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The attitudes and beliefs held by English teachers and school library administrators regarding the availability and utilization of English books in school libraries.

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Abstract


This thesis investigates the role of school libraries in supporting extensive reading (ER) and the perceptions of English teachers and library administrators regarding the availability, importance, and selection of English books in Norwegian primary and lower secondary schools. Extensive reading, characterized by reading large volumes of material at an appropriate difficulty level, is recognized for enhancing vocabulary comprehension and overall language proficiency. However, implementing ER programs often faces challenges, particularly related to resource availability and teacher perceptions. Through a mixed-methods approach, this study gathers data from library mappings, student questionnaires, and interviews with school library administrators and teachers. The research aims to answer the following questions: What are the perceptions of school library administrators and English teachers towards the availability, importance, and selection of English books? How do English teachers utilize school libraries, and how are English books prioritized in these libraries?

The findings reveal that both teachers and library administrators recognize the importance of ER, yet face constraints due to limited resources and varying levels of support. Teachers often struggle to fully integrate library resources into their curricula, while librarians emphasize the need for better book selection to meet student interests. Additionally, there is a general consensus on the potential benefits of ER for language development, though practical implementation remains inconsistent.

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1 Introduction

Extensive reading, characterized by its emphasis on reading large amounts of material at an appropriate level of difficulty (Day & Bamford, 2013), is recognized for its potential to enhance vocabulary, comprehension, and overall language proficiency (Ateek, 2021; Grabe, 2011; Horst, 2005; Senoo & Yonemoto, 2014). Despite its benefits, the implementation of extensive reading programs faces numerous challenges, particularly in terms of resource availability and teacher perceptions. This study aims to address these challenges by investigating the current state of school libraries in supporting extensive reading and examining the perceptions of teachers and librarians regarding their roles in this educational approach. It aims to explore these topics by asking the following research questions:

1. What perceptions do school library administrators hold towards the availability, importance and selection of English books in Norwegian primary and lower secondary school libraries?
2. What perceptions do English teachers hold towards the availability importance and selection of English books in Norwegian primary and lower secondary school libraries?
3. How do English teachers utilize school libraries as part of the English subject?
4. How are English books prioritized in these libraries?

To answer these questions, a mixed-methods approach was used, gathering data from library mappings, student questionnaires and interviews with school library administrators and teachers.

Motivations

Much of the motivation for the choice of topic for this thesis comes from my own personal experience with reading English language literature as an EFL learner. I am aware of the large role that extensive reading of English books has had on my own linguistic development. This has, in part, happened thanks to my having had the good fortune of having a relatively well-equipped school library, where I have had the opportunity to read different books of my own choosing. It is my hope that, with this research, certain insights into the interplay between school libraries and English teachers will become apparent. Furthermore, there is value in figuring out whether English teachers take advantage of the possibilities that the school library provides when it comes to fostering extensive reading in English.

Layout

This thesis will first show the theoretical foundations that this study builds upon and some previous research that has been done in the fields of extensive reading (ER) and EFL, as well as previous studies looking at school librarians and teachers in Norway. The methodological approaches used in the study will then be presented, with information about the informants and the data collection in practice. Then will be presented the results found in three data collection processes: library mappings, student questionnaires and interviews with teachers and library administrators. Then these results will be discussed, in light of both each other and previous research. Finally, the most important findings of the study will be shared in the conclusion.

2.0 Theory

In this chapter, some foundational theory for the research project will be presented. First some general reading in EFL, before some work of Krashen, namely the input hypothesis and free voluntary reading. Next will be presented extensive reading, with its subset narrow reading, and what challenges are found here. Subsequently will be presented theoretical perspectives of reading specifically in terms of boys, before finally, some relevant parts from the Norwegian curriculum for English.

2.1 Reading in EFL

Brown and Lee (2015) put forth a list of seven characteristics of written language that serve as salient differences between written and spoken texts, to bear in mind with regards to EFL reading instruction. (pp. 397-400). One of these characteristics is orthography. Furthermore, one key element of EFL reading instruction is recognition of genre, and being cognizant of the different methods that are used when extracting information from different written genres (Brown & Lee, 2015; Harmer, 2007). For both orthography and recognition of genre, the notion of automaticity is important. In EFL reading instruction, one distinction that is frequently made is between top-down and bottom-up processing, with Harmer (2007) employing the metaphor of these two types of processing being “the difference between looking at a forest, or instead, studying the individual trees within it” (p. 270). Harmer argues that one should look at reading acts as an interaction between these two processes, with the reader needing both the overview and detailed view of the text (2007).

2.2 The Input Hypothesis

One oft-cited figure in second language reading is Stephen D. Krashen. His concept of Free Voluntary Reading (Krashen, 2004), as well as the Input Hypothesis (Krashen, 1982) have been influential in the development of extensive reading programs and theories (Bryan, 2011). The Input Hypothesis addresses the crucial question of how language is acquired. The hypothesis seeks to answer a question of language acquisition, namely: “how do we move from stage *i*, where *i* represents current competence, to *i + 1*, the next level?” (Krashen, 1982, pp. 20-21). It asserts that moving from one stage of language competence to the next requires understanding input that slightly surpasses the current level. Contrary to traditional teaching methods, it emphasizes acquiring language through meaningful understanding rather than deliberate instruction of specific structures. The hypothesis highlights the role of context and

extra-linguistic information in aiding comprehension. Successful communication automatically provides the next level of linguistic structure. Additionally, the Input Hypothesis contends that speaking fluency emerges naturally over time through exposure to comprehensible input, not through direct teaching (Krashen, 1982).

2.3 Free Voluntary Reading

Free voluntary reading (FVR) can be seen as a sort of precursor to extensive reading. In his 2004 book Krashen defines this self-explanatory term as it applies to school-age children:

FVR means no book report, no questions at the end of the chapter, and no looking up every vocabulary word. FVR means putting down a book you don't like and choosing another one instead. It is the kind of reading highly literate people do all the time. (Krashen, 2004, p. x).

FVR is a somewhat broad term, encompassing sustained silent reading, self-selected reading, and, as will be explored further later on in this chapter, extensive reading. Sustained silent reading involves both students and teachers doing free reading for short periods daily, while self-selected reading involves students discussing what they read in teacher-held conferences (Krashen, 2004, pp. 1-2). When compared to traditional reading approaches in school, FVR is found to be as good an approach, or better (Krashen, 2004; Krashen, 2009; Krashen, 2011). Krashen argues that should FVR be on equal footing with other approaches in terms of improvements in language comprehension, it should still be the preferred method used in schools, pointing to other upsides of FVR, such as free reading being enjoyable (2004), and that “reading makes you smarter: Those who read more, know more about a wide range of topics” (2009, p. 54).

2.4 Extensive reading

Day & Bamford (2013) point out extensive reading (ER) as one of four styles of reading in language-teaching terms (p. 6), scanning, skimming and intensive reading being the remaining three styles. One could argue, however, that extensive reading stands out amongst these, seeing as skimming, scanning and intensive reading are approaches to reading more focused on information-gathering, with varied levels of intensity and efficiency. ER, however, “can be defined as reading in great amounts for the purpose of a general understanding of the text or for the enjoyment of the reading experience.” (Rodrigo et al., 2007, p. 106). Birketveit et. al. (2018) speak to the role of reading pleasure in learners, claiming: “Learners who really

want to read is the starting point for successful reading programmes, and reading for pleasure is the best way to create lifelong readers and learners” (p. 19). Day and Bamford (2013) posit ten different characteristics of extensive reading:

1. *Students read as much as possible*, perhaps in and definitely out of the classroom.
2. *A variety of materials on a wide range of topics is available* so as to encourage reading for different reasons and in different ways.
3. *Students select what they want to read* and have the freedom to stop reading material that fails to interest them.
4. The purposes of reading are usually related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interests of the student.
5. *Reading is its own reward*. There are few or no follow-up exercises after reading.
6. *Reading materials are well within the linguistic competence of the students* in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
7. *Reading is individual and silent*, at the student’s own pace, and, outside class, done when and where the student chooses.
8. *Reading speed is usually faster rather than slower* as students read books and other material they find easily understandable.
9. *Teachers orient students to the goals of the program, explain the methodology, keep track* of what each student reads, and *guide* students in getting the most out of the program.
10. *The teacher is a role model of a reader for students* - an active member of the classroom reading community, demonstrating what it means to be a reader, and the rewards of being a reader.

(Day & Bamford, 2013, pp. 7-8)

For a teacher wanting to use an extensive reading approach, one could see these ten points as their responsibilities. Some - such as points 1, 2, and 3 - are student-oriented, but it is nonetheless the teacher’s responsibility to accommodate these. Of the more teacher-oriented characteristics, one could argue that points 9 and 10 could prove to be more challenging. With a large number of students, keeping track of what each student reads, and guiding them, could prove difficult. Regarding point 10, it is no secret that teachers tend to be busy, and that the

typical 15 minutes set aside for reading at the start of the school day are oftentimes used for corresponding with parents, talking with select students, or simply preparation of a lesson. As for “demonstrating what it means to be a reader, and the rewards of being a reader”, it stands to reason that a teacher who reads a lot will find this responsibility much easier to accomplish than one who does not read.

Discussing a highly similar list to the one above, Alan Maley (2010) comments on the challenging nature of trying to align such factors and principles for successful ER with the actual practice found in schools, concluding with: “Reading in the sense of ER is not amenable to the kinds of control so beloved by institutions. When these constraints come into play, it is therefore hardly surprising that the true nature of reading is so often subverted” (p. 136). It would seem that the challenge found is in trying to combat or alleviate these institutional constraints with the characteristics and best practices associated with ER found in the works of Day and Bamford (2013) and Stoller (2015), and in the case of libraries, Bryan (2011).

2.4.1 Narrow reading

Another term that is closely connected to ER is the subset *narrow reading*. Reading in great amounts for fun and understanding is still central, but here there is also a focus on reading many works by the same author, in the same series, or, perhaps especially in the case of non-fiction, on the same topic (Bryan, 2011). Through the use of Narrow Reading, EFL learners will be exposed to vocabulary repetition and recycling. As Bryan (2011) puts it: “Authors have a certain vocabulary pool and favored words, they use the same turns of phrase several times and in a series they use the same characters and backgrounds established in previous books” (p. 117). This all serves the function of scaffolding to the reader, hearkening back to Krashen’s (1982) Input Hypothesis, and *i+1*. In the case of Narrow Reading, the repetition of an author’s preferred vocabulary and penchants for turns of phrase in different literary contexts will lead to acquisition of those particular words and phrases, cementing themselves into the reader’s *i*, and hence aide the reader in acquiring further language, *i+1*.

One salient aspect of Narrow Reading that Bryan does not mention, is the element of fun. To exemplify this, let us picture a boy of ten years of age, having just read Eoin Colfer’s *Artemis*

Fowl, and fallen in love with it. For this reader, the choice of what book to read next is obvious: the next book in the series. This reader has established a connection with the characters and world of the diegesis, and wishes to stay with these and experience the further narratives in the book series. This type of reading falls in line with literature on Compelling Comprehensible Input (Krashen & Bland, 2014) and the notion of there being three stages in the development of academic language, with the first stage being listening to stories and books being read aloud and: “The second stage, for both first and second language development, consists of self-selected recreational reading. The reading is narrow, focusing only on favourite authors and genres, and topics of deep interest to the reader” (Krashen & Bland, 2014, p. 3). Krashen & Bland go on to claim that this type of self-selected recreational reading serves as a bridge closer between conversational and academic language.

Narrow Reading can also be an important part of the jump from reading in L1 to reading in a second or foreign language. Day & Bamford (2013) point out reading literature that has been translated from the reader’s first language into the second language as a great potential resource for ER in a target language. In the case of Norwegian EFL learners, however, it could seem that the opposite way around has further possibilities. Many popular children’s and young-adult literature books that are popular in Norway are originally written in English.

2.4.2 Practical considerations for ER

There is an interesting dilemma in the world of Extensive Reading and its related reading approaches, namely the juxtaposition between what is understood to be the best principles for reading, and what is actually being put into practice. Again referencing Day & Bamford’s (2013) list of ER characteristics, point 5: “*Reading is its own reward*. There are few or no follow-up exercises after reading.” (p. 8). This point stands in opposition to the actual practice of many ER programs. As Ben Fenton-Smith puts it: “In reality, however, we know that follow-up activities that require students to report on their reading are a common feature of ER courses” (Fenton-Smith, 2011, p. 50). It would seem, as will be explored further in the following paragraph, that these follow-up activities might be a necessary evil when implementing ER in the classroom. Fenton-Smith concludes:

The key point is that ER (as an activity, not a subject) can have a significant, positive effect on a student’s second language proficiency, but a poorly designed ER course can negate or disrupt that

effect in a multitude of ways (e.g. by decreasing motivation due to boredom, or hampering opportunities to read due to a heavy additional workload). We therefore need materials that satisfy contextual constraints while maintaining the integrity of enjoyable, extensive reading (Fenton-Smith, 2011, pp. 59-60).

As mentioned above, when considering putting ER into practice, there are some considerations and choices that must be made, to ensure that all of one's students actually do the reading. This is necessary for the teacher to have some measure of control as to how the students are spending their time. Thus, there must be some degree of checking. However, as Maley puts it: "checking with a light touch is essential if motivation and interest in reading is to be sustained" (Maley, 2010, p. 144). Maley then goes on to recommend Bamford & Day's (2004) book as a good source for means of checking students' reading in a minimal yet efficacious way. As this book was written in 2004, when digital technology was not ubiquitous in the classroom as it is today, these methods are all quite analog (Bamford & Day, 2004, pp. 75-83). This does, of course, not mean that these methods cannot be tailored more towards the modern day classroom; a reading notebook, for instance, could surely be kept as a digital file or folder. One aspect pointed out in methods of monitoring reading that focus on writing, is to not focus on correcting the language produced by the students, but rather have the process of providing evidence of reading be as "pain free" as possible.

2.5 Reading and boys

There are clear differences in the general habits and attitudes towards reading between boys and girls (Smith & Wilhelm, 2002, pp. 10-11). These are of course generalizations, but are worthwhile to keep in mind. For instance, boys tend to read less than girls do, and tend to value reading for pleasure to a lesser degree than girls (Smith & Wilhelm, 2002, p. 10). Smith and Wilhelm (2002) bring up a long list of differences between boys and girls. I have chosen to include the four points that I find to be most interesting in regards to this thesis, as these are quite concrete and addressable if one should want to cater to boys when acquiring books.. One point states that: "Boys are more inclined to read informational texts" (p. 11). This point does not specify the types of informational texts, but for the purposes of this thesis, one could see this as pointing to boys generally being more inclined to read non-fiction books. This can perhaps be seen in context with the point: "Boys like to read about hobbies, sports, and things they might do or be interested in doing" (p. 11) This can be seen both in reading fiction, and non-fiction, thematically linked to one's interests. The third point I wish to highlight is: "Boys are more inclined to read graphic novels and comic books" (p. 11). This has little

room for misinterpretation, but I suspect that had this list been written more recently, manga would be included in this point. Finally: “Boys tend to enjoy escapism and humor; some groups of boys are passionate about science fiction or fantasy” (p. 11). With these points, one can see that, while boys generally read less than girls, one can accommodate the available material to be more likely to be attractive to boys. Hennig (2019) makes a recommendation for the Norwegian school context, namely including more things like non-fiction and other books that are popular with boys.

2.6 The English subject curriculum in Norway

As the research of this thesis is situated in the context of Norwegian primary and lower secondary schools, it is pertinent to look at what the national curriculum, LK20, informs us about regarding the goals and aims of the English subject. Limiting myself to what has most relevance for this thesis, I will provide some points from the English subject curriculum. On language learning as a core element of the subject, it is stated: “learning vocabulary, word structure, syntax and text composition gives the pupils choices and possibilities in their communication and interaction” (Ministry of Education and Research, 2019, p. 2). On working with texts in English, it is stated that: “Language learning takes place in the encounter with texts in English” (p. 3), before the paragraph goes on to point out reflection, interpretation and critical assessment of these texts as means of gaining intercultural competence. Reading for pleasure is mentioned once in the English curriculum: “Reading in English means understanding and reflecting on the content of various types of texts on paper and on screen, and contributing to reading pleasure and language acquisition” (p. 4). Again mentioning reflecting on the content.

As for the competence aims of the English curriculum, I will solely be mentioning the aims for *after year 7* and *after year 10*, as these are the relevant aims for the participants of this study. For *after year 7*, two competence aims correlate with the theories on reading presented in this thesis. The students are expected to: “read and present content from various types of texts, including self-chosen texts”, and “read and listen to English-language factual texts and literature for children and young people and write and talk about the content” (Ministry of Education and Research, 2019, p. 7). Students finishing lower secondary school are expected

to be able to “read, discuss and present content from various types of texts, including self-chosen texts”, and “read, interpret and reflect on English-language fiction, including young people’s literature” (p. 9). What these points all have in common is that they are all asking the students to read **and** do complementary tasks. Little focus is given to the reading itself being sufficient. This is a possible hindrance for English teachers in Norway wanting to implement ER in their practice, as these additional tasks and foci for the reading stand somewhat in opposition to the characteristics of ER.

This chapter has explored the topic of reading in EFL, particularly looking into the characteristics and attitudes towards ER. In the next chapter, research on the topics explored above will be presented.

3.0 Previous research

3.1 School libraries

There are other recent projects that have looked into the role of school libraries in the Norwegian EFL context (Gausel, 2022; Nybø, 2023; Solheim, 2020). These have studied school libraries in terms of LGBT representation (Gausel, 2022), facilitation of increased English reading proficiency (Nybø, 2023), and the availability of English language books in school libraries (Solheim, 2020). The current project draws some inspiration from the methodology used in these studies, as well as reference the relevant data elicited in these theses. An example of this is the results in Solheim (2020), showing that none of the participant schools from that study had a higher number of English books than it did students (pp.41-42). It should be noted, however, that the aims of the theses mentioned above do not align perfectly with the aims of this project, which, while still doing a mapping of English books in school libraries, has more of a focus on teachers' and library administrators' perceptions and attitudes.

Solheim (2020) conducted a study on ten primary schools in the same municipality in Norway. Here she mapped out the contents of the schools' libraries, giving an overview of the available English language material found there, and categorizing these by genre. The schools looked at varied in terms of student population, ranging from under 200 to over 500. She found a large difference in the number of English books available in these libraries, with some schools having fewer than 100, and one school having close to 350 (p. 41). None of the schools, however, had more English books than there were students. Three schools had fewer than ten non-fiction books, and the schools with most books in this category had 31 and 26, respectively (p. 43). Regarding the categories that one could see as most relevant for the younger students, she reports: "All of the schools had a high number of books in the illustrated book category, and more than half of the schools had a high number of graded and easy readers compared to the numbers in the other categories." (Solheim, 2020, p. 66). She goes on to point out graphic novels and comics as two of the categories of books that many schools had a paucity of, and where there was potential for improvements in the schools' selection.

3.2 Extensive reading

When it comes to research on extensive reading within the context that is relevant for this project, Birketveit et. al. (2018) conducted a longitudinal study over 14 months, with 83 Norwegian EFL students aged 11-12 (p.9). Their findings indicate the feasibility of doing extensive reading (ER) with this learner group, emphasizing the students' ability to access and enjoy a large number of books over the study's period (p.19). Furthermore, the study shows a probable increase in both self-efficacy perceptions among the students when it comes to ease of reading English, as well as motivation, with close to 70% of the participant students reporting that they would like to continue with ER (Birketveit et. al., 2018, p. 16). They conclude with a call to action:

There is a need to upgrade school libraries especially in primary schools with new, exciting material in English. The visual genres (graphic novels, comics, cartoons, picture books, and richly illustrated books) give ample visual support to the verbal text, and should be available in English in the school libraries together with a wide variety of other English language books. (Birketveit et. al., 2018, pp. 19-20)

While many champion the boons of self-selection as a facet of ER, Ramonda (2020) argues for the case of using class readers, especially for readers in compulsory English classes with students of similar proficiency, showing to results from a study with Japanese university students in English classes. This use of class readers “can aid overcoming some of the logistical and practical issues faced by ER programs” (Ramonda, 2020, p. 286). Another way of implementing ER in the language curriculum is argued by Brown (2009), namely by having textbooks incorporate and encourage ER to a much larger degree than previously.

3.3.1 Extensive reading and language development

Through a mixed methods intervention study with 6th grade Norwegian students spanning 25 weeks, Nilsen (2023) looked at the correlation between the amount of books read and language development in the participant students, who underwent an extensive reading program where they were given time for reading self-selected English language texts. This extensive reading program was led by a librarian, namely Nilsen. It was found that, generally, the students who read the most had the largest improvements in language capacity. Nilsen (2023) does point out, however, that: “While there is a correlation between the number of

books read during the research period and increased language proficiency, the connection is neither linear nor unambiguous” (p. 88). This is followed by pointing out that one of the students who showed the greatest improvement from pre- to post-testing had registered reading only four books. Nilsen also mentions the types of books the students read over this period, pointing out comic books (this category seems to include graphic novels as well) being highly popular. The most popular individual books, interestingly, were both non-fiction. Nilsen goes on to mention book series being highly popular as well, such as “the “Diary of a Wimpy Kid” series by Jeff Kinney, the “Captain Underpants” series by Dav Pilkey, and the “Timmy Failure” series by Stephan Pastis.” (p. 78). Nilsen also points out that they, being a librarian, made book recommendations to the students throughout the project, and all but one student read at least one of the books recommended. Several other studies (Ateek, 2021; Grabe, 2011; Horst, 2005; Senoo & Yonemoto, 2014) have also pointed to the positive effects of ER on vocabulary knowledge.

3.3.2 Graded readers and ER

A longitudinal study, spanning several years, of young learners in Hong Kong, led by Wendy Arnold, looked at the effects of using graded readers in an ER program (Arnold, 2011). This study looked at the use of a reading program that ran adjacent to other English instruction. The program used graded readers from a single publisher, with 30 different levels. Prior to starting the project, all the students were assessed to find out which starting level they were at. The students were subsequently tested twice a year. These tests informed which level of graded reader the students read. Arnold operated with a somewhat lax definition of ER, and as such, 13 different activity types were created, with students using activity sheets alongside reading the books. These activity sheets were designed to cater to different learning styles and interests. A thought was also given to variety, with Arnold stating: “Where possible we designed similar activity sheets for fiction and non-fiction books and the learners were encouraged to read both types of books as well as to complete a selection of activity sheets” (Arnold, 2011, p. 43). Initially, only students aged 9-10 years old took part in this program, but it was later changed to also include 8-9 year-olds and 7-8 year-olds. The study seems to have been a success, with Arnold (2011) stating: “The programme is not perfect and modifications still need to be made with regard to supporting materials and procedure, but it appears to be on track for YLs learning English in Hong Kong”.

3.3.3 ER challenges

Alan Maley points out the myriad benefits of ER, as well as the many challenges in its implementation in education. Speaking on “The Irony of ER and the Paradox of L2 Teaching”, he writes:

So, ER is the most efficient way of promoting foreign language learning. It is therefore ironic that most programmes of instruction make little or no room for it or deform it in some way. On the one hand we have a proven resource for promoting language learning. On the other a massive indifference or even resistance to it (Maley, 2010, p. 149).

He goes on to provide results from an online survey he conducted, mentioning limiting factors to ER implementation, such as a paucity of material, time or funds available, syllabus constraints for teachers, lack of understanding regarding ER, and “apprehension on the part of teachers, who find it impossible to stop teaching and allow learning to take place” (Maley, 2010, p. 150).

