UNIVERSITETET I AGDER

Teaching Methods and Learning Strategies For Writing in English Class

Which teaching methods and learning strategies are used by English teachers at lower secondary school when it comes to writing in the English subject?

ELISE ÅS ANDERSEN
EN-502

SUPERVISOR
Susan Lynn Erdmann

University of Agder, Spring 2019
Faculty of Humanities and Education
Department of Teacher Education

Acknowledgements

Abstract

English is a subject in Norwegian lower secondary schools where the students learn how to write in English. This L2 learning process can be complex, and those who teach English face several challenges connected to developing successful L2 writers. For example challenges connected to enhancing, facilitating and nurturing the learning process (Fenner & Skulstad, 2018, p.139). Because of the complexity of writing, it might be useful for teachers to know different writing strategies that are effective and useful for L2 learners. This research studies which teaching methods and learning strategies are used by English teachers at lower secondary school in Norway, when it comes to teaching writing in English.

Norwegian and international research has shown that writing is an essential, basic skill. A writing process consists of four phases: the pre-writing phase (planification), the start-up phase, the revision phase and the finalizing phase. There are different writing strategies suitable for all four phases (Skrivesenteret, 2013). ESL (English as a second language) writers are individuals, which means that English teachers need to know their students' needs, strengths and weaknesses. Any given method or strategy might not be suitable for all ESL students. For example, according to Elvebakk and Jøsok (2017) and Horverak (2016), the five-paragraph essay is too difficult for some students, while it is very effective for others.

The current study is a mixed method study, the qualitative part relying on interviews while the quantitative part relying in data collected from a questionnaire. The findings demonstrate that English teachers in Norway at lower secondary school, are confused on terminology regarding methods and strategies. However, teaching from the blackboard, ICT, independent study, theme-work, in-depth assignments, writing assignments and "learning together" are

methods used by the informants and 47,8-92,2% of the respondents. Strategies such as mind-map, friend-diagram, VØL-sheet, speed-writing and free-writing are mentioned by both the informants and the respondents. Hence, Norwegian English teachers at lower secondary schools use different methods and writing strategies when teaching English. However, further education on teaching methods for Norwegian English teachers seems to be desired, supported by results from the current study and a study conducted by Klewe et al. (Klewe, Berg, Neset & Sørlie, 2013, p.35).

Table of Contents

Tables and Figures

1.0 Introduction

1.1 Introducing the Present Study

It can be a complex process to learn how to write a second language. English teachers in Norwegian schools face different challenges when it comes to teaching students how to successfully write in a second language. One of the basic skills in English is writing, and the importance of writing is emphasized in the curriculum of this subject. When one is writing, one makes different choices, both consciously and unconsciously when it comes to learning meaning and how to write different school genres and other kinds of texts (Fenner & Skulstad, 2018, p. 139). It is therefore important that the learners learn how to make proper choices.

When it comes to developing the writing skills of ESL students (English as a second language), it is interesting to investigate which strategies and methods teachers use in class to achieve writing development. One might believe that Norwegian teachers who teach English have much competence on this matter, but this might not be the case. In this thesis, teacher proficiency with regards to teaching English writing will be investigated. I will present different Norwegian and international studies on ESL writing in order to see if the results from these studies confirm the results from the current study. In order to study the English teacher's repertoire of methods and strategies, I have conducted interviews and given out a questionnaire to generate both qualitative and quantitative results.

In the present study, one investigates English teachers' knowledge on teaching methods and writing strategies. Main areas include which of these strategies and methods English teachers

use in the L2 classroom at lower secondary school, and their use of feedback as a strategy, including their thoughts on the matter. The research question is therefore as follows:

- *Which teaching methods and learning strategies are used by English teachers at lower secondary school when it comes to writing in the English subject?*

In addition, this study will look at if there is a knowledge gap between the teaching methods used by teachers and their theoretical knowledge about learning strategies.

1.2 The Aims of the Study

Writing includes different forms of processes, such as social, psychomotor, cognitive and affective processes (Riabokrys & Mishchenkob, 2016, p.72).It is therefore important to keep in mind that there are several factors that can affect one's L2 writing development, and these factors differ for each individual.

The aim of this study is therefore to determine teachers' knowledge of used teaching methods and writing strategies used in English class. Another aim is to make English teachers aware of their own competence with regards to teaching methods and writing strategies, because it can be useful with a wide repertoire of methods and strategies in order to vary one's teaching. Some English teachers might not vary their teaching and/or not know the difference on terminology when it comes to teaching methods and writing strategies. When teaching writing, one should aim to develop and improve textual competence. In addition, it is important to focus on developing genre awareness, including being able to choose the genre/s most fitted to the communicative purpose (Fenner & Skulestad, 2018, p.147-148). The current study will therefore also look at which genres that are being used in English class.

1.3 Key Definitions

In this thesis, the main definitions are teaching methods, writing strategies, ESL and EFL. Teaching methods are defined as procedures, activities and practices that are being used in order to promote individual and collective learning. Writing strategies can be defined as structured steps while writing that lead to a written product. In order to develop a finished written product, one can use prewriting strategies such as planning, writing stage strategies such as drafting and revising strategies such as revising and editing. The difference between strategies and methods, based on the mentioned definitions, can be that strategies are structured steps that leads to a product and methods are activities that aims to promote learning. One might also say, in this case, that teaching methods are teacher initiated while strategies are student initiated. Teaching methods and writing strategies are defined more thoroughly in chapter 2.3 Definitions.

ESL stands for "English as a second language", and refers to individuals (in this case, students) who learns English as a second language. In addition, in the country where English is being taught, the language can be either important or official (Hornby et al., 2010, p. 515). EFL stands for "English as a foreign language". This term refers to situations where English is taught to individuals (again, students) who speak another language as their first language (Hornby et al., 2010, p.487). For example, a South Korean student learning English in South Korea would be an EFL student. This is because English is not an important/official language in South Korea (SIL International, 2019). A Japanese student learning English in Ireland would be an ESL student.

2.0 Theory

2.1 English in the Norwegian School System

2.1.1 Are Teaching Methods and Learning Strategies Mentioned in LK06?

According to the English curricula's competence goals after Grade 10, students are supposed to use learning strategies in order to develop their language skills in English and written communication. Learning strategies for writing are mentioned specifically as an educational objective (Utdanningsdirektoratet, n.d.). When it comes to language teaching, "skills in English" include "written skills". Therefore, students would need to acquire information about different learning strategies for writing and how these strategies can be useful when learning the English language. Teachers should therefore be able to provide students with different strategies that can be useful for them.

Even though teaching methods are not specifically mentioned in the curricula for the English subject, teachers can use such methods to motivate students and make learning fun. There are several educational objectives in written communication and language learning that students are supposed to be proficient in after Grade 10. Teaching methods and learning strategies can therefore be useful tools in achieving these educational objectives (Utdanningsdirektoratet, n.d.).

