of LA, such as statements about how LA helps in learning English at- and outside of school, and that the learners see the importance of LA. To these statements the learners were by and large in agreement, the average statement response being between 4,5 and 4,6 on the Likert scale. Two more statements were also there, gauging whether the learners thought it *harder*, or *easier*, to learn autonomously than if their teacher simply told them what to do. To these statements the answers were somewhat vague but middling, averaging 3,58 for the *harder* statement, and 3,7 for the *easier* statement, as may be seen in table 2.

3A. DO THE LEARNERS REPORT THAT THEY LEARN LEARNER AUTONOMY IMPLICITLY OR EXPLICITLY? HOW?

To answer this question, a comprehensive series of statements of frequency, as well as Likert scale statements of agreement were used. Both types of statements had a six-point scale, but the frequency statements had the answer options in text form, so as not to confuse the respondents. Many simple, concrete statements were offered to try to ascertain whether the EFL LA fostering leant towards implicitness or explicitness. Most of the statements can be viewed as a way of eliciting LA taught implicitly, but those who ask whether, how, and why the teacher explains LA are meant to map the explicit LA fostering.

This question was sought answered through statements of agreement and frequency both, and naturally would not fit in the same table. As such, table 3 below holds the items of agreement, and table 4 holds those of frequency.

Following the tables, certain items are presented graphically, as these may be especially helpful in answering the RQ. Additionally, at the end of this section, an open-ended question was put, asking what the learner believed independent work in the English subject to be. This will be explored following the quantitative data material from the RQ 3a section, and in itself be quantified.

Table 3. RQ 3A: Do the learners report that they learn learner autonomy implicitly or explicitly? How? (Agreement items)

Questionnaire Statement	Disagreement (1-3)		Agreement (4-6)		Mean	Average
	Number	Percentage	Number	Percentage		
<i>The teacher explains why we learn learner autonomy</i>	30	52.6%	27	47.4%	3	3.25
<i>The teacher explains how we learn learner autonomy</i>	29	50.9%	28	49.1%	3	3.33
<i>The teacher teaches us learner autonomy but does not explain that that is what he/she is doing</i>	29	50.9%	28	49.1%	3	3.46
<i>The teacher teaches us learner autonomy but does not explain why</i>	36	63.2%	21	36.8%	3	3.11
<i>The teacher teaches us learner autonomy but does not explain how</i>	32	56.2%	25	43.8%	3	3.30
<i>We learn strategies for reading an English text</i>	27	47.4%	30	52.6%	4	3.65
<i>We learn strategies for listening to English</i>	26	45.6%	31	54.4%	4	3.56
<i>We learn strategies for writing a text in English</i>	12	21%	45	79%	5	4.63

<i>We learn strategies for speaking English better</i>	19	33.3%	38	66.7%	4	4.09
<i>We learn strategies for handling our emotions better</i>	31	54.4%	26	45.6%	3	3.21
<i>We are allowed to choose our working methods</i>	25	43.9%	32	56.1%	4	3.74
<i>We are allowed to work independently</i>	12	21%	45	79%	5	4.51
<i>We are allowed to work in pairs</i>	16	28%	41	72%	4	4.37
<i>We are allowed to work in groups</i>	16	28%	41	72%	4	4.12
<i>We get time to think about what we have learnt, and how</i>	25	43.9%	32	56.1%	4	3.63
<i>We take time to write down what we are working on</i>	32	56.1%	25	43.9%	3	3.35
<i>We take time to write down how we work</i>	34	59.6%	23	40.4%	3	3.23
<i>We reflect on what we want to work on going forward</i>	28	49.1%	29	50.9%	4	3.65

Table 4. RQ 3A: Do the learners report that they learn learner autonomy implicitly or explicitly? How? (Frequency items)

Frequency / Questionnaire Statement	Very often	Often	Occasionally	Rarely	Nearly never	Never
<i>We are allowed to choose the contents of the EFL lessons</i>	2 (3.6%)	11 (19.6%)	15 (26.8%)	17 (30.4%)	6 (10.7%)	5 (8.9%)
<i>We can choose the manner in which we work</i>	6 (10.5%)	9 (15.8%)	29 (50.9%)	6 (10.5%)	6 (10.5%)	1 (1.8%)
<i>We monitor our own learning</i>	9 (15.8%)	19 (33.3%)	19 (33.3%)	10 (17.5%)	0 (0%)	0 (0%)
<i>We set our own learning aims in the English subject</i>	8 (14%)	12 (21.1%)	23 (40.4%)	8 (14%)	5 (8.8%)	1 (1.8%)
<i>We plan our own work in the English subject</i>	9 (15.8%)	20 (35.1%)	15 (26.3%)	9 (15.8%)	4 (7%)	0 (0%)

<i>We check if we learn what we are supposed to</i>	8 (14%)	15 (26.3%)	21 (36.8%)	8 (14%)	4 (7%)	1 (1.8%)
<i>We are allowed to assess our own learning by talking about what is good and what is less good about our own work</i>	2 (3.5%)	12 (21.1%)	27 (47.4%)	8 (14%)	3 (5.3%)	5 (8.8%)
<i>We are allowed to assess our own learning by marking our own work</i>	2 (3.6%)	6 (10.9%)	11 (20%)	13 (23.6%)	10 (18.2%)	13 (23.6%)
<i>We are allowed to assess our fellow pupils' learning by talking about what is good and what is less good about their work</i>	1 (1.8%)	7 (12.5%)	19 (33.9%)	12 (21.4%)	9 (16.1%)	8 (14.3%)
<i>We are allowed to assess our fellow pupils' learning by marking their work</i>	3 (5.4%)	2 (3.6%)	12 (21.4%)	6 (10.7%)	8 (14.3%)	25 (44.6%)
<i>We log our work in the English subject</i>	2 (3.6%)	5 (8.9%)	24 (42.9%)	6 (10.7%)	9 (16.1%)	10 (17.9%)

Examples of statements of agreements from this section are:

Figure 5. "The teacher explains why we learn learner autonomy."

Læreren forklarer hvorfor vi lærer elevautonomi.

Antall svar: **57**

Snitt: **3.25**

Median: **3**

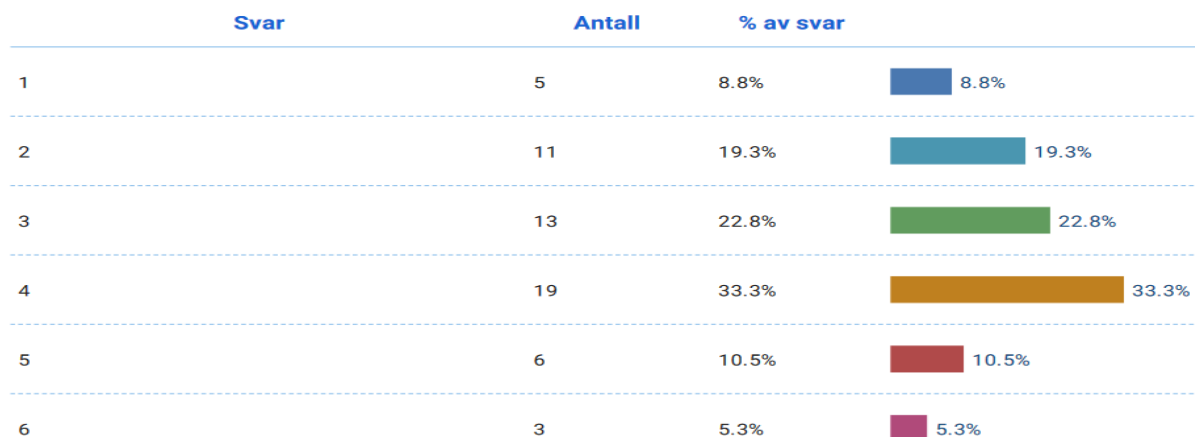


47,4% of the learners agree in some way that their teachers explain why they learn LA, in other words, a majority of learners report that they are not told 'the point' of autonomous learning.

Figure 6. “The teacher explains how we learn learner autonomy.”

Læreren forklarer hvordan vi lærer elevautonomi.

Antall svar: **57** Snitt: **3.33** Median: **3**



The numbers here are very similar to figure 5, and it seems that 49,1% of learners are told how they learn LA.

Figure 7. “The teacher teaches us learner autonomy but does not explain that that is what he/she is doing.”

Læreren lærer oss elevautonomi, men forklarer ikke at han/hun gjør det.

Antall svar: **57** Snitt: **3.46** Median: **3**



This statement was dependent on the respondents’ understanding of the concept of LA, but as this was sufficiently explained in the beginning of the questionnaire, and lots of examples provided by the time they reached this item, they should be able to give an accurate answer. It seems then, that 49,2% of the learners believe to be taught LA without an explanation from the teacher that that is what is happening.

Figure 8. “We learn strategies for writing a text in English.”

Vi lærer strategier for hvordan vi kan skrive en engelsk tekst.

Antall svar: **57**

Snitt: **4.63**

Median: **5**

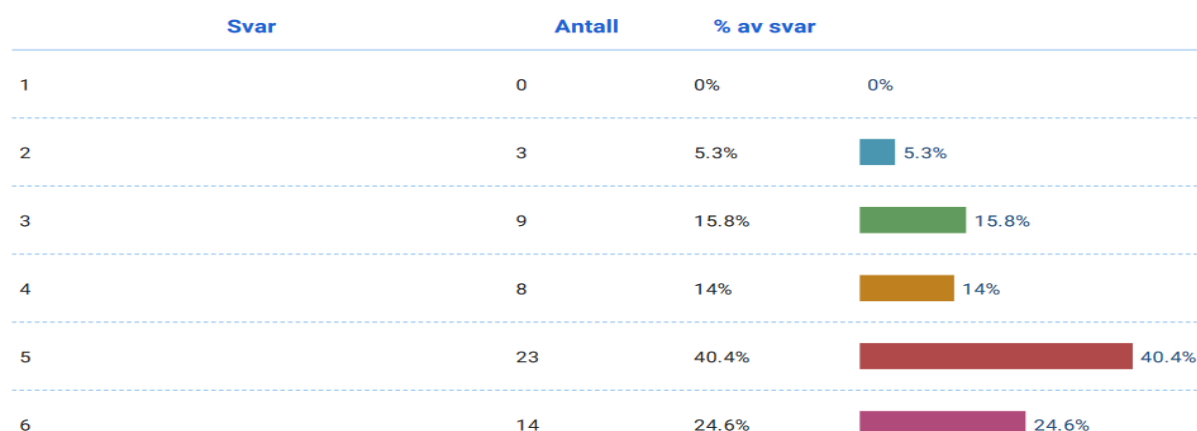


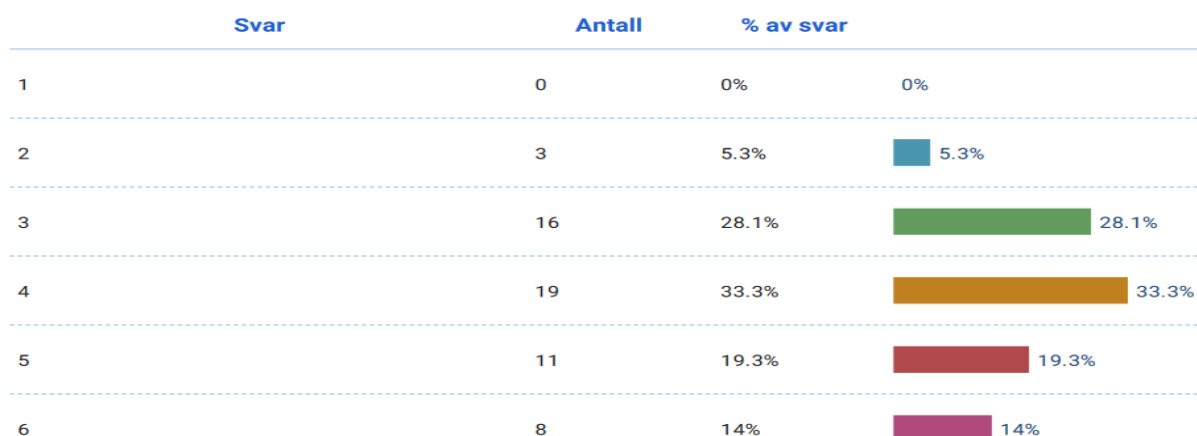
Figure 9. “We learn strategies for speaking English better.”

Vi lærer strategier for hvordan vi kan snakke engelsk bedre.

Antall svar: **57**

Snitt: **4.09**

Median: **4**



Figures 8 and 9 demonstrate a difference in agreement on learning writing versus speaking strategies. 65% of learners choose levels 5 or 6 of agreement that they learn writing strategies, but only 33,3% choose the same levels of agreement regarding speaking strategies. These and some other items on learning strategies were of course included as such strategies are the tools by which learners can be autonomous, and the teaching of them can be a way of teaching LA either explicitly or implicitly.

An example of a statement of frequency from this section is:

Figure 10. “We can choose the manner in which we work.”

Vi får velge måten vi vil jobbe på.

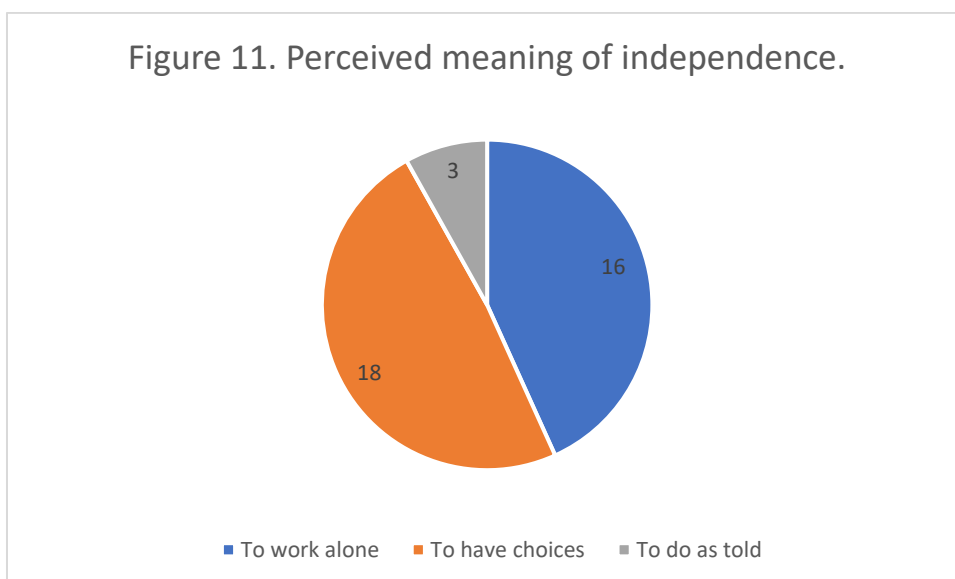
Antall svar: 57

Svar	Antall	% av svar
Veldig ofte	6	10.5%
Ofte	9	15.8%
Av og til	29	50.9%
Sjeldent	6	10.5%
Nesten aldri	6	10.5%
Aldri	1	1.8%

As many as 50,9% of the respondents report that they are able to choose their preferred method of work occasionally. *Occasionally* is obviously subject to interpretation, but on this scale, it exists at least between *often* and *rarely*. On either side of occasionally, the other options are fairly evenly distributed, with a tilt towards the higher, more ‘autonomous’ frequencies.

At the end of this section of the questionnaire, as stated above, an open-ended question was asked to investigate the learners’ perceived meaning of independence. 57 different, but often similar answers were given, the most common or salient ones were given codes, similar to the analysis of the teacher interviews. By these codes, the common themes could be quantified in a presentable manner:

Figure 11. Perceived meaning of independence.



The two most common and only consistent themes to emerge from this question were about choices and working by yourself. 16 learners believed independence to be about working alone, whereas 18 learners believed it to concern choices: either in tasks, methods, partners, or groups. It is also noteworthy that three learners believe independence to mean doing as you are told. Some examples of the answers in this category are: “For me, working independently means doing my work by myself to gain more confidence and independence.” (Original answer given in English), and “I like working independently because then I can work in my own pace”.

Some learners also saw this open-ended question as an invitation to offer their thoughts on statements that had thitherto been presented in the questionnaire. These thoughts were in themselves valuable; some revealing perceived classroom practice conducive to LA, some less so. One example on the negative side is:

I do not often have the opportunity to choose the topic I want to work with, how it is to be done, or who I want to work with. Occasionally we can choose how to do it, but often they ask just to ask. They do not use the democratic answer in the task but make us feel like we had a say.

In contrast to this, is:

I often have the opportunity to choose what I want to work on, how, and with whom. I have learnt to reflect on my own development in the English subject, what I should work harder on, and strategies to get better results from the reading we do.

Figures 5 through 7 seem to indicate that mostly, though by a small margin, LA learning happens implicitly in the respondents' EFL classrooms. Figures 8 through 10 map various means of fostering LA, and the respondents report positive results in these questionnaire items. These too seem to indicate that LA is learnt, but that it is done so implicitly.

3B. DO THE LEARNERS REPORT THAT THEY USE LANGUAGE LEARNING STRATEGIES ACTIVELY AT AND/OR OUTSIDE OF SCHOOL? HOW AND WHICH?

This question was sought answered by two separate sections of the questionnaire; one pertaining to strategy use at school, the other pertaining to strategy use outside of school. Table 5 shows all items in the former section, table 6 the latter. The statements put forth in the latter section are more or less duplicates of the former, and so a comparison between certain strategies at- and outside of school may prove interesting. These statements asked solely for input of frequency, not of agreement. The same six options of frequency were used as before. At the end of each section an open-ended question was asked, asking for situations in which the learners used LLS, and which these were. Each section had 13 statements of frequency of different strategies. Combining all the questionnaire items, with 57 respondents, 741 answers were given in each section. Figure 11 shows just how these answers were distributed across the different

levels of frequency, both at school, and outside of school. More learners report using LLS rarely or never outside of school, compared to at school.

Figure 12. Reported frequency of learning strategy use.

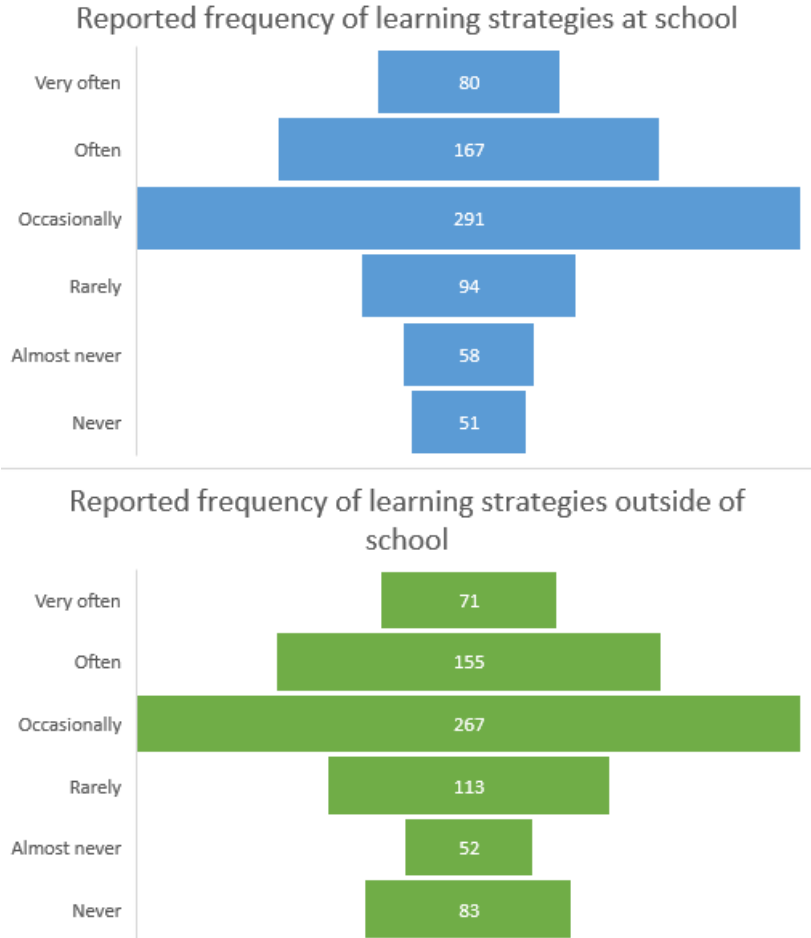


Table 5. RQ 3B: Do the learners report that they use language learning strategies actively at and/or outside of school? How and which? (At school items)

Frequency / Questionnaire Statement	Very often	Often	Occasionally	Rarely	Nearly never	Never
<i>At school I use strategies for revising</i>	8 (14%)	14 (24.6%)	21 (36.8%)	9 (15.8%)	3 (5.3%)	2 (3.5%)
<i>At school I use strategies for analysis and reasoning</i>	4 (7%)	15 (26.3%)	29 (50.9%)	4 (7%)	2 (3.5%)	3 (5.3%)
<i>At school I use strategies to structure the information I receive or send</i>	7 (12.3%)	14 (24.6%)	26 (45.6%)	4 (7%)	4 (7%)	2 (3.5%)
<i>At school I use strategies to focus on my own learning</i>	6 (10.5%)	20 (35.1%)	20 (35.1%)	7 (12.3%)	2 (3.5%)	2 (3.5%)
<i>At school I use strategies to organise and plan my own learning</i>	6 (10.5%)	13 (22.8%)	21 (36.8%)	10 (17.5%)	5 (8.8%)	2 (3.5%)
<i>At school I use strategies to assess my own learning</i>	4 (7%)	10 (17.5%)	25 (43.9%)	10 (17.5%)	3 (5.3%)	5 (8.8%)
<i>At school I use strategies to lower anxiety</i>	8 (14%)	4 (7%)	16 (28.1%)	9 (15.8%)	6 (10.5%)	8 (14%)
<i>At school I use strategies to motivate myself</i>	7 (12.3%)	7 (12.3%)	20 (35.1%)	6 (10.5%)	10 (17.5%)	7 (12.3%)
<i>At school I use strategies to check how I am feeling</i>	1 (1.8%)	8 (14%)	20 (35.1%)	12 (21.1%)	7 (12.3%)	9 (15.8%)
<i>At school I ask questions to check if I have understood correctly</i>	5 (8.8%)	9 (15.8%)	25 (43.9%)	10 (17.5%)	6 (10.5%)	2 (3.5%)
<i>At school I ask questions to check if what I have done is correct</i>	6 (10.5%)	20 (35.1%)	18 (31.6%)	6 (10.5%)	3 (5.3%)	4 (7%)
<i>At school I cooperate with fellow pupils</i>	12 (21.1%)	13 (22.8%)	24 (42.1%)	3 (5.3%)	4 (7%)	1 (1.8%)
<i>At school I cooperate with people who speak English fluently</i>	6 (10.5%)	14 (24.6%)	26 (45.6%)	5 (8.8%)	2 (3.5%)	4 (7%)