3.3.4 ER-adjacent instruction

Irma-Kariina Ghosn (2011) conducted an *ex-post-facto* study, comparing the outcomes of 10-11 year-old Lebanese students at four schools. The students at two of these schools had been taught English using a literature-based reading approach, using American-based reading anthologies. The students at the other two schools had been taught English using a “communicatively-oriented, content-integrated, world wide marketed ESL course” (Ghosn, 2011, p. 25). The findings from this study that early reading exposure for children seems to be beneficial, pointing at an accumulation of language wealth for those students who had been part of a literature-based program. Ghosn points out, however, that the teachers and students at all schools shared the same mother tongue, and that, in the literature-based programs, there was greater potential for the students to use their L1 when necessary. She concludes with: “It may well be that literature-based instruction works best only in monolingual classes where the teachers and learners share a common language” (Ghosn, 2011, p. 34). The teaching programs in this study may not strictly adhere to the characteristics of Extensive Reading, but the research does point to the efficacy of using extended reading of literature as a means of language acquisition.

3.4 Teacher Perceptions

A qualitative MA study using semi-structured interviews with five English teachers from primary schools in Western Norway was conducted by Naqvi in 2020.. This study looked at the perceptions and reported practice of these teachers when it comes to reading for pleasure in the English subject. They found that the teachers reported “that the pupils who are more likely to read in English for pleasure are typically high achievers.” (p. 49). Furthermore, all the teachers reported that reading in English was not a priority at their school, pointing out that their schools had reading projects and programs, but these were mostly aimed at reading in English (pp. 28-30). They also found that four of the five teachers reported there being negativity towards reading in English in their students (p. 49). It was found that the teachers “had an understanding of what reading for pleasure is and aim to address this to varying extents in their classrooms.” (p. 59). The teachers regarded teachers enjoying reading as an important motivating factor for creating reading students. All the teachers interviewed mentioned students’ interests as important in their choice of books. Additionally, the teachers reported that their students typically chose books that they were familiar with in Norway when choosing English books to read, and would typically seek out books and authors they were familiar with (Naqvi, 2020, p. 60). Another qualitative MA study was conducted by Bakke in 2010, looking at what importance ten Norwegian EFL teachers ascribed reading in EFL instruction, and how reading was taught. She found that teachers would claim that reading was important, yet would not prioritize reading instruction in their practice, and would not teach reading in any consistent or systematic way.

3.5 School librarian perceptions

In addition to the library mappings mentioned earlier, Solheim (2020) provides the results from questionnaires filled out by the librarians at the participant schools. In these, she asks about book acquisition, satisfaction with the school libraries’ selection of material, and how many hours the librarians spent on school library work weekly, among other things. She found that “Half of the school librarians had assigned 2-3 hours of library work per week, two had five hours, one had 7-8 hours per week, while one librarian was assigned with 22 hours per week for library work” (p. 53). She also found that all but the one librarian with 22 assigned hours for library work weekly reported spending more than their allotted hours doing library work. Regarding the librarians’ satisfaction with the selection, six of ten answered being

satisfied with the selection in general, while only two answered being satisfied with the English language selection (p. 55-56). Reported hindrances for the acquisition of English language books included things like it being hard to figure out what books to buy, and where to buy them. Half the librarians claimed the biggest challenge in acquiring English books was a financial one (p. 55).

4.0 Methodology

In this chapter, the methodological approaches of this study will be presented. First the context of the schools and participants looked at will be presented. Subsequently, mixed-methods research will be looked at, before the different data collections used will be presented. These include two quantitative, library mappings and student questionnaires, and one qualitative, semi-structured interviews. After this will be presented the method of analysis for the interviews, and then ethical considerations for the research.

4.1 Context

When it comes to the schools that participated in this project, it was decided that for the scope of this MA thesis, two primary and two lower secondary schools would be an appropriate amount. All of the schools are located in one area in Norway. These schools were selected on the basis of them being in near geographical proximity to one another. Having this close proximity would have the effect of the schools also being similar in regards to their socio-economic and socio-cultural characteristics? In some cases these schools will also have the same student groups, with some students going from a participant primary school to a participant lower secondary school. With these similarities of socio-economic and socio-cultural factors, it was the aim of this study to see if any trends could be found in regard to the use of these school libraries and the attitudes of the teachers and school library administrators. As these schools also are in the same municipality, there should also be no differences in their management due to differences in municipality politics and budgeting when it comes to school libraries. Two of the participant schools agreed to take part in the project via email, whilst the other two were visited in person, and agreed to participate in informal conversations.

4.2 Participants

Four schools participated in this study, two primary schools (School 1 and School 4) and two lower secondary schools (School 2 and School 3), with one teacher being interviewed in all four schools, and the library administrator from three of the four schools being interviewed. Coincidentally, the teachers from both primary schools taught sixth grade and the lower secondary school teachers both taught the eighth grade. At each school, each participant

teacher had their students respond to a questionnaire. A total of 101 students responded to the questionnaire, 50 sixth graders (11-12 years old) and 51 eighth graders (13-14 years old). As no personal information was gathered about these students, it is assumed that they were somewhat balanced in terms of gender. The four teachers were varied in both age and experience ranging from five to fifteen years of working as a teacher. All three library administrators had a teaching background, with the library administrator of School 1 being the only one who did not report being a teacher as their main responsibility, but rather having an administrative position. All but one of the interviewed participants, Library Administrator 1, were female. When referring to the interviewed participants henceforth, an anonymous code referring to the participants' role as teacher (T) or library administrator (LA) as well as the school at which they work will be used, such as LA4 and T3.

4.3 Mixed-methods research

Mixed methods research, as described by Mackey and Gass (2021), combines both quantitative and qualitative approaches within a single study to leverage the strengths of both methodologies. This approach is particularly relevant in social sciences and applied linguistics where understanding complex phenomena often requires multiple perspectives. The use of mixed methods enables researchers to gain a more comprehensive understanding of their research questions by allowing the data to complement and enhance one another. Quantitative data provides the capacity for generalization and statistical validation, while qualitative data offers depth and context to the findings. For this study, two quantitative methods: library mappings and student questionnaires, and one qualitative method: semi-structured interviews, were used. It is important to note that although this is a mixed-methods study, the main data collection was done through interviews, and the quantitative collection tools serve as supports for the interview data. This support is found through what Dörnyei (2007) calls “Corroborating findings through 'triangulation'” (p. 165). It was thought that by comparing results from the interviews, library mappings and student questionnaires, this would aid in answering the research questions by looking at different data sets in light of each other.

4.4 Quantitative data

Questionnaires

Questionnaires are a highly structured data collection method widely used in social sciences, including applied linguistics. Questionnaires consist of items that ask respondents for specific information or provide various response options, facilitating quantitative, statistical analysis. (Dörnyei, 2007; Mackey & Gass, 2021). Likert scales are one of the most prominent types of closed-ended questionnaire items. Named after their inventor, Rensis Likert, these scales present respondents with a statement and ask them to indicate their level of agreement or disagreement, typically on a five- or seven-point scale ranging from "strongly agree" to "strongly disagree" (Dörnyei, 2007).

Every school had one class of students fill out a short questionnaire regarding their use of, and opinions towards, their school library. To add a layer of anonymity, the students were given a link to the website containing the questionnaire by their teacher, meaning I never entered the classrooms and met the students myself, nor were any personal data collected. The teacher was instructed to inform the students that their answers were completely anonymous. The questionnaire took the form of a Likert scale (see Appendix A). Examples of questions are “how often do you use the school library?”, “how satisfied are you with the amount of Norwegian language books in the school library?”, and “how satisfied are you with the amount of English language books in the school library?”. The answers to these questions were all on a scale, e.g. “Very dissatisfied - somewhat dissatisfied - neither satisfied nor dissatisfied - somewhat satisfied - very satisfied”. Additionally, the questionnaire contained three open fields at the end, with the three questions:

1. Do you know who is responsible for acquiring books for the school library?
2. Can you think of a book, comic book or manga in English that you wish your school library had?
3. Do you have any other comments?

To ensure that all the students comprehended the questions and answers, the questionnaire was written in Norwegian, as per the recommendations of Mackey and Gass (2021).

Library mapping

For the execution of the library mappings, each shelf was looked at several times, and the count of books in each shelf was written on a post-it note. The first round of counting simply counted every single English book, while removing non-English books. Subsequent rounds of

counting focused on one or more categories at a time. Going over the shelves multiple times helped with ensuring that all books were counted and categorized correctly, minimizing the risk of something being overlooked. The books counted in the library mappings were put in categories that were not predetermined, but rather chosen during the course of the library mappings. This was due to not all the libraries having the same categories of books. For instance, the first library mapped did not have any material in the “manga” category in the English section, meaning this was not included as a category there. One final part of the mapping process to mention was the choice of not including data from the schools’ internal loaning systems. This choice was made due to discrepancies found between the library website of school 1 and the library shelves themselves. Examples here are the website counting many books that were not kept in the library for the students to loan, but rather in a room usually kept locked. These discrepancies guided the decision to rely solely on what was found in the libraries themselves.

4.5 Quantitative data application

In addition to being interesting data in and of itself, both the student questionnaire and the library mappings served another function, namely being used as interview artifacts. These were used as reference points in the teacher and school library administrator interviews, respectively. For the teacher interviews, having the teachers’ own students fill out the questionnaire ensured that the teachers would not have to guess as to their students’ reading habits and attitudes. Also, having the results printed out during the interview was a decision made to allow the teacher to have something concrete to point towards during the interview, while also allowing them room to reflect upon the results from the questionnaire, and their possible causes. For the school library administrator interviews, there was also an intention of ensuring that they did not have to make too much guess-work in their interviews. This was achieved through bringing the school library mappings into the interviews. From having these printed out, the school library administrators could clearly see the number of English books in their respective libraries, as well as the categories that these books fall into. There was also a thought given to the possibility that the school library administrators were not cognizant of the number of English books in the libraries, making gleaning the administrators’ reactions to the data a possibility in the interviews.

4.6 Interviews

Each participant school's library administrator, as well as one English teacher from each school was asked to take part in a semi-structured interview. Semi-structured interviews are a less rigid alternative to structured interviews (Dörnyei, 2007) "in which the researcher often uses a predetermined set of questions as a guide, while retaining the freedom to digress and probe for more information and even follow the interviewee's lead where appropriate." (Mackey & Gass, 2021). These interviews were held in Norwegian, both to ensure clarity, and to give the interview a more "natural" feel, potentially lowering any stress the interviewee may have felt by being asked to speak English. The school library administrators were asked questions regarding their own satisfaction with their respective library when it comes to English books, and how English books are prioritized when it comes to procurement of materials for the library. They were also asked if, and how, they cooperate with English teachers in the procurement of books for the library. The teachers were asked questions regarding their views and use of the school library and ER as a part of the English subject. For the two interview guides used, see Appendix B and C. As mentioned above, these interviews implemented the school library mappings, as well as the student questionnaires as aids for the interview.

4.7 Data analysis

Given the research questions and chosen methodology for data collection, the main method of analysis chosen was qualitative content analysis. As Selvi (2019) points out: "Just like any inquiry within the qualitative research tradition, it is imperative for researchers to develop a sense of familiarity" (p. 444). A sense of familiarity is here in regards to the data. This sense of familiarity comes from the researcher encountering and processing the data at multiple different stages of the research process, and thus, analysis is an ongoing process throughout the project (Babione, 2015). Following will be presented the different steps of the data analysis process and the choices made.

All seven interviews were audio recorded, with the lengths of the recordings being around 15 minutes, the shortest being with LA1 at 12 minutes 48 seconds and the longest being with LA2 at 18 minutes 46 seconds. The first step of the data handling process was to transcribe

these recordings into a textual form using Microsoft Word. Care was taken to accurately transcribe these interviews, with some sections needing to be re-listened to several times to strive towards transcribing the interviews verbatim. Suprasegmentals were not included in the transcriptions, as the content was seen as more important than “the form of the verbal data” (Dörnyei, 2007, p. 247). The transcripts were anonymized first by them never including the names of the interviewees, and subsequently by editing out any personal identifiers, such as the names of schools and teachers, replacing these with bracketed descriptors, such as [Teacher 2] when one of the other participants were mentioned, and [other lower secondary school] in cases where other schools or persons were mentioned. The lengths of the transcriptions were generally around 2000 words, the lowest being LA1 at 1580 words and the highest being T4 at 2688 words.

Following this, an initial list of categories and subcategories was made. The categories and subcategories that were decided upon came from a few different sources. First off, three categories for where the participants had comments that could be directly linked to the research questions were made. Secondly, comments that could be directly linked to the theoretical background for this study were given a category. Lastly was made categories of recurring themes and topics that were picked up on, either during the interviews, during the transcription, or during the several times the transcriptions were read and re-read. As such, the categories and subcategories employed were a mix of inductive and deductive (Babione, 2015), meaning some were pre-set and some were emergent. After these initial categories were made, two transcripts were coded with them. Cohen et. al. (2018) define coding as:

Coding is the ascription of a category label to a piece of data, decided in advance or in response to the data that have been collected. The same piece of text may have more than one code ascribed to it, depending on the richness and contents of that piece of text. (p. 668).

The coded segments of the interview transcripts were then collected in a document, where they were sorted by category and subcategory. This initial run of coding was sent to the supervisor for comment, and the codes and categories were subsequently edited based on feedback. Below is a table of the different categories and the codes of the subcategories that ended up being used after many edits made during the analysis process. Following that is a list containing a little more detail as to what each category and subcategory entails.

Table 1: Categories and subcategory codes

	1. RQ1+4	2. RQ2	3. RQ3	4. Theory	5. Wishes	6. Alternate resources	7. Teacher traits/thoughts
A.	[AvSel LA]	[AvSel T]	[LibUse]	[ER traits]	[Time]	[Pub lib]	[Edu T]
B.	[Import LA]	[Import T]	[Open]	[ER non]	[Money]	[TeachOwn]	[Ques Com]
C.	[Prio LA]	[Input]	[Visibility]	[ER use]	[Prio]	[Online]	[Read hab]
D.	[Duty]			[Other Theory]	[Staff]	[NewPos]	[Oth]
E.	[TimeLA]				[Books]		[Comp]

Categories and subcategories in a bit more detail:

1. **RQ1+4** - Results that could try to answer research questions one and four. What the library administrators (LA) report.
 - A.** Availability and selection LA
 - B.** Importance LA
 - C.** Priority LA
 - D.** The reported duties and responsibilities for LA
 - E.** Time spent on work in/with the school library each week
2. **RQ2** - Results that could try to answer research question two. What the teachers (T) report regarding these three aspects.
 - A.** Availability and Selection T
 - B.** Importance T
 - C.** Input, from students or teachers, regarding book acquisition
3. **RQ3** - What the teachers say about their library use, as well as the visibility of the libraries' material and openness for students.
 - A.** Library use

- B. Openness for independent student use
 - C. The visibility of the available material
4. **Theory** - What the teachers mention that correlates with the theory used in the thesis. Traits of Extensive Reading (ER) and other theory, as well as discrepancy between theory and what teachers report.
 - A. ER traits
 - B. ER non-traits – discrepancies
 - C. ER use
 - D. Other theory
 5. **Wishes** - The wishes of both library administrators and teachers.
 - A. Time
 - B. Money
 - C. Prioritization
 - D. Staffing, librarian
 - E. Specific types of books, book sets
 6. **Alternate resources** - The alternate resources for literature mentioned by (primarily) teachers.
 - A. Public library
 - B. Teacher-owned
 - C. Online resources
 - D. Comments regarding the new position of school library coordinator
 7. **Teacher traits/thoughts** - Supplementary information from the teachers and library administrators
 - A. Teacher’s education
 - B. Questionnaire comments
 - C. Reading habits
 - D. Other comments
 - E. Comparisons of experiences

Using these codes and categories, each interview transcript was coded and categorized in one document. This was not done using any specialized qualitative content analysis software, but rather in Google documents. This document ended up being 19 pages long, with some quotes being repeated, as these were seen to fit more than one category. As the codes were edited several times, with some codes being removed, some being added, and some being changed in

some way, this meant that each interview transcript had to be studied multiple times. This re-reading was done both while creating the document with the collected quotes and while the Results chapter of this thesis was written. This was to ensure accuracy in the reporting of the results, preventing any erroneous claims from being made. The search function (ctr-f) was also frequently used in all the transcripts with this same aim.

4.9 Ethical considerations

As Dörnyei (2007) mentions, qualitative research perhaps necessitates more of a focus on ethics, as the research is more person-centric, often asking informants to share personal opinions and information, thus being more intrusive or imposing than quantitative research. In this line, two important elements of ethical practice in research pointed out by Mackey and Gass (2021) are *informed consent* and *sufficient information* (pp. 7-8). Steps have been made in this study to ensure both of these. The project was registered with Sikt, the Norwegian agency for shared services in education and research. Before any data were collected, an application was sent to Sikt for approval to conduct the research project. For the approval note, see Appendix D. In this application, Sikt were informed of many aspects of the research project, including but not limited to: the purpose of the research, the selection of participants, the type of personal data to be collected, the handling of this data, what information the participants would receive, and the steps that would be taken to ensure anonymity for the participants.

All seven informants were sent a consent form prior to being interviewed. Here they were informed about the aims of the research and what participation would entail, with the assumed length of the interview and some example questions included. They were also informed about how their personal information would be protected. This was done by having the consent forms kept away from any of the data collected, as well as by anonymizing the participants. They were further informed that participation was voluntary, that they could at any time withdraw their consent, and in what way they could do this. Finally, they were informed that at the project's end, any data with their personal information would be destroyed, including the audio files from the interviews.

5.0 Results

These results were all gathered with the aim of trying to answer the research questions posed in this study:

5. What perceptions do school library administrators hold towards the availability, importance and selection of English books in Norwegian primary and lower secondary school libraries?
6. What perceptions do English teachers hold towards the availability importance and selection of English books in Norwegian primary and lower secondary school libraries?
7. How do English teachers utilize school libraries as part of the English subject?
8. How are English books prioritized in these libraries?

In this chapter, the three data collections that were conducted at the participant schools will be presented. First will be the library mappings of each school, followed by the results from the student questionnaires. Lastly will be presented results from the interview conducted with teachers and library administrators at the schools.

5.1 Library mappings

In this section the results collected in the library mappings of the four participant schools will be presented. In addition to presenting the number of books found in the different categories, some additional information will be included. This information pertains to what was observed regarding each library's physical state, and is largely based on observation notes taken during the counting of books for the library mapping. I will mention the organization of the English books of the different libraries, to try and illustrate the user-experience of the English sections at these schools. Furthermore, the ratio between the amount of books and the number of students at each school will be presented, as well as the seating opportunities for students in the libraries. Lastly, a table showing the results from all four libraries will be presented.

5.1.1 School 1

Table 1: School 1 library mapping

Non-fiction	Graded readers	Picture books	Graphic novels	Manga	Total
15 (6.1%)	6 (2.4%)	24 (9.8%)	17 (6.9%)	0 (0%)	246 (100%)

The English books in School 1 library were contained to shelves in one corner, marked “English books”. The books were all situated in thirteen individual shelves. There was no organization of the books when it comes to the categories shown above. Some series of books were spread out with two shelves having three books each, and three more books being spread out across the shelves. Four of the thirteen shelves were “pure”, meaning that two shelves only included works by David Walliams, one shelf exclusively held books in the “diary of a wimpy kid” series, and one shelf exclusively held books from the “Twilight” series. The graded readers were hard to notice, as these were all very short, and were somewhat hidden by the longer books in the shelves. Some were only visible after other books had been pulled out of the shelves. 74.8% (184) of the books did not fit in any of the categories chosen to be highlighted, meaning that they were novels of varying length, and in various genres. With a total number of English books amounting to 246, and the school having approximately 560 students, this adds up to 0.44 English books per student at the school. This library had a few couch groups spread around the room, where students could sit and read.

5.1.2 School 2

Table 2: School 2 library mapping

Non-fiction	Graded readers	Picture books	Graphic novels	Manga	Total
86 (42.8%)	4 (2%)	0 (0%)	0 (0%)	0 (0%)	201 (100%)

School 2 library was located in a somewhat nondescript repurposed classroom. The English books were in two different locations. One table held all of the non-fiction books, while the rest were on shelves on a wall that served as the English section of the library. These remaining books were not organized in any particular order. Of these fiction books, four were graded readers, with the remaining 111 books mainly consisting of young-adult romance, young-adult fantasy, and young-adult science fiction novels. No picture books, graphic novels, or manga were found in the English section of the library. As mentioned, all the English non-fiction books were laid out on a table. These were all in the same format, somewhat short and easily read. Most of these were biographies of various historical figures, but a few of these were on topics of geography or social studies. With a total of 201 books and

260 students, School 2 library had about 0.77 English books per student. This library had little to no possibilities for students to sit and read.

5.1.3 School 3

Table 3: School 3 library mapping

Non-fiction	Graded readers	Picture books	Graphic novels	Manga	Total
43 (8.5%)	19 (3.8%)	0 (0%)	43 (8.5%)	32 (6.3%)	504 (100%)

The 504 English books in School 3’s library were spread over 16 shelves. Even though there were no markers to indicate different types of books belonging to different shelves, there seemed to be some level of systematization, with 29 of the 43 graphic novels being in one shelf, 31 of the 32 manga books being in one shelf, and 33 of the 43 non-fiction books being in one shelf. Although there were not a lot of graded readers, there were many books obviously aimed at learning readers. Overall, the English section of School 3’s library had a large variety of books, in terms of length, genre, topics, and challenge. In addition to the regular shelves of English books, one section of the library contained class sets of books. In all, there were nine different English books that had class sets, with a total of 236 books. These were not counted with the rest, as the objective of the library mappings was to investigate the books that the students of the schools had the opportunity of selecting to read on their own. With approximately 400 students, and 504 English books, School 3 library contained around 1.26 books per student at the school. This library had several different seating groups, where students could read or play board games, which the library also contained.

5.1.4 School 4

Table 4: School 4 library mapping

Non-fiction	Graded readers	Picture books	Graphic novels	Manga	Total
15 (18.8%)	15 (18.8%)	21 (26.2%)	0 (0%)	0 (0%)	80 (100%)

The library of School 4 had a small section dedicated to English books, with 80 books in two shelves. Less than half of the books counted here, 29 (36.3%), were regular novels that did not fit the highlighted categories. Most of the books seemed aimed at younger readers, in terms of topics and language. There seemed to be very few books aimed at the school's older students, and very few longer novels. With approximately 544 students and 80 English books, there were about 0.15 English books per student at School 4. The library had some chairs and a long table where students could sit and read.

5.1.5 Summary

Table 5: library mappings total

	School 1	School 2	School 3	School 4	Total
Total number	246 (100%)	201 (100%)	504 (100%)	80 (100%)	1031 (100%)
Non-fiction	15 (6.1%)	86 (42.8%)	43 (8.5%)	15 (18.8%)	159 (15.4%)
Graded readers	6 (2.4%)	4 (2%)	19 (3.8%)	15 (18.8%)	44 (4.3%)
Picture books	24 (9.8%)	0 (0%)	0 (0%)	21 (26.2%)	45 (4.4%)
Graphic novels	17 (6.9%)	0 (0%)	43 (8.5%)	0 (0%)	60 (5.8%)
Manga	0 (0%)	0 (0%)	32 (6.3%)	0 (0%)	32 (3.1%)

Looking at each school's total number of books, it is clear that there are major differences between the schools. It is important, however, to stress that schools 2 and 3 are lower secondary schools, while 1 and 4 are primary schools. Even so, School 1 had over three times the amount of English books that school 4 had, and School 3 had 2.5 times as many as was found in the library at School 2. Every school had some amount of non-fiction books, with School 2 being an interesting outlier, having more than all the other schools combined, with 42.8% of the English books falling into this category. Graded readers were found at all schools, but at schools 1 and 2 these were in single digits. All the picture books, perhaps unsurprisingly, were found at the primary schools, with a similar amount at both. Neither School 2 nor 3 had any graphic novels, and School 3 was the only one to have any English language manga. Overall, 67% (691) of the books found in the four schools were novels outside of the categories chosen for this study, and these were also the majority of the English books at every school but School 3. There was also quite a difference in the ratio between

numbers of books and numbers of students at the schools. School 3 had the largest ratio of 1.26, being the only school with more English books than students, while School 4 had the lowest ratio of 0.15 English books per student.