2.1.2 Writing as a Basic Skill

One of the basic skills that students are to learn through their education is to be able to write. Through the national initiative on competence-building in secondary school, every secondary school will receive help if wanted, to enhance students' competence in writing, reading, class-management and/or calculating. Through this initiative, students will hopefully find teaching practical, relevant, challenging and varied (Utdanningsdirektoratet, 2014).

According to the Norwegian Directorate for Education and Training, there are five principles connected to developing students' writing skills: 1. To write as much as possible in every subject and use writing when acquiring knowledge, 2. To provide feedback for learning to promote student writing development, 3. To provide students with writing strategies, 4. To provide frameworks to support students writing, (for example model-texts) 5. To create a classroom where one can discuss writing and texts (Utdanningsdirektoratet, 2014). The schools therefore have a responsibility to prepare students in different writing roles they might come across later in life, and to provide training in writing regardless of the students' background. Strategies can be important tools to provide training in writing.

2.1.3 Written Examinations

In the written English exam for the 10th grade in Norway, spring 2018, students were asked to write two short texts and one longer text (Utdanningdirektoratet, 2018 p.3). By doing so, the student is expected to write texts where the aim can be to determine whether one can differ between formal and informal written language, and whether one is able to adjust the language based on the reader and the purpose of the text. As a result, the student has to decide which kind of text is most suitable for the given situation (Utdanningsdirektoratet, 2018, p.4). Therefore, it might be helpful to have learned about different genres beforehand, and use this repertoire to decide what to write and how to write. The texts are evaluated based on structure and coherence, and as a result, basic skills are essential (Utdanningsdirektoratet, 2018, p.4). Therefore, being taught different writing strategies that are based on how to structure different texts and their special features should be the aim of every English teacher when teaching writing.

2.2 Theories and Principles

When acquiring knowledge, one can use different kinds of learning strategies. Every student needs to find which technique suits them. It is important that teachers are aware of this (Repstad and Tallaksen, 2011, p.40-41). It might therefore be important for the teacher to use different teaching methods in order to reveal how one's students learn best. Even though this thesis focuses on teaching methods and learning strategies for writing, several different methods and strategies include writing in some way. If a student is a visual person, using mind-maps could be a useful teaching method. If one learns best by working with others, one useful teaching method could be groupwork. If one learns the best by being in motion, one teaching method could be roleplay. If one learns the best by using music, one teaching method could be composing lyrics (Repstad and Tallaksen, 2011, p.41). All these methods with different learning styles promote writing in one way or another. Therefore, one has the possibility to use several methods when one aims to increase students' writing skills generally and in English particular.

2.2.1 Vygotsky and John Dewey

Like the principles of "Makis" and Cominus, Vygostsky's theory on social interactions can be valuable knowledge for teachers. He believed that social interactions are fundamental for human development, and that social relations are linked to children's intellectual, existential, social and emotional abilities (Repstad and Tallaksen, 2011, p. 48). It might therefore be important to, incorporate methods and strategies that involve social interactions, such as discussions. By communicating with others about a theme, one can learn more and discover other perspectives. This is what Vygotsky called the student's proximal development zone (Postholm, Haug, Munthe & Krumsvik, 2011, p.161). It can therefore be important that

teachers consider the group of students in order to provide an increasing learning environment when choosing teaching methods.

John Dewey is the American philosopher who had a theory about learning from one's experiences. Dewey believed that there had to be an interaction between the subject matter and the student's interests. He believed that intellectual freedom grows in those students who are curious, and work under conditions that provides necessary opportunities to collect information and use equipment that engage and arouse interest (Postholm et al, 2011, p.159-160). Therefore, one might interpret that providing students with strategies can increase learning because strategies can be seen as a written equipment. For example, by providing students with a framework on how to write a text, students are given a tool and the opportunity to practice a skill as long as the writing topic provoke students' interest. One can also use different teaching methods in order to provoke interest, such as roleplay or project work.

2.2.2 Principles of "Makis" and Comenius

When planning a teaching period, one might use the principle of "Makis" to ensure important elements included in the lesson. "Makis" stands for motivation, activation, concretization, individualization and cooperation. It is important to make the theme interesting, which motivates students. One has to concretize the learning content and make it available for the students, in addition to individualize the teaching lesson and adapt it to each individual in the class. Cooperation refers to learning by working together (Repstad and Tallaksen, 2011, p.47). Planning a teaching lesson in accordance with this principle might help students be more motivated in class. Students may also feel that the lesson is important and meaningful instead of tedious.

John Amos Comenius was born in 1592 and wrote *The Didactica Magna* (Maviglia, 2016, p.57-58). Comenius developed five principles when it comes to teaching. The first principle is about planning teaching lessons in relation to the students' learning stage. There are four essential learning stages; [1]*senses*, [2]*fantasy, language and memory,* [3]*understanding and knowledge* and [4]*evaluation* (Repstad and Tallaksen, 2011, p.47). These four learning stages explain how students acquire new knowledge. One uses one's senses in order to see, listen, smell etc. Then one uses one's memory and language to process the new information in order to understand and assimilate it. In the last stage one evaluates the recent assimilated knowledge. Senses are also mentioned in the second principle, where Comenius states that learning occurs through the human senses. Therefore, visual aids, experience and inductive methods are important parts of an educational process. The third principle states that one should plan a teaching lesson by introducing the students to something specific so as to move on to something more general. In other words, start with something simple and then move to more difficult tasks, move from the known to the unknown (Repstad and Tallaksen, 2011, p.47). According to Comenius, one should not start with something completely new and unknown, but work one's way through the subject matter from the bottom to the top. Students have a better chance to understand the subject matter when they have background information. It can be difficult, for example, to understand the inflected forms of verbs if you do not know what a verb is. Principle four states that one should not teach too many themes simultaneously, and number five states that one should go slowly and systematically through the subject matter (Repstad and Tallaksen, 2011, p.47). By teaching several themes simultaneously, students might feel confused and have a hard time separating the different themes.

2.3 Definitions

The research question of the current study contains two main definitions; teaching methods and learning strategies. It is therefore essential to know the difference in terminology. According to McKay, learning strategies are *"specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations"* (McKay, 1994, p.196). In order to make this statement more closely related to writing, one can replace "learning" with "writing". One could therefore interpret that writing strategies are specific actions one makes in order to write faster, more effectively and easier. Graham et al. describe writing strategies as structured series of physical and/or mental actions that one can use in order to achieve one's goals. These strategies can be used in multiple tasks: planning, drafting, revising, evaluating, editing and when setting goals (Graham et al., 2016, p.6). Arifin defines writing strategies as problem-solving tasks used to accomplish one's goals (Arifin, 2017, p.127). Based on the three definitions, one can define writing strategies as structured steps of writing that lead to a written product. In order to develop a finished written product, one can use prewriting strategies such as planning, writing stage strategies such as drafting and revising strategies such as revising and editing.