Table 6. RQ 3B: Do the learners report that they use language learning strategies actively at and/or outside of school? How and which? (Outside of school items)

Frequency / Questionnaire Statement	Very often	Often	Occasionally	Rarely	Nearly never	Never
<i>Outside of school I use strategies for revising</i>	10 (17.5%)	15 (26.3%)	19 (33.3%)	5 (8.8%)	3 (5.3%)	5 (8.8%)
<i>Outside of school I use strategies for analysis and reasoning</i>	7 (12.3%)	10 (17.5%)	18 (31.6%)	15 (26.3%)	3 (5.3%)	4 (7%)
<i>Outside of school I use strategies to structure the information I receive or send</i>	5 (8.8%)	16 (28.1%)	19 (33.3%)	10 (17.5%)	2 (3.5%)	5 (8.8%)
<i>Outside of school I use strategies to focus on my own learning</i>	5 (8.8%)	15 (26.3%)	19 (33.3%)	11 (19.3%)	3 (5.3%)	4 (7%)
<i>Outside of school I use strategies to organise and plan my own learning</i>	4 (7%)	13 (22.8%)	24 (42.1%)	8 (14%)	3 (5.3%)	5 (8.8%)
<i>Outside of school I use strategies to assess my own learning</i>	4 (7%)	10 (17.5%)	24 (42.1%)	11 (19.3%)	2 (3.5%)	6 (10.5%)
<i>Outside of school I use strategies to lower anxiety</i>	7 (12.3%)	8 (14%)	19 (33.3%)	9 (15.8%)	8 (14%)	6 (10.5%)
<i>Outside of school I use strategies to motivate myself</i>	6 (10.5%)	13 (22.8%)	14 (24.6%)	4 (7%)	9 (15.8%)	11 (19.3%)
<i>Outside of school I use strategies to check how I am feeling</i>	4 (7%)	9 (15.8%)	23 (40.4%)	6 (10.5%)	4 (7%)	11 (19.3%)
<i>Outside of school I ask questions to check if I have understood correctly</i>	3 (5.3%)	14 (24.6%)	24 (42.1%)	8 (14%)	3 (5.3%)	5 (8.8%)
<i>Outside of school I ask questions to check if what I have done is correct</i>	7 (12.3%)	12 (21.1%)	17 (29.8%)	13 (22.8%)	3 (5.3%)	5 (8.8%)

<i>Outside of school I cooperate with fellow pupils</i>	4 (7%)	7 (12.3%)	26 (45.6%)	5 (8.8%)	6 (10.5%)	9 (15.8%)
<i>Outside of school I cooperate with people who speak English fluently</i>	5 (8.8%)	13 (22.8%)	21 (36.8%)	8 (14%)	3 (5.3%)	7 (12.3%)

Figures 13 through 16 concern the simple social learning strategy of asking questions. Figures 13 and 14 map whether questions to check if the learner has understood correctly, or done something correctly, respectively, are asked, outside of school. Figures 15 and 16 concern the same content, only at school.

Figure 13. “Outside of school I ask questions to check if I have understood what I have read or heard correctly.”

På fritiden stiller jeg spørsmål for å sjekke at jeg har forstått det jeg har lest eller hørt.

Antall svar: 57

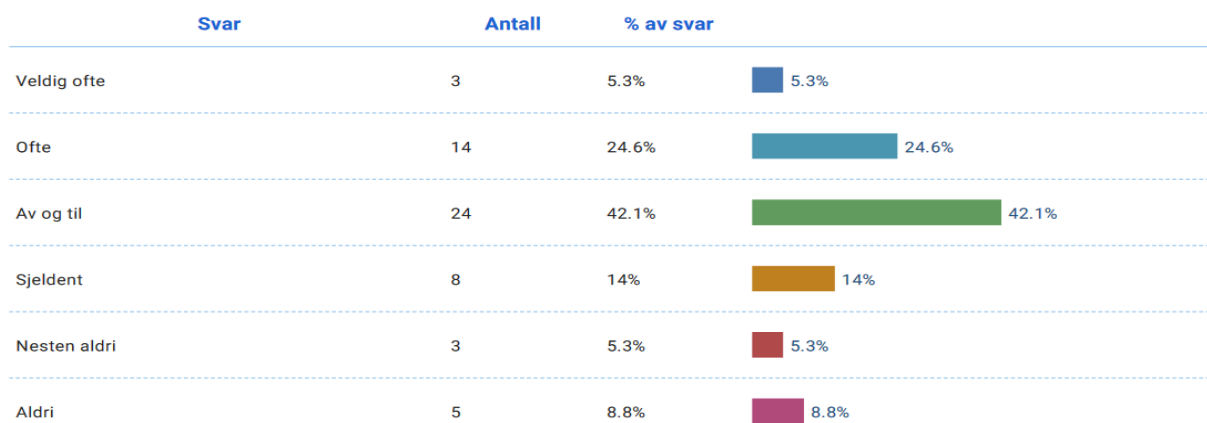
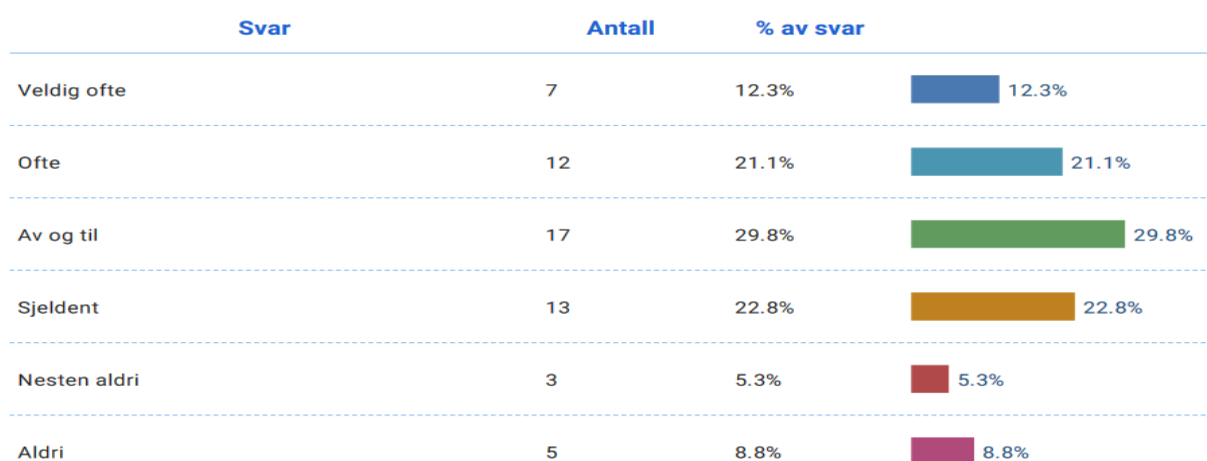


Figure 14. “Outside of school I ask questions to check if I what I have done is correct.”

På fritiden stiller jeg spørsmål for å sjekke at det jeg har gjort er riktig.

Antall svar: 57



In figures 13 and 14 we can see that the learners, outside of school, more often ask questions to check if they have understood something, than they ask questions about whether they have done something correctly. In figures 15 and 16, as may be seen below, the order is reversed: at school, they more often ask questions to find if what they have done is right, than checking if they have understood something correctly.

Figure 15. “At school I ask questions to check if I have understood correctly.”

På skolen stiller jeg spørsmål for å sjekke at jeg har forstått det jeg har lest eller hørt.

Antall svar: 57

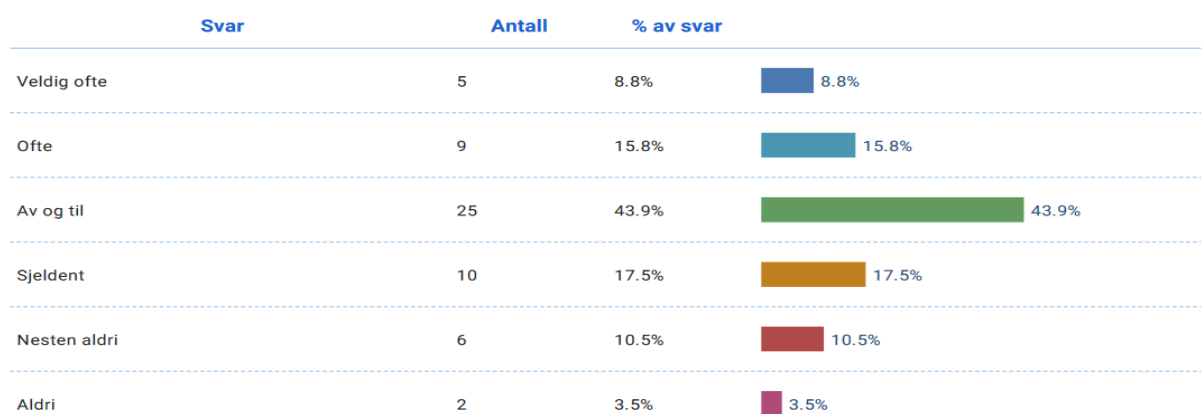
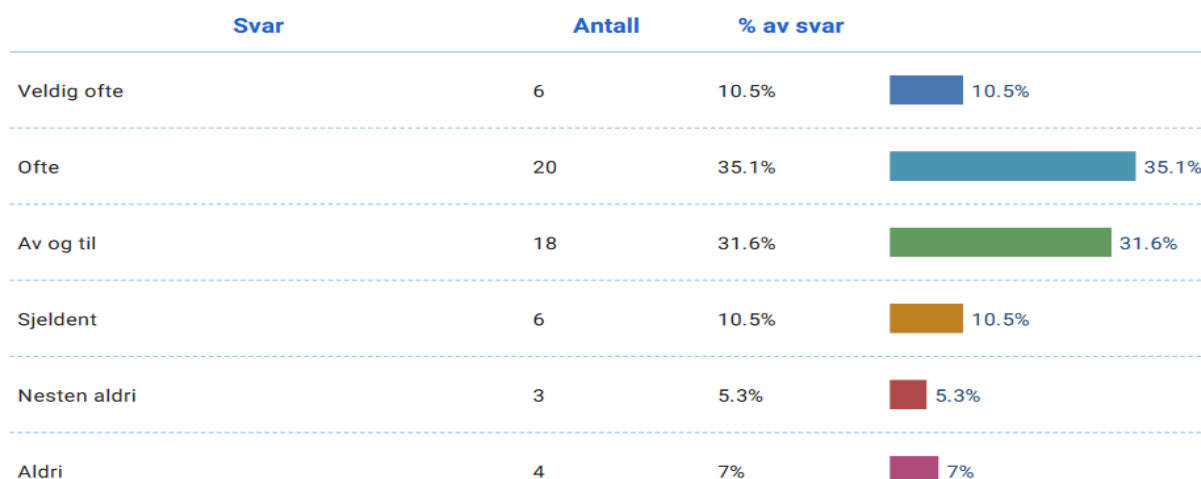


Figure 16. “At school I ask questions to check if what I have done is correct.”

På skolen stiller jeg spørsmål for å sjekke at det jeg har gjort er riktig.

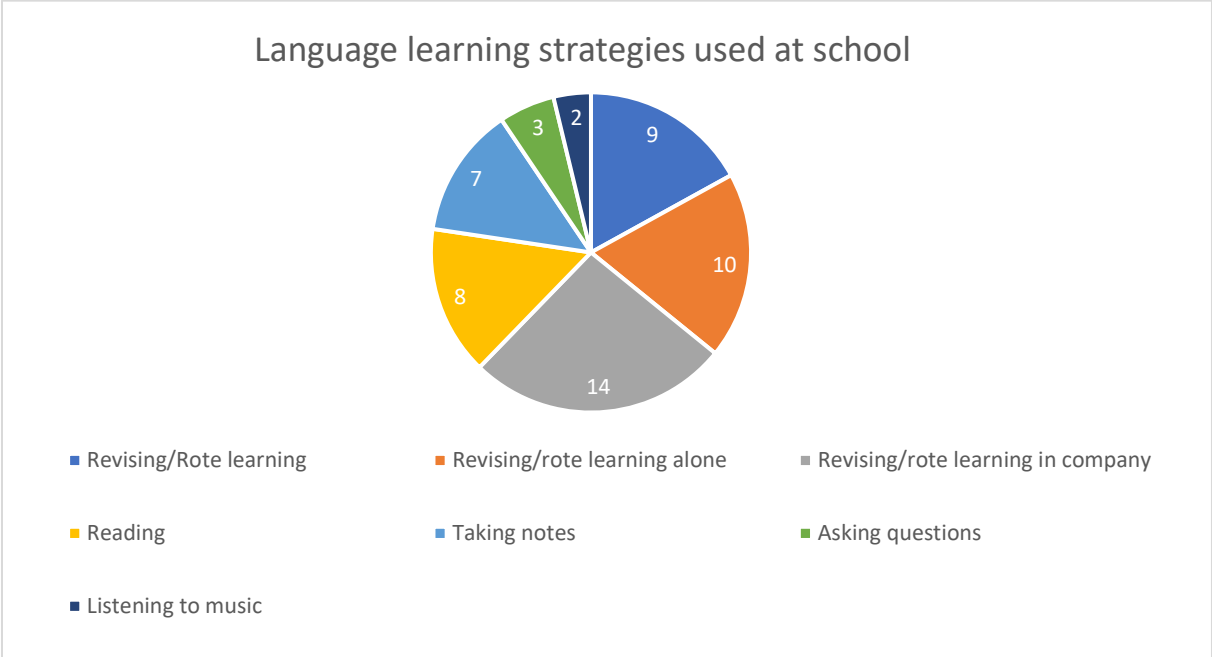
Antall svar: 57



As may be seen in these figures, most easily perhaps in figure 12, the learners do report that they use LLS, albeit a bit more frequently at school, than without. The distribution of frequency in figure 12 is happily somewhat top-heavy, indicating higher frequencies of use, but the majority of learners report only using the strategies occasionally, rather than often, or very often.

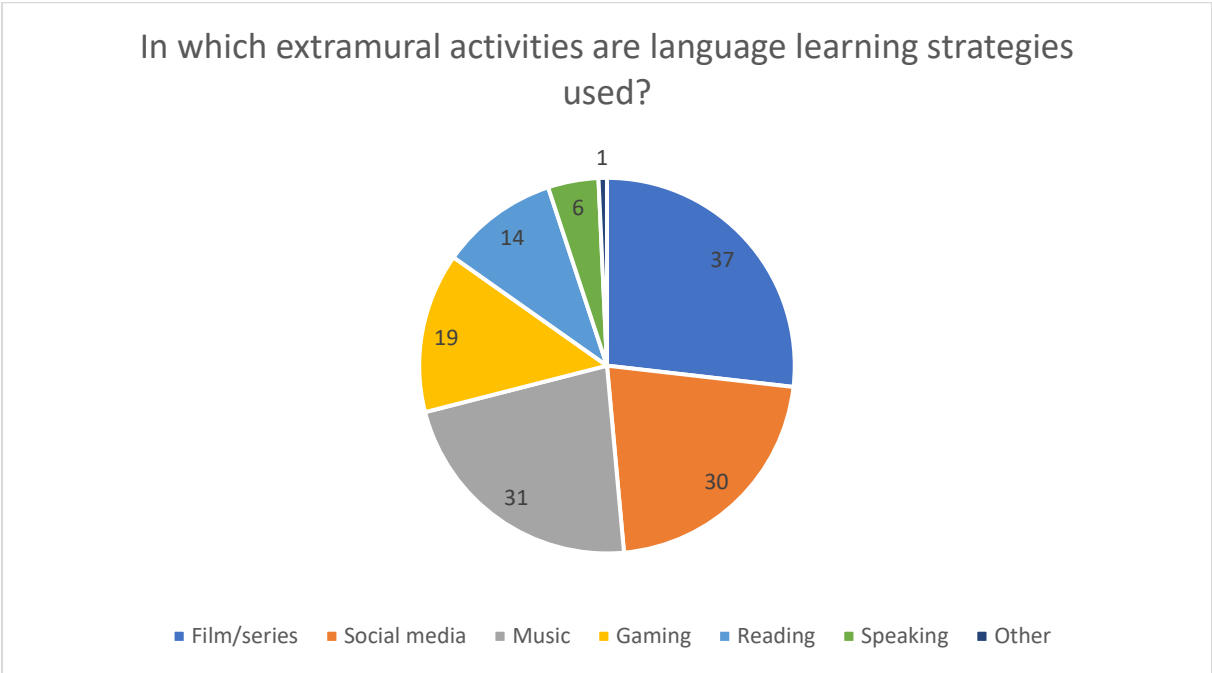
The two open-ended questions asking for examples of learning strategies used at- and outside of school provided some interesting information. For both questions, out of a total of 114 answers given, 13 of them were nonsensical, indicating disinterest in the study. These were not included in the quantified data shown in figure 17 below. The common themes to emerge from learning strategies reported used at school are:

Figure 17. “Language learning strategies used at school.”



It is noteworthy that some form of revision/rote learning, whether in solitude, in company, or unspecified, make up the majority of the reported learning strategies.

Figure 18. “In which extramural activities are language learning strategies used?”



The question asked for figure 18 translates to “When do you use language learning strategies in your spare time? Example: Reading, film, social media, gaming, music.” The aim was to find what activities they were engaged in, in which such strategies were useful, and as such the examples were provided.

It seems that many of the learners use LLS outside of school. However, the five most frequently reported activities were used in the example text of the question itself, and many learners may have parroted the categories they thought applicable to their situation and given little time or attention to thinking up others. One respondent reflects on the necessity of verbal and written communication in online gaming, and how such activity may help in improving diction and pronunciation. The one response in the ‘other’ category writes that he uses LLS when working on his motorcycle but does not specify how, or which strategies. A few respondents report that LLS are never useful, that they are used in everything they do, or that they are unsure, and never think about it.

5. Discussion

This chapter will discuss the results laid out in chapter 4. It will do so using the same structure; that is to say it will be organised according to the respondent group, and the research questions. In discussing the results pertinent to each research question, relevant theory and ideas from our national curricula will be introduced or repeated, in order to try to explain why the results may be as they are, or to suggest potential improvement or avenues for further research. The aim of the chapter is to answer the research questions:

1. What are English teachers' beliefs about learner autonomy in 10th grade?
 - a) Do the teachers believe in teaching LA explicitly and/or implicitly?
2. What are the teachers' reported practices concerning learner autonomy?
 - a) Do the teachers report teaching LA explicitly and/or implicitly, and how?
3. What are the beliefs that the learners have about learner autonomy?
 - a) Do the learners report that they learn learner autonomy implicitly or explicitly?
How?
 - b) Do the learners report that they use language learning strategies actively at and/or outside of school? How and which?

5.1 Teachers

1. WHAT ARE ENGLISH TEACHERS' BELIEFS ABOUT LEARNER AUTONOMY IN 10TH GRADE?

The teachers who took part in the study are positive towards LA, and believe autonomous learners is achievable in 10th grade. This reflects Borg & Alshumaimeri's (2019) finding that teachers believe learners to be able to learn LA irrespective of age. They differ somewhat in their beliefs of just what LA is, and *how* autonomous the learners are able to be, and should be. Terms the teachers connect with LA, are among others: self-insight, maturity, critical thinking, challenges, motivation, control, independence, participation in society, strategies, responsibility, choices, and learner involvement.

Despite these many relevant elements to LA, the overall understanding among the four teachers seems to a great degree to be that LA entails the teacher providing options, and learners making choices between these options. Little was found to relate the teachers' understanding of LA to those of Holec (1981) or Benson (2011), nor indeed to that posited in this thesis, which all focus on capabilities or properties of the learner, and less so on power allotted in the

classroom. It seems that the teachers' understanding of LA leans towards the political aspect explained by Benson (1997). Interestingly, this differs from the findings of Borg & Al-Busaidi (2012), in which the teachers at an Omani university were found to connect LA most strongly with the psychological aspect of LA, rather than the political.

This tendency towards viewing LA in the classroom through a quite political lens, may stem from the curricula at play in Norway. As exemplified in section 2.1.5, where can be seen words and phrases from the Core curriculum and English subject curriculum (Ministry of Education, 2017, 2019) such as “They shall have the opportunity to be creative, committed and inquisitive”, “They shall have joint responsibility and the right to participate” (Ministry of Education, 2017), as well as learner involvement, and dialogue about subject development between teacher and learner. These are all rights afforded to the learner, and conceivably affect the individual teacher's perception of LA, aligning it with the technical description of *autonomy*, and not *learner autonomy*; the former having connotations to freedom and self-government (Cambridge Dictionary, 2023), the latter understood as a capacity for acting autonomously in learning, as discussed in chapter 2 of this thesis, and as suggested by Holec (1981) and Benson (2011). The national curricula, which greatly dictate the teachers' practice, must be considered a contextual factor (Borg, 2003) that influences what the teachers believe about LA.

As discussed in chapter 4, the teachers were asked about learning strategies, two out of four teachers (Pippin and Sam) make the case that equipping learners with strategies is wise, and one teacher (Frodo) notes that some learners are great at attaining knowledge independently, while others need a lot of help. It was also observed that the teachers are brief and vague in discussing such strategies, and this could suggest that to the extent that they do teach such things, they do so tacitly, or that they do not have LA in mind when teaching such strategies. The strategies used, detailed in chapter 4, and discussed also below, emerged often randomly during the interviews, rather than in answer to concrete questions about learning strategies. The English subject curriculum states that the learners shall “use a variety of strategies for language learning, text-creation and communication” (Ministry of Education, 2019). The curricula do not give any clearer guidance on just what such strategies may be, or how they are to be taught. Perhaps this contributes to the teachers' relative ignorance of the concept. Perhaps, too, a curricular focus on learning strategies would help teachers in developing autonomous learners, given that this is clearly a goal in the Norwegian education system, and given that learning strategies may be seen as the tools by which learners *can* be autonomous in the first place, as suggested by Fenner (2020). Such strategies are also viewed

as the technical aspect of LA according to Benson (1997). If the national curricula were to be more precise in their dealing with learning strategies, it stands to reason that it would be easier for the teachers to be more precise in their teaching of them, too.