5.2 Student questionnaires

In the tables below, the responses to the first eight questions from the student questionnaire are presented. All of these questions had answers in the form of a Likert scale, which here are represented by the numbers one through five. Most of these questions differed in the possible answers that the students could check, but these were all on a scale, where answer one represented lower frequency, satisfaction, or time spent, and answer five represented higher frequency, satisfaction, or time spent, depending on the question being asked. In the text below each table, specific questions' answers will be made clear, when prudent. Two questions from the questionnaire not included in the tables will also have their results presented. These are:

1. Which of these do you have on loan from the library now?
2. Do you know who is responsible for acquiring books for the school library?

For the first of these questions, students had the option of selecting English, Norwegian, both, and neither. For the second question, the students' responses were counted to see how many students correctly identified the person responsible.

5.2.1 School 1

Table 6: School 1 questionnaire

	1	2	3	4	5
How often do you read books in your spare time?	11 (50%)	3 (13.6%)	1 (4.5%)	2 (9.1%)	5 (22.7%)
How often do you read English books in your spare time?	19 (86.4%)	1 (4.5%)	1 (4.5%)	0 (0%)	1 (4.5%)
How good do you think the school library's selection of Norwegian books is?	0 (0%)	4 (18.2%)	13 (59.1%)	3 (13.6%)	2 (9.1%)
How good do you think the school library's selection of English books is?	2 (9.1%)	5 (22.7%)	12 (54.4%)	3 (13.6%)	0 (0%)
How often do you use the school library?	1 (4.8%)	3 (14.3%)	6 (28.6%)	10 (47.6%)	1 (4.8%)

How much time, on average, do you get to read a self-selected book at school each week?	9 (40.9%)	1 (4.5%)	9 (40.9%)	1 (4.5%)	2 (9.1%)
How much time, on average, do you get to read a self-selected English book at school each week?	18 (81.8%)	0 (0%)	3 (13.6%)	0 (0%)	1 (4.5%)
How much time, on average, do you use to read English books at home each week?	18 (81.1%)	2 (9.1%)	1 (4.5%)	0 (0%)	1 (4.5%)

When asked which books they had on loan from the library, 16 students (76.2%) answered having a Norwegian book only, one student reported having only an English book, one reported having both, and three (14.3%) reported having neither. As to who was responsible for acquiring books for the library, 16 (76.2%) correctly named Library Admin 1.

5.2.2 School 2

Table 7: School 2 questionnaire

	1	2	3	4	5
How often do you read books in your spare time?	6 (22.2%)	8 (29.6%)	4 (14.8%)	3 (11.1%)	6 (22.2%)
How often do you read English books in your spare time?	18 (66.7%)	1 (3.7%)	0 (0%)	6 (22.2%)	2 (7.4%)
How good do you think the school library's selection of Norwegian books is?	6 (22.2%)	13 (48.1%)	8 (29.6%)	0 (0%)	0 (0%)
How good do you think the school library's selection of English books is?	13 (48.1%)	9 (33.3%)	5 (18.5%)	0 (0%)	0 (0%)
How often do you use the school library?	3 (11.1%)	17 (63%)	7 (25.9%)	0 (0%)	0 (0%)
How much time, on average, do you get to read a self-selected book at school each week?	15 (55.6%)	9 (33.3%)	1 (3.7%)	0 (0%)	2 (7.4%)

How much time, on average, do you get to read a self-selected English book at school each week?	25 (92.6%)	2 (7.4%)	0 (0%)	0 (0%)	0 (0%)
How much time, on average, do you use to read English books at home each week?	20 (74.1%)	2 (7.4%)	3 (11.1%)	0 (0%)	2 (7.4%)

The students at School 2 reported various degrees of reading in their spare time, with the same amount of students (6) stating reading never or almost never – as those who stated reading almost every day. This changes when English books are specified, however, and two thirds of the students answered that they never, or always never, read English books in their spare time. When it comes to their perception of the school library’s selection of books, it is telling that no students selected answers 4 or 5 (fairly good and very good). For Norwegian books, 22.2% rated the selection as very bad, while for English books, this assessment grew to 48.1%. Most (63%) reported very rarely using the school library, 25.9% reported using it about once a month, and 11.1% answered “almost never or never”. As for which books they had on loan from the school library, 16 students (59.3%) reported having an English book, 9 (33.3%) reported having both an English and a Norwegian book, 1 (3.7%) reported having only a Norwegian book, and 1 (3.7%) reported having neither. 5 (18.5%) of the students correctly identified Teacher 2 as the one responsible for acquiring books for the library.

5.2.3 School 3

Table 8: School 2 questionnaire

	1	2	3	4	5
How often do you read books in your spare time?	9 (37.5%)	7 (29.2%)	1 (4.2%)	5 (20.8%)	2 (8.3%)
How often do you read English books in your spare time?	11 (45.8%)	7 (29.2%)	2 (8.3%)	3 (12.5%)	1 (4.2%)
How good do you think the school library’s selection of Norwegian books is?	0 (0%)	1 (4.2%)	10 (41.7%)	11 (45.8%)	2 (8.3%)
How good do you think the school library’s selection of English books is?	3 (12.5%)	5 (20.8%)	14 (58.3%)	2 (8.3%)	0 (0%)

How often do you use the school library?	1 (4.2%)	4 (16.7%)	6 (25%)	6 (25%)	7 (29.2%)
How much time, on average, do you get to read a self-selected book at school each week?	5 (21.7%)	16 (69.6%)	1 (4.3%)	1 (4.3%)	0 (%)
How much time, on average, do you get to read a self-selected English book at school each week?	9 (37.5%)	12 (50%)	3 (12.5%)	0 (0%)	0 (0%)
How much time, on average, do you use to read English books at home each week?	16 (69.6%)	4 (17.4%)	2 (8.7%)	0 (0%)	1 (4.3%)

Most of the students at School 3 (16, 66.7%) reported having both a Norwegian and an English book on loan from the school library. Six students (25%) reported having only an English book, and 2 (8.3%) reported only having a Norwegian book. As to the question of who was responsible for acquiring books for the school library, 8 (33.3%) named Teacher 3. This is quite interesting, and something that Teacher 3 commented on, which we will explore further in the results chapter.

5.2.4 School 4

Table 9: School 4 questionnaire

	1	2	3	4	5
How often do you read books in your spare time?	10 (35%)	6 (21.4%)	5 (17.9%)	2 (7.1%)	5 (17.9%)
How often do you read English books in your spare time?	20 (71.4%)	3 (10.7%)	4 (14.3%)	1 (3.6%)	0 (0%)
How good do you think the school library's selection of Norwegian books is?	2 (7.1%)	7 (25%)	11 (39.3%)	7 (25%)	1 (3.6%)
How good do you think the school library's selection of English books is?	8 (28.6%)	5 (17.9%)	13 (46.4%)	1 (3.6%)	1 (3.6%)
How often do you use the school library?	2 (7.4%)	4 (14.8%)	9 (33.3%)	9 (33.3%)	3 (11.1%)
How much time, on average, do you get to read a self-selected book at school each week?	14 (50%)	11 (39.9%)	3 (10.7%)	0 (0%)	0 (0%)

How much time, on average, do you get to read a self-selected English book at school each week?	23 (82.1%)	5 (17.9%)	0 (0%)	0 (0%)	0 (0%)
How much time, on average, do you use to read English books at home each week?	25 (92.6%)	2 (7.4%)	0 (0%)	0 (0%)	0 (0%)

When asked what they had on loan from the school library, 24 students (85.7%) reported having only a Norwegian book. Two students (7.1%) reported having both a Norwegian book and an English one, and two reported having neither. When asked who was responsible for acquiring books for the school library, 20 students (71.4%) correctly named Library Admin 4.

5.3 Teacher and library administrator interviews

Below will be presented findings from the interviews conducted with the teachers and library administrators. These results are thematically compiled,. All of the interviews were done in Norwegian and the excerpts below have been translated by me. This means that sometimes some quotes will have been slightly changed to make the syntax make sense in English, but this has been done sparingly. All of this is an effort to make sure the essence of what the participants have said is clear. These comments were all taken from a document where they had been organized by code and category, and I have therefore checked all of these in the full interview transcripts, to ensure that nothing is taken out of context.

5.3.1 School 3 input

As mentioned, there was not a library administrator interview conducted at School 3. It did turn out, however, that Teacher 3 was, in some capacity, involved with the running of the school library. When asked whether they were involved in the acquisition of books, they responded:

- 1) Yes, but only because I have some extra responsibility. (T3)

They later also commented on the student questionnaire results regarding the question of who was responsible for getting books for the library:

- 2) The one comment I have already said, that the student are probably a bit unsure as to who is responsible, because there is no one who is wholly responsible. (T3)

As such, while there is a lack of a library administrator interview from School 3, there will be presented some input from T3 in the following sections.

5.3.2 Time spent on library administration

The library administrators reported different amounts of hours spent on school library work weekly, from LA4 reporting using one hour, LA1 reporting around one and a half, and LA4 reporting anywhere from two to six.

- 3) It varies a lot from week to week, but if we take an average of the school year, what in a way is, what is thought it shall be, so it is somewhere between, I will say one and a

half hours a week. Have I spent on the library [...] nothing fixed. It is by requirement. (LA1)

- 4) I have one hour a week assigned to the school library. (LA2)
- 5) There is assigned six hours, so those week where there is little absence among the adults there will be six hours then. But if there is absence, or we are on a trip and something like that, then I usually stay with the classes. So it varies a little, between two to six hours, I would think. (LA4)

LA2 had previously mentioned that the time allocated to school library work had shrunk over time, so I asked them to expand in this in the interview. They first told me of their own experience in the position, and then about how it had been before they had the responsibility of running the school library:

- 6) The first year I started with the library, then I had five hours allocated a week. That is the only year that has been five hours. The year after then I think it was four, then three, then one. (LA2)
- 7) But when I started here, 17 years ago, then there was a person who had the school library as a full time job. Only had the school library. So it is really the last ten years that the school library has just shrunk, and shrunk and shrunk. I think that goes for, I know that it is both here and at (School 3), that's the case. (LA2)

As for what the library work time was spent doing, all three library administrators mentioned getting rid of old books. LA1 mentioned having appealing books in the library, whilst LA2 had a more pragmatic approach:

- 8) We are concerned with that there shall be new literature. A little after the slogan that today's students shall have today's books. So I will not have, the goal is that I will not have books that are older than the oldest students. Classics and such, those will be staying, but regular types of books, they go a little out of fashion when they get thirteen-fourteen years old, they are not as interesting for the youngest students to read. So I spend a lot of time, yeah, getting rid of old books and supplying new literature. (LA1)
- 9) There is not any job instruction regarding the library. When I took over the library, I first had a formidable job with tidying up. Throw out a lot of old (books). And I have

been of the opinion that the number of books should stand in relation to the size of the job position, because the books need taking care of. (LA2)

5.3.3 Library administrators on book selection

The library administrators were asked what they thought of their libraries' selection of books, first in general, then English books in specific. Regarding the general selection, LA1 gave a very positive answer, while LA4 reported mixed feelings and LA2 gave a somewhat more negative reply:

10) I think our selection is, actually, very very good. (LA1)

11) I don't think that there are so very many books. (LA2)

12) It is a mix. I think that what we have bought this last year have been very good books, because they are on loan all the time. (LA4)

For the selection of English books, T3 reported the highest level of satisfaction, LA1 seemed to be somewhat dissatisfied, and LA2 and LA4 reported being dissatisfied:

13) It could definitely be better. It is fine the way it is now, but it shows signs of there being many old books. Many relatively thin, easily read books. (LA1)

14) I am satisfied that we have acquired books that I think can fit everyone. We have a fair bit of these graphic novels, these Percy Jackson, and very easy to read, but good. And we have books in all genres, and have invested quite a bit the last few years in English books. At the same time, we have many fewer books in English than we do in Norwegian, so we do notice that, because we are so many parallel classes here, that when four-five classes read English books at the same time, we run out of "The Amulet" and "Diary of a Wimpy Kid" and these books that many, especially boys, are looking for. So I am not completely satisfied, no. But there is a lot of good. (T3)

15) Bad. Yeah. I think it's bad, yes. (LA4)

LA4 was further asked whether they get feedback from teachers and students:

16) [...] when there was the question of if anyone had any book tips, somebody wrote "more books in English", only that. But then it becomes again that I don't prioritize them, because I need more concrete tips, or else I spend too much time looking. (LA4)

5.3.4 Prioritization and acquisition

The informants also commented on the prioritization of English books in the school libraries, as well as mentioning different limiting factors for the acquisition of English books. LA1, LA2 and T3 reported difficulties sourcing English books, with LA2 reporting mainly sourcing books from “kulturfondbøkene” (the Culture Fund Books), which is a fund allocated by the Norwegian Arts Council, which they pick up at the public library. Both LA2 and LA4 mentioned time and money as limiting factors:

- 17) [...] Because we have our own internal, this purchasing system, something called “BS undervisning”. There one can find all sorts of books, but there is little English literature suitable for the students in primary school. (LA1)
- 18) It (English books) is not prioritized as hard as Norwegian books, but had there been a stronger, had the possibility to get a hold of English books that are as, that are popular, then it would be possible to spend as much money on that as on other types of books. But a lot of the popular literature that today’s kids read is not available in English in our purchasing system. (LA1)
- 19) [...] But is is, like I have said, I have to sit down and look for it (books), read up on it. And then there is the thing, that when it’s only what I get from “kulturfondbøkene”, then it’s really somebody else who decides what I get. It’s only Norwegian books [...] When it comes to English books, there’s nothing. [...] But there’s not much from these Norwegian publishers. (LA2)
- 20) [...] But it’s a lot easier to find in Norwegian, good young-adult books. It’s the availability too. There is a lot of good young-adult literature in Norwegian that’s easy to get a hold of. (T3)
- 21) We haven’t prioritized it particularly. A lot of people ask, and recommend it, and such. But then it gets to be, when we have ordered in a lot of the new in Norwegian, then all of a sudden there is no more money. [...] But i think as well, we have to prioritize the youngest students, perhaps, before English. (LA4)

5.3.5 Teachers on availability and selection

When asked “are you satisfied with the selection of English books in the school library at this school?”, teachers 1, 2 and 4 answered in the negative. All of these pointed to a lack of variety in the libraries, which was, as previously mentioned, the opposite case for T3:

22) No, not at all. I think there is little variety. I think there are few picture books. I think that they are either too hard or too dull. So the books I think have the right level for the students I have now, they are not interesting enough. It should be - just like there’s too little modern. [...] In fact, I miss all types of books. It’s a bit outdated, what we have. (T1)

23) [...] So, just like it stands today, then, precisely because I think it is a bit lacking, myself, that there is not a big selection, then very often it becomes “I’ve read that book already”, “I’ve looked at that already”, “I’ve tried that”. So then there won’t be so much variation. (T2)

24) No. [...] there are very many of these easy readers, these small books, that you can find one of those series, with those, little books that I have used for special-education students, but little that suits the sixth grade if you are to reach “across the board” (T4)

25) [...] you saw for yourself, there’s nothing. (T4)

Both T1’s and T4’s students were in the sixth grade, so it is therefore interesting that T1 specified wanting more picture books for their students, while T4 pointed out that the picture books in the school library as being unappealing to their students:

26) [...] Yeah, well, I want more picture books, because I think picture books for the sixth grade suits nicely, when you are teaching certain topics and such. (T1)

27) [...] But those picture books are very simple, that is they are, in a way too, such topics, are too childish for sixth graders, even if they are easy to read. (T4)

5.3.6 Teachers on the role of the school library

When asked about what role the school library had in regard to the English subject, the teachers answered what they thought a school library’s role should be, and the role their school library had at the moment. Looking first at what the role should be, the teachers

differed in what they chose to focus on. T1 mentioned that the library should serve a supporting function for the teachers:

28) I think that the role of a school library should be to support what the teachers need in their teaching, regardless of subject. But we do want the students to become good readers, and that includes in English too. (T1)

T2 had a more student-centric focus, mentioning book variety and awaking reading pleasure. Their use of “tractor books” as an example here is taken from the student questionnaire, where one of the students wished for there to be books in the school library on tractors:

29) [...] it should give the students the opportunity to explore language in different ways. Meet different texts at their level. So then it's important to have suitable texts for both those who are very advanced readers, but also those who are weaker readers. I also think that it's important that we then have a selection av what types of books, not just fantasy, not just young-adult books, but also, as for example, a tractor book, or non-fiction books about specific interests. Because not everyone is really fond of reading. And then I also think that an offer of, like, comic books, which can give them that reading-pleasure, and cover that.

T3 commented that a school library should have a librarian, should be invested into, and should be an open space:

30) My opinion is that a school library should, there should be a librarian who has a little extra responsibility to get familiar, and guide the students in finding good books. There should be put money into, and invested, because one should always have new books in a library, not old. [...] And then the library has to be open, that it's in use. (T3)

T4 also mentioned that a school library should have a librarian:

31) [...] So I would wish that you had a librarian who, that we could go down there and that she, that person, maybe helped us along a bit, then it (the school library) would get a larger role. (T4)

Both T1 and T2 pointed at the lack of variety in the school library as a reason for it not currently having a larger role in the English subject. T4 reported that their students did not associate the school library with the English subject at all:

32) [...] I think we have a fantastically good library, with a lot of modern, a lot of varied content, but the English section should absolutely be better. [...] It has to become more inspiring for the students to choose English books. (T1)

33) In my English lessons, I don't even think my students would come up with (the thought) that we would go down and find English books. It is, it belongs to the subject of Norwegian [...] So that says something about how little role it has in the English lessons. (T4)

5.3.7 Teachers' input on book acquisition

There seemed to be a consensus among the teachers that English teachers in general were not specifically involved in book acquisition, but it seemed that at every school, perhaps excluding School 2, as neither T2 nor LA2 made any comments on this, the teachers had the opportunity to make requests for books to be ordered for the library, and T1 gave an example of this. As stated at the start of this chapter, T3 was in a somewhat unique position, but they reported on what any given other English teacher at the school would answer, as well as reporting that decisions on class set purchases were made by teachers collectively:

34) I'm not directly involved, but I have made some wishes, and I have had some books ordered in, and that goes for English too. Ordered some picture books last year, in English, that I used in my teaching. (T1)

35) [...] But at the same time, if that English teacher had wanted, if there was a book he wanted in the library, then he would get it, but it's not like English teachers in general are involved. Except in picking out those collective books (class sets). There they are involved. And that's, kind of, the whole (English) subject section has gone in and agreed on what we are going to go for, what to read and work with. (T3)

36) Not at all. (when referring to being asked about book purchase involvement) But i do work in the same grade as (LA4), so if I have a large need, the way is short to ask for something. But no, I have very little involvement, not on the ball, could be a lot more on the ball. Because I think that if I had asked, there could be some opportunities for me getting something. (T4)

5.3.8 Students input on book acquisition

When asked whether the students at the schools were involved in acquiring books for the school library, the library administrators at both the elementary schools (1&4) reported student participation in the acquisition of new books for the library. LA2 reported that the students were involved previously, but not any more:

- 37) Yes. When one sees that there is money available, mostly at the end of the school year, I send out a request to the contact teachers that they bring up in their classes. If there are suggestions for new books to purchase, if there are any (book) series that one thinks should be supplemented with. So the students have pretty good participation regard what type of books they want. (LA1)
- 38) Yes, a little. They get to make recommendations. Such as fifth (grade), for example, have sent a long list. And then I have bought some of it, but not everything, but yeah, selected a little. (LA4)
- 39) They (the students) were before. Then they got to make recommendations and such. Especially, perhaps, in the grade I was (working) in. That I heard if there were books they would like me to purchase and such. But now I can't be bothered to any more. (LA2)

5.3.9 Library use

The participant teachers were all asked: "Do you, as part of your English teaching, use the school library?". The answers were varied. The two primary school teachers, T1 and T2, reported little use and no use respectively:

- 40) I don't use it to a very large degree. Simply because I don't think we have good enough variety there. But I have used it at times, I have. But not enough. But, maybe once a year, that we use it very consciously, once a year. (T1)
- 41) No I don't. I have rather loaned English books at the (public) library, these small books that I have let them - so I don't use the school library, but I have used the other library, and made book cases in English. (T4)

The lower secondary school teachers reported more active use of the school library:

- 42) Yes. That is, how we use it, is that all the students are to have an English reading book, which they have selected themselves. When they have finished the book, they get permission to get a new one, and they also get permission to get a new one if they have read some part of the book they already have and they find it very boring. (T2)
- 43) I do use the school library. We read, once a year the students read their own book in English. Additionally, I am more fond of using literature in English teaching than textbooks. [...] So we use quite a bit of books in English. I find it harder to find good books in English, because the (reading) level is more varied. So there is more focus on them finding their own books. And I see that it's hard for them, because they will often choose the easiest then. (T3)

5.3.10 Alternate resources

In addition to what the school libraries had to offer, the teachers mentioned alternate text sources that they used. T2 and T4 both mentioned working together with the public library, which could supply them with cases of English books:

- 44) We also have a collaboration with the public library, which we have easy access to. So that is also, maybe, something pertinent to use more actively. And we can order book cases from there too. (T2)

When asked whether they themselves selected the books, T4 replied:

- 45) It's the librarian. So I have written a little about what needs they have and what level they are at, and then she has selected. And then I have gone a little, when we have gotten that book case then, I have shown a little, walked through a little, "you who find English hard, choose these" (T4)

Teachers 2 and 4 both commented having personally supplied books from home for the students to read. T2 reported donating books to the school library and T4 reported lending books to their students:

- 46) [...] But I have donated books. Right now we are doing a little clean-up at home, so books that I think have been appropriate and have had lying at home, those I have donated here. But these are books that I have read myself, so they are often a bit thicker and fantasy-related. (T2)

47) Very many in my class are “Harry Potter” fans, but you won’t find “Harry Potter” in English down in the library. So that could have really hooked them, so there I have actually brought “Harry Potter” books in English from home, so that they could read. (T4)

As far as online reading resources are concerned, three different websites were mentioned, two by T1 and one by T2. Skolenmin.no is an online resource for schools from the Norwegian publishing house Cappelen Damm, with digital textbooks for primary school subjects and a library of ebooks. Similar to this is “skolestudio”, Gyldendal publishing house’s arena for digital textbooks and ebooks. Lastly, “pickatale” is a resource more specifically aimed at children’s reading.