Teaching methods, on the other hand, are a set of procedures, practices, beliefs and principles that are being used in teaching (Nunan, 1991, p.2). Repstad and Tallaksen have made a list over 25 different teaching methods. Among them are *lecturing, teaching from the blackboard, questions and answers, homework, independent study, groupwork, project work, problem-based learning, storyline, dialog, roleplay, in-depth assignments, student presentations, use of ICT, work stations and submission of portfolio* (2011, p.73). Teaching methods can also be defined as something that determines how, what and in which order a subject matter is being taught, including a presentation of the subject matter. A method is a teacher's tool (Elizabeth,

2007, p.51). Based on these three sources, one might define teaching methods as procedures, activities and practices that are being used in order to promote learning, both individually and collectively. The difference between strategies and methods, based on the mentioned definitions, can be that strategies are structured steps that leads to a product and methods are activities that aims to promote learning. In the classroom, the teacher might be the person who engage the most in the teaching method. However, a student might be assigned to teach fellow students about a theme, and therefore uses, for example, lecturing as a method.

2.4 Teaching Methods

In LK06, the list of mastered proficiencies after Grade 10 do not specifically mention teaching methods, since the list explains what the students should have learned and not how the teacher should have taught. However, some of the educational objectives are formulated in a way that require discussions, presentations and conversation, as when one is to explain and express one's own opinion (Utdanningsdirektoratet, n.d.). In one way or another, writing can be included in most teaching methods. If the teacher draws a mind-map about World War II on the blackboard, where the students discuss keywords associated with the theme, writing can be included by copying the mind-map on paper or on the computer. However, copying might be discouraged by some, because it might take focus away from the discussion and working with understanding the subject matter. By utilizing methods that includes oral communication, students practice oral skills which simultaneously prepares them for later presentations. This is in accordance with Vygotsky's theory on social interaction (Repstad and Tallaksen, 2011, p. 75-76).

Repstad and Tallaksen mention 25 methods in table 9 called *"List of Methods"*. One of them is *independent study* where students have the opportunity to use ones writing skills actively

and independently (2011, p.73). One can read a paragraph and write keywords, one can draw a mind-map, one can write an essay on a theme; the opportunities are endless. Roleplay is a method where students are given different roles to play (Repstad and Tallaksen, 2011, p.73). Even though this method can be looked upon as an oral method, the method can require written work. Teachers can give an assignment where students are to write their own manuscript, for example in groups – which simultaneously exploits the method of *groupwork*. Homework is another method where writing can be practiced. In project work, one might have to investigate a theme and write down the findings. The method *in-depth study* consists of students having to study a theme in-depth and thereafter write an essay. By utilizing work stations, one or more stations can consist of writing tasks, for example a task where after hearing a spoken word and, the student would have to spell it correctly. One could use ICT as a method, by for example using computers to write an essay, making webpage design in Publisher, PowerPoints etc. (Repstad and Tallaksen, 2011, p.73). A more exhausted list of methods are presented in Table 2.

2.4.1 Lecturing and Post-Lecture Tutorials

Lecturing is one of many teaching methods. When giving a lecture, the lecturer intents to provide information on a topic, make the audience understand the topic and to motivate. If the audience are not interested, the leaning may be inadequate (Brown & Atkins, 2002, p.8). This indicates that motivation is important for learning. For a lecture to be educational, the audience needs to pay attention. After twenty minutes of listening to a lecture, it is likely that the audience's attention will decline. Hence, one should include short activities (such as group discussion) to avoid boring the group. A lecture may lead to increased insight, a lust for reading, thinking, discussion and a renewed perception of the lectured subject. However, these events depend on both the lecturer and the audience (Brown & Atkins, 2002, p.10). One

might therefore interpret that a lecture can be an effective teaching method if another more student-active method is included to maintain interest. A study by Brown and Bakhtar (1983) shows that students seem to like lectures, unless note-taking is difficult or if the lecturing technique is poor (Brown & Atkins, 2002, p.12). Students might like lectures because they have a chance to be passive.

Post-lecture tutorials are a method where one tries to clarify issues or problems of understanding connected to a lecture (Brown & Atkins, 2002, p.63). This method can be compared to the "questions and answers" method in Repstad & Tallaksen (2011, p.73), which is included as a possible answer in the questionnaire (see chapter 4.1.2. Teaching Methods and Learning Strategies in General). By using this method, one can for example ask the students to sit in groups and compare notes, prepare a short summary or make discussion questions. However, a problem occurs if not all students attended the lecture, but one can then spread those students into groups where the others did attend the lecture (Brown & Atkins, 2002, p.63-64). This method may be educational if most of the students attended the lecture and took notes during, or have a good memory of the lecture. By talking about a topic in groups, one can share ideas and knowledge and educate each other.

2.5 Writing Strategies

Writing strategies can be defined as techniques and procedures that one uses in order to conduct a writing task. Not all writing strategies are observable. Some of them are mental processes where the writer might not be aware that a strategy is being used (Skrivesenteret.no, 2013). Many learning strategies include some sort of writing. For example, mind-map is listed as a learning strategy. However, students need to write in order to make a mind-map. By writing words into the mind-map, students practice writing words and sometimes short

sentences. Certain learning strategies can also be used as a pre-phase strategy when deciding what to write about, and how to write a text. Therefore, some learning strategies will also be mentioned in this section, as well as some specific writing strategies.

2.5.1 Writing Process

Through research, practice makes perfect. Working consistently in order to develop students' writing strategies in the different phases of a writing process, is one of the things that helps students becomes better writers. It is therefore important to work explicitly to develop expedient writing strategies. Writing is a tool for both knowledge development and to visualize one's knowledge. Therefore, it is important that teachers are aware of this fact and are able to help their students by providing them with explicit training in writing, for example through modeling or by giving a clear frame on how to conduct a writing task (Skrivesenteret.no, 2013).

A writing process can be divided into four phases; pre-writing phase, start-up phase, revision phase and the finalizing phase. In the pre-writing phase, one tries to find the most suitable and expedient writing strategies before one starts to write. In the start-up phase one finds suitable strategies to start the writing process. In the revision phase one finds suitable strategies to revise what one has written and in the finalizing phase one finds suitable strategies to complete one's work (Skrivesenteret.no, 2013).

During the writing process, one can conduct a "reading and rereading" strategy where one proofreads one's own work to develop new ideas. The strategy can also be used to maintain coherence by rereading sentences to decide how to connect them with what one is about to write next (Arifin, 2017, p.120). One can use "using a dictionary" as a strategy in order to

check for example spelling, translations, synonyms and grammatical rules when on is unsure. One can also use "brainstorming", which is a pre-writing strategy where one generate ideas and information (Arifin, 2017, p. 121). This strategy can then be organized in a mind-map as in chapter 2.5.2 Mind-Maps and Strength-Maps.

When one has written a text, one can use "evaluating" as a strategy to evaluate the written work. This might be text level, grammar or sentence construction. One can also use "revision", which refers to revising written work where one can make major changes in the text. "Editing" is a strategy close to "revision", but one makes minor changes rather than major changes, and the meaning of the text remains the same (Arifin, 2017, p.122).