Observations of a more positive note, which agree with the general literature on LA, have happily also emerged. That Merry, Sam, and Frodo believe in using the target language to communicate within the EFL classroom puts them in line with Dam (2011) who insists on authentic language use and target language use. Merry's further comment that LA entails learners used to cooperating and working independently lends support to the claim of interdependence in LA (Benson, 2011; Little, 1991). Further, Merry's belief that LA is trained, not taught, echoes Little's (1991) assessment that autonomy is not something that the teacher does to his or her learners (p. 3). Pippin, in connecting self-insight to critical reflection, also inadvertently makes the connection between LA and metacognition that Little (1991) made. In noting that many learners find autonomous learning difficult because they struggle to motivate themselves, Pippin makes the connection between LA and motivation comparable to that which Dörnyei (2001) sees. In focusing on the distribution of power in the EFL classroom, Pippin seems to construe LA as primarily political in nature; and indeed, it has been argued that LA does have a significant political aspect (Benson, 1997). Finally, Frodo's reflection that LA ought to exist within certain boundaries, that it should not mean complete freedom for the EFL learner, reflects Little's (1991) assertion that LA does not mean the teacher giving up all control and initiative (p. 3).

Some challenges in fostering LA also emerged in the interviews. Firstly, Pippin reported that some learners struggled to motivate themselves. Secondly, Sam reported that in 10th grade there was often a larger focus on final examinations, and a need to work with material which may be relevant to that end. As such, there tended to be less freedom of choice of lesson content in 10th grade. Thirdly, Merry believes LA to be more easily achievable in subjects wherein the learners can use their native language. These three challenges relate to reported challenges in the study by Borg & Al-Busaidi (2012), whose interviewees gave "Lack of incentive among learners", "Limited learner proficiency in English", and "Learners' focus on passing tests" (p. 19) as obstacles in nurturing LA. These challenges emerge also in Borg & Alshumaimeri (2019) whose teacher respondents report "Lack of motivation", "Low English proficiency", and "Focus on products of learning" [I.E. marks, passing subjects] (p. 25) as hindrances.

The reported beliefs discussed above will naturally have an impact on how, and whether, the teachers in question develop LA in their EFL classrooms. This is supported by Borg & Al-Busaidi (2012) who write that:

teachers' beliefs can powerfully shape both what teachers do and, consequently, the learning opportunities learners receive. Therefore the extent to and manner in which learner autonomy is promoted in language learning classrooms will be influenced by teacher beliefs about what autonomy is, its desirability and feasibility (p. 6).

Given this, it seems probable that the seeming political bias of the teachers' understanding of LA will be reflected in their practices.

2. WHAT ARE THE TEACHERS' REPORTED PRACTICES CONCERNING LEARNER AUTONOMY?

It must be noted that the teachers *do* reportedly teach learning strategies, but they do so tacitly, implicitly, and seemingly, by extension, unsystematically. In answering questions about learning strategies, they had no foreknowledge of the concept as it is presented in the literature, for example by Oxford (1990), and needed examples and explanations to prompt their answers. Frodo, for example, is prompted into revealing his use of a social-cognitive project only when given examples of cognitive strategies such as the underlining of difficult words, which related to his project. This suggests that while he does teach learning strategies, he may not be aware that he does, or may not connect it with LA. Greater awareness of the concept could potentially help in teaching them wittingly and purposefully, and in turn foster more autonomous learners, in an explicit manner.

In the same vein, as discussed above, the teachers' understanding of LA being mostly of a political nature and less psychological and technical, their practices of LA follow suit, and their conscious practice takes largely a political form; offering options for the learners to choose from, and opportunities for control and learner involvement.

Their subconscious, or tacit, practice however, seems more in keeping with the technical and psychological aspects of LA presented by Benson (1997). Without necessarily keeping autonomy in English learning in mind, the teachers do tailor their practise to the fostering of LA. All teachers mention motivation in their interviews, which relates to the psychological aspect, and the teachers on the whole report teaching their learners skills such as cooperation, self-assessment, reflection on the learning process, critical thinking, text structuring, note-taking, reading, conversing, and presenting. These all connect with the technical aspect of LA. The fact that this more holistic picture of LA seems to some degree fostered, in spite of a fairly narrow, political view of LA, indicates that there may not be full consistency between beliefs and practice, as discussed in chapter 3.2. In this case such an inconsistency seems beneficial to the growth of LA, because the practise seemingly better facilitates LA than the reported understanding and beliefs about LA.

To concretise some of the reported practices and connect them with the theoretical background will also strengthen the teacher respondents' position, because although they may not be aware of the literature in their day-to-day practice, they do seemingly act in accordance with it. Pippin's reported practice of letting his learners meditate for a few minutes occasionally, relieving stress and inviting them to reflect, although seemingly unbeknownst to himself, serves both as an affective and a metacognitive learning strategy, as described by Oxford (1990). His learners' use of digital collaborative writing tools may also be seen as a form of social learning strategy (Oxford, 1990). Frodo and Merry's reported practices of involving learners by asking them questions about, for example, their expectations and what they think should be assessed in a given piece of work, breeds autonomy in the learners, as supported by Dam (2011). Merry's teaching of strategies for text structuring, note taking, and listening, can be categorised in Oxford's (1990) systematisation as cognitive and social LLS. Also, Frodo's practice of letting his learners argue their marks, suggests reflection and critical thinking on the part of his learners, connecting the learners to the autonomous learner defined by Little (1991). Frodo further reports showing an interest in, and understanding for, his learners' negative emotions. In such a way, Frodo may act as a guide in teaching or exercising affective learning strategies as detailed by Oxford (1990). The film-based group task also reported by Frodo, may be considered a social-cognitive one; each learner taking responsibility for a certain task and later sharing their findings and learning from one another, in a social constructivist manner.

1A AND 2A – DO THEY BELIEVE IN AND/OR REPORT EXPLICIT AND/OR IMPLICIT LA TEACHING?

Some teachers, Sam, and to a lesser degree, Merry, mention that they teach, and believe in teaching LA explicitly, though they report doing so mostly implicitly. Pippin and Frodo seemingly foster LA completely implicitly and report no thoughts on whether doing so explicitly would be beneficial. To uncover whether LA was implicit or explicit in the teachers' practice, I simply asked whether they 'taught' it explicitly or implicitly, and if they saw any benefits of doing it one way or the other. The best example of explicit LA fostering is presented by Sam and his adaptation of Kompani Lauritzen's Ensign's methods, which seems to offer common ground between the learners and the teacher within the classroom, and clearer goals and understanding for the learners. Frodo would like more time to work on it, and that in itself could bring out some explicitness in his classroom practice.

In general, I observe positive attitudes towards LA in the four teachers who agreed to participate in the study. I wonder though, if their limited understanding of the concepts of both LA and LLS may be due partly to arguably, and subjectively, insufficient weight put on these

concepts in formal teacher training, and partly due to a lack of definitions and guidelines in the national curricula, both of which are factors which influence beliefs (Borg, 2003). If knowledge of the concepts through either of these two platforms, or better yet, both platforms, were to be improved, it is conceivable that an explicit fostering of autonomous learners in many teachers' practices would increase, which again could cause more autonomous learners, generally speaking. This is supported by Borg's (2003) claim that factors such as professional education and contextual factors (such as national curricula) influence beliefs, and by Fenner's (2020) assertion that it is important to teach LLS explicitly.

It seems particularly important to teach metacognitive strategies, because they allow learners the ability "to choose and evaluate one's strategies" (Graham, 1997, as cited in Fenner, 2020, p. 301). Furthermore, for learners to use language learning strategies consciously, and by extension purposefully, they should be taught a wide array of strategies, pertinent to the material with which they are working (Fenner, 2020).

5.1.1 Noteworthy trends and observations from the interviews

Early on in the interviews, the interviewees were asked about their foreknowledge of LA, and in essence, all reported very limited knowledge of the concept; mainly having heard it named and barely brushed on the topic in their own education. This is a factor which will naturally influence their understanding of LA, as shown in Borg (2003).

Throughout the interviews, I came to realise that the respondents put a lot of weight on what Benson (1997) labelled the political aspect of LA, focusing on the distribution of power in the classroom, namely providing learners with options to choose from. Simply providing learners with a limited number of choices has been discussed as an inadequate, reduced understanding of LA (Little, 2007, as cited in Benson, 2011, p. 25). Less was said about the other two aspects of LA which Benson (1997) also discussed, the psychological and technical aspects, which involve mental states affecting motivation for learning, and skills such as learning strategies, in other words properties and skills the learners have, or can learn.

The teachers were asked about whether and how they taught learning strategies in the EFL classroom. As starting points for this discussion, I took Oxford's (1990) widely accepted categories of cognitive, metacognitive, social, and affective strategies, as well as the English subject curriculum's competence aim of learning to "use a variety of strategies for language learning, text creation and communication" (Ministry of Education, 2019); and sought to find if the teachers had examples of strategies which would fall into Oxford's four categories, or aid in achieving the abovementioned aim set by the English subject curriculum. During these

discussions, the answers were somewhat few, and vague. It appears teaching language learning strategies is not something these teachers do explicitly either, or if they do, they may be unaware that they do. Both Pippin and Sam suggest that equipping the learners with tools for autonomous learning should be a priority, but they do not explicitly state what tools these may be, or how this is done. Frodo states that some learners are great at attaining knowledge on their own, which is a goal in the Core Curriculum (Ministry of Education, 2017), but others need a lot of help. Explicit teaching of LLS might help his learners in this endeavour. It must also be noted that LLS in itself is a vague and abstract term, so an awareness of such strategies and methods of teaching them can be difficult, as can mapping the teaching of such strategies, particularly through fairly brief interviews.

As discussed in chapter 4, the teachers were concerned with critical thinking capabilities in their learners, but none of the teachers used logbooks in their EFL classes. Such tools might aid learners in practicing reflection more regularly, thus aiding the growth of LA. Dam (2011) has stated that the use of logbooks in the development of LA has been “vital and indispensable” (p. 46).

Before concluding the discussion on the findings in the teacher group, it should be stated that I have observed a general limited knowledge among them with regard to the concepts of LA and LLS, and no clear understanding in any of the interviewees of the connection between the two concepts. As discussed above, however, their tacit classroom practice, happily, is more in line with the other perspectives of LA, of which the teachers may be unaware in their daily practice. These observations of relative ignorance come from a largely theoretical position; myself having investigated the concepts thusly in preparation for the data collection. While the teachers, understandably, do not carry the theoretical intricacies of LA and its related didactic concepts in the forefront of their minds, their own understanding of autonomous learners and the fostering thereof, may be just as valuable; rooted in their own education, classroom practice, and experience. Palfreyman’s (2003, p. 4) observation that the different perspectives of LA are not black-and-white alternatives in real classroom settings seems to be supported by the teachers who partook in this study.

5.2 Learners

3. WHAT ARE THE BELIEFS THAT THE LEARNERS HAVE ABOUT LEARNER AUTONOMY?

As shown in chapter 4, figure 1, a majority of the learners believe it is possible to be independent (autonomous) in language learning. In some of the questionnaire statements and questions the word *independence* is used with *autono(my/mous)* in parentheses. This is because independence is a term closely related to LA (Little, 1991), and one with which Norwegian learners are familiar, it being commonly used in curricula and classroom settings: for example, in the Core curriculum's chapter 2.4 *Learning to learn*, whose subtitle is "School shall help the pupils to reflect on their own learning, understand their own learning processes and acquire knowledge independently." (Ministry of Education, 2017).

This wording may affect the results of certain questionnaire statements or questions. In figure 11 is shown the most common perceived meanings of the word *independence*: 18 respondents connecting it with choices, 16 respondents connecting it with working alone, and 3 respondents connecting it with doing as told. Both having choices and working alone are partly true with regards to LA; autonomous learners being equipped to work alone when necessary, and being offered, or finding choices on your own also resonating with autonomy in learning. To the 18 learners, independence does not mean working alone, but having the option to do so. To these, independence entails some degree of control in the learning situation. This reflects the understanding of LA laid out in chapter 2 of this thesis, in which LA was posited partly as *a capacity to take control of one's own learning*. This capacity for control is also true of some of the respondents who connect independence with working by themselves, as may be seen in chapter 4, wherein some learners can be seen to connect independence with working pace, improved confidence, and further improved independence.

Conflating independence with LA seems to offer acceptable results, then, but also offers food for thought if returning to figure 1, wherein 22,9% of learners do not believe it possible to be independent in language learning. This may be because they believe independence to equal isolation, and at the same time see language learning as a highly social activity, which of course it is. This is argued convincingly by Vygotsky (1986), who, as shown in chapter 2, connects social development with thinking ability, speech with communication, and learning with the dialogous activity with someone of greater ability than the learner in order to help him grow within his ZPD.

Figures 2 and 3 in the results are interesting and show answers to statements regarding decision making in the classroom. Figure 2 indicates that 89,5% of the learners think it a good

thing that they are allowed to take part in decision making. Figure 3, however, which states ‘I would rather just attend, and not have to make decisions.’, shows answers fairly evenly distributed across all levels of (dis)agreement, with 54,4% of learners in some state of *agreement* to the statement: so the possibility to participate in the political environment that is the EFL classroom, is seen as a good, but the majority of learners seems to prefer to refrain from such responsibility. This corresponds to Pippin’s experience of LA in the EFL classroom, in which the learners were given the opportunity to work autonomously but stated that they would prefer to be lectured to. Naturally, there may be many reasons for Pippin’s learners’ preference here, but their hesitation seems to echo across the board, as figure 3 shows. Of course, there is no tie between the learner data and Pippin, but he reported hesitance in his learners when they were given the option of working autonomously.

Further, figure 4 shows that 78,9% of learners do learn LA in the EFL classroom, but when mapping whether they think EFL learning easier or harder through autonomous learning (*Table 2*), the answers are vague and middling. For this, also, there may be many reasons, one being that the learners may have no basis for comparison, no experience with contrasting styles of classroom learning than that which they are currently experiencing.

Generally speaking, based on these questionnaire statements, it seems that the majority of the learners report learning autonomy in the EFL classroom, which agrees with the findings from the teacher interviews, and that they are positively disposed to it; given that a majority report learning LA (*Figure 4*), and a majority see benefits in learner involvement (*Figure 2*). *Figure 3* “*I would rather just attend, and not have to make decisions.*” would seem to suggest some differing attitudes towards the responsibility required of autonomous learners, however; getting scores fairly evenly distributed across all levels of agreement, and an average score of 3.63. Also, the learners seem uncertain as to whether LA helps make learning easier or not, as may be seen in *Table 2*.

3A. DO THE LEARNERS REPORT THAT THEY LEARN LEARNER AUTONOMY IMPLICITLY OR EXPLICITLY? HOW?

Seemingly, the learners learn LA mostly implicitly. The majority (56,6%, figure 5) of the learners report that they are not told *why* they learn LA. Similarly, 50,9 % of learners (figure 6) report that are not told *how* they learn LA. 49,2% (figure 7) of the learners believe to be taught LA, but without being told *that* they are.

From the questionnaire items mapping the means by which LA is fostered, 10,5% of the learners report that they can choose their own working methods very often, 15,8% say they can

do so often, and 50,9% say they can do so occasionally (Figure 8). In other words, freedom of method seems a common practise in the EFL classroom.

Many other items were put forward, with various common practices or specific strategies that are in keeping with LA, and that further indicate implicit LA learning. A statement of frequency to this end was for example, “*We monitor our own learning*”, and an example of a statement of agreement is “*We learn strategies for reading an English text*”. A full list of items pertaining to this RQ is available in tables 3 and 4. In the statements eliciting level of agreement, the average responses varied from roughly 3,5 to 4,5, and in the statements eliciting frequency of actions, the mean response would also be ‘occasionally’. In other words, the majority of learners report that such practices and strategies are used in the EFL classroom.

Few of these stand out, but two items are worth commenting on, as they deviate from one another and are interesting in relation to a challenge pointed out by the teachers. These are the items asking for degree of agreement on whether ‘we learn strategies for writing a text in English’, and ‘we learn strategies for speaking English better’, presented in figures 8 and 9, respectively. Looking at levels 5 and 6 of agreement to these statements, 65% of learners agree to a high degree that they learn writing strategies; but only 33,3% report the same levels of agreement when it comes to speaking strategies, nearly half as many. Writing is, of course, important, but one could argue that speaking is just as important in learning activities. As previously argued, Vygotsky (1986) holds this stance, as does proponents of the school of Communicative Language Teaching, CLT for short (Richards & Rodgers, 2014). Furthermore, the Core Curriculum states that “Pupils also develop through interaction with others” (2017). In an international and linguistically diverse society, communicative skills should thus not be taken lightly, and arguably, in every-day life, verbal communication is of greater importance and utility than written communication.

Perhaps it would be beneficial to teach more strategies, explicitly, which might improve speech, then, especially given the reported challenge of trepidation concerning oral presentations in a preponderance of learners. Additionally, it is the task of the EFL teacher to teach the learner to “express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation” (Ministry of Education, 2019). Assuming, as argued in this thesis, that learning happens in social interaction (Vygotsky, 1986), speaking strategies could help make speaking English less daunting for the learners, thus allowing them to further learn through using the language on their own accord, or rather, autonomously.

The numbers presented in relation to this research question, then, a few discussed above, and the remainder available in tables 3 and 4, suggest that LA is fostered largely implicitly, which agrees with the reported practices of the teachers. Basically, the majority of learners report that they are taught LA, but not explicitly. This is done through a number of practices, such as being given choices of how to work, and with what, and whom, as well as the learning of a variety of language learning strategies. This may correlate with how LA is seemingly fostered in the national curricula (Ministry of Education, 2017, 2019) and teachers' practice, without being labelled or described as LA.

3B. DO THE LEARNERS REPORT THAT THEY USE LANGUAGE LEARNING STRATEGIES ACTIVELY AT AND/OR OUTSIDE OF SCHOOL? HOW AND WHICH?

As may be seen in figure 12, the learners do report using language learning strategies, both at school, and outside of it. If we collapse the categories of occasionally, often, and very often to find the higher frequency responses, we find that 537/741 learner x strategy combinations occur at school occasionally, or more often. This is 72,5%. Extramurally, we find that 493/741 learner x strategy combinations occur occasionally or more often, equating to 66,5%. In other words, language learning strategies seem to be more often used at school than extramurally. It must also be noted that in both realms, extra- and intramural, the vast majority of learners report using LLS occasionally, not often or very often. This might indicate that as a result of largely implicit LA/LLS teaching, the use of these strategies may also be tacit.

As pointed out in chapter 4, a peculiar observation was made in the data pertaining to the simple social language learning strategy of asking questions. Figures 13 through 16 suggest that the learners more often ask questions to check comprehension, than to check correct execution, outside of school; but at school the reverse is true; there they ask rather to find if they have done a task correctly, than to check if they have understood.

This finding might imply that at school, the learners are more occupied with completing a task to the teacher's satisfaction, than they are with learning, whereas outside of school they may be more occupied with understanding content and may be absent an authoritative figure to satisfy in this undertaking. If this is true, it could be that outside of school, the learners are more autonomous than within. It may also be the case that learning extramurally happens more implicitly, as is supported by Sundqvist & Sylvén (2016), and as such, checking correct execution may not be a priority to the same degree that is at school. This is not necessarily an undesirable trend; after all, a goal of LA and the Norwegian national curricula is to prepare the learners to learn without the guidance of educational institutions, as purposed by the Core

Curriculum's chapter 2.4 (Ministry of Education, 2017). Additionally, within the classroom, the teacher is responsible for the learning processes, and must often make choices on his or her learners' behalf, often knowing best the needs of the class as a whole. This means that, naturally, freedom in learning endeavours is more limited at school than at home: within the classroom the learner will often take part in collective learning task, and often adhere to social norms and instruction, whereas at home, whatever he may want to learn, he may do with whatever means available to him.

Figure 17 quantifies the responses given to the open-ended question regarding LLS at school, and three different categories of revising/rote learning emerged from the material: revising alone, revising with others, and revising in an unspecified manner. These three categories make up 64,7% of the total reported LLSs given to answer this prompt: "Explain which strategies you use the most in different work at school, and how you use these". The other categories to emerge are reading, taking notes, listening to music, and asking questions. That revision/rote learning make up nearly two thirds of the strategies named, may be disconcerting, given that such memorisation strategies are useful from a behaviouristic perspective of learning (Postholm, 2011), which has been argued is less conducive to LA, as discussed in section 2.1.2. The findings could indicate, as stated above, that LLSs are used tacitly, and the learners simply are not aware that they are using a number of other strategies as well. It could also indicate that the learners are concerned with achieving good results, which may hint at large degrees of extrinsic motivation, such as marks, detailed in section 2.2.4. If this is the case, it is no surprise; the marks the learners attain in lower secondary, 10th grade especially, bear on their admittance to upper secondary. Extrinsic motivation does have a weaker connection to LA, than does intrinsic motivation, however (Ryan & Deci, 2000a). This is also discussed in section 2.2.4.

Figure 18 shows which extramural activities the learners use LLS in. Film/TV series, social media, music, gaming, and reading amount to 95% of the activities. All of these were examples given to prompt reflection on the question itself. This does not invalidate them; they were merely common situations in which the average teenager may encounter the English language. 6 respondents (4,3% of the activities given, and 10,5% of the respondents) also report speaking English outside of school and using LLS in this capacity.

One respondent reports using LLS when working on his motorcycle, without specifying which strategies or how. Even so, this means that the learner learns English through voluntary EE activity, and perhaps also mechanical skills through the use of English. It also puts him on

the autonomous side of the education/life dichotomy (Little, 1991), and means that he uses the language to acquire action knowledge, rather than school knowledge (Barnes, 1976).

To sum up, the learners do report using LLS at and outside of school. There are indications that the learners may be unaware that they do use them, however, not providing too many examples of strategies other than revising/rote learning, nor examples of situations in which they use them extramurally other than those provided by me. There are also indications that the learners exercise more autonomy outside of school than at school.