48) There were some who went down to the library, but the large majority ended up on “skolenmin”, where they have quite a bit, that is, you have a bit more variety there, that is really easy books, and you have quite hard books. So you have a pretty good span, but you don’t have an extremely good selection there either. (T1)

49) We have previously also used “pickatale” [...] it’s a very good, a good tool. But like I said, we haven’t used that this year, because we had a good deal of problems (with some students not being able to log in) with it last year. And there’s not like, super high literary quality in the books that are there, but the students did think it was fun to use. (T1)

50) But we also have, we read subject texts, which are connected to “skolestudio” mainly. Some times we have also had some short stories, which are also available on “skolestudio”. (T2)

5.3.11 Links to theory

All but one participant had comments linked to the theoretical principles of extensive reading. All the teachers were asked about this explicitly, and two of the library administrators pointed out important principles of ER without the term itself being mentioned. I will first present some quotes where the participants speak on some guiding principles in ER. Subsequently, I will present what the teachers report of their own facilitation of ER, pointing out some reported practice that goes against the theoretical principles looked at in the theory chapter of this thesis. Before the results from the teachers, LA1 gave this response, regarding the role of the school library:

51) It's to motivate and, yeah, motivate for reading independently, really. Have a selection of literature that makes it so the students can, yeah, can experience the joy of reading a book for themselves. Create reading pleasure. (LA1)

The question posed to all the teachers was: "what role do you think extensive reading to have in regard to the English subject?". One important thing to keep in mind is that the interviews were all held in Norwegian, and it would seem that there is no direct translation that is commonly used for ER in Norwegian, so I used the term in English and then added "that is volume reading of self-selected books", as a sort of caveat. Both the lower secondary school teachers answered in terms of language acquisition:

52) I think that it's important to develop the language. I think it's important, both to get a natural idiomatic flow in the language, and to get exposed to the language. Because then they acquire, at a subconscious level, grammar, they acquire dialog, they acquire visual devices, or devices that are in a text, I meant. And they get it done in a way that they have chosen themselves. And the goal is then to be able to, eventually, start to analyze and start to see what is actually in a text, and what we then can use in other subjects, English being among them. (T2)

53) Reading, I think, is important for learning language. And to learn language in the most fun way, I think. Reading, no, the English subject, such as it has been before, with glossary and grammar, I am highly critical of, because I don't think it has that much effect. And it, plus it kills all motivation. But if you can manage to awaken reading pleasure, then I think that they reach much further in to the language learning. And that's what I see too, that is, that when you are learning English, it often so that, you manage to learn some of the basics, and then there's that flow that's often missing, the flow of the language, you can't get that without reading. Not in Norwegian and not in English. (T3)

The primary school teachers both reported positivity towards ER in the English subject, but they both reported that due to large gaps in reading ability and lack of variety in the available reading material, they found it challenging to facilitate:

54) I think it's very nice to use extensive reading in the English subject. You can weave together many different things in the reading. And it's also good for them to read, and practice endurance. [...] Because you can visit grammar, you can visit different topics that you're on. [...] Or you can use the book to talk about genre and writing. It opens

up for a lot of good conversation and such. So I try to have a project every year with extensive reading, but I think it's challenging if we are going to have a collective project, because we don't have enough books, we don't have class sets of books. I don't even know if the public library has, I'm a bit unsure about that. And I think it's challenging when they are going to find something at their level, because there is incredible variety at what level they are at, within the classes. (T1)

It's interesting that T1 mentioned class sets when talking about extensive reading, as T4 reported having tried collective reading with their students, with little success:

55) The only thing we've done with extensive reading is when I have loaned these books (from the public library). And we have, we tried to read "the Witches", by Roald Dahl in English together, but that didn't work. Because we had too many who fell off even if we read aloud, and talked about it, and such, because there are too many weak (readers). (T4)

T4 then goes on to explain a large gap in language level in their students due to differences in linguistic background, and stating this as a reason for not being able to do much ER.

56) [...] So I had a problem that there was a group who fell, a pretty large group now, who fell off. So therefore we couldn't do it. So it (ER) has really gotten a small role. (T4)

At the start of the interview, T4 had reported previously working at a lower secondary school, so I asked them about ER from their previous experience:

57) At the lower secondary school, there we had a lot of extensive reading. But that was because they were older, they had longer capacity, and there was a good school library, so that they could choose, if they wanted to choose, let's say, "Harry Potter" and read that, or if they chose a bit simpler book, then they could do that. But we didn't have the same student composition, in the same way that we have here. (T4)

The teachers were also asked "in what ways do you facilitate extensive reading in English?". All the teachers shared some ER practice that they had done. T1, T2, and T3 also mentioned supplementary or follow-up exercises to the reading:

58) This year's project, which was before Christmas, then I let them choose completely on their own. [...] Then the goal/aim was for them to write a book review of the book they

had chosen and present it to the class. So they got to, in a way, choose at their own level. (T1)

59) Right now, we have allocated, every single week, 10 minutes of reading on Thursdays. [...] But we also have, we read subject texts, which are linked to “skolestudio”, mainly. Some times we have also brought out some short stories, which are also available on “skolestudio”, and we have worked with some exercises related to these then. And we have also made it so that if they finish early with something, they also have the opportunity to read. (T2)

60) I teach both Norwegian and English, and when we have Norwegian, (and they are instructed to read their book, they get the option whether to read in an English or a Norwegian book). When we’re reading in English, they have to choose a book in English, that is, if we are working with a book that they are going to have a presentation, book conversation, things like that, we have started doing this now. We are going to have a book circle, or book presentation. So everyone needs to have an English book. But reading in itself, that, in every subject, I am very concerned with. (T3)

61) [...] So that’s what I have done is I have, yeah, started with them reading for about 20 minute, so they get to choose a book (from the public library book crate), and then we read that for 20 minutes, and we did for for around a month and a half, or something like that. (T4)

I asked T1 what feedback they had gotten from their students regarding ER, if they had liked it:

62) Some have liked it a lot. Some have thought there is a bad selection of books. Some of my good readers, who for example have read a lot of “Harry Potter” in Norwegian, they wanted to read “Harry Potter” in English, and then all of a sudden what was in the school was only a short excerpt, only a small part of the book, while they wanted to read it all. (T1)

T3 had mentioned that their students had to read at least one English books a year, so I asked them to tell me about the frames around this, whether there was exercises during or after reading. In this response is the only time that the curriculum, LK 20, was mentioned:

63) Yes. Always after-work or during-work. I, we usually have either subject conversations, or book presentations, or things like that. There are very many

(competence) aims that entail, in a way, reading and talking about texts in the English (subject). (T3)

5.3.12 Questionnaire comments

All the informants commented on the student questionnaire that was done at their respective schools. Of all seven informants, only LA1 was not directly involved with teaching the class that did the questionnaire. T1, LA2, and LA4 all commented that there was probably some erroneous reporting done by the students regarding the amount of time they got to read every week, as the students should have answered more than they did. T4 also reported some discrepancy between how often the students used the library and what they reported:

64) [...] And with me and my students, they get fifteen minutes at the start of every school day to read. And I have then told them that if they read Norwegian or English, they are free to choose. (T1)

65) [...] And I am therefore a little surprised that so many in the survey answered that (they get zero to fifteen minutes on average a week). So then it's a little like, we have to take it with a pinch of salt what they have answered. (LA2)

66) [...] That I think most of them have written too little, maybe they have thought a day, when they wrote 0-15 minutes, I think. (LA4)

Both LA2 and T3 commented one way that their respective classes were not representative of the whole of the school, based on their being the contact teacher of the class. In the case of LA2, it was regarding whether the students knew who was responsible for getting books for the library. In T3's case, it was regarding the amount of reading, and which books the students had on loan from the library:

67) It's the class that I am the contact teacher in. I'm sure that, had you asked any of the other eighth grade classes, nobody would have known. (LA2)

68) [...] I don't know if that class is, perhaps a little characterized by me being, like, a reading person. It's not sure that all the classes would answer that they read as much, and have both English and Norwegian books in their shelf. Because that, yeah, depends on the teacher. (T3)

5.3.13 Wishes

All the informants commented that they would like for there the be a “proper” librarian hired at the school, except T1 and LA2. In the case of LA2, they rather wished for more time, for a larger portion of their work hours to be dedicated to library work, so that they could fill that position and take the necessary responsibility themselves.

- 69) It would be to have a librarian in a pretty large position, who could deal with marketing, and with purchasing of books, and with helping students find good and motivating books. (LA1)
- 70) I mean that a school library should, there should be a librarian there who has some extra responsibility for getting familiar with (the literature), and guiding the students in finding good books. (T3)
- 71) I would wish that I had more time, time to market the library. Market new books, for example. Perhaps go around and tell the classes about different books. Purchased more books, but it’s just that it takes too much time, and I can’t be bothered doing volunteer work any more. (LA2)

5.3.14 Teachers and library administrators reading habits

Finally, every one of the informants reported being a reader themselves. Some of them reported this emphatically, and it was clear that reading is something they all saw as very important. Most informants reported reading both in Norwegian and English, excepting LA1 and LA4, who informed me, outside of the recorded interviews, that they did not read in English:

- 72) [...]because now I read, I don’t know if I read a hundred books a year, but well over fifty books a year. In English. (T1)
- 73) I’m the one who read twice as much as the rest of the class read all together. So I am very fond of reading. I, it’s my biggest hobby in my spare time, so I read every day, and it’s mainly in English. (T2)
- 74) I very much like to read. I read every day. I read anything I come across. (LA2)
- 75) [...]I’m very fond of reading. I’ve always like reading [...] I have real reading pleasure and try to infect my students with that, so we have read some books together, we have. (T4)
- 76) I am a reading-creature. I read a lot myself, both children’s books and adult books. Yeah. Run after people with books. (LA4)

6.0 Discussion

In this chapter, I shall discuss some of the most interesting findings from the data collected.

This data was collected with the aim of answering the research questions:

1. What perceptions do school library administrators hold towards the availability, importance and selection of English books in Norwegian primary and lower secondary school libraries?
2. What perceptions do English teachers hold towards the availability importance and selection of English books in Norwegian primary and lower secondary school libraries?
3. How do English teachers utilize school libraries as part of the English subject?
4. How are English books prioritized in these libraries?

I will draw some lines between, and compare the findings from the different sets of data collected, as well as make some connections between what has been presented in the theory and previous research chapters, and make some inferences about the state of school libraries as well as offer some suggestions for changes to practices that these findings could suggest. The chapter is divided into three main sections, titled after which research questions they are aiming to answer, with the first section including both RQ 1 and 4.

6.1: Research questions 1 and 4

Time spent on library administration

Just like the library administrators from Solheim (2020), it is clear that the allotted time for library work was varied in the different schools, with one single hour weekly for School 2, and somewhat more fluctuating, depending on needs and opportunities, at the primary schools 1 and 3. Even though the sample size of this study is quite small, it is nonetheless interesting to compare the satisfaction rate with the school library administrators regarding the selection of English books. It was 20% in Solheim (2020, p. 55) and 25% in this study (again pointing to T3 having some measure of responsibility for the school library). One interesting difference is that none of the library administrators from this study reported working more than the allotted time doing library work, compared to the 90% from Solheim's (2020) study (p. 53). This is natural in the case of LA1, who reported there not being any set amount of time for library work, but rather there being given time when needed. One interesting thing to mention, however, is that it seems clear that LA2 has previously spent more time doing library work

than their allotted single hours a week, twice reporting that they can no longer be bothered to work “dugnad” (a somewhat untranslatable Norwegian word, roughly meaning volunteer work). One thing that seems clear, however, is that none of the three library administrators had sufficient time for running the school library.

Book volume

One further point of comparison to Solheim (2020) can be made when it comes to the library mappings of the available English books for loan at the participant schools of both studies. School 3 from this study has done what none of the schools managed in Solheim’s study, namely have more English books than it had students. It is important to point out, however, that all ten schools from Solheim’s study were primary schools, as opposed to the mix of primary and lower secondary schools in this study. It could be argued that it is the natural way of things that the two lower secondary schools would have a higher rate of English books per student, as more of these students will have the English language capability required to read English books on their own. All the same, it is somewhat worrisome to see the results from School 4, with 80 English books, at a rate of 0.15 books per student. Both LA4 and T4 were on the same opinion, that the English selection was poor at School 4, which makes it very interesting that fewer than half of T4’s students reported the selection being bad or very bad in the questionnaire, with the most common response being that the selection was OK and two students claiming it to be better than OK. This poses an interesting question as to the reason behind these results, which I believe to be one of two things: either the students were unreliable informants, perhaps afraid of being too critical, or simply being unaware of what a good selection of English books would be, having only known the one school library.

Prioritization of English books

As previously mentioned, Naqvi interviewed five primary school English teachers for their 2020 thesis. Regarding the question of whether reading in English was prioritized at the teachers’ schools, all five responded that their schools did not prioritize reading in English. (Naqvi, 2020, pp. 28-30). This would definitely seem to be the case at both the primary schools looked at here, although due to the discrepancies between student reports from the questionnaires and the teachers’ comments, it is difficult to make any hard claims about the actual day-to-day reading practice of the different schools. One possibility for English reading not being prioritized can be that these schools would rather focus on L1 literacy development

as being more important, with the national curriculum pointing out the Norwegian subject's particular responsibility for reading instruction, and specifying that the first reading instruction is to take place in the students' L1 (Ministry of Education and Research, 2019, p. 5). Still, students in Norway are required to take a national test in grade 5 in English, where they will have to be somewhat prepared to encounter texts dissimilar from what is found in textbooks.

6.2: Research question 2

Challenges of ER in schools

In the chapter on previous research, we looked at some limiting factors for ER implementation in schools. I would like to divide these factors into two categories: factors largely outside of the teachers' control and factors that are intrinsic to the teachers. I will start by discussing the former and address the latter further on in this chapter.

Factors largely outside the control of the teachers include: paucity of material, time or funds available and syllabus constraints (Maley, 2010). Furthermore, Maley (2010) comments on the need for control found in schools as institutions (p. 136), and Fenton-Smith (2011) points out the potential harm that this entails, mentioning "decreasing motivation due to boredom, or hampering opportunities to read due to a heavy additional workload" (pp. 59-60). T1, T2, and T3 all agreed that their schools' libraries had a lacking selection of English books, and at all of these schools it would seem that this was a limiting factor for ER. T3 also mentioned there not being enough of the books that typically boys would go for. As for lack of funding, this seems to be more varied from school to school, from LA1 claiming that the spending on books could be split equally between Norwegian and English books, to LA4 reporting the money all being spent on Norwegian material, leaving nothing for English books. Lack of time and syllabus constraints as limiting factors for ER also seems to be varied among the schools looked at, with T4 commenting on the few hours of English class weekly and T3 being the only one to mention the competence aims from the English curriculum.

One of Day and Bamford's (2013) characteristics of ER is "*Reading is its own reward*. There are few or no follow-up exercises after reading." (p. 8). In practice however, "we know that follow-up activities that require students to report on their reading are a common feature of ER courses" (Fenton-Smith, 2011, p. 50). This is evident from the teacher interviews, with

teachers reporting several different follow-up exercises, including book reports, book presentations and book conversations. The teachers did not specify the scopes of these exercises, so it is difficult to determine the degree to which this can affect the students' motivation and time for reading. It is still interesting to see that teachers 1, 2, and 3 all mentioned these exercises when being asked how they facilitate ER in English.

There are two limiting factors intrinsic to the teachers that were presented in the previous research chapter, these being: lack of understanding regarding ER and “apprehension on the part of teachers, who find it impossible to stop teaching and allow learning to take place” (Maley, 2010, p. 150). In the interviews, all of the teachers reported a positive attitude towards ER, yet the teachers, when asked about ER specifically, all reported different practices that go against the characteristics of ER. Again, I will refer to Day and Bamford's (2013) list of ER characteristics. Point 7 claims that “reading is individual and silent” (p.8). Both T1 and T4 went to the idea of class sets and collective reading, although they both did share experiences of having facilitated reading where the students were fully free to select books based on their own interests and levels. As for apprehension on the part of teachers, this is perhaps best exemplified by T3, who was very cognizant of the efficacy of reading in regards to language acquisition, but who still reported to always have supplementary exercises during or after reading. This can be the result of two different factors, or a combination of these. Either it is a lack of information of ER, free voluntary reading and other theoretical frameworks or approaches and what characteristics these entail, or it is the result of the teacher feeling bound to what the competence aims of the curriculum state. I believe it to be a combination of these.

Narrow reading

As a subsection of ER, narrow reading as an approach entails many of the same characteristics as ER, but with a focus on reading many works in the same series and/or by the same author. This has been shown to recycle vocabulary and turns of phrase, as well as characters and backgrounds, all of this serving as scaffolding for the reader (Bryan, 2011). This also falls in line with the second stage of compelling comprehensible input, which “consists of self-selected recreational reading. The reading is narrow, focusing only on favourite authors and genres, and topics of deep interest to the reader” (Krashen & Bland, 2014, p. 3). It would seem apparent, both from Nilsen (2023) and the teachers interviewed for

this project, that students at Norwegian primary and lower secondary schools are keen on reading popular book series. T1 and T4 both mentioned students wanting to read “Harry Potter”, which they did not find in English in the school library. As the most successful book series of all time, and highly popular internationally, it would be very natural for these books to be available in school libraries in their original English form. T3 also goes on to mention other popular book series, such as Dav Pilkey’s “the Diary of a Wimpy Kid”, which was also found to be among the most popular choices in Nilsen’s (2023) project (p. 78).

Bearing this notion of narrow reading and book series in mind, one of the hindrances for library administrators to have a good selection of English books is a lack of information about what books to purchase (Solheim, 2020), and this is something that LA3 touches on as well, claiming that getting feedback from teachers wanting “more books in English” is not sufficient, as they would then have to spend too much time figuring out what to acquire. The solution seems simple; look at what books and series are popular among the students in Norwegian. I would posit that most of these are originally written in English, based on both personal observations from my professional life as a teacher, as well as what other, recent reports from the Norwegian school context reports (Nilsen, 2023; Naqvi, 2020). If Kazu Kibushi’s “Amulet” series is highly popular in its Norwegian translation, it is probably a good choice for helping to grow the English section of the school library. This book series is also made up of graphic novels, which is something that will be discussed further, on boys and book selection.

Reading material favored by boys

To start off this point of discussion, the call to action from Birketveit et. al. (2018) will be repeated, as this, together with the aforementioned general reading preferences of boys (Smith & Wilhelm, 2002) and Hennig’s (2019) recommendation of non-fiction and other literature popular with boys lies at the heart of the issue:

There is a need to upgrade school libraries especially in primary schools with new, exciting material in English. The visual genres (graphic novels, comics, cartoons, picture books, and richly illustrated books) give ample visual support to the verbal text, and should be available in English in the school libraries together with a wide variety of other English language books. (Birketveit et. al., 2018, pp. 19-20)

There were large differences found in what the school libraries had available when it comes to these categories. Birketveit et. al. (2018) specify primary schools, but as T3 points out, these visual genres are still very popular with lower secondary school students, especially boys.

This is why it is somewhat disheartening to not find a single picture book, graphic novel, manga or comic book at School 2. School 4 did have some picture books, but like T4 reports, these are more thematically suited to very young children. School 3 had the best selection of these visual genres, also being the only school to have manga in English, but T3 still reports a paucity of copies of the books from series that particularly boys find interesting. These numbers seem to mirror the findings from Solheim (2020). As for non-fiction, both primary schools, who had over 500 students each, had only 15 of these in their library. School 2 was an interesting outlier in this regard, with 43.8% of the available English books being non-fiction. Although that library had a large amount of non-fiction books, these were all in the same format, of similar length and language level, being mostly made up of biographies. I would then argue a lack of variety in terms of subject matter, style, and language level when it comes to non-fiction here. All in all this adds up to school libraries not catering to boys' English language reading needs and preferences.

6.3: Research question 3

Wishes for a librarian

Perhaps the point of most agreement found through all the interviews, was that there was a wish at every school to have a librarian hired. Up to this point in the thesis, the term “library administrator” has been used when referring about the informants for this project. The reason for this is that none of the participant schools had what could be called an actual librarian. None of the library administrators ever called themselves this, and none of the participants had school library work as their main responsibility. These were teachers or school administrators who had the library responsibility “on the side”. The perceived benefits of having a librarian whose main focus was actually on library work were plentiful. From what the informants reported, a librarian could/should be able to do the following things:

1. Motivate the students to read, through getting familiar with the popular literature and guiding the students to make good book choices.
2. Spend the time necessary to make good decisions as to what books to acquire for the library, be up to date on children's and young-adult literature.
3. Market the library to a larger degree than it currently is being marketed. Visit the classes and telling the students about good books.

One further point that LA4 brings up is the benefits of having the librarian in the library, both to assist with finding books and registering the loaning of these in the library's system. This

could be very pertinent, indeed, to school 3, where the students require the help of an adult when loaning books, and especially at school 2, where the library is locked to students unaccompanied by an adult.

Library use

Looking at the results of the student questionnaire, there is a large spread of reported frequenting of the school library, both within and across the different classes who took the questionnaire. As has been commented on, however, these results must be taken with a some reservations, as there seems to be a discrepancy between what the students report and the practice that teachers report in the interviews. Possible unreliable student informants aside, it is clear that at most of the schools, the school library does not play a large part in the English subject. The exception here being School 3, which is perhaps not surprising, due to its much larger selection and number of books. The teachers at the remaining three schools seem unanimous in that they would prefer to utilize the school library to a larger degree in their English teaching, but that the poor selection of suitable material makes this challenging. For this point, it is more appropriate to look at the questionnaires for what the students at these schools thought about the selection of English books, which was, generally, middling to bad.

Alternate resources for reading material

The one alternate resource for reading material that was mentioned by more than one participant was the local public library. The opportunities that this library offer are for the students to make a field-trip to the library, to borrow from its selection of English books, and the possibility for the library to provide book cases for the schools to have on loan. Both of these are nice, but neither is perfect. The schools were all located in a way that a trip to the library would be feasible, but for some of the schools, this would mean taking a large chunk out of a school day or taking an entire school day to visit. For book cases, this would still present the students with a somewhat limited selection of books, but in such cases as in School 4, this could be preferable to what selection is found in the school library, as the librarian(s) at the public library can choose what books to include according to what needs and interests the teacher informs them of. As for the online sources mentioned, these had other issues commented on, such as unreliability of use, limited selection, and questionable literary quality of texts. One possible issue here is the factor of the licensing cost of popular

books and series.

6.4 Limitations

The very nature of this research project is mainly qualitative. This has its benefits and drawbacks, as having only four participant schools studied limits what inferences one can make about the state of school libraries in Norway's primary and lower secondary schools in general. The benefit is that a more detailed, descriptive look can be taken into the attitudes and opinions of the informants. The MA thesis in itself makes for further limitations of scope, and there are surely data, analyzed or otherwise from, for instance, the interviews, that I have not included in this thesis that could be interesting to the field, but have not been included for discussion here. The data that has been included has been judged to be the most salient, yet all the remaining data are open for further investigations by any researcher who would be so inclined.

7.0 Conclusion

This study sought to answer the following research questions:

9. What perceptions do school library administrators hold towards the availability, importance and selection of English books in Norwegian primary and lower secondary school libraries?
10. What perceptions do English teachers hold towards the availability importance and selection of English books in Norwegian primary and lower secondary school libraries?
11. How do English teachers utilize school libraries as part of the English subject?
12. How are English books prioritized in these libraries?

This was done through a mixed-methods approach collecting data from four participant schools. The data were collected by library mappings, student questionnaires, and interviews with school library administrators and teachers.

The perceptions towards the availability, importance and selection of English books was found to be quite low in three of the four participant schools, which was reflected in both the library mappings and the interviews with teachers and school library administrators. The teachers interviewed all spoke to the importance of ER in the English subject, and lack of selection of English books in school libraries was found to be a limitation to their use of the school library, and thus the use of ER. Furthermore, similar challenges to those found in Maley (2010) and Fenton-Smith (2011) regarding a dissonance between what is described as best practices for ER (Bryan, 2011; Day & Bamford, 2013; Stoller, 2015) and the practices reported by teachers. Limitations for the acquisition of English books reported by library administrators included a lack of information about English books, a lack of time, and a lack of avenues of purchasing popular English books. A lack of prioritization was reported in School 4, which had the poorest selection of English books out of every school in the study. Books that are generally thought to appeal to boys (Hennig, 2019; Smith & Wilhelm, 2002) were not found in great numbers in three of the four schools, with an especial lack of books in visual genres like graphic novels and manga (Birketveit et. al., 2018). This all seems to point to a lack of prioritization for English books,

The research can open up for further avenues of research in the field. A broader overview of the country's school libraries, how many have a proper librarian hired, how much time is put into them, how rich is their selections of English literature, and so on, could be highly interesting to explore in future, more qualitatively focused research. Likewise, a qualitative study looking at English teachers' awareness of extensive reading principles and use of ER could be of value.