2.5.2 Mind-Maps and Strength-Maps

Mind-maps and strength-maps are two similar learning strategies that consists of connecting words to a base-word. If one is not familiar with these learning strategies, it might be easier to begin with a mind-map, since it is a simpler version of the strength-map. A mind-map consist of a base-word in the middle, then one connects different words (often keywords) to the base-word (Bunting and Lund, 2006, p.100). Figure 1 shows how one mind-map might look like:
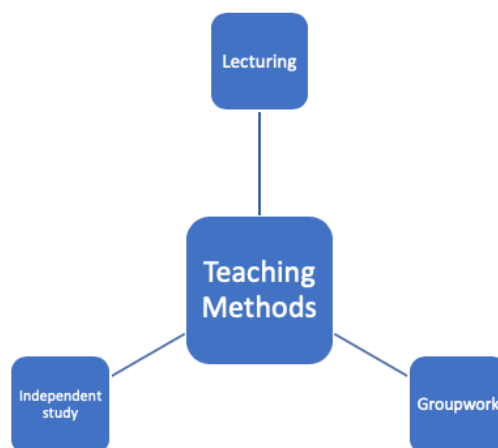
Figure 1. *"Simple Example of a Mind Map"*

The strength-map can be seen as an analytic way of working and is a more complex version of the original mind-map (Bunting and Lund, 2006, p.100). Analytic refers to working with one task at the time and finishing it before starting on another task. One often works in a quiet and bright environment. Students who work analytically prefers to have the theme presented, piece by piece, and then look at the overall picture (Bunting and Lund, 2006, p.54). What differs strength-maps from mind-maps is that strength-maps also includes subcategories connected to the base-word, where one then connects keywords to the subcategories. One can color the different themes in order to make it easier separating the words that are connected to each other (Bunting and Lund, 2006, p.101). Figure 2 shows how one strength-map might look like:
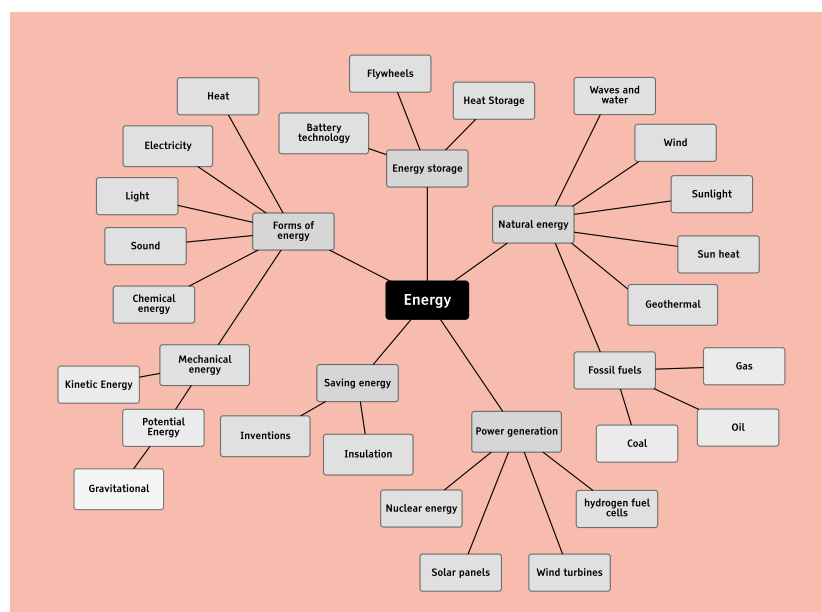
Figure 2. "*Energy Mind Map Template*" 2019, by Lucidchart.

The two mentioned versions of the mind-map can be used in the pre-writing phase where one has to decide what to write about and what one would like to include in a text. By making a mind-map or a strength-map, one puts down all relevant ideas connected to the main theme and after some time and effort, one has several words or ideas that can be used in a text. Making a mind-map can make it easier to get started on a text because one already has several

words to build on. In addition, once the text has been started it is possible to go back to the mind-map to ensure no ideas are forgotten. Planning is a strategy that can include other strategies connected such as organizing and generating content (Arifin, 2017, p.120). Mind-maps can therefore be thought of as a planning strategy. One can also use "setting content goals", "organizing paragraph" and "structuring ideas" as planning strategies (Arifin, 2017, p.121).

2.5.3 VØL-sheet

"VØL" is a Norwegian acronym standing for "Vet", "Ønsker" and "har Lært" (Bunting and Lund, 2006, p.84) In English, the term could be translated as *"KWL - Know, <u>W</u>ant to know, have <u>L</u>earned"*. The "VØL-sheet" is a sheet with three columns where one lists up what you *know* about a theme, what you *want to know* and then what you *have learned* (Bunting and Lund, 2006, p.84). In the *"know"* column, students recall what they already know about a theme. In the *"want to know"* column, students write down what they want to learn about the theme or what they think that they will learn after being taught about the theme. The students create aims for what they want to learn through the learning process. Then, after being taught about the theme, the students write down what they have learned in the *"have learned"* column (Bunting and Lund, 2006, p.84). A "VØL-sheet" can look like this:

Knows (Vet)	Want to know (Ønsker å vite)	Have learned (Har lært)
That Europe is a continent	About different countries in Europe	That Norway, Denmark, Sweden, Italy and France is a part of Europe

Table 1. *"VØL-sheet"*

The "VØL-sheet" is a learning strategy which includes writing in a significant way. In order to complete the sheet, one has to write down what one knows, wants to know and have learned about a theme. Therefore, this strategy can be used to improve students writing skills in English, for example their grammatical skills.

2.5.4 The Five-Paragraph Essay

The Five-paragraph essay is a writing frame. This strategy, made for text production, provides structure given by a concrete framework on how to write a text. Elvebekk and Jøsok (2017) (see 2.6.1 Jøsok and Elvebakk), made a schematic representation of the writing frame. The first paragraph is the introduction, where students have to grab the reader's attention, justify the need for - and present the theme of the essay, and define the problem for discussion. Paragraphs two, three and four in the main body all have to include a topic sentence with an assertion or a point of view. This is followed by a commentary sentence where one explains, gives arguments and examples that supports the topic sentence. Then, a concluding sentence ends the paragraph linking the textual point as a whole. In the fifth paragraph – the conclusion – , one tries to summarize the most important points from the whole text (Elvebakk & Jøsok, 2017). This strategy has both pros and cons, which will be presented in chapter 2.6 Previous Research in Norway.

2.6 Previous Research in Norway

In this chapter, I will present and discuss previous research on writing strategies and on whether or not teachers would like to learn more teaching methods. I chose to include the research by Jøsok and Elvebakk because this strategy has been mentioned by my interview informants and is therefore relevant for my master's thesis.