5.4 Conclusion

This thesis has investigated beliefs and practices of EFL teachers and learners in Norwegian 10th grade classes about LA. The findings from both respondent groups seem to align, teachers and learners alike are positive towards LA, and seem to see the utility in autonomous learning. They also seem to connect LA with some degree of control. The teachers also report a challenge of motivation in their learners, and this is reflected in the learner material as well. The thesis has also investigated whether LA was taught implicitly or explicitly, and whether the teachers taught, and the learners used, LLS both at school and outside of school. Conclusions that might be drawn from the findings will here be discussed, according to the research questions:

1. What are the English teachers' beliefs about learner autonomy in 10th grade?
 - a) Do the teachers believe in teaching LA explicitly and/or implicitly?
2. What are the teachers' reported practices concerning learner autonomy?
 - a) Do the teachers report teaching LA explicitly and/or implicitly, and how?
3. What are the beliefs that learners have about learner autonomy?
 - a) Do the learners report that they learn learner autonomy implicitly or explicitly?
How?
 - b) Do the learners report that they use language learning strategies actively at and/or outside of school? How and which?

1. WHAT ARE ENGLISH TEACHERS' BELIEFS ABOUT LEARNER AUTONOMY IN 10TH GRADE?

The teachers in the present study are mostly positive towards LA, and believe autonomous learners achievable in 10th grade, although they do observe maturing processes throughout lower secondary school. For some 10th graders, according to the teachers, LA is challenging,

giving lacking motivation as a cause for this. Notably, Pippin reports hesitancy in his learners when offered the option of working autonomously.

The teachers connect many concepts and terms with LA, which are reflected in the literature, such as: challenges, motivation, critical thinking, independence, learner involvement, choices, and responsibility. While these relevant key words emerge, the teachers seem to a large extent to believe that LA is fostered by giving the learners options to choose from, which, as argued in this thesis is considered a reduced understanding of LA (Little, 2007, as cited in Benson, 2011, p. 25). Fostering LA through providing choices for the learners is a common finding also in other studies, for example in Vestvik (2020). Given that the teachers to a large degree connect LA with choices and options, the freedom of choosing between options is also reflected in their stated understanding of LA; all teachers to some degree being concerned with what amount of power the learners should have in the EFL classroom; how much control the learners have, and how much the teacher has. This concern about power distribution links to the political aspect of LA, described by Benson (1997) as “control over the processes and content of learning” (p. 19)

That LA has a significant political aspect has been discussed (Benson, 1997), but according to the literature it also has technical and psychological aspects, which can be considered to relate to strategic skills (Benson, 1997; Fenner, 2020) and motivation (Benson, 1997; Dörnyei, 2001; Ryan & Deci 2000a), respectively. Although the teachers of the present study view LA seemingly through a political lens, their practice is in keeping with the technical and psychological aspects too. Technical views of LA are concerned with skills and techniques necessary to learn without a teacher. Psychological views are concerned with properties of the individual learner, and view LA mainly as a capacity, a “construct of attitudes and abilities” (Benson, 1997, p. 19). The two aspects of, or angles to, LA, may thus be linked with LLS and motivation theory, as discussed in chapter 2 of the present thesis.

2. WHAT ARE THE TEACHERS’ REPORTED PRACTICES CONCERNING LEARNER AUTONOMY?

The reported practices of the teachers are seemingly more in line with these technical and psychological aspects of LA (Benson, 1997). Teaching practice, though perhaps tacitly to the individual teachers, seems to foster LA by teaching skills such as LLS, and boosting motivation: seeking to create both a way and will for the learners to learn autonomously.

This seeming disconnect between stated beliefs and practice is noteworthy, because one might think that a reportedly ‘narrow’ political view of the concept of LA would result in less autonomous EFL learners. However, the opposite seems true, because the reported practices of

the teachers, which seem to build knowledge of LLS and aim to boost motivation, means that the teachers appear to conduct practices conducive with a holistic view of LA, although they may not themselves connect this work on strategies and motivation with LA. The assumption that practices should correspond to beliefs, then, seems premature and erroneous, which Borg & Alshumaimeri (2019) would have thought probable, discussing how discrepancy between stated beliefs and observed practice, and between stated beliefs and enacted beliefs, is actually the norm. (p.11).

1A AND 2A – DO THE TEACHERS BELIEVE IN AND/OR REPORT EXPLICIT AND/OR IMPLICIT LA TEACHING?

The teachers report teaching LA mostly implicitly; it seems that practice which might foster LA comes naturally to the teachers, but that they do not see the value in explaining to the learners LA is being learnt, or how, or why. Sam is the only teacher who reports believing explicit LA fostering to be beneficial and reports explicit fostering of LA by discussing aims and arriving with his learners at shared understandings of working methods and terminology. He also notes that he believes most teachers to foster LA implicitly, and that most of his own practice with regard to LA is also implicit.

The reason for investigating whether LA is taught implicitly or explicitly is primarily that explicit practice may take a more purposeful form, and perhaps yield better results. As previously argued, LLS make up the *how* of autonomous learning (Fenner, 2020), and a focus on teaching such strategies may in turn cause more autonomous learners. This is suggested also by Magerøy (2023) who saw the benefit of focusing on LLS in teaching self-regulated learning, a concept comparable, though arguably not identical to LA. In this thesis it has been suggested that a greater emphasis on the concepts of LA and LLS in contextual factors (Borg, 2003) such the national curricula, or other factors, like teacher training programmes, may increase teachers' knowledge of the concepts and in turn foster LA in learners.

3. WHAT ARE THE BELIEFS THAT THE LEARNERS HAVE ABOUT LEARNER AUTONOMY?

Most of the learners believe in independence in language learning, and are positive towards LA. They connect independent work with improved confidence, controlling your own working pace, and furthering your independence. Nearly 90% of learners agree that it is good that they are involved in decision making, but there are indications (Figure 3) that a majority of learners prefer not to shoulder the burden of such responsibility. Further, and in agreement with the teacher reports, a majority (78.9%) of the learners state that they do learn LA in the EFL

classroom. However, the data on whether they believe EFL learning is easier or harder in an autonomous manner, is inconclusive.

3A. DO THE LEARNERS REPORT THAT THEY LEARN LEARNER AUTONOMY IMPLICITLY OR EXPLICITLY? HOW?

The learners report that they learn LA mostly implicitly, which agrees with the teacher interviews. This seems achieved through choices in working methods, partners, and content, as well as the learning of LLS. The questionnaire items designed to elicit explicit LA fostering (figures 5-7) show that a minor majority of the learners experience not being told that, how, or why LA is learnt.

3B. DO THE LEARNERS REPORT THAT THEY USE LANGUAGE LEARNING STRATEGIES ACTIVELY AT AND/OR OUTSIDE OF SCHOOL? HOW AND WHICH?

The learners do report using LLS, both at- and outside of school, albeit a little more frequently at school. The reported frequency of LLS use is, by quite a large margin, *occasionally*, as may be seen in figure 11. Of the strategies used at school, some form of revision/rote learning make up nearly two thirds. It is possible that this level of 'memorisation' strategies points to comparably high levels of extrinsic motivation, given that good marks is considered an external motivating factor; that the learners are concerned with results rather than the content in itself. It might also mean that other LLS are used, but that the learners use these tacitly, as a result, perhaps, of having learnt them tacitly, too.

Extramurally, film/TV-series, social media, music, gaming, and reading make up 95% of the activities in which LLS are used. Additionally, six respondents report speaking English outside of school, and one reports using LLS working on his motorcycle, and although he does not specify which strategies or how, this might mean that he very much uses the language to fulfil his own purposes, which was posited as an ideal aim of LA in section 2.1.6.

The data also indicates that the learners exercise more autonomy outside of school, than at school, given that they at school to a greater extent ask questions to check correct execution, whereas outside of school they ask questions to check comprehension. This could mean that extramurally, they are more concerned with learning something which is of more interest to them, and less concerned with results. It might also mean that learning happens more implicitly extramurally.

5.5 Teaching implications

These findings uncover some implications for teachers who may want to promote LA in their own classroom. Firstly, the finding that these four teachers by and large have not heard much about the concept in their own education, suggests that a raised awareness and teaching of LA in teacher education might produce more autonomous EFL learners in the long term, and greater awareness among the teachers themselves. What LA is and how it might be nurtured could also be made much clearer in our national curricula.

Secondly, LLS might also be made more explicit in teacher education, given the limited awareness of this concept, too, in the teacher respondents. It seems difficult to teach such strategies explicitly and purposefully, if the teacher himself does not exactly know what these are. The teachers particularly report trepidation in the learners regarding oral presentations. The learners, meanwhile, report learning strategies for text production, but much less so strategies for speaking. A focus on LLS to improve speech, might then be particularly pertinent. As with LA, what (L)LS are might also be more explicit in our national curricula.

Thirdly, the connection between motivation and LA has been discussed, and the teachers report a lack in learner motivation as a challenge when it comes to the fostering of LA. Motivation may facilitate LA, and LA may facilitate motivation. It may be that the two are inter-dependent. The thesis has dealt with themes of learner-centredness and learning strategies, and one suggested way of improving learner motivation is by putting the task in the hands of the learners themselves: by teaching strategies for self-motivation (Dörnyei, 2001). That LA has stronger ties to intrinsic motivation, than extrinsic, has also been argued. One side of learner-centred, LA-conducive teaching practice is that often the learners are able to formulate their own goals. This may perhaps bolster motivation substantially.

Finally, the metacognitive, reflective aspect of LA, with which the teachers identify but report little structured effort towards, might fruitfully receive more attention in the EFL classroom. Learners ought to have ample opportunity to reflect on their learning processes and preferences, and one tool with which to do so consistently and systematically, would be logbooks (Dam, 2011).

5.6 Limitations

In chapter 2 of this thesis, the (social) constructivist paradigm of learning was presented, and it was posited that this view of learning was compatible with LA. As it stands, the research

conducted in this thesis has not uncovered any clear data which would support this. Data is found in both respondent groups that show learning through exploratory and social activity, but the connection between such learning and LA was not considered in designing the interview guide or questionnaire. The researcher still holds this connection to be true, but the methodology has perhaps failed in uncovering beliefs and practices that would support this relationship between constructivist ideas and LA, and future work may seek to formulate questions differently in order to elicit this constructivist-LA relationship.

Further, in chapter 2, the connection between LA and motivation as presented in the literature was laid out, and this connection was also evident in the stated beliefs and practices of the teachers. However, in designing the learner questionnaire, this connection between LA and motivation was largely overlooked, and so there are no thoughts from the learners on whether LA breeds motivation, or vice versa.

It would also be beneficial to study the practices of EFL teachers in connection with LA more thoroughly, for example by means of classroom observations. The present study has only elicited reported practice, and the literature suggests that often, what a teacher actually teaches is different from what his learners learn (Dam, 2011), and that teacher beliefs are often tacit (Borg, 2017), and this could mean that their practice is, too. Furthermore, stated beliefs are often different from practice (Borg & Alshumaimeri, 2019).

The concepts of both LA and LLS are of a rather abstract nature. Given that LA in itself has many different aspects and perspectives, and its presence is variable (Benson, 1997; Little, 1991), and that the number of learning strategies is vast, and the use of single strategies or strategies in combination with others are a matter of personal proclivity and preference, both terms are decidedly challenging to study.

Finally, the scope of the study makes it difficult to draw certain conclusions and to generalise on a national level. The number of respondents, particularly the 57 learners, was unexpectedly low. Also, although the respondents were from four different schools in three different school districts, these were all in relatively close proximity, for practicality's sake, as discussed in chapter 3. In different corners of the country, the results of such a study may have been different. That all four teacher respondents were roughly the same age may also be considered a limitation, and teachers of other generations may hold other beliefs and thoughts on the topics discussed.

5.7 Contribution and implications for further research

The present study has investigated the beliefs and practices of four Norwegian teachers, and 57 of their 10th grade EFL learners, on the topic of LA. Similar research in lower secondary learners and teachers seems lacking, thus an aim of this thesis was to remedy this. A main finding uncovered is that although the teachers report a narrow conceptualisation of LA, focusing mainly on providing their learners with options, their classroom practice is more holistic and conducive to the growth of LA. These findings, it is to be hoped, could inspire further research on LA in a Norwegian context, and perhaps contribute to a greater awareness of LA in teacher training, which might result in a more explicit form of LA fostering.

At this project's inception, little research was found on the topic of LA in Norwegian lower secondary EFL classrooms. As such, the present study may have provided some contributions in this field, and shed some light on perceptions, practices, and challenges of LA for Norwegian EFL teachers, and in Norwegian EFL learners between the ages of 13 and 16.

Additionally, whereas Knaldre (2015) found two previous curricula to be supportive of LA, this study has found that the current curricula (The Core Curriculum, Ministry of Education, 2017; LK20, Ministry of Education, 2019), are also in favour of LA, although the term is never used, and one area of potential improvement that the present study has suggested, has been for the curricula to better communicate the concept of LA, rather than advocating for components of LA, in order for the schools and teachers to knowingly and perhaps more explicitly foster LA in the learners.

Given that autonomy is not mentioned in the curricula, another contribution of the study has been to show the teachers' narrow, political conceptualisation of LA, and, happily teaching practice that reflects LA in a more holistic form, considering also the psychological and technical aspects of LA (Benson, 1997), by teaching different language learning strategies and caring about learner motivation. Given that the teachers do facilitate LA through these two latter aspects, but have not explicitly connected them with LA, suggests that a curricular effort might broaden Norwegian teachers' understanding of LA, and thus perhaps improve LA fostering.

Others looking to do further research in the field, might set out to remedy some of the limitations noted above: the relationship between (social) constructivist ideas and LA might be further studied in Norwegian classrooms. To what extent LA brings motivation to Norwegian EFL learners, or to what extent motivation inspires LA in Norwegian EFL learners might be of interest. A deeper dive into the realm of teacher practices on LA might be warranted, as the present study only takes into consideration beliefs and practices reported through single

interviews and has not considered observed practices. Lastly, the narrow scope of the study might be broadened by others who would venture to study the same topic, thus adding to the whole.

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Appendices

Appendix 1: Participation request

Hei!

Jeg er lektorstudent ved Universitetet i Stavanger, med engelsk som fag 1. Jeg er nå i gang med masteroppgaven min, som dreier seg om elevautonomi i engelskklasserommet.

Jeg er spesielt interessert i å finne ut hva engelsklærere på tiende trinn tenker om elevautonomi, og om, og hvordan, de jobber med dette. Jeg er også ute etter å finne ut om tiendeklassinger opplever at de lærer elevautonomi, og om denne anvendes på skolen og/eller utenfor skolen, spesielt ifm. engelskspråket.

For å undersøke dette er jeg på jakt etter engelsklærere på tiende trinn som vil la seg intervju angående sin forståelse av elevautonomi, og hvordan de driver opplæring i dette. Jeg vil også foreta en digital og anonym spørreundersøkelse blant elever på tiende trinn. Det hadde vært glimrende om klassen(e) til lærere som eventuelt lar seg intervju vil kunne delta i spørreundersøkelsen.

Det forespeiles at intervjuet vil ta omtrent 30-40 minutter, og spørreundersøkelsen omtrent 15. Elevene kan ta undersøkelsen når som helst, læreren kan gjerne sette de i gang med denne når han/hun har fått tilsendt lenke av meg, og det passer læreren. Her vil det være hensiktsmessig om samtlige elever tar undersøkelsen samtidig, med lærer til stede. Dette for å minimere at deltakere glemmer bort å gjennomføre undersøkelsen, og studenten får samlet inn mest mulig data. Det er også mulig for studenten selv å være til stede for å veilede elevene dersom det trengs. At både lærer(e) og klassen(e) deltar i prosjektet er ikke nødvendig, bare ønskelig. Jeg er takknemlig uansett.

Samtykkeerklæring og godkjent vurdering fra Sikt vil følge ved interesse.

Ved interesse eller spørsmål, ta gjerne kontakt:

m.loyning@stud.uis.no

Mvh.

Morten Løyning

Appendix 2: Information for parents of learner participants

Til informasjon – spørreundersøkelse om elevautonomi i engelskfaget

Hei foreldre og foresatte!

Dere får dette skrevet til informasjon om at barnet deres skal delta i en spørreundersøkelse om elevautonomi. Dere trenger ikke samtykke eller foreta dere noe, dette er bare til informasjon. Undersøkelsen gjennomføres digitalt, anonymt, og selvfølgelig frivillig. Den gjennomføres også på norsk, selv om den omhandler engelskfaget. Dette for å innhente mest mulig nøyaktige svar.

Undersøkelsen er utformet og blir gjennomført som del av et forskningsprosjekt som inngår i masteroppgaven «Learner Autonomy in a Norwegian 10th Grade EFL Context: How it is Taught, and How it is Learnt», av student Morten Løyning ved Universitetet i Stavanger, Fakultet for utdanningsvitenskap og humaniora / Institutt for kultur- og språkvitenskap.

Dersom dere ikke ønsker at barnet deres skal delta, eller barnet selv ikke ønsker det, er det greit om læreren får beskjed, slik at alternativt opplegg kan forberedes for han eller henne. Alt som kreves for ikke å delta, er å unnlate å trykke på lenken eller skanne QR-koden som vises den aktuelle dagen.

Nedenfor følger forsiden på spørreundersøkelsen som elevene vil lese, slik at dere også har en forståelse for hva spørreundersøkelsen går ut på.

Dersom dere har spørsmål, er dere velkomne til å ta kontakt med studenten på m.loyning@stud.uis.no.

Med vennlig hilsen
Morten Løyning

Spørreundersøkelsens forside

Autonomi betyr selvstyre. Elevautonomi betyr at eleven er i stand til å regulere egen læring. Dette betyr *ikke* at eleven gjør hva han eller hun selv vil alltid, men at eleven vet hvordan han eller hun kan håndtere læring eller språklæring generelt. Det betyr også at eleven er i stand til å jobbe selvstendig, og sammen med andre, og kan planlegge og vurdere sin egen læring. Videre betyr det at elevene har en grad av medbestemmelse i undervisningen.

Denne spørreundersøkelsen har som mål å finne ut hvilke holdninger 10. klassinger har til elevautonomi på skolen, spesifikt i engelsktimene. Videre ønskes det å finne ut i hvilken grad elevene bruker språklæringsstrategier aktivt på skolen og på fritiden, for å lære seg engelsk. Eksempler kan være å notere nye ord, å spørre oppfølgings spørsmål til noe som er sagt, å sjekke en ordbok, å evaluere egen forståelse av en tekst, eller å samarbeide med sidemannen.

Undersøkelsen har for det meste påstander, hvor du svarer med grad av enighet. Skalaen starter på 1, som er helt uenig, og slutter på 6, som er helt enig. Videre har den også påstander som sier hvor ofte du bruker språklæringsstrategier, og om grad av medbestemmelse når det gjelder undervisning og vurdering av læring. Her velger du det svaret som passer best: Aldri, nesten aldri, sjeldent, av og til, ofte, eller veldig ofte. Undersøkelsen har også tre spørsmål som ber deg utdype med svar i tekst. Her kan du skrive hvor lite eller mye du vil.

Husk at spørreundersøkelsen gjelder engelskfaget, så tenk på hvordan spørsmålene og påstander som handler om skolen relaterer til engelsktimene, ikke hele skoletiden generelt.

Ved å gå videre til spørsmålene som starter på neste side, samtykker du til å delta i undersøkelsen. Undersøkelsen er helt anonym, og svarene du gir kan ikke knyttes til deg, din klasse, skole eller lærer.

Appendix 3: Sikt assessment

Meldeskjema for behandling av personopplysninger
fa68a8cb6b4c/vurdering

<https://meldeskjema.sikt.no/6523cd01-7391-42ee-a375-fa68a8cb6b4c/vurdering>



[Meldeskjema](#) / [Learner Autonomy as Taught and Learned by 10th grade EFL Teachers](#) ... / Vurdering

Vurdering av behandling av personopplysninger

Referansenummer Vurderingstype Dato 340902 Standard

07.11.2023 **Tittel**

Learner Autonomy as Taught and Learned by 10th grade EFL

Teachers and Learners

Behandlingsansvarlig institusjon

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og

humaniora / Institutt for kultur- og språkvitenskap

Prosjektansvarlig

Torill Irene Hestetraet

Student

Morten Løyning

Prosjektperiode

01.11.2023 - 01.11.2024

Kategorier personopplysninger

Alminnelige

Lovlig grunnlag

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

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 01.11.2024.

[Meldeskjema](#) 

Kommentar

OM VURDERINGEN

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

DATABEHANDLER

Vi legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. personvernforordningen art. 28 og 29.

TAUSHETSPLIKT

Forskningsdeltagerne har yrkesmessig taushetsplikt. De kan ikke dele taushetsbelagte opplysninger med forskningsprosjektet. Vi anbefaler at du minner dem på taushetsplikten. Merk at det ikke er nok å utelate navn ved omtale av elever. Vær forsiktig med bruk av eksempler og bakgrunnsopplysninger som tid, sted, kjønn og alder.

FØLG DIN INSTITUSJONS RETNINGSLINJER

Vi har vurdert at du har lovlig grunnlag til å behandle personopplysningene, men husk at det er institusjonen du er ansatt/student ved som avgjør hvilke databehandlere du kan bruke og hvordan du må lagre og sikre data i ditt prosjekt. Husk å bruke leverandører som din institusjon har avtale med (f.eks. ved skylagring, nettpørreskjema, videosamtale el.

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

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved

å oppdatere meldeskjemaet. Se våre nettsider om hvilke endringer du må melde: <https://sikt.no/melde-endringer-i-meldeskjema>

OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

Appendix 4: Learner questionnaire

Elevautonomi

Autonomi betyr selvstyre. Elevautonomi betyr at eleven er i stand til å regulere egen læring. Dette betyr *ikke* at eleven gjør hva han eller hun selv vil alltid, men at eleven vet hvordan han eller hun kan håndtere læring eller språklæring generelt. Det betyr også at eleven er i stand til å jobbe selvstendig, og sammen med andre, og kan planlegge og vurdere sin egen læring. Videre betyr det at elevene har en grad av medbestemmelse i undervisningen.