Extensive reading is seen to be the best, and most enjoyable, method for second language acquisition (Maley, 2010), yet at three of the four schools looked at in this study, the school library did not seem to be able to accommodate ER in English. The implications of this is for teachers and schools to either be vocal in a wish to prioritize English books in the school library, preferably a school library with a proper librarian position filled, or to look for other avenues of acquiring text for ER use in the classroom, such as online resources and public libraries.

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Appendices

Appendix A: Student questionnaire

1. Hvor ofte leser du bøker på fritiden?
How often do you read books in your spare time?
2. Hvor ofte leser du engelske bøker på fritiden?
How often do you read English books in your spare time?
3. Hvor bra mener du skolebibliotekets utvalg av norske bøker er?
How good do you think the school library's selection of Norwegian books is?
4. Hvor bra mener du skolebibliotekets utvalg av engelske bøker er?
How good do you think the school library's selection of English books is?
5. Hvor ofte bruker du skolebiblioteket?
How often do you use the school library?
6. Hvor mye tid i gjennomsnitt får du til å lese selvvalgt bok på skolen i uken?
How much time on average do you get to read a self-selected book at school per week?
7. Hvor mye tid i uken bruker du på å lese en selvvalgt engelsk bok på skolen?
How much time a week do you spend reading a self-selected English book at school?
8. Hvor mye tid i uken bruker du i gjennomsnitt på å lese engelske bøker hjemme?
How much time a week do you spend reading English books at home on average?
9. Hvilke bøker har du på utlån fra skolebiblioteket? (norsk bok/ engelsk bok/ begge deler/ ingen)
Which of these do you currently have on loan from the school library? (English book/ Norwegian book/ both/ neither)
10. Vet du hvem som har ansvar for å skaffe bøker til skolebiblioteket?
Do you know who is responsible for acquiring books for the school library?
11. Kommer du på en bok, tegneserie eller manga på engelsk som du skulle ønske skolebiblioteket ditt har?
Can you think of a book, comic book or manga in English that you wish your school library had?
12. Har du noen andre kommentarer?
Do you have any other comments?

Appendix B: Library Administrator interview guide.

Hva er jobben din her på skolen?

What is your job here at this school?

Hvilken tidligere arbeidserfaring i skole har du?

What is your previous work experience in schools?

Hva er ditt personlige forhold til lesing? Hvem er du som leser?

What is your personal relationship with reading? Who are you as a reader?

Cirka hvor mye tid i uken bruker du på arbeid med/i skolebiblioteket?

Approximately how much time do you spend weekly on work with/in the school library?

Hva innebærer arbeidet ditt med skolebiblioteket?

What does your work with the school library entail?

Hva synes du om skolebibliotekets utvalg generelt?

What do you think of the school library's selection in general?

Hva synes du om skolebibliotekets utvalg av engelske bøker?

What do you think of the school library's selection of English books?

Hvordan prioriteres anskaffelsen av engelske bøker til skolebiblioteket?

How is the procurement of English books prioritized for the school library?

Hvordan "markedsfører" du skolebiblioteket til elever og lærere?

How do you "market" the school library to students and teachers?

Hva mener du skolebibliotekets rolle er?

In your opinion, what is the role of the school library?

Hvor fornøyd er du med bruken av skolebiblioteket blant elever og lærere?

How satisfied are you with students' and teachers' use of the school library?

Er elevene involvert på noe vis i anskaffelsen av bøker til biblioteket?

Are the students in any way involved in the acquisition of books to the library?

Er det noe du kan tenke deg som ville ført til økt bruk av skolebiblioteket?

Can you think of anything that would lead to an increased use of the school library?

Har du noen kommentarer til spørreundersøkelsen som elevene har svart på?

Do you have any comments regarding the questionnaire that the students have answered?

Hva vet du om den nye skolebibliotekskoordinatoren?

What do you know about the new school library coordinator?

Er det noe du ønsker å tilføye, som jeg ikke har spurt om, men du mener jeg bør vite?

Is there anything you would like to add that I didn't ask about that you think I should know?

Appendix C: Teacher interview guide

På hvilket trinn er du engelsklærer?
Which grade do you teach English?

Hvor lenge har du vært lærer?
How long have you been a teacher?

Hvor lenge har du jobbet her? Hvilken tidligere erfaring har du?
How long have you worked here? Which earlier experience do you have?

Hva er ditt personlige forhold til lesing? Hvem er du som leser?
What is your personal relationship with reading? Who are you as a reader?

Er du også kontaktlærer for denne klassen?
Are you also the contact-teacher for this class?

Bruker du, som del av din engelskundervisning, skolebiblioteket? Hvordan da?
Do you, as part of your English teaching, utilize the school library? How so?

Er du fornøyd med utvalget av engelske bøker i skolebiblioteket?
Are you satisfied with the selection of English books in the school library?

Hvilken rolle mener du ekstensiv lesing har med tanke på engelskfaget?
In your opinion, what is the role of extensive reading when it comes to the English subject?

På hvilke måter tilrettelegger du for ekstensiv lesing i/på engelsk?
In which ways do you facilitate extensive reading in English?

Hvilken rolle mener du skolebiblioteket har med tanke på engelskfaget?
In your opinion, what is the role of the school library when it comes to the English subject?

Er du involvert i anskaffelsen av bøker til skolebiblioteket?
Are you involved in the procurement of books to the school library?

Har du noen kommentarer med tanke på svarene fra spørreundersøkelsen?
Do you have any comments regarding the answers from the questionnaire?

Er det noe jeg ikke har spurt om som du tenker jeg bør vite om?
Is there anything you would like to add that I didn't ask about that you think I should know?

Appendix D: Sikt approval note

Vurdering av behandling av personopplysninger

03.01.2024

Referansenummer

368507

Vurderingstype

Standard

Dato

03.01.2024

Tittel

The attitudes and beliefs held by English teachers and school library administrators regarding the availability, and utilization, of English books in school libraries.

Behandlingsansvarlig institusjon

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for grunnskolelærerutdanning, idrett og spesialpedagogikk

Prosjektansvarlig

Nina Lazarevic

Student

Nicholas Raugstad

Prosjektperiode

11.12.2023 - 11.12.2024

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 11.12.2024.

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. 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, nettspørreskjema, 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 E: Interview transcripts

Appendix E1: Teacher 1 transcript

Teacher 1

R: Hallo

T1: Hei

R: Da starter vi bare. Det første spørsmålet mitt til deg i dag er: på hvilket trinn er du engelsklærer?

T1: Jeg er engelsklærer på sjette trinn.

R: Og hvor lenge har du vært lærer?

T1: Jeg har vært lærer i fjorten år.

R: Og hvor mange av disse årene har vært på denne skolen?

T1: Jeg er på det femte året mitt nå.

R: Og før dette, har du jobbet i barneskolen, eller?

T1: Jeg har, i de fjorten årene jeg har jobbet som lærer, har jeg kun jobbet på barneskolen.

R: Er du kontaktlærer for den klassen hvor du underviser i engelsk?

T1: Det er jeg.

R: Da er det over til det som er fokus for denne forskningen, det er jo skolebibliotek. Så da lurar jeg på: bruker du, som en del av din engelskundervisning, skolebiblioteket, og hvordan bruker du det?

T1: Jeg bruker det ikke i en veldig stor grad. Rett og slett for jeg synes ikke vi har god nok variasjon der. Men jeg har brukt det til tider, jeg har det. Men ikke nok. Men, kanskje, en gang i året, at vi bruker det veldig bevisst, en gang i året.

R: Det går litt inn i neste spørsmål, som er om du er fornøyd med utvalget av engelske bøker i skolebiblioteket.

T1: Nei, ikke i det hele tatt.

R: Nei, kan du si noe mer om det?

T1: Jeg synes det er lite variasjon. Jeg synes det er lite bildebøker. Jeg synes at enten så blir de for vanskelige eller så blir de for kjedelige. Så de bøkene jeg tenker har mye rett nivå til de elevene som jeg har så er de ikke interessante nok. De burde vært - akkurat som det er for lite moderne, altså, ja.

R: Så du savner en litt sånn mellom-ting, mellom de bøkene som er for de aller minste og de bøkene som er for de aller sterkeste leserne?

T1: Eh, ja, altså jeg ønsker meg flere bildebøker, for jeg synes bildebøker til sjette klasse fungerer fint det, når du skal ha om enkelte tema og sånn. Så vi har lite bildebøker, og det er vanskelig å få tak i bildebøker, til og med, gode bildebøker på [det offentlige biblioteket] er ikke lett å få tak i. Og så savner jeg, litt sånn, de medium... Egentlig savner jeg alle bøker. Det er litt utdatert, det vi har. Ja.

R: Interessant. Hvilken rolle mener du at ekstensiv lesing, altså mengdelesing av selvvalgte bøker har med tanke på engelskfaget?

T1: Jeg synes det er veldig fint å bruke ekstensiv lesing i engelskfaget. Du kan flette mange ulike ting inn i lesingen. Og det er jo godt for de å lese, og øve på utholdenhet. Jeg kan komme tilbake med det jeg synes er utfordrende med det, kan ta det på slutten. For du kan komme innom grammatikk, du kan komme innom temaer som du har om. Du kan flette det inn i temaer du har. Eller du kan bruke boka til å snakke om sjanger og skrivning. Det åpner jo for mye god samtale og sånt. Så jeg prøver å ha et prosjekt hvert år om med ekstensiv lesing, men jeg synes det er utfordrende hvis vi skal ha et felles prosjekt, for vi har ikke nok bøker, vi har ikke klassesett med bøker. Det vet jeg ikke om [det offentlige biblioteket] har en gang, er litt usikker på det. Og så synes jeg det er utfordrende når de skal finne noe til sitt nivå, for det er utrolig variasjon av hvilket nivå de er på, innad i klassene.

R: Ja. Du har jo svart litt på det, på neste spørsmålet mitt: på hvilke måter tilrettelegger du for ekstensiv lesing i engelsk. Men du sier du prøver å få til et prosjekt hvert år

T1: Årets prosjekt, som var før jul i år. Da lot jeg de få velge helt selv. Vi satt av en god del uker, hvis ikke nesten måneder, der de skulle stillelese så og så mye i løpet av en engelsktime. Det var noen som gikk ned på biblioteket, men de aller fleste endte opp på skolen(min.no?), der de har en god del, altså, der har du litt mer variasjon, altså kjempelette bøker, og så har du ganske vanskelige bøker. Så du får et ganske godt spenn, men du har ikke et ekstremt utvalg der heller. Men da fikk de velge i forhold til hva de hadde lyst å lese. Så var målet at de skulle skrive en bokomtale om den boka de hadde valgt og presentere den for klassen. Så da fikk de på en måte valgt på sitt eget nivå. Så i år fikk de velge. Vi har tidligere òg brukt pickatale(.com), men der har vi hatt problemer med innlogging, i hvert fall i fjor. Det var enkelte elever i hver av klassene på trinnet som ikke fikk logget seg inn der på grunn av en feil-

R: Eh, okay, pickatale, hva er det? Det har jeg ikke hørt om.

T1: Det er en app, eller nettside, som [kommunen] har kjøpt inn, på vegne av skolene, der mange av bøkene er, altså, de aller fleste bøkene har audio, de aller aller fleste. Men i tillegg så er det en god del av de som har sånn at du ser, altså at hvert ord som blir lest blir markert med en farge, litt som karaoke-lesing. Og så har, altså, det er jo vanlige bøker, men, ordene blir gule ut mens de blir lest. Så det er en veldig god, et godt verktøy. Men som sagt, det har vi ikke brukt i år, for vi hadde en god del problemer med det i fjor. Og det er ikke sånn, super høy litterær kvalitet på de bøkene som er der, men elevene synes jo det var kjekt å bruke det. Så ja, prøver å tilrettelegge til at en gang i året så får de bruke det, men ja, synes det er utfordrende å finne nok bøker i forskjellige vanskelighetsgrader.

R: Eh, hva, hva tenker du, hva tilbakemeldinger har du fått fra elevene når dere har hatt ekstensiv lesing prosjekt i engelsk? Har de likt det?

T1: Noen har likt det kjempegodt. Noen synes det er dårlig utvalg av bøker. Noen av mine gode lesere, som for eksempel har lest mye Harry Potter på norsk, de ville lese Harry Potter på engelsk, og så, plutselig var de som lå på skolen bare et lite utdrag, bare en liten del av boka, mens de hadde lyst å lese alt. Så har vi ikke den boka på engelsk, og så vil de i tillegg ha den illustrerte utgaven, sant, de er litt, de skal få lov til å være litt kresne de også, sant? Altså ønsker, som jeg ikke alltid helt kommer til. Og så er det noen som synes at å lese er helt ræva, kjempekjedelig. Så du har hele spekteret.

R: Takk. Da lurer jeg på, hvilken rolle mener du skolebiblioteket har med tanke på engelskfaget?

T1: Hva det har i dag så synes jeg at skolebiblioteket her på skolen skulle hatt mer, det har jeg jo vært innom tidligere i intervjuet. Jeg mener at rollen til et skolebibliotek burde være å støtte det lærerene trenger i undervisningen, uansett fag. Men vi ønsker jo at elevene skal bli gode lesere, og det gjelder jo òg i engelsken. Og da må det være et godt tilbud. Jeg synes vi har et utrolig godt norsk tilbud her på skolen, men vi har et altfor dårlig engelsk tilbud. Så jeg er jo kjempefornøyd med den norskdelen på skolebiblioteket, jeg synes vi har et fantastisk bra bibliotek, med mye moderne, mye variert innhold, men den engelskdelen burde absolutt blitt bedre.

R: Er du involvert i, på noen slags måte, i anskaffelsen av bøker til skolebiblioteket?

T1: Jeg er ikke direkte involvert, men jeg har kommet med noen ønsker, og jeg har fått noen bøker bestilt inn, og det gjelder òg i engelsken. Bestilte inn noen bildebøker i fjor, på engelsk, som jeg brukte i undervisningen.

R: Ja. Har du noen kommentarer med tanke på den spørreundersøkelsen som elevene dine gjorde?

T1: Ja. Den ene kommentaren jeg hadde, den sendte jeg til deg på mail. Og det var hvor mye tid, var det det det stod?

R: Elevene får til å lese?

T1: Hvor mye tid i gjennomsnitt får du til å lese en selvvalgt bok på skolen i uken. Og hos meg og mine elever får de femten minutter hver dag i begynnelsen av skolen til å lese. Og da har jeg sagt at om de leser norsk eller engelsk, så kan de velge der. De står fritt til å variere. Det er det få av de som gjør, så jeg lurer på om mine elever har svart litt varierende der. Med tanke på, ja, de har jo muligheten til det, men de bruker den ikke. Så det tror jeg er den eneste jeg har, i forhold til kommentarer.

R: Du har tidligere jobbet på en annen barneskole. Var du òg engelsklærer der?

T1: Ja. Jeg har vært engelsklærer i nesten alle de fjorten årene jeg har jobbet.

R: Ja. Hadde du et annet forhold til lesing av engelskbøker på den skolen, eller var det, ser du en forskjell i tilgjengeligheten eller utvalget av engelskbøker?

T1: Jeg synes vel alltid det har vært et dårlig utvalg. Men den største forskjellen for meg er etter jeg tok engelskstudie i fjor. Da, bare sånn, ja, yes. Hvor viktig det er. Akkurat da fikk jeg på en måte trykket inn hvor viktig det er. Og jeg er jo helt enig i det de sa på det studiet, hvor viktig lesing er. Men, fikk to streker under svaret, på en måte. Og fikk litt sånn, ja, jeg måtte få fart på meg, og faktisk bruke det, ikke bare tenke på å bruke det. Og at, sånn ekstensiv, ja sånn langlesing da. Ja det er fint med utdrag fra tekstboka, men det kan jo ikke erstatte å lese en lengre tekst som er på mer enn et par sider i ei tekstbok. Så for meg er det den største forskjellen.

R: Jeg kom på et spørsmål som jeg ikke har på intervjuguiden min, men som jeg tenker kan være relevant. Er du en leser selv? Hva er din erfaring med lesing? Kanskje spesielt på engelsk.

T1: Jeg likte ikke å lese når jeg var liten. Var en sen leser. Har en bror som har dysleksi, og ble selv utredet for om jeg hadde dysleksi. Og var på lesekurs. Men jeg hadde ikke dysleksi. Men på grunn av at jeg var en treg leser så var jeg på lesekurs. Hatt mye bøker rundt meg, hatt mye bøker i familien. Hatt ei mor som var god rollemodell der. Så det var ikke manko på muligheter for å lese, men jeg fikk aldri helt, på en måte, en relasjon til de bøkene jeg leste. Det var bare ord på papir, det ga meg ingenting. Det var ikke før jeg leste den første engelske boka mi på videregående, og egentlig den første engelske boka mi etter videregående, at jeg forelsket meg i bøker. Og da åpnet det seg opp en ny verden, for nå leser jeg, jeg vet ikke om jeg leser hundre bøker i året, men godt over femti bøker i året. På engelsk.

R: Wow. Så, rent avslutningsvis. Er det noe jeg ikke har spurt om, som du tenker jeg bør vite om?

T1: I forhold til lesing og engelsk og?

R: Og skolebibliotek.

T1: Nei, det er det at vi trenger, vi trenger mer bøker. Det må bli mer inspirerende for elevene å velge engelske bøker. Jeg har snakket om at det er utfordrende når de er på forskjellige nivå. Nei, ikke som jeg kommer på.

R: Da sier jeg tusen takk!

T1: Jo, vær so god.

Appendix E2: Teacher 2 transcript

R: Okay. På hvilket trinn er du engelsklærer?

T2: Jeg er engelsklærer både på åttende trinn, og så er jeg støttelærer på niende trinn.

R: Hvor lenge har du vært lærer?

T2: Jeg har nå jobbet som lærer i nesten fem år, så, i år er det første året jeg har fått fast jobb. Så før det har jeg vært ringevikar og har hatt korte vikariat.

R: Ja. På kun denne skolen, eller på flere skoler?

T2: På flere skoler. Så jeg har vært et halvt år på [annen ungdomsskole 1]. Der var jeg selv i praksis. Så er det tre år på [annen ungdomsskole 2], og så et år på [annen ungdomsskole 3], og så har jeg og starta her nå nettopp.

R: Okay. Hva er ditt personlige forhold til lesing? Hvem er du som leser?

T2: Jeg er den som leste dobbelt så mye som resten av klassen leste til sammen. Så jeg er veldig glad i å lese. Jeg, det er min største hobby på fritida, så jeg leser hver dag, og det er hovedsakelig på engelsk.

R: Ja. Det liker vi å høre. Er du òg kontaktlærer for den klassen hvor spørreundersøkelsen ble gjennomført.

T2: Nei.

R: Nei. Bruker du, som del av din engelskundervisning, skolebiblioteket?

T2: Ja. Altså, sånn som vi bruker det, er at alle elevene skal ha en egen engelsk lesebok, som de har valgt selv. Når de har lest ut den boka, så får de lov til å hente en ny en, og de for òg lov til å hente en ny en hvis de har lest en del i den boka som de allerede har, og de syns den er veldig kjedelig. Så da har de fått lov til å bytte den ut.

R: Ja. Er du fornøyd med utvalget av engelske bøker i skolebiblioteket her på skolen.

T2: Nei. På [annen ungdomsskole 2], der var det ansatt en bibliotekar som var der to eller tre dager i uka. Der hadde de veldig stort utvalg, og de fikk òg budsjett til å kjøpe inn nye bøker, ganske jevnlig. Så det var stort utvalg både i norsk, i engelsk, i manga, og så hadde de òg litt tegneserier. Så hun bibliotekaren som jobbet der, hun sørget òg for å vise månedens valg, eller sånn type ting. Så jeg savner jo at på [School 2] så skulle vi hatt, i stedet for at det er skjult bak noen dører, så skulle jeg ønske at det var litt mer frem, og elevene kunne komme litt mer og se. Men det er jo lokalet vi har da.

R: Ja. Det er de forholdene. Når det gjelder det at elevene låner bøker, kan de besøke biblioteket på egen hånd og låne ut bøker og levere bøker, eller trenger det være med en lærer?

T2: Akkurat nå så er det da med lærer. Det er på et klasserom som er på ca. den størrelsen som det vi er i nå, kanskje litt større. Hvor det da er låst dør alltid da. Så det er da en av grunnene til at jeg skulle ønske det var litt mer åpent, så elevene kunne komme og få se litt mer, og ha mulighet til å velge. Så har vi da en nettside som det er slått inn disse her bøkene når de da har valgt seg ei.

R: Ja. Hvilken rolle mener du ekstensiv lesing, og her fant vi ikke noen god oversettelse, altså mengdelesing av selvvalgte bøker, hvilken rolle har det, med tanke på engelskfaget?

T2: Jeg tenker at det er viktig for å utvikle språket. Jeg synes det er viktig, både for å få en naturlig idiomatisk flyt i språket, og bli, jeg holdt på å si, å bli eksponert for språket. For da får de, på et underbevisst nivå, inn grammatikk, de får inn dialog, de får inn visuelle virkemidler, eller, virkemidler som er i en tekst, mente jeg. Og de får gjort det på en måte som de har valgt selv. Og målet er jo da å kunne, etter hvert, begynne å analysere og begynne å se litt hva det er som faktisk ligger i en tekst, og hva som vi da kan bruke inn i andre fag da, blant annet engelsk.

R: På hvilke måter tilrettelegger du for ekstensiv lesing i engelsk?

T2: Akkurat nå, så har vi da satt av fast, hver eneste uke, 10 minutter med lesing på torsdag. Dette tidspunktet har blitt valgt, fordi når de kommer inn fra friminuttet, etter storefri, altså mat, så er de som regel veldig høye, med energi og sånt, så da har vi da valgt å sette inn lesing der, slik at de kan roe seg litte grann. I starten så vi veldig ganske mye effekt av det, men nå har de da begynt å blomstre litt mer. Men, så har vi jo òg, leser vi fagtekster, som er knyttet til skolestudio, hovedsakelig. Av og til så har vi òg hatt litt frem noveller, som òg ligger tilgjengelig på skolestudio, og så har vi òg jobbet litt med oppgaver relatert til det da. Og så har vi òg lagt opp til at hvis de blir tidlig ferdig med noe, så har de òg muligheten til å lese.

R: Ja. Som en, nesten som en slags belønning?

T2: Ja, for de som har lyst til det da.

R: Ja. Hvilken rolle mener du skolebiblioteket har, med tanke på engelskfaget. Da vil jeg kanskje dele den opp, til hvilken rolle mener du skolebiblioteket har nå, med tanke på engelskfaget, og kanskje hva et skolebibliotek burde.

T2: Hvis jeg tar det siste først, så tenker jeg da at et skolebibliotek og engelsk, det skal da gi muligheten til å, gi elevene muligheten til å utforske språk på forskjellige måter. Møte forskjellige tekster på deres nivå. Så da er det viktig å ha tilpassede tekster til både de som er veldig avanserte lesere, men òg de som er svakere lesere. Jeg tenker òg at det er viktig at vi har da et utvalg av hvilken type bøker, ikke bare fantasy, ikke bare ungdomsbøker, men òg, som for eksempel, en traktorbok, eller faktabøker om spesifikke interesser. Fordi det er ikke alle som er kjempeglad i å lese. Og da òg tenker jeg et tilbud om liksom, tegneserier, som da kan gi den leseleden da, og dekke den. For hovedsakelig, på skolen, så er jo da lesing som er et viktig verktøy, og det er noe vi trenger alltid, og da må de ha lyst til å lese. Og, dessverre, nå i dag, så er det mange som ikke liker det, og da blir det da en tvang for de elevene å måtte lese. Så akkurat sånn som vi har det i dag, så, nettopp fordi at jeg synes selv at det er litt manglende, at det ikke er et stort utvalg, så blir det jo veldig ofte “jeg har lest den boka allerede”, “jeg har sett på den allerede”, “jeg har prøvd det”. Så da blir det ikke så mye variasjon da.