2.6.1 Jøsok and Elvebakk

Jøsok and Elvebakk published in 2017 a research article about working with writing strategies in upper secondary school. The article initiates with the importance of writing competence in order to develop one's subject knowledge. In addition, the authors state that Kunnskapsløftet 06 (or the Knowledge Promotion Reform, an education reform introduced in 2006), strengthens the importance of writing in every school subject as a basic skills. However, through evaluations of the Knowledge Promotion Reform, it is shown that emphasizing language skills do not necessarily lead to significant changes when it comes to training in writing in schools. The research presented in this article focused on a upper secondary school where the aim was to improve students writing skills through the use of a common writing frame in every subject. The teachers in the study chose to use the five-paragraph essay as their writing frame. A survey answered by the students on the upper secondary school showed that in English, only 1% answered that they master the five-paragraph essay to a small degree, 44% answered that they master the strategy to a moderate degree, and 54% answered to a "high degree". The results for the other subjects (social science, science, geography and Norwegian) were very much alike, where the majority of respondents believed they mastered this technique to a "moderate degree" or a "high degree". In addition, the students were given the possibility to write their own opinion on whether or not they were positive to the schools focus area on training in writing. The majority was positive, and the authors have classified the respondents' answers into four categories: *the frame provides help in structure on a textual level, the frame helps with the transmission of knowledge across subjects*, *the frame provides help in structure on a paragraph level* and *comments in general*. Several students feel that the five-paragraph method makes it easier to write a text when one has a clear structure/frame as a starting point. One student wrote that she/he has become a better writer because of improvements in structure and language fluency. However, some students were

more negative towards this strategy. Their answers are divided into two categories: *there is too much academic writing* and *the writing frame becomes an extra burden in writing*. Some students experience that the writing frame is more of a hinderance than an aid. Another student mentions that it is difficult to deal with the frame <u>and</u> write correctly. In addition, the student would like more freedom in what and how to write. It has also been mentioned that fairy tales are not discussed, that everyone learns in different ways, and that it therefore can be a little too intense when everyone has to write academically (Elvebakk & Jøsok, 2017).

When it comes to the teacher's experiences, 13 out of 15 says that the five-paragraph essay has contributed to improve training in writing, and that students' competence in writing has increased. Several teachers mention that the students have improved their textual structure and how they organize thoughts and the subject matter, both on a textual level and on a paragraph level. In addition, the teachers believe that their students have improved their way of elaborating points. However, this way of training in writing can be seen as too formalistic, and that the transfer value between text writing and explicitly training can become difficult to detect. Some teacher also experienced that some students struggled with the five-paragraph essay and how to use it when writing. In addition, some teachers say that some of the stronger students became more focused on the form rather than the content. However, some stronger students showed that by using this writing frame, they managed to structuralize the material, taking one step at a time to create a flow in the text (Elvebakk & Jøsok, 2017).

Even though this research is based on an upper secondary school, I find it relevant because it includes a strategy that is used and highly relevant for lower secondary school. In addition, it includes results from English as a subject. However, one should keep in mind that the students in the research are older, possibly more mature and take the assignment more

seriously. Every student is different, and there are often both serious and not serious students in every class, at every level. When one of the mentioned students writes that it is difficult to <u>write correctly</u>, one might assume that the student refers to writing <u>grammatically correct.</u> Some students might feel that they have to focus so much on what to write and how to structure the text, that it becomes difficult to remember to write grammatically correct. Some students also mention that they would like to focus on texts that are not academic. It would therefore be interesting to see if one could use the five-paragraph essay to write fictional texts too, to see if this would be helpful for the 1% that struggled with understanding the writing frame. The weak students tried to use this method, but failed, which might indicate that it is not useful for all students. Nonetheless, the results show that both most students and teachers are satisfied with the use of this writing strategy. It is however, one drawback of this study is the sample size , i.e. that only one school was taken in the study.

2.6.2 Need for Further Education

A report about the need for further education among teachers at primary education is relevant to the current study because the findings in the current study and this report can be compared. It is written by employees at Oxford Research AS and Aarhus University that tries to map how many teachers in Norway feel the need for further education. During the fall of 2011, 3 157 teachers in primary and lower secondary schools and 3.103 teachers in upper secondary schools answered a survey where the aim was to find out how many teachers feel the need for further education and in what area (Klewe, Berg, Neset & Sørlie, 2013, p.10). In primary and lower secondary school, of the 1 533 English teachers who participated in the survey, 629 of them felt the need for further education (Klewe, Berg, Neset & Sørlie, 2013, p.29). The survey also showed that of the teachers who would like further education 55-59% answered that they are highly or very highly interested in learning about teaching methods. Specifically,

only 7% of the English teachers answered that they have a low need for more competence within teaching methods, while 55% answered that they have a high need for more competence within teaching methods in the English subject (Klewe, Berg, Neset & Sørlie, 2013, p.35).

The report states that 70% of teachers in primary schools and lower secondary schools, who participated in the survey, experienced a need for further education in one or more subjects. This need is especially high among educators teaching math, Norwegian, English and other foreign languages. In addition, the need for further education seems to be higher among those who teach at lower secondary schools. They want to learn more about the different teaching methods and adapted teaching. In addition, the results show that there is an inverse correlation between teaching experience the desire to pursue further education. Those who are 50 years or older and have years of teaching experience (seniority) reported that they have a reduced need for further education (Klewe, Berg, Neset & Sørlie, 2013, p.36).

English teachers are no exception. Younger English teachers feel a greater need for further education. It is interesting to see that newly educated teachers would like more education, and that they would like more competence on, among others, teaching methods. This can indicate that the Norwegian teaching programs do not have enough focus on teaching methods, too much focus on theory and not enough focus on didactics. In addition, English is one of the subjects mentioned where over 50% would like more competence in teaching methods, which can indicate that English is a subject where it is difficult to come up with educational teaching methods that students find useful. It could also indicate that English in universities has less focus on didactics than other subjects. However, teachers in math, Norwegian and other language subjects would also like more competence in the field. Maybe language subjects

have less focus on didactics than other subjects? This is unclear. On the other hand, English teachers do not have the same need for more teaching strategies. This might be because they have done more research in the field by themselves or that they do not believe that they have the need for more teaching methods.

One factor that the report does not discuss is how many teaching methods each teacher knows about. It might be that every English teacher in this report knows an equal amount of teaching methods, but that some of them think they have enough knowledge while others would like more information. In addition, the teachers who feel that they have more or less enough competence in teaching method might have knowledge of more methods than their colleagues who feel they could learn more. Nonetheless, it is clear that in this report, the majority of informants from primary and lower secondary schools would like further education.