Denne spørreundersøkelsen har som mål å finne ut hvilke holdninger 10. klassinger har til elevautonomi på skolen, spesifikt i engelsktimene. Videre ønskes det å finne ut i hvilken grad elevene bruker språklæringsstrategier aktivt på skolen og på fritiden, for å lære seg engelsk. Eksempler kan være notere nye ord, å spørre oppfølgingsspørsmål til noe som er sagt, å sjekke en ordbok, å evaluere egen forståelse av en tekst, eller å samarbeide med sidemannen. Undersøkelsen har for det meste påstander, hvor du svarer med grad av enighet. Skalaen starter på 1, som er helt uenig, og slutter på 6, som er helt enig. Videre har den også påstander som sier hvor ofte du bruker språklæringsstrategier, og om grad av medbestemmelse når det gjelder undervisning og vurdering av læring. Her velger du det svaret som passer best: Aldri, nesten aldri, sjeldent, av og til, ofte, eller veldig ofte. Undersøkelsen har også tre spørsmål som ber deg utdype med svar i tekst. Her kan du skrive hvor lite eller mye du vil.

Husk at spørreundersøkelsen gjelder engelskfaget, så tenk på hvordan spørsmålene og påstander som handler om skolen relaterer til engelsktimene, ikke hele skoletiden generelt.

Ved å gå videre til spørsmålene som starter på neste side, samtykker du til å delta i undersøkelsen. Undersøkelsen er helt anonym, og svarene du gir kan ikke knyttes til deg, din klasse, skole eller lærer.

Jeg tror det er mulig å være selvstendig (autonom) i språklæring.

1 = helt uenig, 6 = helt enig

Jeg lærer meg selvstendighet (elevautonomi) i engelsktimene.

1 = helt uenig, 6 = helt enig

Jeg forstår viktigheten av elevautonomi i engelskfaget.

1 = helt uenig, 6 = helt enig

Ved å vite hvordan jeg kan lære meg engelsk på en effektiv måte, lærer jeg lettere engelsk på skolen.

1 = helt uenig, 6 = helt enig

Ved å vite hvordan jeg kan lære meg engelsk på en effektiv måte, lærer jeg lettere engelsk på fritiden.

1 = helt uenig, 6 = helt enig

Jeg tror det er vanskeligere å lære på en selvstendig (autonom) måte, enn om læreren bare fortalte oss hva vi skulle gjøre.

1 = helt uenig, 6 = helt enig

Jeg tror det er lettere å lære på en selvstendig (autonom) måte, enn om læreren bare fortalte oss hva vi skulle gjøre.

1 = helt uenig, 6 = helt enig

Det er bra at elevene får være med å bestemme.

1 = helt uenig, 6 = helt enig

Jeg vil heller bare møte opp, og slippe å ta avgjørelser.

1 = helt uenig, 6 = helt enig

Læreren forklarer hvorfor vi lærer elevautonomi.

1 = helt uenig, 6 = helt enig

Læreren forklarer hvordan vi lærer elevautonomi.

1 = helt uenig, 6 = helt enig

Læreren lærer oss elevautonomi, men forklarer ikke at han/hun gjør det.

1 = helt uenig, 6 = helt enig

Læreren lærer oss elevautonomi, men forklarer ikke hvorfor.

1 = helt uenig, 6 = helt enig

Læreren lærer oss elevautonomi, men forklarer ikke hvordan.

1 = helt uenig, 6 = helt enig

Vi har mulighet til å velge innhold i engelsktimene.

Veldig ofte

Ofte

Av og til

Sjeldent

Nesten aldri

Aldri

Vi får velge måten vi vil jobbe på.

Veldig ofte

Ofte

Av og til

Sjeldent

Nesten aldri

Aldri

Vi følger med på vår egen læring.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

Vi setter oss egne læringsmål i engelskfaget.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

Vi planlegger arbeidet vårt i engelskfaget.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

Vi kontrollerer om vi lærer oss det vi skal.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

Vi får vurdere vår egen læring ved å snakke om hva som er bra eller mindre bra med eget arbeid.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

Vi får vurdere vår egen læring ved å sette karakter på eget arbeid.

Veldig ofte

Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

Vi får vurdere medelevers læring ved å snakke om hva som er bra eller mindre bra med deres arbeid.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

Vi får vurdere medelevers læring ved å sette karakter på deres arbeid.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

Vi jobber med loggføring av arbeidet vårt i engelsk.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

Vi lærer strategier for hvordan vi kan lese en engelsk tekst.

1 = helt uenig, 6 = helt enig

Vi lærer strategier for hvordan vi kan lytte til engelsk bedre.

1 = helt uenig, 6 = helt enig

Vi lærer strategier for hvordan vi kan skrive en engelsk tekst.

1 = helt uenig, 6 = helt enig

Vi lærer strategier for hvordan vi kan snakke engelsk bedre.

1 = helt uenig, 6 = helt enig

Vi lærer strategier for hvordan vi kan håndtere følelser i engelskfaget bedre. Slike følelser kan for eksempel være angst eller ubehag i forbindelse med å snakke høyt eller å ha en presentasjon.

1 = helt uenig, 6 = helt enig

Vi har mulighet til å velge hvordan vi jobber i engelskfaget.

1 = helt uenig, 6 = helt enig

Vi har mulighet til å jobbe selvstendig i engelskfaget.

1 = helt uenig, 6 = helt enig

Vi har mulighet til å jobbe i par i engelskfaget.

1 = helt uenig, 6 = helt enig

Vi har mulighet til å jobbe i grupper i engelskfaget.

1 = helt uenig, 6 = helt enig

Vi får tid til å tenke over hva vi har lært, og hvordan vi har lært.

1 = helt uenig, 6 = helt enig

Vi bruker tid på å skrive ned hva vi jobber med i engelskfaget.

1 = helt uenig, 6 = helt enig

Vi bruker tid på å skrive ned hvordan vi jobber i engelskfaget.

1 = helt uenig, 6 = helt enig

Vi reflekterer over hva vi vil jobbe med fremover.

1 = helt uenig, 6 = helt enig

Hva betyr det for deg å jobbe selvstendig i engelskfaget?

Eksempel: Jeg har ofte muligheten til å velge hva jeg vil jobbe med, hvordan, og med hvem. Jeg har lært meg å reflektere over min egen utvikling i engelsk, hva jeg bør trene på, og strategier for å få bedre utbytte av lesingen vi gjør.

På skolen bruker jeg strategier for øving. *F.eks. repetisjon, øving på uttale, eller å øve på engelsk gjennom virkelig kommunikasjon (i stedet for å lese fra tekstboka)* Velg det alternativet som stemmer best.

Veldig ofte

Ofte

Av og til

Sjeldent

Nesten aldri

Aldri

På skolen bruker jeg strategier for analyse og grunngiving. F.eks. å oversette, sammenlikne med norsk, eller å gjette betydningen av ord ut ifra sammenhengen du finner de i.

Velg det alternativet som stemmer best.

- Veldig ofte
- Ofte
- Av og til
- Sjeldent
- Nesten aldri
- Aldri

På skolen bruker jeg strategier for å lage struktur i informasjon som jeg mottar eller sender. F.eks. å ta notater, oppsummere, eller streke under ord og uttrykk.

Velg det alternativet som stemmer best.

- Veldig ofte
- Ofte
- Av og til
- Sjeldent
- Nesten aldri
- Aldri

På skolen bruker jeg strategier for å holde fokus på min egen læring. F.eks. å koble lærestoffet til det du kan fra før, å følge nøye med, eller å lytte før du snakker.

Velg det alternativet som stemmer best.

- Veldig ofte
- Ofte
- Av og til
- Sjeldent
- Nesten aldri
- Aldri

På skolen bruker jeg strategier for å organisere og planlegge egen læring. F.eks. å sette meg mål, finne ut meningen med en oppgave, eller å finne muligheter til å øve.

Velg det alternativet som stemmer best.

- Veldig ofte
- Ofte
- Av og til
- Sjeldent
- Nesten aldri
- Aldri

På skolen bruker jeg strategier for å evaluere egen læring. F.eks. å følge med på fremgang, eller å vurdere i hvilken grad jeg når målene.

Velg det alternativet som stemmer best.

Veldig ofte

Ofte

Av og til

Sjeldent

Nesten aldri

Aldri

På skolen bruker jeg strategier for å dempe angst. F.eks. å høre på musikk, meditere, eller å ha det morsomt med klassekamerater.

Velg det alternativet som stemmer best.

Veldig ofte

Ofte

Av og til

Sjeldent

Nesten aldri

Aldri

På skolen bruker jeg strategier for å motivere meg selv. F.eks. å belønne meg selv, snakke positivt om eget arbeid, eller å ta gjennomtenkte sjanser.

Velg det alternativet som stemmer best.

Veldig ofte

Ofte

Av og til

Sjeldent

Nesten aldri

Aldri

På skolen bruker jeg strategier for å være oppmerksom på hvordan jeg har det. F.eks. å lytte til kroppen, bruke en sjekkliste, skrive loggbok i Engelskfaget, eller å snakke med andre om hvordan jeg har det.

Velg det alternativet som stemmer best.

Veldig ofte

Ofte

Av og til

Sjeldent

Nesten aldri

Aldri

På skolen stiller jeg spørsmål for å sjekke at jeg har forstått det jeg har lest eller hørt.

Velg det alternativet som stemmer best.

- Veldig ofte
- Ofte
- Av og til
- Sjeldent
- Nesten aldri
- Aldri

På skolen stiller jeg spørsmål for å sjekke at det jeg har gjort er riktig.

Velg det alternativet som stemmer best.

- Veldig ofte
- Ofte
- Av og til
- Sjeldent
- Nesten aldri
- Aldri

På skolen samarbeider jeg med klassekamerater i engelskklasserommet.

Velg det alternativet som stemmer best.

- Veldig ofte
- Ofte
- Av og til
- Sjeldent
- Nesten aldri
- Aldri

På skolen samarbeider jeg med personer som snakker engelsk flytende. F.eks. lærer eller andre som er veldig flinke i engelsk.

Velg det alternativet som stemmer best.

- Veldig ofte
- Ofte
- Av og til
- Sjeldent
- Nesten aldri
- Aldri

På skolen stiller jeg spørsmål for å sjekke at det jeg har gjort er riktig.

Velg det alternativet som stemmer best.

- Veldig ofte
- Ofte
- Av og til
- Sjeldent

Nesten aldri

Aldri

Forklar gjerne strategier du bruker mest i forskjellig arbeid på skolen, og hvordan du bruker disse.

Eksempel: Om jeg trenger å øve på en fremføring, så gjør jeg det sammen med noen få klassekamerater først, for det er litt mer komfortabelt enn å gjøre det foran hele klassen.

På fritiden bruker jeg strategier for øving. F.eks. repetisjon, øving på uttale, eller å øve på engelsk gjennom virkelig kommunikasjon (i stedet for å lese fra tekstboka) Velg det alternativet som stemmer best.

Veldig ofte

Ofte

Av og til

Sjeldent

Nesten aldri

Aldri

På fritiden bruker jeg strategier for analyse og grunngiving. F.eks. å oversette, sammenlikne med norsk, eller å gjette betydningen av ord ut ifra sammenhengen du finner de i .

Velg det alternativet som stemmer best.

Veldig ofte

Ofte

Av og til

Sjeldent

Nesten aldri

Aldri

På fritiden bruker jeg strategier for å lage struktur i informasjon som jeg mottar eller sender. F.eks. å ta notater, oppsummere, eller streke under ord og uttrykk.

Velg det alternativet som stemmer best.

Veldig ofte

Ofte

Av og til

Sjeldent

Nesten aldri

Aldri

På fritiden bruker jeg strategier for å holde fokus på min egen læring. F.eks. å koble lærestoffet til det du kan fra før, å følge nøye med, eller å lytte før du snakker.

Velg det alternativet som stemmer best.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

På fritiden bruker jeg strategier for å organisere og planlegge egen læring. F.eks. å sette meg mål, finne ut meningen med en oppgave, eller å finne muligheter til å øve.

Velg det alternativet som stemmer best.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

På fritiden bruker jeg strategier for å evaluere egen læring. F.eks. å følge med på fremgang, eller å vurdere i hvilken grad jeg når målene.

Velg det alternativet som stemmer best.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

På fritiden bruker jeg strategier for å dempe angst. F.eks. å høre på musikk, meditere, eller å ha det morsomt med klassekamerater.

Velg det alternativet som stemmer best.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

På fritiden bruker jeg strategier for å motivere meg selv. F.eks. å belønne meg selv, snakke positivt om eget arbeid, eller å ta gjennomtenkte sjanser .

Velg det alternativet som stemmer best.

Veldig ofte
Ofte
Av og til

Sjeldent
Nesten aldri
Aldri

På fritiden bruker jeg strategier for å være oppmerksom på hvordan jeg har det. F.eks. å lytte til kroppen, bruke en sjekkliste, skrive loggbok i Engelskfaget, eller å snakke med andre om hvordan jeg har det.

Velg det alternativet som stemmer best.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

På fritiden stiller jeg spørsmål for å sjekke at jeg har forstått det jeg har lest eller hørt.

Velg det alternativet som stemmer best.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

På fritiden stiller jeg spørsmål for å sjekke at det jeg har gjort er riktig.

Velg det alternativet som stemmer best.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

På fritiden samarbeider jeg med klassekamerater i engelskklasserommet.

Velg det alternativet som stemmer best.

Veldig ofte
Ofte
Av og til
Sjeldent
Nesten aldri
Aldri

På fritiden samarbeider jeg med personer som snakker engelsk flytende. F.eks.

lærer eller andre som er veldig flinke i engelsk.

Velg det alternativet som stemmer best.

Veldig ofte

Ofte

Av og til

Sjeldent

Nesten aldri

Aldri

Når bruker du språklæringsstrategier på fritiden?

Eksempel: Lesing, film, sosiale medier, gaming, musikk.

Generert: 2023-12-08 11:42:00.

Appendix 5: Learner questionnaire in English

Note: As an afterthought late in coming, it dawned on me that it would be wise to include a copy of the questionnaire in English, in addition to the Norwegian original. As time was short, the translation tool Google Translate was used to produce the text below from the Norwegian original, also found in appendix 4. The text was naturally checked for inaccuracies and errors, and corrected as fitting, however.

Note 2: The format of the English questionnaire differs from the Norwegian one, as this was translated from the pre-prepared word document written by me, whereas the Norwegian questionnaire was downloaded as a PDF from Nettskjema, after having been constructed from the original word file.

Page 1

Autonomy means self-government. Learner autonomy means that the learner is able to regulate his- or her own learning. This does not mean that the learner always does what he or she wants, but that the learner knows how he or she can handle learning or language learning in general. It also means that the learner is able to work independently and together with others and can plan and assess his own learning. Furthermore, it means that the learners have a degree of co-determination in the teaching.

This survey aims to find out what attitudes 10th graders have towards learner autonomy at school, specifically in English lessons. Furthermore, it is desired to find out the extent to which the learners use language learning strategies actively at school and in their free time, in order to learn English. Examples can be making notes new words, asking follow-up questions to something that has been said, checking a dictionary, evaluating one's own understanding of a text, or collaborating with the learner next to you.

The survey mostly has statements, to which you answer with degree of agreement. The scale starts at 1, which is complete disagreement, and ends at 6, which is complete agreement.

Furthermore, it also has claims of how often you use language learning strategies, and about the degree of co-determination when it comes to teaching and assessment of learning. Here you choose the answer that fits best: Never, almost never, rarely, occasionally, often, or very often. The survey also has three questions that ask you to elaborate with answers in text form. These questions provide an opportunity to elaborate on the questions and claims in the survey. Here you can write as little or as much as you want.

Remember that the survey concerns the English subject, so think about how the questions and statements about the school relate to the English lessons, not school in general.

By proceeding to the questions starting on the next page, you agree to participate in the survey. The survey is completely anonymous, and the answers you give cannot be linked to you, your class, school, or teacher.

Page 2

3. What are the beliefs that the learners have about learner autonomy?

- I think it is possible to be independent in language learning. (1-6).
- I learn independence (learner autonomy) in English lessons. (1-6).
- I understand the importance of learner autonomy in the English subject. (1-6).
- By knowing how to learn English effectively, I learn English more easily at school. (1-6).
- By knowing how to learn English effectively, I learn English more easily in my spare time. (1-6).
- I think it is more difficult to learn English in an independent (autonomous) way, than if the teacher just told us what to do. (1-6).
- I think it is easier to learn English in an independent (autonomous) way, than if the teacher just told us what to do. (1-6).
- It is good that the learners can help decide. (1-6).
- I would rather just show up and not have to make decisions. (1-6).

Page 3

a) Do the learners report that they learn learner autonomy implicitly or explicitly? How?

- The teacher explains why we teach learner autonomy. (1-6).
- The teacher explains how we teach learner autonomy. (1-6).
- The teacher teaches us learner autonomy but does not explain that he/she is doing it. (1-6).
- The teacher teaches us learner autonomy but does not explain why. (1-6).
- The teacher teaches us learner autonomy but does not explain how. (1-6).
- We get to choose the way we want to work. (Never, almost never, rarely, occasionally, often, very often.)
- We monitor our own learning. (Never, almost never, rarely, occasionally, often, very often.)
- We set our own learning goals in the English subject. (Never, almost never, rarely, occasionally, often, very often.)
- We plan our work in the English subject. (Never, almost never, rarely, occasionally, often, very often.)
- We check whether we are learning what we are supposed to. (Never, almost never, rarely, occasionally, often, very often.)
- We get to assess our own learning by talking about what is good or less good about our own work. (Never, almost never, rarely, occasionally, often, very often.)
- We get to assess our own learning by grading our own work. (Never, almost never, rarely, occasionally, often, very often.)
- We get to assess fellow learners' learning by talking about what is good or less good about their work. (Never, almost never, rarely, occasionally, often, very often.)
- We get to assess fellow learners' learning by grading their work. (Never, almost never, rarely, occasionally, often, very often.)
- We are working on logging our work in English. (Never, almost never, rarely, occasionally, often, very often.)
- We learn strategies for how to read an English text. (1-6).
- We learn strategies for how we can listen to English better. (1-6).
- We learn strategies for how to write an English text. (1-6).
- We learn strategies for how to speak English better. (1-6).
- We learn strategies for how to better handle emotions in the English subject. Such feelings can, for example, be anxiety or discomfort in connection with speaking loudly or giving a presentation. (1-6).
- We have the opportunity to choose the content of the English lessons. (1-6).

- We have the opportunity to choose how we work in the English subject. (1-6).
- We have the opportunity to work independently in the English subject. (1-6).
- We have the opportunity to work in pairs in the English subject. (1-6).
- We have the opportunity to work in groups in the English subject. (1-6).
- We get time to think about what we have learned and how we have learned. (1-6).
- We spend time writing down what we are working on in the English subject. (1-6).
- We spend time writing down how we work in the English subject. (1-6).
- We reflect on what we want to work on in the future. (1-6).

Open question: What does it mean to you to work independently in the English subject?

Example: I often have the opportunity to choose what I want to work with, how and with whom. I have learned to reflect on my own development in English, what I should practice, and strategies to get better results from the reading we do.

Page 4

b) Do the learners report that they use language learning strategies actively at and/or outside of school? How and which?

- At school I use strategies for practice. E.g. repetition, practicing pronunciation, or practicing English through real communication (instead of reading from the textbook) (Never, almost never, rarely, occasionally, often, very often.)

- At school I use strategies for analysis and reasoning. E.g. to translate, compare with Norwegian, or to guess the meaning of words based on the context in which you find them. (Never, almost never, rarely, occasionally, often, very often.)

- At school, I use strategies to create structure in information that I receive or send. E.g. to take notes, summarise, or underline words and expressions. (Never, almost never, rarely, occasionally, often, very often.)

- At school, I use strategies to keep focus on my own learning. E.g. to connect the learning material to what you already know, to follow carefully, or to listen before you speak. (Never, almost never, rarely, occasionally, often, very often.)

- At school, I use strategies to organise and plan my own learning. E.g. to set myself goals, to find out the meaning of a task, or to find opportunities to practice. (Never, almost never, rarely, occasionally, often, very often.)

- At school, I use strategies to evaluate my own learning. E.g. to monitor progress, or to assess the extent to which I reach the goals. (Never, almost never, rarely, occasionally, often, very often.)

- At school, I use strategies to reduce anxiety. E.g. listening to music, meditating, or having fun with classmates. (Never, almost never, rarely, occasionally, often, very often.)

- At school, I use strategies to motivate myself. E.g. to reward myself, talk positively about my own work, or to take well-thought-out chances. (Never, almost never, rarely, occasionally, often, very often.)

- At school, I use strategies to pay attention to how I feel. E.g. to listen to the body, use a checklist, write a logbook in the English subject, or talk to others about how I feel. (Never, almost never, rarely, occasionally, often, very often.)

- At school, I ask questions to check that I have understood what I have read or heard. - (Never, almost never, rarely, occasionally, often, very often.)

- At school, I ask questions to check that what I have done is correct. (Never, almost never, rarely, occasionally, often, very often.)

- At school, I collaborate with classmates in the English classroom. (Never, almost never, rarely, occasionally, often, very often.)

- At school, I work with people who speak English fluently. E.g. teacher or others who are very good at English. (Never, almost never, rarely, occasionally, often, very often.)

Open question: Please explain the strategies you use most in different work at school, and how you use them.

Example: If I need to practice a performance, I do it with a few classmates first, because it's a bit more comfortable than doing it in front of the whole class.

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- In my free time, I use strategies for practice. E.g. repetition, practicing pronunciation, or practicing English through real communication (instead of reading from the textbook) (Never, almost never, rarely, occasionally, often, very often.)

- In my spare time, I use strategies for analysis and reasoning. E.g. to translate, compare with Norwegian, or to guess the meaning of words based on the context in which you find them. (Never, almost never, rarely, occasionally, often, very often.)

- In my spare time, I use strategies to create structure in information that I receive or send. E.g. to take notes, summarise, or underline words and expressions. (Never, almost never, rarely, occasionally, often, very often.)

- In my free time, I use strategies to stay focused on my own learning. E.g. to connect the learning material to what you already know, to follow carefully, or to listen before you speak. (Never, almost never, rarely, occasionally, often, very often.)

- In my spare time, I use strategies to organise and plan my own learning. E.g. to set myself goals, to find out the meaning of a task, or to find opportunities to practice. (Never, almost never, rarely, occasionally, often, very often.)

- In my spare time, I use strategies to evaluate my own learning. E.g. to monitor progress, or to assess the extent to which I reach the goals. (Never, almost never, rarely, occasionally, often, very often.)

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- In my free time, I use strategies to motivate myself. E.g. to reward myself, talk positively about my own work, or to take well-thought-out chances. (Never, almost never, rarely, occasionally, often, very often.)