R: Ja. Tenker du at med et større, bredere utvalg, så ville det ført til mer lesemotivasjon blant elevene?

T2: Det er jo det som hadde vært håpet. Men så har jo jeg et synspunkt som er at jeg er selv veldig glad i å lese, så da har jeg jo mine egne forutsetninger, hvor mine egne ønsker kommer frem på den siden. Men jeg tenker nok at, det å faktisk ha litt dedikert bibliotekstid, hvor de

får litt informasjon om hvilke type bøker som er tilgjengelig, hvilke typer bøker som kunne vært interessante for de. Fordi, det er jo vanskelig å vite hva de synes er kjekt å lese, når de ikke vet hva de kommer til, eller vet hva utvalg de har. Så hadde det jo vært fint, kanskje et par ganger i, en eller to ganger i måneden at, okay, da tar vi inn på biblioteket, snakker litt om de ulike bøkene som er tilgjengelig. Og da hjelpe elevene mer aktivt, i stedet for, okay nå har vi tid, fem minutter her, og så me de springe inn og hente noe. Vi har jo òg samarbeid med [det offentlige biblioteket] så vi har da lett tilgang til. Så det er jo òg, kanskje, noe aktuelt å bruke mer aktivt. Og vi kan òg bestille bøkasser fra der da.

R: Ja. Det er jo ganske, det er jo ikke veldig langt borte, med kommunebibli-, eller bybiblioteket da. Er du involvert i anskaffelsen av bøker til skolebiblioteket?

T2: Nei. Men jeg har donert bøker. Akkurat nå så har vi hatt litt rydding hjemme, så da, bøker som jeg da tenker har vært aktuelle og har hatt liggende hjemme, de har jeg da donert her. Men det er jo bøker som jeg selv har lest, så da er de ofte litt tykkere og fantasy-relatert da.

R: Mhm. Har du noen kommentar til spørreundersøkelsen?

T2: Jeg er ikke overrasket av noen av de resultatene. Hverken på hva de tenker om skolebiblioteket, eller hvor mye de leser selv. Det er noen elever som er veldig flittige, og veldig glad i å lese. Så de har jo òg spurt om de kan ta med bøker hjemmefra til å lese, og det har de så klart fått lov til, så lenge den boka er på engelsk. Planen er, per dags dato, at elevene skal òg få lov til å være med på [det offentlige biblioteket] i neste uke, men, så jeg har sendt epost med det, men har ikke fått svar enda. Prøve da å legge litt mer til rette for lesing. Så, det er jo da enkelte elever som er veldig høylytte om at de ikke har lyst å lese, så av og til, så har vi da hatt oppgaver relatert til hva de har lest, der de skal skrive en oppsummering, og jobbe med noen enkle, sånn, oppgaver, for eksempel, finn en setning, finn et adjektiv, analyser den setningen som du har funnet, finn ut hva de ordene betyr da, både for å sjekke om, har de faktisk lest, men òg for å gi de, litt sånn, det var en mening med å lese, enn bare å lese.

R: Interessant. Et spørsmål som jeg ikke har på skjermen min, men som har dukket opp som jeg synes var litt interessant. Jeg lærte nettopp om, om en ny stilling i kommunen, som det ble tilsatt en mann som startet nå i mar, i denne måneden.

T2: Ja.

R: Skolebibliotekskoordinator. Bare lurte på, om det var noe du hadde hørt om, eller?

T2: Det hadde jeg ikke hørt om, det hadde vært veldig kjekt å få vite om, slik at vi kunne fått enda mer hjelp til å utvikle skolebiblioteket.

R: Ja. For, jeg skulle jo ønsket jeg visste om det -

T2: Ja.

R: For lenge siden, sånn jeg kanskje kunne intervjuet den personen, men jeg har jo et håp om at, jeg brenner jo veldig for lesing og skolebibliotek, så jeg har et håp om at det kan føre til forbedringer, men ja. Så vi får bare vente og se litt.

T2: Ja.

R: Aller, helt til slutt. Er det noe jeg ikke har spurt om, som du mener jeg bør vite om?

T2: Ikke som jeg kommer på akkurat nå, nei. Det er, nei, egentlig ikke.

R: Men da, tror jeg jeg sier tusen takk.

T2: Jo, vær so god.

Appendix E3: Teacher 3 transcript

R: På hvilket trinn er du engelsklærer?

T3: Åttende trinn.

R: Er du òg kontaktlærer i den-

T3: Ja.

R: Hvor lenge har du vært lærer?

T3: Skal vi se. Jeg begynte å jobbe som lærer for, femten år siden, må det vel bli. Mhm.

R: Ja. Og av de femten årene, hvor mange av de har vært på denne skolen?

T3: Fjorten.

R: Ja. Og før det, jobbet du på en barneskole, eller ungdomsskole eller?

T3: Jobbet, jeg jobbet et år på en annen ungdomsskole, før jeg begynte her. Og så har jeg i tillegg jobbet et halvt år på en barneskole, men det var før jeg var ferdig utdanna.

R: Okay. Hva er ditt personlige forhold til lesing, hvem er du som leser?

T3: Jeg elsker lesing. Jeg er en, sånn, boksluker. Har alltid hatt mye, elsker å lese. Engelsk og norsk og, ja. Så jeg leser mye. Og har alltid vært, det jeg liksom bruker feriene mine til. Setter meg ned med en bok til dagen, helst. Har brukt biblioteket mye, kjøpt mye bøker. Og leser både e-bøker, ikke glad i lydbøker, men leser mye. Så jeg har alltid, òg, hatt et litt sånn, fokus på lesing med elever. Gjerne høytlesing. At jeg har ei bok i året, som jeg gjerne leser høyt for de. For å prøve å få de òg til å bli motivert for lesing.

R: Ja. Bare av nysgjerrighet, har du en spesiell sjanger som du oppsøker, eller leser du-

T3: Personlig?

R: Ja.

T3: Jeg leser enten krim eller skjønnlitterære bøker.

R: Ja. Da lurer jeg: bruker du, som del av din engelskundervisning, skolebiblioteket? Og i tilfelle ja, hvordan?

T3: Jeg bruker skolebiblioteket. Vi leser, en gang i året så leser elevene egen bok i engelsk. I tillegg, så er jeg mer glad i å bruke litteratur i engelskundervisningen enn lærebøker. For lærebøkene i engelsk er ikke så veldig gode. Jeg var, i mange år så ville jeg ikke være engelsklærer, for jeg syntes at engelsk handlet kun om å lese en tekst, øve på gloser, lese teksten om igjen i neste time, og så bla om til neste uke. Så vi bruker en del bøker i engelsk. Jeg synes det er vanskeligere å finne gode bøker i engelsk, for nivået er mer spredt. Så der blir det mer fokus på at de skal finne egne bøker. Og så ser jeg at de gjerne, det er vanskelig for de, for de vil ofte velge de letteste da. Så er litt på let etter den gode engelskboka, som en kan lese i lag med elevene. Vi leser Harry Potter på åttende trinn, alle. Så har vi variert litt med hva vi leser, for vi leser òg fellesbøker, på hva vi leser på niende og tiende. Så, prøver og feiler litt der.

R: Ja. Er du fornøyd med utvalget av engelskbøker her i dette skolebiblioteket?

T3: Jeg er fornøyd med at vi har fått inn bøker som jeg tror kan passe alle. Vi har en del sånn, grafiske romaner, sånne Percy Jackson, og veldig lettlete, men gode. Og så har vi bøker i alle sjangrer, og har investert en del i de siste årene i engelske bøker. Samtidig så er det jo mye, vi har jo mye færre bøker på engelsk enn vi har på norsk, så vi merker jo, fordi at vi er såpass mange paralleller her, at når fire-fem klasser samtidig leser bøker på engelsk, så går du tom for "Amuletten" og "En Pingles Dagbok" og disse bøkene, som mange, særlig gutter, er, leter etter. Så jeg er ikke helt fornøyd, nei. Men det er mye bra, mhm.

R: Mhm. Jeg er enig, med at det er mye bra.

T3: Ja.

R: Hvilken rolle mener du at ekstensiv lesing, vi fant ikke en god oversettelse, men altså, mengdelesing av selvvalgte bøker, hvilken rolle har det med tanke på engelskfaget?

T3: Altså, lesing, tenker jo jeg, er viktig for å lære språk. Og for å lære språk på den kjekkeste måten, tenker jeg. Lesing, nei, engelskfaget, sånn som det har vært før, med gloser og grammatikk, er jeg kjempekritisk til, for jeg tror ikke det har så mye effekt. Og det, pluss at det dreper all motivasjon. Men hvis du klarer å vekke leseglede, så tror jeg at de, de når så mye lenger i språklæringen. Og det er jo det jeg òg ser, altså, at når du skal lære engelsk, så er det jo gjerne sånn at, du klarer å lære en del grunnleggende, og så er det den der flyten som ofte mangler, flyten i språket, den kan du ikke få uten å lese. Ikke på norsk, og ikke på engelsk.

R: Nei. Da, neste spørsmål, du har vært inne på det allerede, men, på hvilke måter tilrettelegger du for ekstensiv lesing i engelsk?

T3: Jeg skiller ikke alltid mellom lesing på engelsk og norsk. Jeg er både norsk og engelsklærer, og når vi har norsk, så sier jeg at de kan lese i bok, vi skal alltid ha ei bok, og den kan de velge om skal være norsk eller engelsk. Når vi har lesing i engelsk, så må de velge

bok på engelsk, altså, hvis vi skal jobbe med ei bok som de skal, på en måte, ha en presentasjon, boksamtale, sånne ting av, det har vi begynt med nå. Vi skal ha sånn boksirkel, eller bokpresentasjon. Så må jo alle ha ei engelsk bok. Men bare det å lese, det, i alle fag, er jeg veldig opptatt av. Og jeg er veldig opptatt av, i engelsken, at de, både nå med lesing og med skriving, at de skal, på en måte, få jobbe litt sånn på den måten som de selv vil. Ja. Jeg vet ikke om det svarte på...

R: Det svarte ganske veldig godt.

T3: Ja.

R: Du nevnte, du nevnte tidligere at du har, nå må du stoppe meg hvis jeg sier feil, men at hvert år så skal elevene lese ei selvvalgt bok.

T3: Mhm.

R: Kan du fortelle litt om rammene rundt akkurat det? Om det er helt valgfritt, om det er noe etterarbeid, om det er noe underveisarbeid koblet til den.

T3: Ja. Alltid etterarbeid eller underveisarbeid. Jeg, vi pleier å enten ha fagsamtaler, eller bokpresentasjoner, eller sånne ting. Det er veldig mange mål som går på å, på en måte, lese og snakke om tekster i engelsken. Jeg tvinger de, av og til, til å lese skjønnlitteratur. For det er veldig mange som går rett på disse faktabøkene. Det er vanskelig å, på en måte, ha gode samtaler rundt dem. Så der er jeg litt, altså, hvis vi kun leser for å lese, så får de lese helt fritt. Hvis vi leser for å, at vi skal ha en fagsamtale eller noe, så må de lese skjønnlitterært. Men så prøver jeg jo veldig ofte å veilede de òg, til å finne gode bøker, som de kan jobbe med. Prøver å stoppe de fra å ta, liksom, de tynneste tynneste, for det er jo litt sånn, kjempe lettlest, som gjerne er på et helt annet nivå. At de heller skal da, tross alt, velge da historier som kan fenge de. At det er en viktig del av det med, på en måte, del av det med å lese, ikke bare bli ferdige.

R: Ja. Hvilken rolle mener du at skolebiblioteket har med tanke på engelskfaget? Da, i tidligere intervju, så har jeg sagt at da kan du velge hvilken rolle et skolebibliotek burde ha, og hvilken rolle dette skolebiblioteket har akkurat nå.

T3: Ja. Jeg mener jo at et skolebibliotek bør, der burde det være en bibliotekar som har litt ekstra ansvar for å sette seg inn, og veilede elevene i å finne gode bøker. Det bør legges penger ned i, og investere, fordi at en bør alltid ha nye bøker i et bibliotek, ikke gamle. En må sette seg litt inn i ungdomslitteratur. Og så må biblioteket være åpent, at det er i bruk. Så i dette biblioteket, altså, det er i bruk, men mer til spesialundervisning enn til bibliotek. Men det er allikevel et rom, for det er alltid åpent i friminuttet, alltid elever her nede og spiller (brettspill), og er her, så det er et rom som er veldig populært, og det er fint å se. Så er det nok ikke så veldig populært på grunn av bøkene, men. Men jeg mener at du, hvis du skal ha et godt skolebibliotek, så må du i hvert fall investere litt i det. For du må hele tiden bestille inn nytt, mhm.

R: Jeg kom på noe som jeg har sett har vært litt, det har vært litt forskjeller på forskjellige skoler. Her på denne skolen, kan elevene gå til biblioteket og låne ut bøker helt på egen hånd, eller?

T3: Nei.

R: Nei. De må ha med seg...

T3: De må ha med en voksen.

R: For å hjelpe og registrere utlån?

T3: Mhm.

R: Okay. Er du involvert i anskaffelsen av bøker til skolebiblioteket?

T3: Ja. Men det er jo fordi jeg har litt sånn ekstra ansvar. Men som lærer, nei. Som en leseperson på huset, så ja. Men jeg tror jo alltid at, at hvis du som lærer er litt interessert i litteratur, så er det alltid bare å spør. Sånn, vi har bestilt inn noen klassesett som er både “The Hunger Games” og “The Hate U Give”, som er på initiativ fra lærere, som har, på en måte, ønsket å bruke det i undervisningen. Så, både ja og nei.

R: Ja. Akkurat du er involvert, men hadde jeg spurt en tilfeldig annen engelsklærer...

T3: Så hadde han nok svart nei. Men samtidig, hvis den engelsklæreren hadde villet, det var en bok han ville ha i biblioteket, så hadde han, på en måte fått, men det er ikke sånn at engelsklærere generelt er involvert. Forutenom i, å velge ut de fellesbøkene. Der er de involvert. Og det er liksom, der er hele, hele fagseksjonen har liksom gått inn og, blitt enige om hva vi skal satse på, hva vi skal lese, og jobbe med.

R: Okay. Ja. Har du noen kommentarer, med tanke på de svarene fra undersøkelsen, som vi så litt på?

T3: Den ene kommentaren har jeg jo allerede sagt at, at elevene nok er litt sånn usikre på hvem som har ansvaret, fordi det er ingen som helt har ansvar. Og. Så kan, vet jeg ikke om helt den klassen er, gjerne litt preget av jeg er òg en sånn, leseperson. Det er nok gjerne ikke alle klassene som hadde svart at de leser like mye, og både har engelsk og norsk bøker i hylla. For det, ja.

R: Det avhenger av læreren?

T3: Avhenger av læreren, ja. Mhm.

R: Det, makes sense. Og så hadde jeg tenkt å spør deg om noe som jeg nettopp lærte om

T3: Ja.

R: Kommunens nye skolebibliotekskoordinator, som jeg, dessverre, fant ut av for sent til at jeg kunne intervju. Men jeg lurte på, hva, hva du har hørt om denne nye stillingen, og denne personen. Hva informasjon du har fått.

T3: Jeg har ikke fått noen annen informasjon enn at denne skolebibliotekskoordinatoren har tatt kontakt med skolen for å koble på skolebibliotekar. Som, med en undersøkelse som jeg

har blitt bedt om å være med og svare på, selv om jeg ikke er skolebibliotekar. Så utenom det, så er det ikke gått ut noe informasjon om den. Men den, den mailen tror jeg kom, den er ganske ny, ganske fersk. Jeg lurer på om de skal satse litt på skolebibliotek i kommunen.

R: Ja. Jeg hørte vel at den personen begynte i den stillingen denne måneden

T3: Ja. Det tror jeg kan stemme.

R: Så det er vel, det er ganske ferskt.

T3: Ja.

R1: Nå, helt på slutten, så lurer jeg på om det er noe jeg ikke har spurt om, som du tenker jeg bør vite om? Enten når det gjelder skolebibliotek generelt, eller dette skolebiblioteket, eller lesing i engelskfaget, eller, ja, noe av det vi har vært innom.

T3: Nei, jeg tror ikke det. Jeg tenker, du har jo sett igjennom så du. Men jeg tror at, i hvert fall for dette skolebiblioteket sin del, så har vi satset en del på felles lesing. Både i norsk og i engelsk. Så vi har veldig mange klassesett, og det er veldig bra. Det å liksom lese i lag. Så, men nei, ikke som jeg kommer på.

R: Ja. Apropos de klassesettene, hvordan vurderer du elevene sitt engasjement, når det gjelder felles lesing av den samme boka, og bruk av disse klassesettene?

T3: Harry Potter, så funket det veldig bra. Og så er det, på, vi har jobbet litt med, det var jo det jeg kom litt innpå, at nivået er så forskjellig. Så, for eksempel, så har vi brukt “the help”, kjempevanskelig bok, den er jo skrevet på, litt sånn, sørstatsdialekt mye. Mye slang, ganske tykk bok, så den funker ganske dårlig. Den har vi lest på tiende før. “The Hate U Give” funker bedre, men den òg er ganske tykk, så det, jeg ser at vi har, vi jobber litt med å finne den gode boka på engelsk. Den som, av de vi har, som har funket best, synes jeg, er “gutten i den stripete pysjamas”, fordi at den er skrevet ut fra et barns perspektiv, så den har veldig enkelt språk. Som gjør at det funker godt for, den har vi lest på niende, når vi har om krigen. Og da, den har vi egentlig brukt når elevene har selvvalgt litteratur, men vi har liksom anbefalt de, å gjerne lese den, fordi at da kan en jobbe litt rundt den òg, og så er det gjerne sånn at nesten alle har valgt den da, mens noen ikke har gjort det. Men at en har jobbet litt, vi har sagt at da får de litt igjen for det med å jobbe tverrfaglig. Og så har vi òg hatt, jobbet med storyline om krigen, litt sånn på samme tiden. Så den funker. Funker ikke så godt som, på en måte, helt ukritisk kilde til... så vi må jobbe litt med det. Men det er ei god bok. Men det, det er mye lettere å finne på norsk, gode ungdomsbøker. Det er, litt sånn, tilgjengeligheten òg. Det er mye god ungdomslitteratur som er norsk, som det er lett å få tak i.

R: Da tror jeg rett og slett jeg sier tusen takk.

T3: Vær så god. Hyggelig.

Appendix E4: Teacher 4 transcript

R: På hvilket trinn er du engelsklærer?

T4: Jeg er lærer på sjette trinn.

R: Ja. Hvor lenge har du vært lærer?

T4: Skal vi se. Ja, seks-syv år. Noe sånt, seks-syv.

R: Har alle de årene vært på denne skolen her?

T4: Nei. Jeg har vært på [X] ungdomsskole, og så har jeg vært her.

R: Okay. Hva er ditt personlige forhold til lesing, hvem er du som leser?

T4: Nei, jeg er veldig glad i å lese. Jeg, alltid likt å lese, det blir jo litt mindre nå innimellom, når det er mye å gjøre, men jeg, jeg har veldig leseglede og prøver å smitte det over på elevene, så vi har lest en del bøker i lag, det har vi.

R: Ja. Er du òg kontaktlærer for den klassen-

T4: Mhm.

R: hvor du underviser i engelsk, for det er den samme klassen som har gjort undersøkelsen.

T4: Ja.

R: Ja. Bruker du, som en del av din engelskundervisning, skolebiblioteket?

T4: Nei. Det gjør jeg ikke. Jeg har heller leid engelske bøker på biblioteket (folkebiblioteket), sånne små bøker som jeg har latt de, så jeg bruker ikke skolebiblioteket, men jeg har brukt det andre biblioteket, og laget bokkasser på engelsk.

R: Ja. [det offentlige biblioteket] da?

T4: Mhm.

R: Det går litt over på dette spørsmålet. Er du fornøyd med utvalget av engelske bøker i skolebiblioteket her?

T4: Nei. I hvert fall ikke på, hvis du skal ha, det er veldig mange sånn lettlete, sånn små bøker, at du kan finne en sånn serie, med sånn, småbøker som jeg gjerne har brukt til spes-ped elever, men lite som passer for sjette trinn hvis du skal nå "over hele fjøla".

R: Mhm. Hvilken rolle mener du ekstensiv lesing, altså det fant vi ikke noen norsk oversettelse for, men mengdelesing av selvvalgte bøker, hvilken rolle har det i, med tanke på engelskfaget?

T4: Altså, det eneste de har drevet med extensive reading, er jo når jeg har leid sånne, lånt sånne bøker da. Så har vi, prøvde vi å lese "Heksene", av Roald Dahl, på engelsk sammen. Men det funket ikke. For det var for mange som datt av uansett om vi leste høyt, og snakket om det, og sånt, så var det for mange svake. Vi har en del nye som har kommet til Norge,

altså, for ikke lenge siden, som har norsk som tredje, altså, norsk. Ukrainsk blir gjerne første språket, russisk blir andre språket, norsk blir tredje, og engelsk blir fjerde språket. Altså, vi er der. Og de kan norsk bedre enn engelsk nå. Så jeg fikk et problem med at det var ei sånn gruppe som datt, ei ganske stor gruppe nå, som datt av. Så derfor så kunne vi ikke gjøre det. Så det har egentlig fått en liten rolle. Det har vært lettere for meg å gjennomføre at de har kortere tekster, med ulike vanskelighetsgrader i samme tema, som vi jobber med. Så Extensive Reading har ikke vært mye i min, i mitt klasserom.

R: Nei. Gjelder det kun på denne skolen, eller på [X] ungdomsskole òg?

T4: [X] ungdomsskole, da hadde vi mye Extensive Reading. Men det var for det at. Da var de eldre, de hadde lengre kapasitet, og det var et godt skolebibliotek, så da kunne de velge seg, om de ville velge seg, om de ville velge seg, altså, "Harry Potter" da, og lese den, eller om de valgte ei litt enklere bok, så kunne de gjøre det. Men vi hadde ikke den elevsammensetningen, på samme måte som vi har her.

R: Nei.

T4: For det har jo vært litt spesielt, med tanke på i år og i fjor. Hvor mange som har kommet her.

R: Mhm. Så det høres ut som det er en stor utfordring med hvor stort spekter det er i leseferdigheter, eller språkferdigheter?

T4: Men de er veldig sterke elever da, så de lærer veldig fort, de som er nye nå. Så jeg ser jo for meg at neste år, så er jo det noe jeg har lyst å gjør, drive på med. For jeg har veldig tro på Extensive Reading, det har jeg.

R: Ja. Okay. Det neste spørsmålet kan vi nesten bare hoppe over, med mindre du har noen tanker om det. På hvilke måter tilrettelegger du for ekstensiv lesing i engelsk, men det har du snakket litt om.

T4: Den eneste måten jeg har tilrettelagt for er når jeg har leid de der bøkene på biblioteket. Da har jeg fått en bokkasse, så det jeg har gjort er at jeg har, ja, startet med at de leser i ca. 20 minutter da, så får de lov til å velge ei bok, og så leser vi den i tjue minutter, og det gjorde vi ca. I halvannen måned, eller noe sånt.

R: Ja. Når du har brukt bokkasser, er det du som har valgt ut bøkene, eller har du fått hjelp av biblioteket?