2.6.3 Students' and Teachers' Perceptions on Writing Instruction Inspired by Genre-Pedagogy and Systematic Functional Linguistics

Horverak conducted a follow-up study of an experiment studying whether students' argumentative writing skills can be improved by a writing instruction approach based on genre-pedagogy and linguistics (systemic functional). The aim was to investigate how writing instructions are perceived by students and teachers. The instructions are based on genre-pedagogy and systematic functional linguistics by Halliday (SFL). When it comes to second language learning, it has been proven that between explicit and implicit instructions, explicit instructions are the most efficient ones. Process-writing and instruction strategies have been applied in genre-pedagogy when it comes to writing development. This approach might differ from other approaches because of its focus on linguistic and structural genre features. It is developed from Halliday's SFL (Horverak, 2016, p.58)

The study showed significant improvement in the students' writing with regard to language, structure and content. Connecters were used to organize texts, they improved their conclusions, introductions and use of cited works were improved, and modal expressions and formality level were better (Horverak, 2016, p.64). The teachers seemed to appreciate material with grammar instructions and detailed instructions on how to structure an essay. The students expressed positive attitudes towards learning about the essay genre, adjusting language to make it more formal and the use of connecters. However, some students found the material monotonous and sometimes complicated in language (Horverak, 2016, p.65).

The teachers found the five-paragraph essay and argumentative texts useful for students to learn how to write and were positive towards the inclusion of grammatical elements that can be useful when adjusting writing according to context and genre. However, one teacher mentioned that some students seemed not to care about text structure, and that the students' improvement should have been more significant considering how clearly it had been taught. On the other hand, every teacher reported that their students in general had improved their writing skills (Horverak, 2016, p.65-66).

As mentioned before, the students felt that they had improved their use of sources and structuring skills. Their language had improved, including the use of connecters and formal language. Additionally, the students felt that what they learned was useful and found it positive to learn about writing argumentative texts and essays. They also liked knowing what teachers expect of them. However, some students found the teaching boring, heavy, complicated and a struggle. An easier language and more variation were preferred. Alternately, the students found that it became easier to understand as the course progressed.

The students also seemed positive about learning how to create and connect arguments, use the essay structure and use formal language (Horverak, 2016, p.66-67).

Argumentative writing and the five-paragraph essay were the target texts in this study. When learning how to write, both the students and the teachers seemed to prefer specific instructions and the teachers reported that the students writing skills improved. However, the terminology seemed to be a bit difficult for some students. One skeptical thought is that templets may restrict one's individuality and creativity, and writing frames may prevent students from connecting their own experiences to the written work. There is also a worry when it comes to the subject matter. It is important that the topic is motivating. Otherwise the writing may become "mechanical". The five-paragraph essay is also criticized because one is limited to the structure of three main points, which do not include in-depth information for argumentative development. Some feel that the content is less important than structure when using the five-paragraph essay, and that it does not completely prepare students for higher education (Horverak, 2016, p.68). However, one could argue that teachers can let students write more paragraphs in order to create adapted teaching.

2.6.4 Writing in the content areas: A Norwegian case study

This study examines projects on cross-curricular writing in Norway. Hertzberg and Roe found that all lower secondary teachers discuss specific writing tasks, but only 27% give feedback on student assignments (both good and bad). 72% discuss common guidelines for the students' writing and 50% discuss the students' texts (Hertzberg & Roe, 2016, 561-562). Overall, it seems like the students' writing is an important topic among teachers in group meetings. Hertzberg and Roe also found that text content, text language and response strategies are very much discussed. However, not that many teachers discussed assessment and grading (Hertzberg & Roe, 2016, 562-563).

The study showed that feedback on finished written work was looked upon as ineffective, and some teachers would rather provide feedback during the writing process. Another strategy that was mentioned, was that some teachers chose to not give the grade until the texts had been revised based on their given feedback. Of those teachers who said they used text modelling (lower secondary teachers), 95% use the students' texts as text modelling, 67% used newspapers and 62% used factual books. One teacher reported that she had experienced that students became better writers by using the five-paragraph method (a process-oriented version of the five-paragraph essay). However, this method has been discussed, and some suggest that the limit of five paragraphs should be extended or removed (Hertzberg & Roe, 2016, 567-569)

When it comes to organization, almost every teacher (both lower and secondary) used teacher response, prewriting, templates, models and their students assessing their own written work (Hertzberg & Roe, 2016, p.570-573). A growing number of schools prioritize writing. There are also being established national and regional programs, illustrating that there is a need for these new programs (Hertzberg & Roe, 2016, p.574).

2.7 Previous International Research

2.7.1 ESL (English as a Second Language) Writing

It is important to be able to express oneself in writing in order to communicate well. Blanka F. Klimova (2014) proposes two different approaches on how to develop writing skills: the *process approach* and the *product approach*. The process approach in writing focuses on how to develop language skills by for example re-writing, discussions and brainstorming. The process approach emphasizes how to compose rather than form. It might therefore have been

more used than the product approach. In the product approach, when applied to writing, a model text is used as a template for a particular situation. One has the opportunity to learn how to organize ideas and the linguistic features of a text. In comparison, the process approach is more creative. Ideas are written down as a starting point, the focus is on the type, the purpose and the theme of the text, and the reader and creativity are emphasized. The product approach is more about imitation. How one organizes ideas are important. The end product is emphasized, and features are highlighted (Klimova, 2014, p.147-148).

Sandra Mckay addresses which strategies ESL learners can use to improve their writing skills, the use of materials and why one should develop one's own writing strategies. Mckay mentions the product and the process approach, and encourages readers to use the strengths of both approaches in order to improve ESL learners' writing skills (Mckay, 1994, p.195). When it comes to the benefits of developing writing skills, the author emphasizes four reasons for why one should focus on writing: to make the writer able to use a variety of rhetorical patterns, to develop language, to develop one's schemata or knowledge and to increase one's social awareness. These reasons are related to sociolinguistic- (social awareness), discourse- (rhetorical patterns and language development) and grammatical competence (language development) (Mckay, 1994, p.196).

To develop one's schemata, second language learners (L2) could use strategies that are based on reading in the L2 and the native language or communicate with other people on issues of personal importance. Friedlander (1990) suggests that it is beneficial for writers to plan what to write in the language related to what one is about to learn. In addition to collecting information, one needs strategies to connect new and already existing knowledge, for example by free writing, mapping, cubing and grouping. When it comes to rhetorical patterns, it is

beneficial to be familiar with and use different organizational patterns. For example, students can practice organizing the same information in different ways. One can discover how to organize texts by analyzing different pieces of writing in L2 or by writing a text in one's native language, and thereafter explain how it is organized in L2 (Mckay, 1994, p.196-197).

By reading the article by Klimova, one might interpret that it depends on the student and their language level when determining which approach is the most suitable for writing development. As a teacher, it might therefore be important to know one's students in order to provide with suitable writing strategies.

2.7.2 Perceptions of Education Faculty Students on Teaching Methods

"Perceptions of Education Faculty Students on Teaching Methods and Materials" is a survey conducted by Esmer et al., where the authors aim to find out which teaching materials and methods pre-service teachers prefer (Esmer et al., 2016, p.1093-1109). Since this MA-thesis does not concern itself with teaching materials, those results will not be included.