- In my free time, I use strategies to pay attention to how I feel. E.g. to listen to the body, use a checklist, write a logbook in the English subject, or talk to others about how I feel. (Never, almost never, rarely, occasionally, often, very often.)

- In my spare time, I ask questions to check that I have understood what I have read or heard. (Never, almost never, rarely, occasionally, often, very often.)

- In my spare time, I ask questions to check that what I have done is correct. (Never, almost never, rarely, occasionally, often, very often.)

- In my spare time, I collaborate with classmates in the English classroom. (Never, almost never, rarely, occasionally, often, very often.)

- In my free time, I collaborate with people who speak English fluently. E.g. teacher or others who are very good at English. (Never, almost never, rarely, occasionally, often, very often.)

Open question: When do you use language learning strategies in your free time?

Example: Reading, film, social media, gaming, music.

Receipt page

Thank you very much for your participation in this survey! Your efforts can help future English teachers and their learners. :)

Appendix 6: Interview guide

Blue = Research questions, not asked.

Black = Questions put to the interviewees.

Starting questions to break the ice and relax the interviewees (See Dörnyei, 2007, p. 137):

- Hvor lenge har du jobbet her på skolen som engelsklærer? Og hvor lenge har du vært engelsklærer?
- Hvilke andre fag underviser du i?
- Har du flere klasser i de samme fagene?
- Er du kontaktlærer?
- Hvilke ord forbinder du med elevautonomi?
- Lærte du om autonomi på skolen, eller når du selv var student? Knyttet til engelsk, eller generelt?

1. What are English teachers' beliefs about learner autonomy in year 10 learners?

- Etter din erfaring, er 10. klassinger mottakelige for å lære autonomi i Engelskfaget? Hvorfor/ikke?
- Hvordan mener du elevene utvikler elevautonomi?
- Er elevautonomi en prioritet i din yrkespraksis? Hvorfor/ikke?
- Opplever du at nivå av modenhet hos elevene påvirker hvordan de håndterer friheten og ansvaret som autonomi kan gi, og kreve? Hvorfor/ikke?
- Har du inntrykk av at elevautonomi kan tilstrebes enklere i andre fag enn engelsk? Hvorfor/ikke?
- Kan du nevne noen konsekvenser, positive og/eller negative, som du tenker elevautonomi kan frembringe?
- I hvor stor grad synes du at elevene skal få velge innhold i undervisningen?
- I hvor stor grad synes du at elevene skal få velge arbeidsmåter?
- I hvor stor grad synes du at elevene skal kontrollere og holde oppsyn med egen læring?
- I hvor stor grad synes du at elevene skal få vurdere sin egen læring?
- I hvor stor grad synes du at elevene skal få vurdere medelevers læring?
- Jobber elevene dine med loggføring i engelsktimene? Hvordan?

- I overordnet del, kapittel 2.4, heter det at «Skolen skal bidra til at elevene reflekterer over sin egen læring, forstår sine egne læringsprosesser og tilegner seg kunnskap på selvstendig vis.» Hvordan forholder du deg til det i engelskklasserommet?

a) Do they believe in teaching LA explicitly and/or implicitly?

- Tror du det har noe for seg å lære bort elevautonomi eksplisitt? *Måter å gjøre dette på kan være å undervise i **læringsstrategier**, og trene elevene opp i å anvende passende strategier for ulike oppgaver. Man kan også jobbe **systematisk med loggføring** på tampen av hver time, slik at elevene får muligheten til å reflektere over hvordan de har lært.*
- I så fall; hvorfor/ikke?
- Tror du det har noe for seg å lære bort elevautonomi implisitt? *Måter å gjøre dette på kan være å gi elevene muligheten til å velge **fagstoff** eller **arbeidsmetoder fritt**, uten å påpeke hvorfor de får denne friheten.*
- I så fall; hvorfor/ikke?

2. What are the teachers' reported practices concerning learner autonomy?

- Jobber du med elevautonomi i noen av dine engelsktimer?
 - Hvordan jobber du med elevautonomi, og hvor mye?
 - I hvor stor grad vil du si dette påvirker undervisningsplanleggingen med tanke på tidsbruk og fremgangsmåte?
 - Hvis du jobber med elevautonomi, når starter du med dette?
 - Hvis du gjør det gjennom hele ungdomsskolen, ser du fremgang? Hvilken? Og hvordan?
 - Hvilke utfordringer ser du med elevautonomi?
 - Gjør noen av disse utfordringene at du jobber med elevautonomi i mindre grad enn du selv ville ønsket?
 - Hvordan møter du disse utfordringene?
 - Hvilke læringsmuligheter ser du med elevautonomi?
 - Elevautonomi knyttes gjerne til læringsstrategier.
- a) Hvordan lærer dine elever ulike strategier for språklæring?
- b) Tekstskaping?
- c) Kommunikasjon?

a) Do the teachers report teaching LA explicitly and/or implicitly, and how?

- Hvordan trener du elevene i elevautonomi?
- Hvordan trener du dem i autonomi på en eksplisitt eller implisitt måte, eller en blanding av de to?
- Vi kan gjerne komme tilbake til læringsstrategier, som vi var innom tidligere. Om vi ser på disse som kognitive, metakognitive, sosiale og affektive, har du eksempler på strategier som elevene lærer eller bruker?

Kognitive: for forståelse eller hukommelse. Assosiasjonsteknikker, understreking, notere seg nye begreper eller fremmedord, osv.

Metakognitive: planlegging av en oppgave, kontroll av fremgang, evaluering. Eleven stiller seg spørsmål underveis i læreprosessen.

Sosiale: samhandling, samarbeid, spørsmål.

Affektive: handlinger eleven gjør for å håndtere følelser i språklæringen. For eksempel å prate engelsk med en medelev heller enn med hele klassen, eller noen med engelsk som morsmål, for å teste ut sine nye ferdigheter i et 'tryggere' miljø.

- Kan du utdype litt om hvordan du jobber med dette? *Metodefrihet, struktur, rutiner, egenvurdering og kompisvurdering kan være stikkord her.*
- Snakker du med elevene om hvordan de utvikler elevautonomi?

Closing questions (See Dörnyei, 2007, p. 138):

- Samarbeider dere om elevautonomi faglærere mellom, eller på trinnet, eller skolen generelt?
- Hva burde jeg ha spurt deg om som jeg glemte, eller ikke var klar over?
- Har du flere tanker rundt temaet, som vi ikke har fått diskutert?

Appendix 7: Interview guide in English

Note: As an afterthought late in coming, it dawned on me that it would be wise to include a copy of the interview guide in English, in addition to the Norwegian original. As time was short, the translation tool Google Translate was used to produce the text below from the Norwegian original, also found in appendix 6. The text was naturally checked for inaccuracies and errors, and corrected as fitting, however.

Blue = Research questions, not asked.

Black = Questions put to the interviewees.

Starting questions to break the ice and relax the interviewees (See Dörnyei, 2007, p. 137):

- How long have you worked here at the school as an English teacher? And how long have you been an English teacher?
- What other subjects do you teach?
- Do you have several classes in the same subjects?
- Are you a contact teacher?
- Which words do you associate with learner autonomy?
- Did you learn about autonomy at school, or when you were a student yourself? Related to English, or in general?

1. What are English teachers' beliefs about learner autonomy in year 10 learners?

- In your experience, are 10th graders receptive to learning autonomy in English? Why not?
- How do you think learners develop learner autonomy?
- Is learner autonomy a priority in your professional practice? Why not?
- Do you feel that the level of maturity of the learners affects how they handle the freedom and responsibility that autonomy can give and demand? Why not?
- Do you have the impression that learner autonomy can be pursued more easily in subjects other than English? Why/not?
- Can you name any consequences, positive and/or negative, that you think learner autonomy can produce?
- To what extent do you think that learners should be allowed to choose the content of the lessons?
- To what extent do you think that learners should be allowed to choose working methods?
- To what extent do you think that learners should control and supervise their own learning?
- To what extent do you think that learners should be allowed to assess their own learning?

- To what extent do you think that learners should be allowed to assess their fellow s learners' learning?

- Do your learners work with log-keeping in English lessons? How?

- In the Core Curriculum, chapter 2.4, it is stated that "The school shall contribute to pupils reflecting on their own learning, understanding their own learning processes and acquiring knowledge independently." How do you deal with it in the English classroom?

a) Do they believe in teaching LA explicitly and/or implicitly?

- Do you think there is any point in teaching learners autonomy explicitly? *Ways to do this could be to teach learning strategies, and train learners to use appropriate strategies for different tasks. You can also work systematically with log-keeping at the end of each lesson, so that learners have the opportunity to reflect on how they have learned.*

- In that case; why not?

- Do you think there is something to teach learner autonomy implicitly? *Ways to do this could be to give learners the opportunity to choose subject matter or working methods freely, without pointing out why they are given this freedom.*

- In that case; why not?

2. What are the teachers' reported practices concerning learner autonomy?

- Do you work with learner autonomy in some of your English lessons?

- How do you work with learner autonomy, and how much?

- To what extent would you say this affects teaching planning in terms of time use and procedure?

- If you work with learner autonomy, when do you start with this?

- If you do it throughout secondary school, do you see progress? Which? And how?

- What challenges do you see with learner autonomy?

- Do any of these challenges make you work with learner autonomy to a lesser extent than you yourself would like?

- How do you meet these challenges?

- What learning opportunities do you see with learner autonomy?

- Learner autonomy is often linked to learning strategies.

a) How do your learners learn different strategies for language learning?

b) Text creation?

c) Communication?

a) Do the teachers report teaching LA explicitly and/or implicitly, and how?

- How do you train learners in learner autonomy?
- How do you train them in autonomy in an explicit or implicit way, or a mixture of the two?
- We might return to learning strategies, which we visited earlier. If we see these as cognitive, metacognitive, social, and affective, do you have examples of strategies that learners learn or use?

Cognitive: for understanding or memory. Association techniques, underlining, jotting down new concepts or foreign words, etc.

Metacognitive: planning a task, checking progress, evaluation. The learner asks himself questions during the learning process.

Social: interaction, collaboration, questions.

Affective: actions the learner takes to manage emotions in language learning. For example, speaking English with a fellow learner rather than with the whole class, or someone with English as their mother tongue, to test out their new skills in a 'safer' environment.

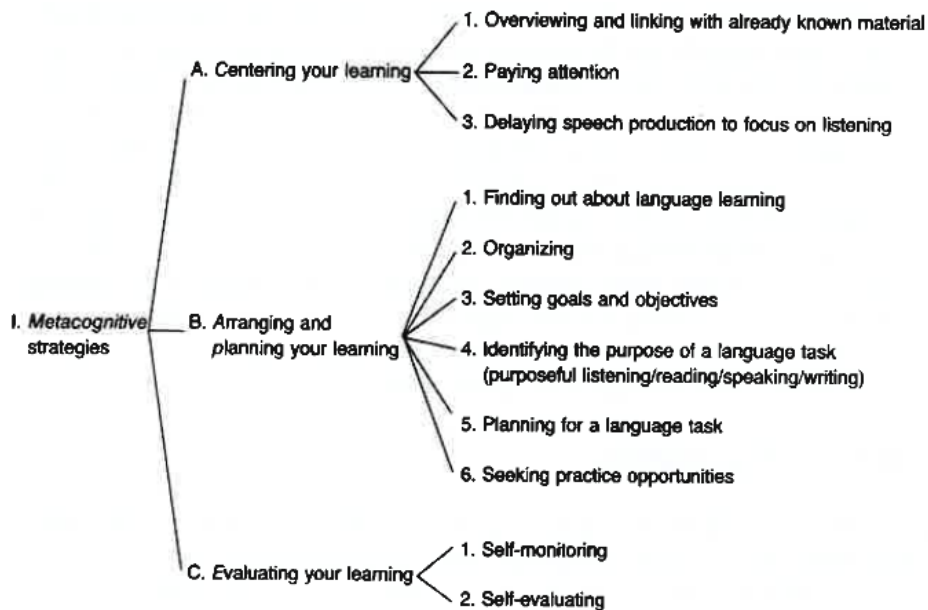
- Can you elaborate a bit on how you work with this? *Freedom of method, structure, routines, self-assessment, and peer assessment can be keywords here.*
- Do you talk to the learners about how they develop learner autonomy?

Closing questions (See Dörnyei, 2007, p. 138):

- Do you collaborate on learner autonomy subject teachers between, or at the level, or the school in general?
- What should I have asked you that I forgot, or was not aware of?
- Do you have more thoughts on the topic, which we have not discussed?

Appendix 8: Oxford's (1990) learning strategies categorisation

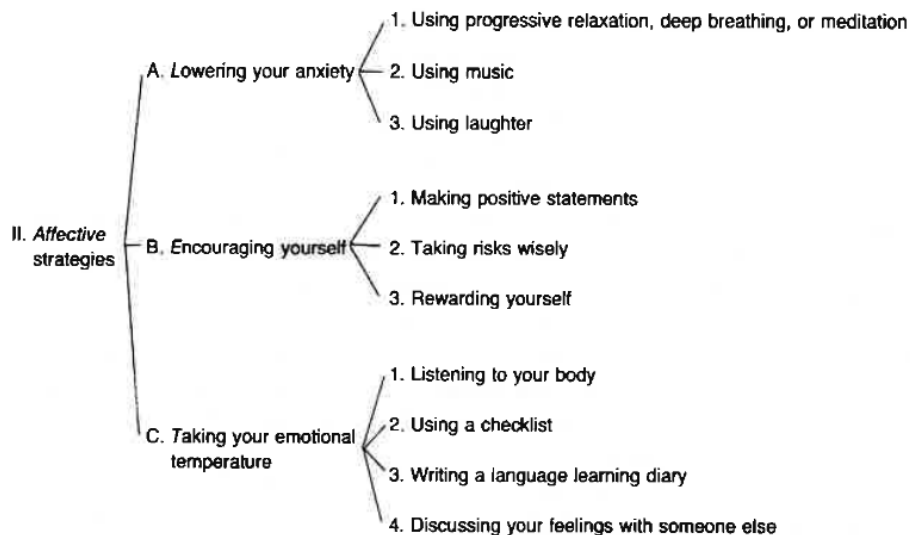
INDIRECT STRATEGIES FOR GENERAL MANAGEMENT OF LEARNING 137



Memory Aid: CAPE

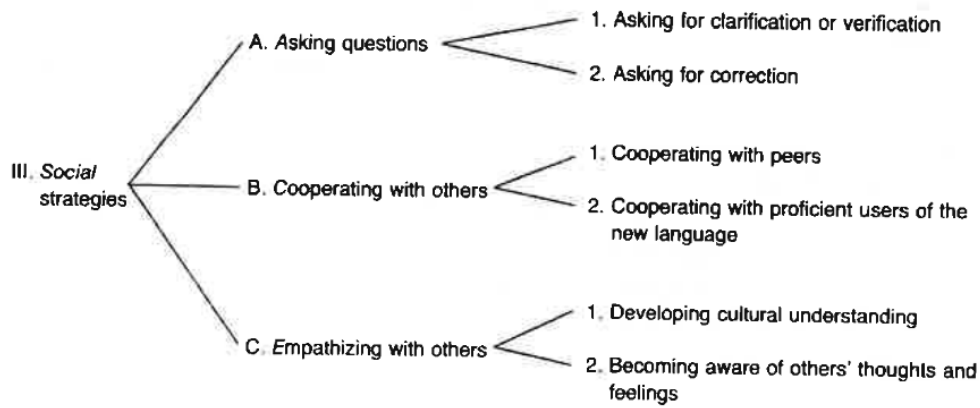
"Metacognitive strategies make language learners more CAPE-able."

INDIRECT STRATEGIES FOR GENERAL MANAGEMENT OF LEARNING 141



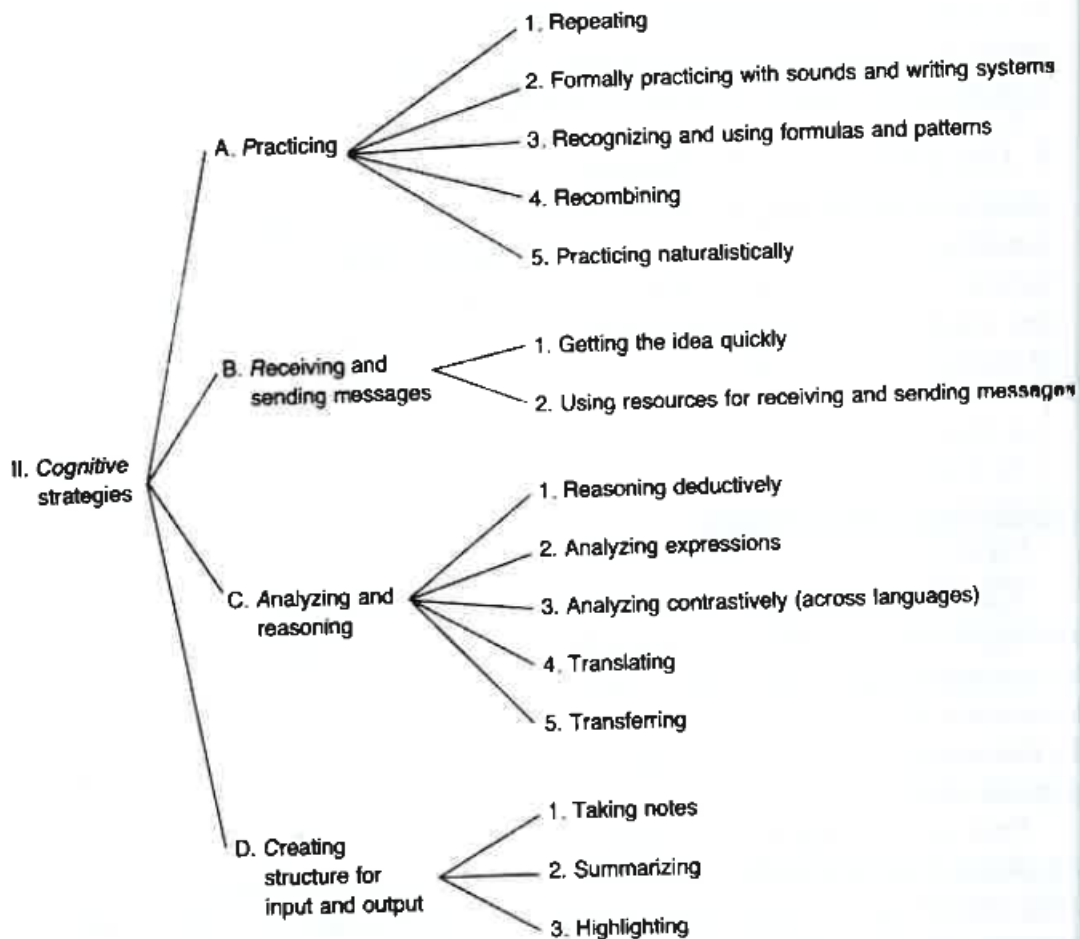
Memory Aid: LET

"Affective strategies help language learners LET their hair down!"



Memory Aid: ACE

"ACE language learners use social strategies!"



Memory Aid: PRAC

"Cognitive strategies are PRAC-tical for language learning."

As found in Oxford, R. L. (1991). *Language Learning Strategies: What Every Teacher Should Know*. Heinle & Heinle.

Appendix 9: Teacher consent form

Vil du delta i forskningsprosjektet

«Learner Autonomy in a Norwegian 10th Grade EFL Context: How it is Taught, and how it is Learnt.»?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å få en oversikt over hva lærere i 10. klasse engelsk, samt elever i 10. klasse engelsk, tenker og lærer om elevautonomi. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg. *Med elevautonomi menes elevens evne og villighet til å ta styring over egen læring.*

Formål

Forskningsprosjektet er en del av en masteroppgave. Prosjektet tar sikte på å kartlegge gjennom intervjuer hva engelsklærere på 10. trinn tenker og praktiserer for å fremme autonomi blant sine elever, med spesiell vekt på engelskfaget. Videre tar det sikte på å kartlegge gjennom nettbaserte spørreundersøkelser om elever i engelsk på 10. trinn opplever at de lærer elevautonomi, og om dette kan skimtes i det faglige arbeidet på skolen, eller i bruken av engelsk utenfor skolen. Overordnet er målet å finne eventuelle avvik i lærernes praksis og elevenes læreutbytte, for å peke på områder med forbedringspotensialer i undervisningssammenheng.

Forskningsspørsmålene som forsøkes besvart i prosjektet er:

1. Hvilke holdninger har engelsklærere til elevautonomi blant elever på 10. trinn?
 - a) Tror de på det å lære bort autonomi eksplisitt og/eller implisitt, og hvorfor/ikke?
2. Hva rapporterer lærerne av egen praksis rundt elevautonomi?
 - a) Rapporterer de at de underviser i elevautonomi eksplisitt og/eller implisitt, og hvordan?
3. Hvilke holdninger har elevene til elevautonomi?
 - a) Rapporterer de at de lærer elevautonomi implisitt eller eksplisitt? Hvordan?
 - b) Rapporterer de at de bruker språklæringsstrategier aktivt på- og/eller utenfor skolen? Hvordan og hvilke?

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Stavanger er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Studenten tok kontakt med ungdomsskoler i nærheten for først og fremst å finne lærere som var interesserte i å delta i prosjektet. Disse lærerne fikk videre spørsmål om deres klasse(r) ville vært interesserte i å delta, da de befant seg i gruppen (10. trinn) som det skulle forskes på. 10. trinn var av spesiell interesse da det tidligere har vært forsket på liknende tematikk

blant videregående elever, men inntrykket er at det mangler data om elevautonomi på 10. trinn. Det tas sikte på å intervju fem engelsklærere på 10. trinn. Gitt klassestørrelser på mellom 20 og 30 elever, og disse ønsker å delta i spørreundersøkelsen, vil dette gi en gruppe på mellom 100 og 150 elever som deltar i spørreundersøkelsen. Det poengteres at elevenes deltakelse vil være totalt anonym, og dermed kreves ikke samtykke av dem, eller deres foresatte.

Hva innebærer det for deg å delta?

Deltakelse vil innebære å avtale med studenten et intervju, samt gjennomføring av dette. Anslått tidsbruk for intervjuet er 20-30 minutter. Intervjuet registreres elektronisk med *Nettskjemas* app *Diktafon*, hvor kun studenten og veileder har tilgang til opptaket. I masteroppgaven, hvor intervjuet vil være transkribert, vil du bli gitt et pseudonym for å skjule din identitet. Det vil heller ikke være nødvendig å oppgi navn på lydopptaket.