T4: Det er bibliotekar. Så jeg har skrevet litt hva behov de har, og hvilket nivå de er på, og så har hun valgt ut. Og så har jeg gått litt, når vi har fått den bokkassen da, så har jeg vist litt, gått litt igjennom, "du som synes engelsk er vanskelig, velg disse", og bla-bla-bla. Og så har de fått lov til å sitte med ordbok oppe, på Chromebooken. Så, det er det vi har holdt på med. Det skal òg sies at disse har ikke veldig lang konsentrasjonstid òg, så da har det vært veldig god trening for de, egentlig. Og derfor er det jo veldig bra å drive på med, for konsentrasjonsspekteret. Jeg vet ikke om det har å gjøre med at de er covid-unger, eller hva det er. Ja.

R: Ja. Det er jo, det er jo et interessant poeng, det er det jo. Hvilken rolle mener du skolebiblioteket har, og kanskje burde ha, med tanke på engelskfaget?

T4: Det burde jo ha en mye større plass. Altså, det er jo, de har jo hatt litt mer fokus på det nå, med at de faktisk har tatt seg råd å ha en bibliotekar ansatt, bitte litt. Men, samt at når du har den elevgruppen du har, og det er travelt, så får du ikke tid til å sette deg inn i alle bøkene som er. Så skulle jo ønske at du hadde en bibliotekar som, at vi kunne gått ned der, og at hun, den personen gjerne hjelper oss litt i gang da, [at/så den] den fått en større rolle. Men sånn som det er nå så vil jeg ikke si at. I engelsktimene mine, så tror jeg ikke elevene mine kommer på at vi skal gå ned og finne bøker. Det er, det tilhører faget norsk. Eller hvis vi har om noe i samfunnsfag, om vikinger, så går noen ned og finner vikingbøker. Men jeg tror ikke de kommer på, en gang, at de skal ned dit når det er engelsk undervisning. Så det sier jo om hvor liten rolle det har i engelsktimene.

R: Det får meg litt over på noe jeg egentlig ganske nylig lærte om, den nye rollen i kommunen, den nye stillingen, som er skolebiblioteksadministrator. Som jeg nettopp lærte om, som jeg tror, den personen begynte i den stillingen nå, i denne måneden. Har du blitt informert om?

T4: Nei.

R: Ingenting?

T4: Nei.

R: Nei det er en, en som har, som skal samarbeide med de forskjellige skolebibliotekene i kommunen da. Jeg tror han tidligere har jobbet med folkebiblioteket, så nå skal han inn, og har vært litt rettet mot skoler, mens nå skal han mer spesifikt jobbe med skolebibliotek og de som har ansvar for skolebibliotekene.

T4: Så gøy da, det er jo bra.

R: Ja. Jeg er håpefull.

T4: Ja, jeg òg.

R: Er du involvert i anskaffelsen av bøker til skolebiblioteket.

T4: Overhode ikke. Men jeg er jo på trinn med [Library admin 4] da, så hvis jeg har et stort behov, så er det veldig kort vei å spørre om noe. Men. Nei, jeg er veldig lite involvert, veldig lite på ballen, kunne vært mye mer på ballen. For jeg tror nok at hvis jeg hadde spurt, så kunne det nok vært noen muligheter for at jeg kunne ha skaffet noe. Men jeg tror nok hovedgreien har vært, siden vi òg har holdt på med dette i norsken, at lesing i norsk har vært prioritert.

R: Ja.

T4: I form av skolebiblioteket, så gjerne om jeg har spurt om noen bøker, så har det vært i forbindelse med norsk, ikke med engelsk.

R: Hm. Har du noen kommentar med tanke på svarene fra spørreundersøkelsen som elevene dine har gjort?

T4: Jeg synes jo det var interessant hvor lite de faktisk leser. Det er en liten, sånn, jeg er jo klar over det egentlig, jeg legger ikke opp til det i undervisning. Der er det mer dybdelesing på enkelte tekster, at de skal lære seg ord og begreper. Så får jeg en liten, sånn, øyeåpner at det må vi gjør mer av. Og så tror jeg jo òg jeg blir litt overgitt når de, altså når de skriver, hvor ofte de bruker skolebiblioteket. Det stemmer jo ikke. Får vi går ned der, sammen med elevene, minst to ganger i uken. Så det er bare litt morsomt hvilken innsikt de har, og hva vi faktisk gjør da. Så, ikke noe veldig utover det. Men de var jo ikke fornøyde, så det er jo noe, kanskje òg, vi burde ta tak i, skaffe de mer engelske bøker. For å få opp leseglede i, for det er jo ikke noe som kommer av seg selv. Mhm. At vi burde òg ha sett, jeg savner sett med bøker, som de kan følge med i sin egen bok, og vi leser.

R: Hvis du kunne bare knipse, og fått det sånn du ville, hvilket, hvilket tillegg av materiale skulle jeg til å si, hvilke bøker skulle du ønske var, på engelsk da, i skolebiblioteket, hvilken type bøker?

T4: Typer bøker? Nei, jeg hadde jo ønsket meg veldig mye forskjellig. Noen er jo veldig glad i skjønnlitterært hos meg, og noen leser jo bare disse her fotballbøkene, faktabøkene, fått de på engelsk tror jeg det hadde motivert de veldig. Og så savner jeg jo òg klassesett, de er veldig glad, i norsk, å lese, at jeg leser ei bok, så leser de i sin egen bok. Og der, på [det offentlige biblioteket], så har de heller ikke klassesett på engelsk. Så det synes jeg er, har jeg prøvd, virkelig, å få tak i, så det synes jeg er vanskelig. For jeg vil har, for eksempel når det er jul, å lese "A Christmas Carol" sammen med de, som er en god, liten bok. Eller, for eksempel da, lest "Narnia", eller lest noen ting som de har kjennskap til. Så jeg føler at et repertoar av alt, fra enkle bøker til litt mer avanserte bøker. Veldig mange i min klasse er jo "Harry Potter" fans, men du finner ikke "Harry Potter" på engelsk nede i biblioteket.

R: Nei.

T4: Så det kunne jo ha fenget de veldig, så der har jeg faktisk tatt med "Harry Potter" bøker på engelsk hjemmefra, for at skal kunne lese. Ja. Nei. For egentlig, alt da, du så jo selv, det er jo ingen ting.

R: Nei. Det var ikke så veldig mye. Når jeg var der så var det 15 sakprosabøker, 15 sånn graded readers, 21 bildebøker og, hvor mye blir det igjen da, 30 skjønnlitterære.

T4: Men de bildebøkene er veldig enkle, altså de er jo, på en måte òg, sånn tema, er jo for barnslig for sjetteklassinger, selv om de er lettleste.

R: Ja. Mitt inntrykk er i hvertfall at når jeg var der, og tenkte: "hva hadde jeg, sånn som dette, som elev selv".

T4: Ja ja.

R: Jeg savnet jo litt de, kanskje litt større romanene. Type "Harry Potter" og fantasy for eksempel. Nå nærmer vi oss farlig slutten, så jeg tror at det eneste jeg har tenkt å spørre deg

om da er: er det noe jeg ikke har spurt om, som du tenker jeg burde vite om? Når det gjelder skolebibliotek, lesing, engelskfaget...

T4: Nei, jeg synes jo at hvis du tenker sånn, skolebibliotekar, altså, jeg føler jo, norsk er jo alltid et tema, sant? Så jeg har jo studert engelsk litteratur, så når jeg kommer ut i skolesystemet så blir jo engelsk, det er et fag, det er et viktig fag, men ikke like viktig som norsk, så du glemmer det litt. Så jeg savner jo òg litt den der at skolebibliotekaren tar tak i det med engelsk. Nå vet jeg ikke hvordan det er på andre skoler, men at der er, ja, akkurat som du skal få kunnskap og hele tiden lære mer om hvordan vi blir bedre lesere, savner litt det på engelsk òg. Det går jo i det samme, men du skjønner, litt mer sånn tips om hva som, hva som er gode engelskbøker på sjette trinn, for det er faktisk litt ganske vanskelig å vite. At vi får litt tips, ja, vi vet at denne har slått an på den skolen, på den skolen, på den skolen, på det trinnet. For du må, på en måte, lete deg frem, mye prøving og feiling, men jeg prøver med "Heksene", og ser at det ikke funker, så skulle jeg jo ønsket at noen hadde, på en måte, hatt et, ja, vet ikke. Jeg synes det er, jeg synes engelsk får for lite fokus, da, i forhold til, for eksempel når jeg er på ungdomsskole, så har jeg jobbet litt på Vågen videregående òg, og det er jo noe helt annet, så jeg føler hoppet, gapet, fra barneskole til ungdomsskole er ganske høyt. Så det blir, på en måte, et gap, som ungdomsskolelærere må fylle opp, dessverre. For det er et lite fag. Så blir jeg jo òg, sånn, Extensive Reading, vi må huske òg, at engelsk bare er to timer i uken. Det er ganske lite, det. Så hvis du skal holde tid til å lære de grammatikk, Extensive Reading og dybdelesing, så på en måte, er jo det snevert. Så du har ikke så mye tid, til å gå, på en måte, på, prøve deg frem da, synes jeg.

R: Ja, det er jo interessant, med tanke på at engelsk er jo det tredje største faget.

T4: Det er det.

R: Men at det bare blir større og større, etter hvert som de blir eldre. Kanskje det burde tenkes noe litt annerledes der.

T4: Ja. Og jeg tror òg at norsk, norsk er jo det viktigste. De lærer seg avkodning og sånt, og det vil jo smitte over på engelsk, men jeg, jeg tenker nok at det, det burde liksom, på litt høyere nivå blitt prioritert å snakke mer, om hvordan skape leseglede på engelsk. At det, hvis du har en sånn i kommunen da, at det sprer seg rundt til bibliotekarene, at det kom litt tips og triks som drypper på engelsklærerne, og kontaktlærerne, som, på en måte, det er jo en overskuddsting, på en måte, å prøve å finne bøker i, ja.

R: Ja. Det som jeg har fått inntrykk av, at den skolebibliotekskoordinatoren skal fylle litt den rollen, skal ha ganske god kontroll på hva som er populære bøker, hva som fenger, hva som fenger de forskjellige aldersgruppene, men så er jeg jo litt bekymret for hvor kunnskapsrik denne personen er når det gjelder engelsk litteratur. Det vil vel vise seg.

T4: For der òg er der jo et gap, for engelsk litteratur, der sitter vi jo bare og leser, altså, "Jane Eyre" og disse her, som på en måte, ikke har så mye røtter i, "Frankenstein, eller, det er jo, kunne foreslå det som litteratur når jeg var på ungdomsskole, og videregående, men som barneskolelærer, som skal nå ha mastergrad, så er jo det, på en måte, litteratur som er litt over de. Så jeg føler jo at jeg er på litt bar bakke. Det gjør jeg

R: Jeg tror vi avslutter der, hvis det er greit for deg?

T4: Ja.

Appendix E5: Library Administrator 1 transcript

R: Hallo

LA1: Hallais

R: Da setter vi bare rett i gang. Første spørsmålet mitt til deg er, hva er jobben din her på skolen?

LA1: Jeg er avdelingsleder. Ansvar for tre ulike trinn, og så har jeg òg biblioteksansvar.

R: Hvilken tidligere arbeidserfaring i skole har du?

LA1: Jeg har, jeg er utdannet almenlærer, og har jobbet som lærer i åtte år, før jeg ble avdelingsleder.

R: Ja. Har du jobbet på andre skoler enn denne?

LA1: Jeg jobbet ett år på [annen barneskole]. Så jeg har vært her en del år nå etter hvert.

R: Ja. Du sa skolebibliotek. Circa hvor mye tid i uken bruker du på arbeid med, og i, skolebiblioteket?

LA1: Det varierer veldig fra uke til uke, men hvis vi tar et gjennomsnitt av skoleåret, det som på en måte er, det som er tenkt det skal være, så er det et sted i mellom, jeg sier halvannen time i uken. Har jeg brukt på biblioteket.

R: Ja. Er det, så det er ikke noe fastsatt?

LA1: Ingenting fast. Det er alt etter behov, og så er det òg, hovedoppgavene er jo egentlig å rydde biblioteket, kassere gamle bøker, registrere inn nye, og lage et biblioteksystem som er lett for elevene å navigere i.

R: Ja. Da har du svart på det neste spørsmålet mitt stort sett, med hva innebærer arbeidet ditt med skolebiblioteket. Hva synes du om denne skolen sitt biblioteks utvalg, sånn generelt.

LA1: Jeg synes vårt utvalg er sånn, egentlig, veldig veldig bra. Vi er opptatt av at det skal være ny litteratur. Litt etter slagordet at dagens elever skal ha dagens bøker. Så jeg skal ikke ha, målet er at jeg skal ikke ha bøker som på en måte er eldre enn de eldste elevene. Klassikere og sånne ting, det skal jo bli værende, men vanlige typer bøker, det er sånn, så går de litt av moten når de blir en tretten-fjorten år gamle, da er de ikke like interessante for de yngste elevene å lese. Så jeg bruker mye tid på å, på å, ja, bli kvitt gamle bøker og supplere med ny litteratur.

R: Ja. Det var generelt, men hva synes du om bibliotekets utvalg av engelske bøker?

LA1: Det kunne absolutt vært mye bedre. Det er helt greit sånn som det er nå, men det er òg, det bærer preg av at det er mange gamle bøker. Mange relativt tynne, lettleste bøker. Utfordringen er å få tak i god engelsk litteratur. For den innkjøpsavtalen som kommunen har, der er ikke utvalget av engelsk litteratur sånn, kjempestort. Så man har vært nødt til å kjøpe litteratur i andre kanaler, typisk bokhandel og den type steder. Og da går man litt utenfor det som er kommunens innkjøpsavtale, det er litt sånn fy-fy.

R: Okay. Det er interessant. Det visste jeg ikke. Så da må dere gå utenfor de rammene, på en måte?

LA1: Ja. For vi har et eget internt, sånt handlingssystem, på noe som heter BS undervisning. Der finner man egentlig alt av bøker, men det er lite engelsk litteratur som passer for elevene på barneskolen. Da finner du mer på ARK.no og disse her bokhandlerene som, der er det mer litteratur tilpasset barneskoleelever. Er den erfaringen som jeg har gjort meg, i alle fall, når jeg har holdt på med å kjøpe inn.

R: Ja. Jeg tror du har egentlig svart på dette, men hvis det er noe mer du kommer på, på neste spørsmål. For neste spørsmål er: hvordan prioriteres anskaffelsen av engelske bøker til skolebiblioteket?

LA1: Det blir ikke prioritert like hard som norske bøker, men hadde det vært et større, hadde muligheten for å få tak i engelske bøker som er like, som er populære, så hadde det gått an å brukt like mye penger på det som på andre typer bøker. Men mye av populærlitteraturen som dagens unger leser, den er ikke tilgjengelig på engelsk i vårt innkjøpssystem.

R: Nei. Hvordan markedsfører du, i hermetegn, skolebiblioteket til elever og til lærere?

LA1: Det blir i svært liten grad markedsført, egentlig. Det er, hadde det vært, i en optimal verden, så skulle det vært mer tid avsett til en bibliotekar som kunne, på en måte, drevet med markedsføring og salg, i hermetegn, av bøker ut til elever og klasser. Besøke ulike klasser der den kunne fortelt om nye typer bøker og vært mer aktiv i forhold til utlån. Men sånn som det er per i dag, så er det ikke noen stor markedsføringverdi.

R: Nei. Men, jeg har jo vært i skolebiblioteket og sett, og der ser jeg for eksempel at det er en egen sone med nye bøker, noen typer bøker som står mer på utstilling enn andre.

LA1: Ja. Prøver å lage biblioteket, akkurat nå er vi i en fase, og det vil vi være i to år nå, på grunn av utbygging. Men når på en måte skolen er ferdig utbygd, biblioteket blir nytt og ferdig, da vil det òg være, da vil det nye systemet og oppsettet av biblioteket òg vil være ferdig. Og jeg er opptatt av at det skal være lett for elevene å finne frem til bøkene de skal lese. De må ikke måtte gå og bla seg igjennom massevis av hyller og, det skal være lett tilgjengelig.

R: Hva mener du skolebibliotekets rolle er?

LA1: Nei, det er jo å motivere og, ja, motivere til lesing på egen hånd, egentlig. Ha et utvalg av litteratur som gjør at elevene, ja, kan oppleve gleden av å lese ei bok for seg selv. Skape leseglede.

R: Ja. Hvor fornøyd er du med bruken av skolebiblioteket blant elever og lærere?

LA1: Egentlig veldig godt fornøyd. Biblioteket er godt brukt. Så det synes jeg er fint. Ja. Vi har en ordning der elevene kan gå ned i biblioteket og låne bøker uavhengig av om der er voksne. De låner bøkene selv, og så har jeg en egen elevgruppe som er med på å rydde, og holde det i orden. Men det er klart at det er, det er nok, så bruken er god, men når det er høy bruk, så er der òg mye rot. Det er nok ikke alle elever og ansatte som er like flinke til å ta ansvar for å rydde etter seg, og det kan være sånn, en kilde til litt frustrasjon.

R: Ja. Det er forståelig. Men er elevene involvert på noe vis, i anskaffelsen av bøker til biblioteket?

LA1: Ja. Når en ser at det er penger tilgjengelig, stort sett mot slutten av skoleåret, så sender jeg ut en forespørsel til kontaktlærerne som de tar opp i klassene sine. Om det er forslag til nye bøker å kjøpe inn, om det er noen serier som en tenker det skal suppleres med. Så elevene har ganske god medbestemmelse i forhold til hva type bøker de vil ha. Og så har jeg òg tett dialog med den nyopprettede stillingen i kommunen som er ansvarlig for skolebibliotek. Der jeg har fått en del anbefalinger hva han, hva den personen mener burde være, hva type bøker som bør være i et godt skolebibliotek.

R: Ja. Interessant. Du så litt på den spørreundersøkelsen til den ene klassen her på skolen. Har du noen tanker, kommentarer angående den?

LA1: Litt overrasket over at ungene ikke leser mer på fritiden. For det synes jeg det var ganske mange som var, som nærmest ikke åpnet en skjønnlitterær bok hjemme. Så det overrasket meg litt.

R: Ja. Dette er bare, tror du det er noe, nå vet jeg at du ikke har all dataen til å svare på dette, men tror du dette er noe som har gått ned i, med tida? Hvor mye barn leser på fritiden, eller?

LA1: Det er jeg faktisk litt usikker på, hvis jeg tar meg selv, bruker meg selv som eksempel, så leste ikke jeg heller noe veldig mye litteratur når jeg gikk på barneskolen. Jeg ble mer interessert i lesing når jeg ble eldre. Så jeg er litt usikker på, hvor, om det er noen stor forskjell. Det er klart at det er noe som er lesenerder, som alltid vil lese bøker, så er det noen som ikke gjør det, før lyset går opp. For noen vil ikke lyset gå opp i det hele tatt. Det er jo mange eksempler av voksne som heller ikke leser skjønnlitterære bøker. Derfor tenker jeg kanskje at vi må i hvert fall påse at elevene får gode leseopplevelser når de er på skolen. For det kan jo være med å motivere de til å bli gode, ja at de jakter gode leseopplevelser senere i livet. Ja, jeg tenker det òg er en viktig rolle for et skolebibliotek, og for en skole.

R: Ja. Er det noe som du kan tenke deg som ville ført til økt bruk av skolebiblioteket, eller økt lesing, kanskje, blant elevene?

LA1: Det ville vært å ha en bibliotekar i en ganske stor stilling, som kunne drevet med markedsføring, og med innsalg av bøker, og hjelpe elever å finne gode og motiverende bøker.

R: Helt på slutten nå, så har jeg kun et spørsmål igjen. Og det er: er det noe du ønsker å tilføye, som jeg ikke har spurt om, men du mener jeg bør vite?

LA1: Nei, ikke som jeg kommer på, sånn umiddelbart. Nei

R: Og hvis du kommer på det, så kan du gi meg en lyd i etterkant.

LA1: Det skal jeg gjøre.

R: Yes, tusen takk.

Jo, bare hyggelig.

Appendix E6: Library administrator 2 transcript

R: Okay. Hallo.

LA2: Hei

R: Jeg tror vi starter intervjuet med å rett og slett bare spør, hva er jobben din her på skolen?

LA2: Først og fremst lærer, kontaktlærer på åttende trinn, og underviser i norsk, engelsk, engelsk fordypning, KRLE. Og så har jeg ansvar for skolebiblioteket.

R: Ja. Hvor lenge har du jobbet her på denne skolen?

LA2: Ja. Elleve pluss to år. Jeg hadde et kort opphold, eller, fire år på [School 3].

R: Ja. Og, er de de to skolene som du har jobbet på?

LA2: Mhm.

R: Ja. Okay. Så lurer jeg på hva ditt personlige forhold til lesing er. Hvem er du som leser?

LA2: Jeg liker veldig godt å lese. Jeg leser hver dag. Jeg leser alt jeg kommer over. Ja. Jeg, jeg tror ikke jeg har noen sånn, favorittsjanger. Det er litt sånn tid og sted, og.

R: Ja. Du leser ganske bredt?

LA2: Ja, jeg tror det. Og så leser jeg både engelsk og norsk. Jeg leser veldig mye engelsk på kindle. Så hører jeg på lydbøker og så leser jeg vanlige bøker.

R: Ja. okay. Circa hvor mye tid i uken bruker du på arbeid i, og med, skolebiblioteket?

LA2: Jeg har satt av en time i uken til skolebiblioteket.

R: Ja. Og har det vært én time i uken så lenge du har hatt det ansvaret, eller?

LA2: Nei.

R: Har det vært forandringer der?

LA2: Det første året jeg begynte med biblioteket, da hadde jeg avsatt fem timer i uken. Det er vel det eneste året som har vært fem timer. Året etterpå så tror jeg det ble fire, så ble det tre, så ble det én.

R: Ja. Og du nevnte dette for meg en annen dag, at, var det en større stilling, eller et større ansvar før du fikk det ansvaret?

LA2: Ja, før jeg fikk, så var det. Akkurat hvor mye den personen som var før meg, det vet jeg ikke. Men når jeg begynte her, for 17 år siden, da var det en person som hadde skolebiblioteket som en fulltidsjobb. Hadde kun skolebiblioteket. Så det er vel egentlig de siste ti årene at skolebiblioteket har bare krympet, og krympet og krympet. Det tror jeg gjelder, jeg vet at det både her og på [School 3], så er det det. På [School 3] så tror jeg at det er en av inspektørene som har ansvaret for biblioteket.

R: Hva innebærer arbeidet ditt med skolebiblioteket?

LA2: Der er ikke noe sånn stillingsinstruks i forhold til biblioteket. Når jeg overtok på biblioteket, så hadde jeg først en formidabel jobb med å rydde opp. Kaste mye gammelt. På det tidspunktet så gikk vi over på data. Sånn at det var ikke samme behovet for, sånn faktabøker. Og jeg har ment det at antallet bøker på biblioteket må stå litt i forhold til den stillingsstørrelsen som er, for bøkene skal jo passes på, og såne ting. Så jeg, jeg fjernet alt av faktabøker og har kastet mye gammel skjønnlitteratur. Jeg skulle jo ønsket at jeg hadde mer tid, til å markedsføre biblioteket. Markedsføre nye bøker, for eksempel. Gjerne gå rundt og fortelle de klassene om forskjellige bøker. Kjøpt inn mer bøker, men det er bare det at det tar mye tid, og jeg gidder ikke å jobbe dugnad lenger. Jeg gidder ikke å, det innebærer jo å lete etter bøker, finne bøker som fenger, spesielt gutter, det tar litt tid å lete etter. Selv om det ikke akkurat er, sånn, ikke nå lenger, tidligere var det satt av en sum som skolebiblioteket hadde til disposisjon. Det har det ikke vært, nå, men det er jo ikke sånn at jeg får handle ubegrenset. Da må jeg jo være litt bevisst på hva jeg kjøper inn.

R: Ja.