According to the survey, discussion method and case study were, by the pre-service teachers, considered as some of the most effective methods. The survey also showed that lectures, deductive methods and group work were methods that were regarded as least effective. English teaching students gave the highest score to the discussion method, these students also seem to regard case study as a very effective method. In addition, English teaching students gave research method the lowest point (Esmer et al., 2016, p.1093-1109).

In the discussion part, the authors write that it was not unexpected that lecturing received a low score as an ineffective method. This method does not let students be active or let them

express themselves. The fact that discussion methods and case study were considered as effective methods, might indicate that students would like to be more active in a learning process. However, the authors also emphasize individual differences, which means that one might consider using different teaching methods in order to meet everyone's needs (Esmer et al., 2016, p.1093-1109).

2.7.3 Writing Strategies Used by ESL Upper Secondary School Students

This study aimed to investigate which strategies students use when writing essays. The results were that ESL students moderately use writing strategies and that the writing stage was the phase were the students used strategies most, compared to the prewriting and the revising stage (Maarof & Murat, 2013, p.47). In the prewriting stage, many students used a mental plan and thinking as a strategy. However, it was proven not to be as effective as hoped for when it came to developing ideas. This was because the students often reread their work while writing, developing new ideas while continuously. This study also shows that ESL students are not the best at using prewriting strategies such as outlining, generating ideas and planning, something another study proved that lead to improvement in writing. It also seems like ESL students focus most on fulfilling requirements. Despite their claim of using feedback to look for mistakes, the study does not show that students had rewritten their essays. The students in the study focused much more on vocabulary and grammar during the writing process, but also focused on how to organize their essays. Maarof and Murat suggest that students need to engage more in the revising stage because such strategies can improve one's writing. One implication the study mentions, is that in order to improve writing, one has to be motivated to use different writing strategies. Such strategies are important tools for students who want to write better in English as a second language (Maarof & Murat, 2013, p.54).

2.7.4 L2 Writing Strategies

"L2 Writing Strategies Used by EFL Graduate Students" is a study investigated writing strategies some Indonesian students used when writing in English (L2), both less-skilled and skilled writers (Arifin, 2017, p.115). The study showed that those who extensively plan their writing are the skilled writers. They realized that planning is important to create good, written work. The less-skilled writers seemed to have less focus on planning (Arifin, 2017, p.125). This might indicate that planning is important in becoming a skilled writer. During the writing stage, all writers adopted several strategies. However, the skilled writers choose more recursive strategies than the less-skilled writers, as read/rereading, repeating words and rehearsing. In the reviewing stage, skilled writers reread their work and looked for more ideas to add and structure their work. The study showed that less-skilled writers were more focused on surface changes, which might be because they did not realize how helpful revision strategies can be for developing ideas. All writers found read/rereading effective because it helped them to develop ideas and sense the direction of the written work (Arifin, 2017, p.125-126). The author concluded that it is important to make students understand that writing strategies can be helpful, and one should encourage them to use such strategies continuously. A strategy becomes effective when one knows how to use and control it. Skilled writers knew when to use the suitable strategies, less-skilled writers looked upon writing as a linear process and did not know how to direct and control the writing process. Skilled writers, according to the study, use more effective strategies in the planning and revising stage than less-skilled writers. In addition, teachers should focus on editing and revision strategies because these strategies are important in writing development (Arifin, 2017, p.127).

"Coping Strategies of ESL Students in Writing Tasks across the Curriculum" is an article by Leki about a research study on ESL students, where the goal was to look at writing strategies

used by these five students and their experiences towards academic literacy (Leki, 1995, p.235). The study showed that the students used several different strategies. Clarifying strategies were used to make sure that one understood the requirements in an assignment. This included communicating with the teacher or other students, asking for feedback or by interpreting why the assignment was given. Focusing strategies were used to focus on the task. This included rereading the assignment, looking at other sources connected to the topic of the assignment and writing down the assignment question on the essay paper. The students also used past writing experience to complete writing assignments. Most students used previous feedback as a tool to guide them on written work, and one student looked for writing models when for example writing book reviews (Leki, 1995, p.247-249). Feedback was used effectively because of the students' ability to change among strategies whenever needed (Leki, 1995, p.254). The ESL students used strategies to complete the given assignments and if the results were not as desired, they were able to change strategies. When assigning writing tasks for ESL students, it might be helpful to discuss strategies they can use to complete the tasks, make them conscious and aware of which strategies they use and which ones they can use. (Leki, 1995, p.258-259). This ESL research study shows that there are several strategies students can use to develop their writing skills. It also shows that it is important that students are aware of strategies available, and that it could be wise of the teacher to teach them several, different strategies.

"Teaching ESL Beginners Metacognitive Writing Strategies Through Multimedia Software" is a case study on ESL learners learning through multimedia software. Metacognitive strategies include organizing, planning, evaluating and monitoring. Organizing and planning strategies are more effective through self-regulation, because self-regulation can be helpful for students to develop writing process awareness. Explicit strategy-based instruction (SBI)

has shown the possibility of being important towards writing proficiency and students' use of strategies. Most L2 learners have access to technology, one can therefore provoke interest through multimedia technology (Wei, Chen, & Adawu, A., 2014, p.60-62). The study showed that SBI through technology can be beneficial. The students' improved their writing and became better at organizing and generating ideas. Through the writing software they used, the students also improved their ability to generate maps of concepts and to brainstorm (Wei et al, 2014, p.66). The authors conclude that SBI and strategy awareness can be vital for language learning. However, it might demand much effort, because low-proficiency learners might experience adapting strategies to be difficult. Software used to graphically organize one's writing can make ESL students more efficient as writers and become better at using strategies (Wei et al, 2014, p.71-72). This study shows that multimedia software can be beneficial to use by ESL learners to develop writing skills.

2.7.5 Process-Oriented Writing (POW)

According to Fenner & Skulstad, it has been demonstrated that writing is more than composing sentences that are linguistically accurate, and consequently process-oriented writing emerged around the 1970s-1990s. During POW, the learner prewrites, drafts, revises, use response groups and then publishes one's work. Prewriting can include activities where one searches for inspiration, for example through movies. Then one writes a draft which is then shared with a response group. In these groups, the learners help each other by giving feedback. This process it therefore connected to Vygotsky on learning language through social interaction, and such response groups can be helpful when it comes to meta-awareness of cohesion, coherence, writing and how to organize texts. In addition, communicative competence will be developed (Fenner & Skulstad, 2018, p.140-141). In the classroom, publishing can refer to when one submits one's work for assessment.

When it comes to feedback, Nystrand (1990) found that students considered teacher generated feedback as a suggestion to tidying up and editing texts. When they received it from a teacher. When they received it from a response groups, one's fellow students were considered as collaborators and not judges (Fenner & Skulstad, 2018, p.142). This might indicate that students are more aware of the given feedback and more motivated to use it to improve one's work when it is received from fellow students, rather than from a teacher. When using POW as a strategy, the teacher's role is to find learning activities where students edit each other's texts and to guide them on how a response group works. However, the POW strategy has been criticized. In the beginning, POW was often limited to writing poems and narratives. However, there is indications that the strategy is unfit for factual or argumentative texts. In addition, Harowitz (1986) claims that students will not be prepared for university level writing through POW (Fenner & Skulstad, 2018, p.142). Process-oriented writing is therefore a disputed strategy when it comes to language learning within writing.