Det er frivillig å delta

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

Du bare kontakt med student eller veileder for å trekke samtykket ditt.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

- Kun student og veileder vil ha tilgang til informasjon som kommer frem av forskningsprosjektet i arbeidsfasen. Når oppgaven er ferdig vil den kunne offentliggjøres ved UiS' arkiv *Brage*, men funnene og dataene som samles inn vil ikke knyttes til deltakere i prosjektet.
- Kun studenten ha kontaktinformasjonen din, og i arbeidet med oppgaven vil navnet ditt anonymiseres med pseudonym. Skolen, klassen, eller andre slike detaljer er ikke av relevans for prosjektet, og nevnes ikke. *Nettskjemas* app *Diktafon* vil lagre lydopptakene, men ikke lengre enn prosjektets varighet.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes 08.05.2024, med mulig forlengelse til 01.11.2024. Etter prosjektslutt vil ikke informasjon kunne knyttes til deltakerne. Lærere vil bli anonymisert. Samtalehistorikk mellom studenten og lærerne vil slettes, det vil også all data behandlet av plattformene nevnt over. Prosjektet vil kunne publiseres og brukes i forskningssammenheng. UiS publiserer oppgaver her: <https://uis.brage.unit.no/uis-xmlui/>

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitet i Stavanger har Sikt – Kunnskapssektorens tjenesteleverandør vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

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

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

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

- Universitetet i Stavanger ved Torill Irene Hestetræet (veileder), eller Morten Løyning (student)
- Vårt personvernombud: personvernombud@uis.no

Hvis du har spørsmål knyttet til vurderingen som er gjort av personverntjenestene fra Sikt, kan du ta kontakt via:

- Epost: personverntjenester@sikt.no eller telefon: 73 98 40 40.

Med vennlig hilsen

Prosjektansvarlig (veileder)
(Torill Irene Hestetræet)

Student
(Morten Løyning)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «Learner Autonomy in a Norwegian 10th Grade EFL Context: How it is Taught, and how it is Learnt.», og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju

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

(Signert av prosjektdeltaker, dato)

Appendix 10: Interview example (Pippin)

I: Interviewer

R: Respondent

I: Hvor lenge har du jobbet her på skolen?

R: Nå er det det femte året, så ferdig utdannet i 2019 så fikk jeg jobb her.

I: Ja, som engelsklærer da, hele tiden?

R: Nei, i samfunnsfag også.

I: Samfunnsfaget, ja.

Samme som meg da, jeg tar engelsk og historie, eller samfunn, som fag to.

R: Ja.

I: Det er de to fagene du har?

R: Ja, så har jeg jo fått valgfag i programmering i senere tid, og det var litt tilfeldig på en måte.

Mens skolen skulle starte opp med valgfaget, så plutselig leidde det ene til det andre, så fikk jeg det ansvaret.

I: Ja, ja, ja.

Har gilt det.

R: Ja da, kjekt det.

I: Er du kontaktleder?

R: Ja.

I: Nettopp. Kjekt det?

R: Ja, den har sine opp og nedturer, som alt annet, men summa sumarum er det en kjekk jobb.

I: Har du flere klasser i noen av fagene også?

R: Så jeg har en tiende klasse i både samfunn og engelsk som jeg er kontaktlærer for, og så har jeg jo engelsk på åttende og niende, så jeg er heile fjøla.

I: Ja, kjekt, kjekt.

Ja.

Ok, men da kommer vi litt til tema da, hvors ord forbinder du med elevautonomi?

Hvis du har noen i det hele?

R: Ja, så elevautonomi, da tenker jeg at eleven har en sånn viss innsikt i hva de kan velge selv med sitt arbeid. Så seg du har en elev, bruk et eksempel da, som jobber i engelsken da, og vet at han kanskje sliter med genitiv S eller flertallsformer, eller må lese mer for å utvikle ordforrådet sitt, så har den, hvis den eleven har en høy grad av autonomi, så vil da den eleven kunne forstå de ting som må utvikles videre, som del av den eleven sin kompetanse.

I: Ja.

R: Og da kommer du jo inn på, nå arresterer jeg meg jo litt selv da, mens jeg snakker, for tankene kommer jo til meg mens man prater.

I: Ja, men det er sånn det fungerer vanligvis.

R: Men da tenker man jo at autonomi er noe man har da, ikke sant, at det er noe man besitter.

Det er kanskje en, skal vi si, en mengde av autonomi de har, eller en større grad av autonomi eleven kan ha.

Og jo høyere grad, jo mer kanskje innsikt har du i.

Hva er det jeg må jobbe med,
og kan jeg ta initiativ til å jobbe med det?

I: Ja, det vil nok veldig mange være enig i.
Helt flott.

Når du gikk med studiet selv da,
lærte du noe om elevautonomi i typ engelsk fagdidaktikk,
og...

R: Det er ikke noe jeg kan huske, altså.
Men det har nok sikkert blitt tatt opp i farta og nevnt,
men jeg kan ikke huske at vi sitter igjen med noe sånn konkret ifra det.

I: Nei, nei.

Eh, ok.

Så 10-ningklassinger,
mener de er mottagelige for å være autonome,
eller å lære å være autonome i engelskfaget?
Kommer de an på kanskje litt grad av modenhet, eller...

R: De gjør jo det.

I: Og faglig nivå og innsikt, som du sier.

R: Ja, ja.

Det er jo mange faktorer som spiller inn der,
tenker jeg.

Men en 10-ningklassing, ikke sant,
de...

Det er jo en interessant alder, da.

De har jo mange ting de går igjennom, og...

Og de er jo en sånn modningsprosess,
stort sett alle sammen,

og så er det kanskje noen som er et fortrinn for en andre der,
og noen som er mer modne enn andre.

Men jeg tror nok absolutt at det er et tema som de er i stand til å forstå
hva det dreier seg om, og liksom fange en kjerne der,
gitt at det blir på en måte tilpasset,
og formidlet på den rette måten.

Jeg er ikke sikker at de forstår hvis vi snakker om dette på den måten vi gjør.

I en sånn akademisk og...

I: Nei, nei, nei.

R: En sånn preget måte, så kan det være at det krevende for dem
å egentlig få en essens i hva det dreier seg om.

I: Ja.

Og det så jeg jo selv når jeg lagde den spørreundersøkelsen, da.

Jeg kan jo ikke stille deg de samme spørsmålene til de som jeg gjør til deg, liksom.

Du måtte liksom bryte det ned og forklare det litt enkelt på en måte.

R: Ja, ikke sant.

I: Ja, hvordan mener du at elevene utvikler elevautonomi?

R: Åh, det er et godt spørsmål.

I: Ingen feil svar heller.

R: Nei, det er ikke det.

Men man må bare passe på at jeg formidler det jeg mener, da.

Nei, altså...

Jeg tror jo dette er noe som du kan tenke på som en form for kompetanse, jeg.

Dette med å bli kjent med grad av autonomi og innse hva det går ut på.

Det til syvende og sist er en slags egenskap du har, en kompetanse.

Og som veldig mange andre kompetanser vi mennesker har, så er det ting som må prøves og feiles

og utvikles over tid.

Og si at du går på noen smell og opplever motgang i visse mengder, så kan det kanskje skape en grobunn

for vekst av autonomi og innse at, åja, fordi jeg fikk et dårlig resultat på den prøven og kombinert med den tilbakemeldingen av læreren jeg har fått nå, så innser jeg kanskje at jeg må ta litt mer initiativ nå på tiende, for eksempel.

Nå skal jeg snart på videregående, at det er liksom i møte med verden, og utfordringer verden byr på, med motgang og medgang og alt dette, at man kanskje kan utvikle sin autonomi.

I: Helt topp. Er det noe du jobber aktivt med i undervisningen?

R: Ja, det vil jeg nok påstå. Men da er det kanskje i størst grad implisitt, at gjennom de oppgavene jeg legger til rette for, for eksempel hvis jeg skal ha en nylig lest tekst

om datamaskinen i skolen i engelsk, og fordelene og ulempene knyttet til det, og da vil jo implicit en sånn oppgave som legger bane for diskusjon i klassen, kunne utfordre de og etter hvert innse hvor de er posisjonert i den saken, og kunne ta litt mer initiativ og styre på en måte hvor de er henne i den debatten, hvis du er med på tanken.

I: Ja, det er på en måte åpne til refleksjon og selvinnsikt, og det er jo absolutt en del av eleveautonomi.

R: Ja, og refleksjon og kritisk tenkning og så videre, dette er jo på mange måter en slags nøkkel og portåpner, for å komme til det stadiet at man innser hvor stor grad av autonomi har jeg egentlig, det spørsmålet er jo av natur, refleksivt.

I: Helt utmerket.

Vi har snakket om modenhet blant elever, og at det har noe å si for hvor mye autonomi de har eller behersker, men har du noen tanker om hvordan de håndterer den friheten eller ansvaret som autonomi kan både gi og kreve av dem?

R: Altså i hvilken grad de tar det ansvaret, var det det du sa?

I: Ja, hvis de får ganske fri tøyler for eksempel i et prosjekt, takler de det fint, tar de det ansvaret eller varierer det?

R: I en måte litt generaliserende, for det er jo alltid nyanser i klassene, så du har jo alltid fra den veldig flinke arketypen som klarer å håndtere alt fint selv og har redskapen til det, til den eleven som stirrer skjermen og vet ikke hvor han eller hun skal begynne. Så jeg tror du har et spektrum i klassene som gjør det litt vanskeligere å si kan de ses som en helhet, beherske og ta et ansvar til å bygge autonomien sin, usikker på det.

Men hvis vi skal kartlegge noen trend, så vil jeg si at det kan være utfordrende for veldig mange.

Det er en sånn sak som man sier at om to dager til så har dere en vurdering i samfunnsfag eller i engelsk.

Dere må stilles til ansvar selv for å øve på den hjemme når dere ikke er på skolen, og det er opp til dere.

Av erfaring så opplever jeg ofte at flertallet synes det er vanskelig,

og på en måte motiverer seg selv og setter skape strukturer og får en følelse av en egenrådighet når vi er på hjemmebane. Det kan være mange grunn til det, men vi trenger kanskje ikke snakke om det.

I: Helt topp.

Nå har du to eller tre fag.

Synes du det kan være enklere i engelsk enn i noen av de andre fagene?

Eller omvendt.

Å få til autonome elever.

Jeg tenker kanskje på et eksempel, og noen synes det er litt skummelt

å snakke engelsk, så kanskje samfunnsfag er lettere å by på seg selv.

R: Men hvis jeg forstår riktig nå, kunne du ikke ha sagt at en som er autonom, en elev som er bevisst seg selv, bør velge å trekke seg tilbake som resultat av en sånn autonom forståelse av seg selv.

Hvis jeg kjenner meg selv såpass godt, og vet at dette trenger jeg ikke gjøre, og er på en måte mester over meg selv,

å trekke meg tilbake, og rekker ikke opp hånda nå fordi jeg er autonom, så går det an å tenke sånn?

I: Jo, det vil jeg helt enig i.

De trenger på en måte ikke ta like stor del i den enkelte læringsprosessen hvis de allerede har egentlig stålkontroll på tematikken.

R: Jeg synes det er et litt ambivalent begrep, dette med autonomi, for det kan jo på en måte gå i begge veier.

Er du autonom fordi du gjør det som forventes av deg i klasserommet, eller er du autonom fordi du er nok viljekraft i deg selv til å la være å gjøre?

I: De lærte strides enda om definisjonene på begrepet.

R: Ja, ikke sant.

I: Fra mitt perspektiv har jeg på en måte tatt en samling av definisjoner, så ser jeg på det selv som evne og vilje til å ta kontroll over egne læringsprosesser, både med deg selv eller i samarbeid med andre. Og da vil det styre grad av involvering i de forskjellige projektene eller timene.

Så ja, enig i det.

R: Det dreier seg vel til syvende og sist om selvstyre.

I hvilken grad styrer man seg selv?

Føler man en illusjon eller ett inntrykk av at man er i stand til det?

I: Ja.

Det har et politisk aspekt.

Noen lærere gir elevene frihet og mulighet til å planlegge innhold i timene og arbeidsmetoder, mens andre ikke er så veldig begeistret for det.

Så ja, det stemmer.

Kan du tenke deg noen konsekvenser, det kan være positive eller negative, som elevautonomi kan bringe med seg?

R: Litt ledende spørsmål det.

Du nevnte jo politikk nå, ikke sant?

Det er jo en debatt som foregår i skolen.

For å kategorisere meg som en insider, i og med at jeg jobber i skolen, så registrerer jeg den debatten som dreier seg mye om blir det for mye, ikke sant?

Hvor mye skal elevene få selvstyre seg selv?

Hvor mye skal læreren forvente at de underretter seg de sine forventningene?
Så jeg vil nok si, ja, det kan jo bli for mye.
Det kan bli for mye av alt, jeg tenker.
Så dette her handler jo om et nyansert syn på hva det vil si å være autonom.
Og ikke bli alt for opphengt i, og låst til enkeltdefinisjoner av det,
men heller legge til rette for at dette dreier seg ut til syvende og sist
om samarbeid mellom folk, og hvor mye vi er villige til å gi og ta fra hverandre
og møte hverandre basert på de roller vi har i samfunnet.
Men nå er det jo gjerne sånn at mange oppfatter at den rollen som læreren
har tradisjonelt sett hatt, som forstandere og ledere,
jeg har inntrykket veldig mange sitter med en følelse og en erindring
at den viskes litt vekk nå.
Kanskje delvis på grunn av overdrevet mye elevautonomi.
At eleven kan si eksempelvis at
«Nei, jeg vil ikke ha presentasjon foran klassen, fordi jeg har sosial angst».
Det er jo en form for autonomi, det er jo en selvstyring.
Jeg tar styr over meg selv og ser «Jeg har angst, jeg kjenner meg selv der,
jeg vil skjerme meg selv fra det ubehaget,
men jeg vil heller ha lærere inne på et grupperom i en fagsamtale sammen».
Og det kan de gjøre, og på en måte få det tilbudet.
I: Ja, nå sier du alle de rette tingene her.
De som kanskje er motstandere av for mye elevautonomi,
de har kanskje et inntrykk av at for mye selvstyring blir bare kaos,
når de ikke klarer å styre seg selv.
Så alt med måte, som du sier.
Ok, så i hvor stor grad synes du at elevene skal få velge innhold i undervisninger?
R: Jeg synes jo de skal få lov til å være med.
Men jeg er jo ikke av den oppfatningen at vi skal tilbake til i gåsetegn
gamle skolen med spanskrøret og der.
Så jeg tenker jo ikke det.
Så at elever kan være med og utforme innholdet,
og ha en følelse av medvirkning, det tenker jeg er viktig.
Steg, og spesielt hvis vi skal ta utgangspunktet,
disse skal jo bli samfunnsborgere.
De skal i dag stemme politisk, ta del i lokalsamfunnet og sånt.
Så jeg tror det er viktig å dyrke det litt tidlig.
Men på samme måte som en samfunnsborger,
når man er voksen,
og deltar i lokalsamfunnet,
så er det ikke sånn at jeg går ned til kommunen og sier at
jeg vil ha høyere lønn nå.
Jeg vil ikke betale så mye skatt,
for jeg får angst av det.
Så det kommer jo litt tilbake til det at
de må få lov til å være med,
men vi må ha den debatten om hvilken rolle det er som er i spillet.
Hva innebærer lærerrollen? Hva innebærer elevrollen?
Og hva skal forventes av hver av dem?
Der tror jeg aldri man vil ha noe sånn konklusjon.
Det kan alltid være i en eller annen form,

en boble der det går litt mot den ene siden,
og kanskje pendelen svinger til den andre siden.
Dette er jo liksom bevegelser vi har sett.

I: Det er en slags spekter det og egentlig.

R: Og så er det en pendel som hele tiden svinger
den ene veien og retten,
så vi jobber hele tiden om å prøve å holde det.
Så er jo inntrykket mitt, som jeg ser mer og mer i skolen,
det er veldig vanskelig å finne balansen.

I: Valget av arbeidsmåter, det er kanskje omtrent samme svaret,
er at de får en viss frihet der også,
innenfor visse rammer kanskje,
uten å legge ord i munnen på deg.

R: Ja, men det er jo liksom lærerstil det, vet du.
Det er jo å stille litt ledende spørsmål det er bra det.
Det er litt interessant.

Det er kanskje en liten digresjon.

Men jeg registrerer jo i for eksempel tiende klassen min,
så skårer jo eleven,

altså elevundersøkelse er jo noe man tar hvert år,
så får man feedback ifra eleven,
og der er jo ting som medvirkning og elevdemokrati,
skårer jo ofte ganske dårlig.

Så det er litt sånn interessant når du spørre eleven,
og møter dem ansikt til ansikt,
hva vil dere ha? Hva ønsker dere?

Så får jeg ofte til svar at,
nei, vi ønsker at du underviser dere.

Vi vil ha tavleundervisning.

Vi vil at du skal gå igjennom og fortelle oss hva som skal skje,
hva er planen, hva skal vi ha?

Det er nesten som,
jeg oppfatter at det er nesten som en liten tørst.

De vil ha at læreren skal gå igjennom,
og de ganger vi har sagt at,
nå kan dere få lov til å velge tema selv,
eller fordyper dere litt sånn,
litt sånn sukk.

Nei, men kan ikke du fortelle dere hva vi skal gjøre?

Og jeg vet ikke om det er bare et sånt fenomen,
som gjelder denne klassen jeg er inne i nå,
men jeg har registrert det veldig nå på det tiende trinnet jeg er på nå,
at de ønsker veldig eksplisitt da,
at læreren skal gå igjennom oppleggene.

I: Det er veldig interessant at du tar opp.

Jeg har jo opplevd det samme selv gjennom praksis,
og vikaroppdrag og sånt egentlig,
at hvis de plutselig må gjøre en innsats selv,
så er det, og jeg tenker kanskje det er en del av det,
at de synes det er greiere å bare sitte og bli fóret med informasjon,

og så, ok, det er så de klarer å ta til seg, det er bra.
Kanskje noen ikke bryr seg så mye om at de ikke får med seg alt, men de har kanskje av og til ikke lyst til å faktisk jobbe så hardt.

R: Ja, den tanken har jeg også.

I: Da tenker jeg mest på de åttende trinnene, spesielt hadde jeg et par klasser der som ikke tålte det i det hele, å måtte gjøre noe, eller ikke hele klassene, men enkeltelever.

R: Ja, for det har jo slått meg.

Kanskje dette er det de uttrykker, at kan ikke du gå igjennom?

I: Men selvfølgelig, det kan jo være at du er en ekstremt dyktig pedagog, og de bare nyter at...

R: Det kan jo være, det kan jo være.

Skal ikke kimse av det, men så lurer jeg på om det kan være litt sånn som du sier, at det er den letteste veien, og de kan bare chille tilbake, og det krever ikke like mye det nødvendigvis, som å involvere alle sansene sine og sette seg ned og gjøre research på et emne.

I: Stemmer, stemmer.

Ja, men det er nok litt begge deler, altså.

Det tror jeg.

R: Jeg tror det er viktig at læreren girer i hvert fall de redskaper de har.

I hvert fall hjelpe de å dyrke disse redskapene til å ta ansvar selv en dag.

I: Definitivt.

Vurdere sin egen læring, er det noe de gjør i ...

Nå snakker vi litt generelt, men jeg tenker jo helst i engelskfaget.

R: I engelsk har vi jo av og til, ikke hver gang, men når de har skrevet teksten, så har de kanskje fått teksten tilbake igjen etter at jeg har gått igjennom den, uten noen karakterer, med bare noen markører rundt forbi, og kanskje noen tilbakemeldinger.

Så går de igjennom den, og så skal de prøve å vurdere seg selv.

Så setter de kanskje en karakter basert på de kriterier som er satt.

Typisk er jo det kjennetegn på måloppnåelse.

Så går de igjennom de, og så setter de for eksempel en fire, og så ser de hva jeg har satt, så er det kanskje ikke så langt ifra, og så blir det jo en interessant samtale.

Jeg satt fire pluss på deg, hvorfor satt du en fire minus?

Så får vi en liten samtale.

I: Det har andre også sagt, at faktisk elevene er ofte strengere enn lærere.

R: De er det, og gjerne gradvis.

Jo lengre du kommer ut i løpet, har du merket at de blir nok strengere utover løpet, men når de kommer inn på åttende, så er det akkurat sånn, ja, en sekser.

Så er det en sekser.

Og så får de et palmesjokk når de får en treer.

I: Loggføring, er det noe du har brukt i det hele?

R: Hva legger du i det?

I: Nei, om de for eksempel i slutten av uken, eller slutten av dagen, eller slutten av timen, har et par minutter der de skriver hva de har jobbet med den aktuelle perioden.

Hva de har gjort, om de har lært noe, om de har kommentarer eller spørsmål, ting de ikke forstår enda.

R: Nei, det har nok ikke blitt, i hvert fall ikke noe systematisk implementert.

I så fall har det vært på noe sånn måfå i ny og nært.

Ja, husker du hva vi har gått igjennom?

Det er veldig sånn, uformelt.

I: Ja, noen bruker det kanskje, spesielt i prosjekter, ser jeg og.

Jeg bare spør, for det er ett verktøy som en kjente figur innen elevautonomi sverger til.

Men ikke alle gjør det.

Det tar jo tid, og det krever litt struktur i arbeidet, for elevene sin del også.

R: Ja, absolutt.

I: Det her ser veldig mye ut. Det går fortetter etterhvert, jeg lover.

R: Ja, men jeg liker å preike, så det går fint.

I: Ja, du er jo lærer.

R: Jeg er lærer, så det må jeg nesten like å preike.

I: Her kommer et litt nasty spørsmål.

I overordnadel kapittel 2, 4, så heter det at skolen skal bidra til at elevene reflekterer over sin egen læring.

Så det er punkt 1. Forstå sine egne læringsprosesser, tilegne seg kunnskap på selvstendig vis.

Er det noe du har noen tanker om i forhold til hvordan du jobber med det i engelsk klasserommet?

R: Ja, det hører jo ut som det er fra UDIR.

I: Det er det.

R: Jeg tenker at det er i hvert fall en veldig stor bestilling som de kommer med.