LA2: Så. Men nå er det egentlig bare å hente bøker på folkebiblioteket, og denne her, kulturfondbøkene. Så tar jeg de opp, gjør jeg de klar, legger de inn i bibliofil, og noe mer arbeid legger jeg ikke ned i det.

R: Nei. Og med én time i uken så er det jo

LA2: Det er veldig begrenset. Det tar jo faktisk litt tid å gjøre bøkene klar til biblioteket.

R: Nå tror jeg du har svart på ganske mye av det jeg lurer på, men det er bare fint. Du har vært litt inne på det, men jeg tenkte å spør hva du synes om skolebiblioteket, per nå, sitt utvalg generelt, og utvalget av engelske bøker, mer spesifikt.

LA2: Jeg synes ikke det, at det er så veldig mange bøker. Jeg vet at det er elever som har etterlyst forskjellige ting. Men det er, sånn sagt, jeg må sette meg ned og lete etter det. Lese om det. Og så er det jo det, at når det er kun det som jeg får fra kulturfondbøkene, så er det jo egentlig noen andre som bestemmer hva jeg får inn. Det er jo kun norske bøker. Det er bittelitt nynorskbøker som kommer, i de kulturfondbøkene. Det er av og til litt faktabøker. Sånn at, og

så får du ikke hele tiden heller. Så det er jo ikke sånn kjempemye som kommer. Når det gjelder engelskbøker, så er det jo ingen ting. Det er jo òg litt mer krevende, fordi at, ja, kan jo bestille fra Platekompaniet, det kan jeg jo. Men der er ikke så veldig mye fra disse her norske forlag.

R: Nei. Hva mener du skolebibliotekets rolle er?

LA2: Ja. Hva det skulle ha vært, eller hva det er?

R: Du kan svare på begge, om du har lyst.

LA2: Okay. Vi vet jo det, at leseferdighetene går ned. Det så vi nå på den, var det PISA-undersøkelsen? Ja. Unger leser jo, de bruker veldig mye tid på skjerm. Og vi voksne, jeg ser jo det på meg selv. Hvis jeg leser Stavanger Aftenblad, fysisk avis eller hvis jeg leser på nett, så leser jeg på to veldig forskjellige måter. Men jeg er jo oppvokst i en tid som der ikke var internett, så for unger i dag, så tenker jeg det er viktig å lese bøker. Men, det må jo være et rikt utvalg. Jeg vet ikke om, nødvendigvis, elevene hadde lest mer om det hadde vært sett av en hundre prosent stilling, og jeg kunne fått gjort alt det som jeg kunne tenkt meg å gjort på biblioteket. Vet ikke om de nødvendigvis hadde lest mer, men de hadde i hvert fall ikke lest mindre.

R: Nei.

LA2: For det går nesten ikke.

R: Så pass. Da går vi, det passer egentlig ganske godt med neste spørsmål, som er, hvor fornøyd er du med bruken av skolebiblioteket, blant elever og lærere, her på skolen?

LA2: Tror ikke det er noe særlig bruk av det.

R: Nei?

LA2: Vi hadde jo biblioteket der som du er vant til at det er. Det er vel en, tre-fire år siden, kanskje, at jeg flyttet det inn til et vanlig klasserom. Årsaken til at jeg flyttet det, det er fordi at, de timene jeg hadde til disposisjon i biblioteket, de var ikke så veldig mange. Det ble ikke så mye brukt, og så har vi, på denne skolen, ingen store rom, som vi kan samle flere elever. Det eneste er gymsalen, og den er gjerne ikke alltid like trivelig. Så derfor tok jeg, flyttet biblioteket. For jeg fant ut at det kan jeg få plass til i et klasserom. Og det har nok sikkert gjort at biblioteket blir enda mindre brukt, men det var jo òg sånn som det har vært, så kunne ikke elevene bruke det, sånn som det var før. Fordi at, du kunne ikke sende elever inn der, og så slippe de løs. Alle de gangene jeg kom dit, alle bøker var snudd, eller de var flyttet rundt forbi. Det stod en PC til utlevering av, eller, utlån av bøker. Elever som ble frisluppet der inne, de herjet og gjorde vilt. Så det gikk ikke. Så, ja. Har jeg egentlig svart på det, eller?

R: Det tror jeg.

LA2: Okay.

R: Det har du nok. Er elevene på noe vis involvert i anskaffelsen av bøker?

LA2: Nei.

R: Nei.

LA2: De var tidligere. Da fikk de komme med forslag og, sånne ting. Spesielt, kanskje, på det trinnet som jeg var. At jeg hørte gjerne om der var bøker som de kunne tenkt seg at jeg hadde kjøpt inn, og sånt. Men nå gidder jeg ikke det lenger.

R: Nei. Det er tiden som rett og slett ikke strekker til?

LA2: Ja, jeg er lei av å jobbe dugnad.

R: Ja. Det er forståelig.

LA2: Ja.

R: Er det noe du kan tenke deg som ville ført til økt bruk av skolebiblioteket?

LA2: Ja. Mye bedre plass. Mye mer utvalg i bøker. Og ikke minst det, å gjerne kunne reklamere for bøker. I dag er det jo sånn at jeg ikke hadde trengt å gå rundt til alle klassene. Jeg kunne hatt en side, enten knyttet til skolens hjemmeside eller Classroom, som alle hadde tilgang til, der jeg kunne brukt teknologi og reklamert for bøker.

R: God idè. Det hadde jeg ikke tenkt over.

LA2: Ja. Så. Ja. Men, jeg har som sagt ikke tiden.

R: Nei. Ja. Først så-

LA2: Det sier seg jo litt selv, at når elevene ikke vet hvem det er som har ansvar for biblioteket, så vet de jo knapt at der er et bibliotek.

R: Ja. Det får oss egentlig ganske fint over på spørreundersøkelsen, som elevene har gjort. Der så vi jo at, jeg tror det var fire av tjuesyv, hadde skrevet ditt navn, som den ansvarlige for skolebiblioteket.

LA2: Men nå er det vel bare min klasse du har hatt undersøkelsen i.

R: Jeg vet ikke hvilken klasse det er.

LA2: Er det [Teacher 2] sin klasse?

R: Ja.

LA2: Det er den klassen jeg er kontaktlærer i. Jeg er sikker på det, at hadde du spurt noen av de to andre åttendeklassene, så er det ingen som hadde visst.

R: Åja.

LA2: Ja. Men jeg har jo sagt i fra til klassen, at jeg har, altså, jeg styrer jo av og til litt med bøker. Finner bøker til de, eller, springer rundt med denne her dydaren?

R: Så denne klassen er rett og slett ikke så representativ for-

LA2: Ikke i forhold til hvem som har ansvar for biblioteket, nei.

R: Det er jo interessant.

LA2: Ja.

R: Er det noen andre ting som du synes er interessante, med svarene fra elevene på denne undersøkelsen?

LA2: Ja. Vi ble jo enige, vi som har norsk på åttende trinn, i høst, at elevene leser for lite, og vi bruker for mye tid på PC. Så vi hadde bestemt oss for, at vi skulle ha, sette av en time i uken til stillelesing. Da er det sånn, det blir litt for mye for åttende klasse å sitte i seksti minutter og lese, stille i ei bok. Det er jo noen som aldri har fullført ei bok. Så det som jeg har gjort i min klasse, det er at jeg har satt av tretti minutter til høytlesing, og tretti minutter til stillelesing, og det har jeg fulgt. Det har, altså nynorsken og andre ting som vi skal gå igjennom, har heller blitt ofret for den stillelesingen. Og derfor blir jeg litt overrasket når det er så mange i undersøkelsen som svarer at-

R: De får null til femten minutter i gjennomsnitt i uken?

LA2: Ja. Og da er det litt sånn, vi må ta det med en klype salt hva de har svart.

R: Ja. Vi har kanskje ikke verdens mest pålitelige informanter.

LA2: Nei.

R: Nei. For det er èn ting som jeg synes er litt interessant. Det er, hvilke av disse har du på utlån fra skolebiblioteket nå. Der seksti prosent har engelsk bok, og trettitre prosent har både norsk og engelsk.

LA2: Ja. Det som kan være, for det at de har jo en veldig, det, altså denne her hukommelsen. Men jeg har jo sett at de holder på og leser i engelsk. Det som vi har gjort i norsk, nå, si februar, si midten av februar, siste måneden gjerne, de har alle måtte velge ei bok, nå etter jul, som de må lese og presentere. Og så har de fått fredagstiden til å jobbe med det. Så de tenker nok gjerne at når de sitter og jobber med, at de skal finne virkemiddel og diverse i boka, så tenker de ikke at det er en del av stillelesingsgreiene. Mens i engelsk, så har de sikkert fått satt av litt tid lesing. Så jeg kan tenke meg at det kanskje er årsaken, at de ikke klarer å skille fagene. Den undersøkelsen har blitt gjort i engelsktimen, og så tenker de engelsk fag, stillelesing der, kanskje.

R: Ja. Det kan jo forklare noe.

LA2: Ja.

R: Nå mot slutten, så lærte jeg nettopp noe nytt

LA2: Okay.

R: om kommunen. Om en ny stilling nå i mars. Skolebiblioteksadministrator. Som jeg dessverre ikke, hadde jeg visst om det tidligere, så skulle jeg gjerne intervjuer den personen òg, men

LA2: Ja. Det hadde vært interessant, for da kunne jeg veldig godt tenkt meg å lest hva du skriver.

R: Ja. Så jeg lurer bare på, hvor, hvor mye informasjon du har fått om denne personen, denne stillingen. Lite og ingenting?

LA2: Rektor har orientert om det. Og det ble presentert som en gladnyhet, og siden har ingen hørt noenting.

R: Nei. Så da, det får heller være i nær fremtid, får vi håpe.

LA2: Ja. Jeg vet ikke hva som er greia der, nei.

R: Nei. Som sagt, han begynte vel i arbeid nå for, ei uke eller to siden.

LA2: Å, det er ikke, åja, jeg trodde det var allerede opprettet.

R: Nei. Jeg tror den, den starta nå i mars, har jeg i hvert fall hørt. Helt i slutten nå, så er mitt siste spørsmål, er det noe jeg ikke har spurt om, som du tenker jeg bør vite om?

LA2: Ja, hva skulle det vært. Nei, jeg kan ikke komme på noe.

R: Nei, det er helt greit. Da sier jeg tusen takk.

LA2: Jo, bare hyggelig.

Appendix E7: Library Administrator 4 transcript

R: Hva er jobben din her på skolen?

LA4: Jeg jobber som lærer, og har en del ansvar for spesialundervisning på sjette trinn. Og så har jeg òg ansvar for biblioteket, der jeg har seks timer i uka.

R: Ja. Hvor lenge har du jobbet på akkurat denne skolen?

LA4: Det er tredje året. Så det blir to og et halvt år da, snart tre.

R: Og hvilken tidligere arbeidserfaring i skole har du?

LA4: Jeg har vært elleve år i [nabokommune], som lærer da, og ti av de som kontaktlærer, på, mellom andre og tiende trinn.

R: Okay. Hva er ditt personlige forhold til lesing, altså, hvem er du som leser?

LA4: Jeg er et lesevesen. Jeg leser masse selv, både barnebøker og voksenbøker. Ja. Løper etter folk med bøker, og, ja. Lesevesen.

R: Ja. Litt sånn, lidenskapelig når det gjelder litteratur?

LA4: Mhm

R: Ca. hvor mye tid i uka bruker du på arbeid med, og i, skolebiblioteket?

LA4: Det er satt av seks timer, så de ukene det er lite fravær blant de voksne, så blir det jo seks timer da. Men hvis det er fravær, eller vi er på tur og sånt, så pleier jeg å være med trinnet. Så det er litt varierende, mellom 2 til seks timer, vil jeg tro.

R: Ja. Men på en perfekt dag, ei perfekt uke, så er det

LA4: Seks timer, ja.

R: Hva innebærer arbeidet ditt med skolebiblioteket?

LA4: Det innebærer å, hva skal jeg si, holde orden, lage system, merke nye bøker, kjøpe bøker, kaste, før høstferien så kastet vi en container, for det var sikkert ikke ryddet her siden nittitallet. Så, ja. Brukte jo ganske mye tid på det, sortere ut gammelt, og har nå brukt en del tid på å kjøpe inn nytt, og merke de da og, ja, prøve å liksom løfte opp motivasjonen på skolen.

R: Ja. Hva synes du om skolebibliotekets utvalg, sånn generelt?

LA4: Dette?

R: Mhm.

LA4: Sånn blanding. Jeg tenker at det vi har handlet inn det siste året har nok vært veldig gode bøker, for de er utlånt hele tida. Men jeg skulle jo ønsket at vi hadde enda bedre råd, og kunne bare, hva skal jeg si, kjøpt inn så mye av det de vil låne, til at det alltid var nok til at de kunne lese det har lyst til, at de ikke måtte vente så lenge, og ja. Det handler jo om økonomi.

R: Ja. Hva synes du om bibliotekets utvalg av engelskbøker?

LA4: Dårlig.

R: Dårlig?

LA4: Ja. Jeg synes det er dårlig, ja. Vi har ikke prioritert det noe særlig. Det er mange som spør, og foreslår det, og sånn. Men så er det jo sånn, når vi har bestilt inn en del av det nye på

norsk, så er det plutselig tomt for penger. Sånn var det i hvert fall før jul, og nå er det jo nytt budsjett, så får vi se, kanskje i neste runde. Men jeg tenker òg, førskolen må vi prioritere, gjerne før engelsk, for nå har det blitt kjøpt inn ganske mye som passer mellomtrinn, så, ja. Det er nok økonomi. Så jeg synes ikke det er godt utvalg nå.

R: Nei. Får du høre det fra elever og lærere?

LA4: Nei, sjeldent. Det har vært et par elever som har spurt etter flere, og så har det òg blitt tatt når vi hadde sånn PU-tid (pedagogisk/profesjonell utvikling), når det var spørsmål om, om noen hadde boktips, så var det noen som skrev “flere bøker på engelsk”, bare det da. Men da blir det jo at jeg ikke prioriterer de igjen, for jeg trenger konkrete tips, for ellers bruker jeg for lang tid på å lete.

R: Ja. Du har jo egentlig vært inne på det, men jeg kan spør “bare for skams skyld”, så de sier. Hvordan prioriteres anskaffelsen av engelske bøker til skolebiblioteket?

LA4: Burde nok blitt prioritert høyere. Har ikke prioritert det nå dette året, i alle fall. Selv om det har blitt ønsket fra noen, da.

R: Ja. Hvordan markedsfører du biblioteket, i hermetegn, skolebiblioteket til elever og lærere?

LA4: Til elever så tenker jeg det markedsfører seg litt selv. Til de som jeg kjenner best, så har jeg gjerne gått og funnet elevene når det kommer nye bøker. Jeg har tatt med noen elever òg, og sett igjennom tips fra Sølvberget. Vi har en mor som jobber her, nei, ikke jobber her, som jobber på Sølvberget, men har elever her, som har jeg gitt meg en del tips da. Så tok jeg med meg elever og så igjennom tipsa, og, at de fikk være med litt og bestemme hva vi kjøpte. Det er jo en måte, og så har jeg hatt, laget litt sånn små utstillinger i bilbioteket, sånn jul og halloween og, tenke nå, hvis jeg får tid, må jeg skyndte meg å lage en påskekrimpult. Ja. Og til voksne så blir det mer at jeg spør om ordet på PU-tid og viser nye bøker jeg har kjøpt. Og nå, de aller nyeste som kom står her. Det er ikke alle som er, liksom, gitt ut nå da, men at de har kommet nå.

R: Ja. Det la jeg ikke merke til når jeg kom inn her, men det er-

LA4: Ja. Det bordet var fullt da, sist uke. Og så er det jo lærere da, som har forsynt seg, og tatt med til sin klasse.

R: Ja. Spennende.

LA4: Ja. Men noen av de er jo eldre bøker, mens noen av de, sånn som den “Evighetsspillet”, er jo helt nye. Så ja, litt forskjellige måter. Så skal jeg òg ha en workshop i morgen, på PU-tida, der jeg skal presentere en del nye bøker, og høytlesingstips til lærerne, så litt sånn.

R: Ja. Litt variert.

LA4: Ja.

R: Hva mener du rollen til skolebiblioteket er?

LA4: Det blir jo en plass der de kan finne bøker som de kan kose seg med, skulle vært rollen. Så skulle jeg òg ønske det var litt mer innarbeidede rutiner med at, det er en plass hvor vi kan gå og være litt rolige og lese. For det er det ikke helt her. Det er mer en sånn, gymsal. Så jeg savner litt mer den, finne roen plassen.

R: Ja. At det, i tillegg til å være en plass å finne bøker, så er det òg en plass å lese bøker?

LA4: Ja. Og så jobbe òg. Men det blir en del løping og bygging av de der møblene, de møblene er kjekke å bygge tårn med, at de heller gjør det. Ja, litt sånn. Så jeg skulle ønske meg bedre rutiner, eller bedre vaner.

R: Ja. Hvor fornøyd er du med bruken av skolebiblioteket, blant elever og lærere?

LA4: Det òg er veldig variert. De fleste lærerne er jo veldig flinke til å følge de, registrere bøker, og. Men det er en del, dessverre, som slipper de alene. At det blir mer, sånn, gymsal. Og, at de bare forsyner seg, og så at de, de nye bøkene, de kommer aldri tilbake da, og, ja. At de bare tar de uten å registrere de, det forstår ikke jeg at er lov. Så det blir litt sånn blanding, men de aller fleste er jo flinke. Og, jeg vil si at småskolen er flinkest, både av eleven og lærerene, til å bruke biblioteket sånn, som vi skal. Og de, gjerne de i syvende òg, de aller eldste, de er ganske flinke, de tror jeg ikke går der alene.

R: Nei. Ehm, da kommer vi inn på noe som jeg har sett har vært litt forskjellig, sånn fra skole til skole. Kan elevene låne ut bøker på egen hånd, eller?

LA4: Ja. Det er en sånn egen funksjon, med at, de kan liksom, hva heter det, trykke “lån ut, lån inn” på sin egen Chromebook.

R: Okay. Og så trykker de inn en, en kode for boka, eller?

LA4: Ja. Eller så må de koble til den der piperen (scanner) i sin Chromebook og så “biip”. Men det går an å bare skrive strekkoden selv.

R: Okay. Er elevene involvert på noe vis-

LA4: Ja.

R: I anskaffelsen av bøker til biblioteket?

LA4: Ja, litt. De får jo komme med tips. Sånn som femte, for eksempel, har jo sendt ei lang liste. Og da har jeg jo kjøpt inn noe av det, men ikke alt, men, ja, plukket litt. Og så er det jo de som hjalp meg da, å se på de boktipsa fra Sølvberget, har vært med, og kommet med ønsker da. Så det er vel det jeg kommer på. Og så er det jo òg en del syvendeklassinger, som har jobbet, da, på biblioteket. At de rydder, og er vakt i den, den lesekvarten om morgenen, og i matfriminuttet. Det er ganske bra. Da har det blitt mye bedre orden, når de begynte. For da er det liksom innom noen to ganger til dagen.

R: Ja. Så du har delegert ei elevgruppe?

LA4: Ja. Og så rullerer de da. Syvendeklassinger, de er veldig flinke. Ja! de òg var med meg, vi fikk, på Ivar, så hadde de sikkert sånn omvendt julekalender, de samlet inn masse bøker og leker, så fikk vi mail at vi kunne komme. Da tok jeg med meg tre av de syvendeklassingene, ut til Forus. For mye av det var helt nytt, og da fylte vi, liksom, hele bagasjerommet mitt, og reiste tilbake til skolen. Da fikk de være med og plukke litt, og det var jo gratis. Så det var veldig kjekt.

R: Det er jo gildt.

LA4: Mhm.

R: Og jeg så jo òg i spørreundersøkelsen, at de aller fleste vet jo at det er du som har, som har ansvaret.

LA4: Ja. Det er jo de minste som jeg tenker vi må prioritere nå fremover. Både med, involvere de og handle inn til dem. Du ser jo, det meste her ser du jo er mellomtrinn. Ja. Utenom den der “kokosbananas”.

R: Er det noe du kan tenke deg som ville ført til økt bruk av skolebiblioteket?

LA4: Kanskje hvis det var enda mer bemanning. Og at det var faste tider der alle visste at det var en voksen der, som kunne både hjelpe med å finne bøker, men òg registrere de. Det har jeg tenkt mye på, etter jeg begynte i denne rollen, at det hadde vært good å ha, type sånn, den første halvtimen hver morgen, eller noe sånn. At det burde bli timeplanfestet. I hvertfall da. Det tror jeg hadde gjort. Og da hadde det jo òg gått an å slippe de alene òg, uten at det hadde blitt gymsal, tenker jeg.

R: Ja.

LA4: Mhm. At det, ja. Det tror jeg at hadde vært bra. Og så har jeg òg etterspurt ei sånn svinghylle. Sånn ei, sånn som du kan svinge med sånn boktips. Har du sett de? Så kan du liksom ha til de eldste øverst og de yngste nederst, og så kan du snurre på den. Sånn ei hylle har jeg ønsket meg. For det er det ikke. Så de forsvinner litt, bøkene der nede. Sånn, ja, de blir ikke så synlige.

R: Nei.

LA4: Det tror jeg kunne hjulpet. Mer bemanning, og så ei sånn utstillingshylle. Ja.

R: Vi så jo kjapt på den spørreundersøkelsen nå. Har du noen kommentarer til de svarene som elevene kom med? Var det noe som overrasket, eller er det, som forventet?

LA4: Som forventet. Det eneste var, hvor mye de leser på skolen. At jeg tror de fleste har skrevet litt for lite, kanskje de har tenkt til dagen, når de skrev 0-15 minutter, tror jeg. Men jeg vet ikke.

R: Nei.

LA4: For de er, den klassen, de er veldig motiverte. De er sånn som kommer og spør meg, og, ja. Og at jeg kjenner jo de, og ganske godt. Så jeg vet ikke. Men ellers, ingen overraskelse.

R: Nei. Jeg lærte nettopp om, om noe helt nytt i kommunen, som jeg tenkte jeg skulle spør om. Den nye skolebibliotekskoordinatoren. Som vel begynte denne måneden.

LA4: Ja.

R: Jeg lurte på, hva vet du om denne nye rollen, eller-

LA4: Ingenting. Annet enn at jeg så utlysningen. Den, de søkte jo etter en. Det er den på [det offentlige biblioteket] du tenkte på? Som skal på en måte ha ansvar for skolebibliotekene?

R: Mhm.

LA4: Jeg så utlysningen, men jeg har ikke hørt noe etterpå, så jeg vet ikke. Men det høres jo bra ut, da. For jeg. Men jeg etterspurte det, så jeg tenkte når jeg så utlysningen, at det var jeg som har gitt de tipset. For jeg spurte om det fantes, allerede i høst, siden de hadde det i Stavanger. Så, nei, jeg vet ikke mer enn det.

R: Ja, jeg tenker jo, jeg tenker jo det er spennende, og er håpefull.

LA4: Ja. Ja, det kan være lurt. Så tenker jeg det kan være lurt òg, at skolene samarbeider. At ikke alle sitter på hver sin tue og gjør sitt, men at det kunne gjerne vært en sånn, felles plass.

R: Mhm. Helt nå på slutten, er det noe du ønsker å tilføye, som jeg ikke har spurt om, men du mener jeg bør vite? Angående skolebibliotek, eller lesing, lesing i skolen, lesing av engelsk, eller?

LA4: Ikke som jeg kommer på. Eneste, hvis du veldig gode tips om engelske bøker, så må du bare gi de til oss. Siden du er student, og studerer master i engelsk, så har du gjerne noen gode tips. Så er det bare å sende de, så tar vi imot gode tips.

R: Ja. Jeg skal, hvis jeg kommer på noe. Yes, da tror jeg jeg sier tusen takk.

LA4: Jo, bare kjekt.