Han er ikke nødvendigvis urimelig, men han inneholder jo en veldig svær og bred definitionsområde.

I: Altså, formuleringer er jo ikke noe elevene nødvendigvis klarer å ta rett ut av.

R: Neida. Det snakker vi jo om her og på skolen.

Det er enighet blant kollegier at ordbruken i kompetansemål og overordnadel er jo gresk for eleven.

Ofte er det sånn at lærere klør seg litt i hodet.

Hva er det egentlig som er intensjonen?

Det er jo alltid så med lærerplan at det blir bearbeidet på et systemnivå.

Så blir det pushet ut på skolene.

Så er det læreren som skal sida med tolkningsarbeidet.

Hva som er det ene eller det andre.

I: For noen år siden når LK20 skulle tre i kraft så var det jo fullt av skoler som så utarbeidet lokale lærerplaner utifra UDIR.

Så formulerte læringsmål utifra de kompetansemålene.

Det er jo et skikkelig arbeid.

R: Det er det.

Men i forhold til refleksjon og læringsprosess.

At de skal ha en annen innsikt i det.

I: At de reflekterer over egen læring.

Det kan man se som punkt 1 i denne.

R: Ja.

Men det er iallfall etter mi bok i høyere ordens konsept for elever.

Det er krevende for en 15-16-åring som er hormonproppet.

Som skal sette seg ned og fundere på hvilke strategier de bruker.

Og hva som passer meg best i egen læring.

Og litt egen tanke på at av og til så lurer jeg på om vi gjør dette litt vanskeligere enn det det trenger å være.

At vi gjør oss selv en litt bjørnetjeneste til å bruke veldig sånne tunge ord og begreper. Og gjøre noe som egentlig er veldig naturlig og instinktivt for mennesket.

I: Ja, ja, ja.

R: Det er jo det til syvende og sist vi prater om her.

Om vi gjør dette litt mer vanskelig enn det det kanskje trenger å være.

Og heller bare følger litt hva som virker fornuftigere og baserer på litt på det.

Det er en litt sånn uraffinert tanke da.

I: Nei, nei, nei. Helt fornuftig det er altså.

Har egentlig svaret på egentlig hele det da.

Men om det å tilegne seg kunnskap på selvstendig vis.

Ja, det er jo i alle fall knyttet til eleveautonomi.

Men altså, er det noe du føler at de mestre der også vil kanskje variere i fag, tema?

Ja.

Elev til elev, sant?

R: Ja, ikke nødvendigvis. Det er ikke noe gitt om at de mestre det altså.

Og det er jo stadig flere, hører jeg, som når de kommer på videregående og universitetet som synes det er veldig, veldig vanskelig med å til og med på det nivået.

Å strukturere.

Jeg synes selv det var vanskelig når jeg var student.

Å strukturere en plan for uker. Sånn skal jeg jobbe den dagen.

Og hvordan lærer jeg best?

Jeg vet ikke helt. Jeg må bare begynne en plass. Jeg begynner med å lese.

Og jeg tror det dreier seg veldig så mye som bare den viljen.

Jeg må bare finne ut av det, prøve meg litt fram og se.

Og så ser man litt hvor veien går.

Så i form av dette med selvstendighet hos elevene så er det veldig så mye med at de må bli på en måte, kanskje litt pushet og utfordret.

Til at, nei, du får ikke noe svar fra meg. Dette må du finne ut av selv.

Det er jo i møte med den. I møte med den motstanden der.

Den regel der. At du omtrent nesten blir litt tvungen til å ta selvstendigheten.

Og utforske seg selv.

I: På en måte så er det, når det kreves så stepper det kanskje opp da.

R: Ja. Og som jeg sa i sted, dette er balansen.

Det er ikke det at jeg har lyst til å pushe elevene mine ut fra en klippe.

Og så si at, nå lykke til. Se hvordan det går.

Det er ikke det jeg mener.

Men det er jo, dette må balanseres.

Vi må vite, sånn cirka i hvert fall, når skal eleven få motstand.

Når skal eleven møte motstand.

Det er jo i motstand vi i stort sett utvikler oss.

I: Ja, det er sant.

R: Det er jo gjennom å hele tiden tryne som baby.

Du er en dag lærer og gå.

I: Ja, ja. Kreves litt friksjon.

R: Ja, det gjør det.

Min stor bekymring er om det begynner å bli...

Nå er det jo litt som papegøye, ikke sant?

Forresten har en god del i skolen.

De interne kreftene.

Er det for lite motstand i skolen?

Er det for mye refleksjon, og elever skal ha for mye selvstyring?

Skal eleven ha for mye regi?

Skal eleven av og til si at, ja, hører at du har angst?

Hører du, så er det jo at du ikke har angst.

Men dette er forventningene.

Det er presentasjon i studiet.

I: Ja, gjør du de på en måte den bjørnetjeneste hvis de slipper i tre år å ha presentasjoner framføre noen andre enn deg, ikke sant?

R: Det er det jeg lurte på om vi kanskje gjør.

Så kommer jo hele greiene hjemmebane inn på bildet, og foreldre.

Så må vi jo kanskje ha et ansvar om i hvilken grad

er de samarbeidspartnere med læreren og skolen

versus i hvilken grad er de noen som kan både uglese skolen

eller motarbeide intentionen som skolen har.

For det kan jo være mistillit i hjemme og vet du.

I: Ja, ja, ja.

Og miljøet i heimen, og hvordan de snakker om skolen,

og den enkelte læreren også, har jo utrolig mye å si for

hvordan elevene forholder seg til læringsarbeidet.

R: Definitivt.

I: Dette har vi gått innom. Det går i implicit.

Det går igjen, som de fleste lærere, at det ligger litt implicit i arbeidet,

hvordan de foster elevautonomi.

R: Du får det du skal ha.

I: Ja, ja, ja. Og vel, så det. Det her er kjempe.

Akkurat det med at du føler at elevautonomi er litt vanskelig

å oppnå, det går veldig igjen, altså.

Jeg valgte å se på dette her på ungdomsskolen for det at

jeg ikke fant noen andre studier om elevautonomi i engelsk på ungdomsskolen.

Jeg fant noen på videregående, som hadde sitt på, ifrån lærers perspektiv,

og hatt elevundersøkelser der også.

Og selv der var det ganske labert, i noen av studiene i alle fall.

Så jeg bare lurte på selv om det lar seg gjøre, eller om det har noe for seg.

I: Det var veldig interessant.

Ja, da må vi jo bare se litt hva vi har. Ja, dette har vi allerede svart på nå.

R: Ja, det er bare å fyre løs.

I: Ja. Synes du at elevautonomi tar mye tid i planleggingsarbeidet?

R: Det kommer helt an på hva hensikten er med timen.

I: Ja.

R: Hvis de har et prosjektarbeid, de skal jobbe med et tema over flere uker,

så er det klart at da må jeg gå inn i tankeboksen og tenke i forhold til

hvordan skal jeg tilrettelegge for at de kan ta litt regi nå i sitt eget arbeid,

og styre seg selv.

Då liker jeg egentlig best å ta det individuelt, etter de har på en måte.

Gjerne ikke i plenum, men å møte de ansikt til ansikt,

og snakke litt med de og høre litt hva planene de sine er.

I: Ja.

R: Og så kommer med innspill, om jeg tenker at det høres bra ut, eller at det er også ikke høres bra ut i det hele tatt.

Du må tenke annerledes, sett på en fin måte.

Så det er veldig betingende det, i forhold til hva målet er med tiden.

Vil jeg jo at denne timen skal vi lese en tekst, fordi jeg mener den teksten har mye bra by på, så skal jeg være så ærlig og si at det er en av de siste tingene jeg tenker på.

For da har jeg tatt en pedagogisk og profesjonell vurdering, som i dette tilfellet jeg føler veier mer enn at en elev skal reflektere om det er bra eller ikke, om den teksten skal leses.

Så det er veldig avhengig av hensikt med timen.

I: Ja.

R: Men det er kjeldent å sette meg ned med pinner og papir, eller et tungt dokument, og kalle det for hvordan skal jeg tilrettelegge for elevautonomi i denne timen?

I: Ja, ja, ja.

R: Og skrive ned et stikkort til det.

I: Ja, men som du nevnte i dag ligger det mer implisitt i din undervisning.

R: Ja.

I: Så selv sagt, ja.

Ser du noen utvikling i hvor autonome de kan være fra åttende til tiende?

R: Ja.

Det blir jo mer selvstyrt jo eldre det blir.

Det er jo naturlig.

Så på åttende er de jo enda veldig små, ikke sant?

De er jo barn.

Og du merker jo når det er barneskole-elementene er der.

Det er jo veldig interessant nå, for nå har jeg jo to prosjekter parallelt, en på åttende og en på tiende i engelsk.

Så har vi sett veldig tydelig forskjell.

På åttende strevde jeg veldig med, ja, hvor mange slides skal jeg ha?

Er fem minutter for lenge eller for kort?

Det var en detaljenivå.

Mens tiendeklassingen er litt mer sånn, ja, jeg slider litt mer å vite om dette argumentet.

Passer bra til når jeg skal diskutere om sosiale medier.

Jeg skadelever ikke, ikke sant?

Så du merker at det er et høyere nivå.

I: Ja, du er mer på innhold.

R: Ja, og så kan vi spille litt ball om, ja, kan du ikke si til meg noen positive og negative ting med sosiale medier, for akkurat nå holder de på med et sånt prosjekt?

Ja, så kommer de og spiller med litt,

og det blir mer en sånn samtale, da.

Mens på åttende så føler jeg veldig ofte at det er sånn,

ja, ikke sant, kanskje ikke så mange slides,

litt færre, litt mange, kanskje ikke det er så bra, ikke sant?

Vi snakker litt mer på sånn detaljenivå.

I: Ja, de må på en måte være litt detaljstyret, i større grad.

R: Ja, kanskje.

Og så er det kanskje noen klasser som trenger dette mer enn andre.

Vi snakker jo hele tiden om trendene, da.

I: Ja.

Så.

Ja.

Ok.

Elevatronomi, det knuttes ofte til læringsstrategier.

R: Ja.

I: Og så er det, dette her er litt ifrån Udir, for da skal de, heter det at de skal lære forskjellige strategier for språklæring, tekstskaiping, kommunikasjon.

Har du konkrete strategier som dere jobber med i forhold til de tre punktene?

Språklæring, tekstskaiping, kommunikasjon.

R: I hvert fall i tekstskaiping så foregår jo veldig mye digitalt, da.

I: Ja.

R: Da bruker de, de er jo i Stavanger, så er det jo på Google-plattformen.

I: Ja.

R: Så bruker de jo Google Classroom-systemet, Google Workspace.

I: Ja.

R: Og der har du jo sån type samskriving, og de kan være i dokument med hverandre og spille på hverandre.

Det fungerer stort sett greit, avhengig av om det samarbeidet mellom de elevene fungerer, men hvis det fungerer så kan det jo være bra.

Så kan de jobbe på hver sin kant, en sitter hjemme og en kan sitte på en annen plass og beskrive, hvis det er en som plutselig er sjuk, men frisk nok til å gå litt på dokument, så kan den ene sitte på skolen og de kan samarbeide sånn.

I: Ja.

R: Så akkurat der er jo de tingene veldig fint da.

I: Ja.

R: Du har bildet en sånn naturlig overlapp til, du var vel inne om samhandling, jeg har jo lært tekskap, samhandling.

I: Ja.

R: Hva var det første?

I: Skal vi se, det var språk, læring, tekstskaiping og kommunikasjon.

R: Ja, kommunikasjon.

I: Men det med at de kan samskrive digitalt, det er jo, kan du si, sosial læringsstrategi, at de rett og slett samarbeider med.

R: Jeg tror ikke de reflekterer nødvendigvis over at nå bruker vi denne teknologien og den er kjempefin for den girer også denne muligheten.

Jeg tror det er mer sånn innlært greie som de har lagt, fordi at Chromebook er jo noe de får veldig tidlig i skolen, og det har blitt en sånn kulturell sak, at dette gjør de på automatikk nesten.

Det er klikk, klikk, klikk, og så er det inn i et dokument og en ekra.

I: De vet på en måte ikke nødvendigvis hvor praktisk det er.

R: Nei, de kan ikke overvei det.

I: De har ikke så svært å skrive en heldagsprøve for hand noen gang.

R: Nei, nei, ikke sant.

Men så kan du snu på det og ta det til et stort perspektiv og si at man tenker heller ikke hvor praktisk det er å skrive ned den og la den forbi på et papir. Så det er liksom denne ebb and flow hele tiden.

I: Ja, to sier der også.

Det er det også.

I: Check.

Check.

Ok.

For å komme litt mer inn på det med læringsstrategier.

Er du kjent med hvordan de kan kategoriseres?

Som var vi innom sosiale.

Så har du også affektive, så har du kognitive og metakognitive.

R: Ja.

I: Har det noen kjennskap til det?

Hvis ikke så kan jeg ta det.

R: Jeg kjenner jo begrepene.

Jeg har jo alltid tenkt på en læringsstrategi som forholdet er mye ute i.

Auditativ, visuelt, taktilt.

Hvilke sanseapparater foretrekker du når du lærer?

Så har du nok ikke brukt de der i forhold til de uttrykkene der i form av læringsstrategi.

Men metakognitivt går det ut i forhold til hvordan du tenker.

I: Ja, det går i at de er i stand til å planlegge, evaluere og kontrollere sitt eget arbeid.

R: Så det blir en veldig naturlig link til metakognisjon og dette med autonomi.

Autonomi krever en viss bevissthet av hva du er i stand til å selvstyre.

Då må du på en måte ha gjort det opp noen tanke om hvordan du forholder deg til det.

Det er noe jeg resonerer litt med.

Du tenker jo at sånn liker jeg og jobber, og dette fungerer for meg.

Noen ganger fungerer det ikke på grunn av dagsformen.

I: I kognitivt går det på forståelse eller hukommelse.

De leser en ny tekst, så kommer det et ord de ikke forstår.

Noterer de seg ordet, sjekker de det opp i en ordbok liksom, eller...

Så det er en strategi.

R: De bruker jo ordbøker.

Er det en skille mellom bevisst og ubevisst?

Er det noen som skiller mellom det?

For mye av dette er at når du har innlært noe, så kjører du ofte ubevisst.

I: Det er et godt spørsmål.

Jeg har ikke svar, men de som jobber med læringsstrategier, driver forskning på det, de sier gjerne at de er bevisst.

Men jeg vet ikke om jeg er enig i det, for jeg tenker ikke over at

nå bruker jeg en læringsstrategi når jeg sjekker opp et ord jeg ikke forstår.

Så finner jeg opp telefonen og googler hva det betyr.

Det er ikke veldig bevisst.

R: Jeg tror ikke det.

Det er jo et definisjonsspørsmål.

Alt er definisjonsspørsmål.

Hva er bevisst og hva er ubevisst.

I: Affektive det har vi allerede snakket om, angst, ubehag i typen presentasjon.

Men det kan også være at hvis de skal jobbe en periode nå,

så tar de kanskje litt musikk på øret.

Få litt stemning, så jobber de kanskje bedre.

Det er bare hvordan de håndterer følelser, stemning og humør.

R: Ja, akkurat der har jeg tatt noen øvelser med klasser mine.

Nå skal vi ha fem minutter helt stille.

Helt stille, lukket øynene.

Så vil jeg etterpå at dere noterer ned eller snakker med sidemann.

Hva er det som kom opp?

Kjente du litt ubehag eller kjente du litt på godfølelsen?

Hva var det du fikk?

Så kommer jeg kanskje med et eller annet cheeky-poeng og sier

Ja, ser du, sånn er det inni dere.

Dette er The Cogworks, sånn er det.

Mange blir jo veldig fort sånn, hva er vitsen?

Allerede der er det liksom røpende, hvordan forholdet de har til en del av de tingene.

Det er litt abstrakt, det er litt fremmed, men man bygger jo ikke en by på en dag.

I: Men kommer det kanskje noen gode tanker etter de har hatt fem minutter meditasjon?

R: Ja, det gjør jo det.

Av og til så sier de, nej jeg tenker på hunden min,

tenker på hva jeg skal til middag,

nej jeg gruer meg til prøven i morgen.

Ja, og vet du hva?

Alle de er helt greit.

Det er det som flyter inni deg.

Nå er du her, det blir jo litt sånn mindfulness.

I: Ja, akkurat den likte jeg veldig godt.

For det er nok mange av oss som, hvis de går på sjølstyre,

så får de kanskje ikke så mye som fem minutter en gang med sine egne tanker,

i løpet av en dag.

De sitter på den [indicates phone] helt til de sover.

R: I dag er det jo veldig, med ungdommens begrep,

så er det jo en grind.

Det er nå hele tiden, så er det på skolen, så er det hjemme, så er det fritid.

I: Ja, men den var fin.

Du har jeg egentlig fornøyd med hoveddel,

men da er det bare avslutningen igjen her.

Ok, elevenautonomi.

Er det noe som dere tør opp,

eller samarbeider om, faglærer mellom,

eller på Tryndele, eller på skolen generelt?

Er det noe som de jobber med på skolen?

R: Ja, vi jobber med det,

og hvordan vi kan tilrettelegge på at de kan ta en del i medvirkning av demokratiet på skolen.

Ikke minst så er det jo elevråd på skolen,

som har en stemme i hvordan ting skal styres på ulike nivåer.

Så det blir jo tatt opp i fagmøte i ny og ne.

Ofte er det jo veldig styrt av resultatene på elevundersøkelser.

Hvis de er blodrøde, så blir det ofte sett på som et faresignal.

Dette må vi stemme det ekstra til,

og ha litt ekstra bevissthet på det.

I: Ja.

Ok, har du noen andre tanker om dette som jeg ikke har kommet på spør deg om,

eller som du ikke var klar over,

eller noe du sitter inne med?

R: Nei, nå har vi jo egentlig touchet veldig mange interessante ting, tenker jeg.

Og du har nok mye snop nå til når det skal transkribere.

I: Ja, tingen der [indicates phone] gjør det automatisk.

Men du må se gjennom, for den er helt elendig.

R: Hvor var det når jeg transkriberte?

Nei, men jeg tror ikke jeg har noe mer å si.

Jeg tenker det er et spennende tema,

og vi må jo bare være litt bevisste på at autonomi er viktig, ikke sant?

Og balansere det med andres autonomi,

og at ikke elevautonomi blir en sånn ting som blir alfa og omega.

Og skal trumfe gjennom alle andres autonomi vi øver.

For vi må ikke glemme at det er miljøarbeidere, lærere,

helsesykepleiere og oss som er på en skole,

som øver en annen form av autonomi.

Så hvor mye skal den veie?

Det må da være en fin avslutning.

Appendix 11: Colour coding used in transcriptions

Codes Qualitative data Teachers

self-awareness

maturity

critical thinking / metacognition

challenges ~~activity~~

motivation

control

interdependence

partake in society

negotiating balance

attitudes about LA

strategies

~~time~~

choices IN

så har du en analyse, dette handler om, og det er audiobook og diverse.
Du må finne ut å velge det som passer best for deg og din måte å lære på.
Det er litt det å være selvstendig i dette, som de må trene seg på, tenker jeg.

choices

individuality

Det er nok uvanlig for mange, for 'hva vil du jeg skal velge?'

Så kan jeg si hva jeg ville valgt hvis jeg skulle lært, men

det er fordi jeg lærer best sånn, men spørsmålet er **hvordan lærer du best?**

Det har du egentlig allerede svart på, men det er om elevautonomi er en prioritet i din yrkespraksis,

men det hører jo sånn ut, i og med at du har sagt ja til å være med på intervju,

og du har masse tanker om dette her allerede, så tror jeg svaret er ja.

Hvorfor?

R: Vet jeg egentlig ikke, jeg bare opplever, jeg tenker jo selv hvordan jeg ville likt å ha det, og generelt det er at noen synes noen fag er veldig vanskelige, mens andre synes fag går lettere.

Så for de som synes engelsk er et tungt og vanskelig fag, og på en måte ønsker en lite easy way out,

så hvis jeg lager tre alternativer, tre versjoner av samme oppgave, men

det varierer i hvor i dybden du går, og om du har analyse eller ikke analyse.

Det med for eksempel Animal Farm, for å få en trier, så er det å kunne gjengi handlingen i boken,

og hva handler denne boken om, bare enkelt.

For noen så vil det være nok, mens for andre som ønsker å oppnå høy måloppnåelse,

så ligger listene her [gestikulerer], men du velger på en måte litt selv hvor mye du ønsker å legge i det.

can't help motivation

setting own goals

Så er det på en måte, for noen fag, for min del, så husker jeg på ungdomsskolen at

Matte og naturfag som jeg ikke har undervisning i selv, eller spesielt matte,

den var en veldig vanskelig fag, og da var det litt sånn,

men kan man dempe kravet mine litt sånn at jeg kan sikre dette oppgaven,

for da vet jeg at, da sikrer jeg meg for eksempel en trier.

Det hadde hjulpet meg, så kan jeg heller prøve å kjøre på en seksar i engelsk,

for det er et fag jeg elsker og er dritgo i,

og se det på litt sånn, man har ulike styrker og svakheter,

og ikke på en måte alltid pusha max på alt.

Det kan jo være ganske demotiverende hvis du alltid må sikte på 100% liksom, og seksar.

R: Ja, og det er mange som på en måte, de er jo ikke der i det hele tatt,

noen sikter på 3,5-3,6 i snitt for å komme inn på den linjen med den skolen,

og når man kommer så langt som tiende trinn, så er det litt det som er målet, tenker jeg.

Da må man sette seg ned, og hva ønsker du videre, hva ønsker du neste år,

så må man prøve å legge en oversikt, en plan, hvilke karakterer vil du ha,

eller hva karakterer trenger du for å få dette til,

og hvor er det du ønsker å legge en innsats da.

Så er det noen som synes engelsk er en fag der, 'og det liker jeg, her vil jeg legge inn en innsats', og andre synes det er helt pyton.

J: Ja.

R: Og då, å kunne gi de en variasjon der de opplever mestring,

og ikke bare failure, tenker jeg er viktig.

J: Ja, kjempe kjempe.

Tror du at elevautonomi kan være enklere å få til i andre fag enn engelsk?

R: Vi kjører litt samme strategi i alle fag vi har,

de kan velge mellom ulike oppgaver, sløsj prosjekter,

metacognition or how we function

prioritising

mastery

choices