3.0 Methodology

3.1 Grounds for Choice of Method

This study consists of both a qualitative and a quantitative method in order to collect information on the use of teaching methods and writing strategies in English. A mixed method study was chosen to obtain information from as many informants as possible, as well as in-depth information. The aim is to collect information on how much knowledge English teachers in Norway have on teaching methods and learning strategies within writing, and how this knowledge is being applied in English class. In addition, a mixed method study will

hopefully validate the research and thus improve the findings' reliability. I believe that several informants lead to more trustworthy results than a research with few informants.

As the qualitative method, face-to-face interviews were conducted to collect information on how much knowledge English teachers have on teaching methods and writing strategies. Through this method, the informants and the researcher have the possibility to come with spontaneous questions during the interviews, and if the informants do not fully answer the questions, one has the possibility to ask follow-up questions. When conducting the interviews, a recording device was used. An application to the NSD, the Norwegian Centre for Research Data, were sent and approved to conduct the recordings. The informants also signed an information form in advance of the interviews (see appendix 3). Audio recordings were used to make sure that all given information were remembered. The recordings have been transcribed and coded (see appendix 1). Every word were being transcribed and misinterpretations limited. According to Atkinson and Heritage (1984), by recording and transcribing oral information, one conducts a "research activity" where one has the possibility to discover new information, by repeatedly listening to the recordings (Postholm and Jacobsen, 2014, p.81). In a qualitative research, one is often interested in *how* something is said, which is possible to analyze by recording and transcribing. Through transcribing, one is also able to conduct a thorough examination of the interviews and this allows for secondary analysis by other researchers. However, it is known as a time-consuming procedure, unless one has a transcription machine available (Bryman, 2016, p.479).

3.2 Methodology

In order to discuss the research question *"Which teaching methods and learning strategies are used by English teachers at lower secondary school when it comes to writing in the*

English subject?", I used interviews and a questionnaire. A questionnaire is a structured collection of information which is closely associated with quantitative data. When conducting a research through this method, one has to create a clear structure of questions and answers before the research can be conducted. One has made questions with fixed response alternatives which means that the informants have to choose one of the predefined alternatives. Through this method, one can reach many informants, there will not be many nuances in the answers due to standardization compared to half structured conversations, and one can convert numbers into statistics. This can lead to effective processing of data. In addition, the ability to reach many informants leads to the possibility of being able to analyze results on behalf of people in general. One can therefore describe the general trend. However, this method does also have some weaknesses. Perspectives that deviate from the standardized answers will not be discovered, and the focus will be on the general rather than the unique and special. It is also important that the questions are clearly formulated and limit misinterpretations. However, a well-structured questionnaire provides data with breadth and overview (Postholm and Jacobsen, 2014, p.86-87).

When distributing a questionnaire, one has three options; *a structured phone interview, sent through the post or an electronic questionnaire.* Through a structured phone interview, one call different and relevant informants, ask them the questions on the questionnaire and enumerate the alternatives. This form can be effective as long as help is available to make the calls. When sending the questionnaire through the post, one sends the questionnaire and a self-addressed stamped envelope, but the response rate is often low. By an electronic questionnaire, the informants receive access through e-mail or the internet where one can access the questionnaire through a link. This method is relatively easy to administrate, can be

quickly conducted and is inexpensive. However, the response rate has been relatively low (Postholm and Jacobsen, 2014, p.95-96).

When planning which kind of interview to conduct, an individual interviews were chosen. An individual interview is when one interviews one person at a time, and the informant has the possibility to answer honestly. One can therefore often receive honest information on how the informant perceives a situation and how reality is interpreted. However, this method can be time consuming (Postholm and Jacobsen, 2014, p.65). Then one has to decide the most beneficial form for dialog: a face-to-face interview, a video interview, a phone interview or an interview through social media or e-mail. A phone interview requires that both the interviewer and the informant are available at the same time, it can feel artificial and impersonal, and one is not able to observe. A video interview has the benefit that it can be replayed. However, this method can also feel artificial and impersonal. An interview through social media or e-mail does not provide the option of observation (unless one uses a web-camera, which makes it partial video interview) and one communicates in writing, which might limit the content. It can also take some time before one receives answers to one's questions. However, the answers can be very reflected because the informant can think as long as needed, and the informants might feel more anonymous and more honest. A face-to-face interview requires that the interviewer and the informant are available at the same time and it can demand travel expenses. The informant might also feel less anonymous than by other methods. However, one has the possibility to create a personal relation with the informant, which can provide an open and honest conversation. One has also the benefits of observation (Postholm and Jacobsen, 2014, p. 68-71).

When conducting an interview, one has three options: the unstructured interview, the half-structured interview and the structured interview. The unstructured interview is an open interview where the conversation is not predetermined and the interviewer acts as a listener. One is completely open for opinions and input, and one attempts to understand the complexity within a certain topic. When conducting a half-structured interview, some questions have been formulated in advance, but one has the opportunity to ask unplanned questions as well. The informant might come with an interesting statement and the researcher might like to go into further explanations. This interview method is therefore inductive and open. When conducting a structured interview, all informants receive the same questions, which have been planned in advance. There is no room for spontaneous questions. The questions therefore determine the conversation topic. It is also important that the interviewer acts neutral and neither disagrees nor agrees with the informant. This interview method is therefore a more deductive and closed in form (Postholm and Jacobsen, 2014, p.73-77).

It is important to choose a suitable selection of informants considering the research question, and which informants can provide valuable and reliable information. It is also beneficial to have some variability in the selection (Postholm and Jacobsen, 2014, p.66-67). For example, variation in gender and age. It is also important that the informants are randomly selected in order to ensure a representative selection which secures that the selection is not systematically biased (Postholm and Jacobsen, 2014, p.93).

Half-structured interviews were chosen because I wanted to plan the questions in advance to ensure that relevant information were received. I also believed that it would be beneficial to have the opportunity to ask spontaneous questions when needed. The informants may have trouble with remembering specific methods or strategies, they might mention something

interesting or they might not fully answer the given question, and one can then give follow up questions. That the conversations could provide minimal information were expected, even though a "why" sometimes were included in the questions and therefore believed that half-structure interviews was the most suitable form for this research.

There are other methods of collecting data besides interviews and questionnaires that could have been used. However, I believe that in my case, interviews and questionnaires were the most effective methods that would provide the most complementary information within the time period I had available. The interviews, including transcribing, took about two weeks. The questionnaire was finished and available for the informants in December and within the time the interviews were completed, many informants had answered the questionnaire. The questionnaire also gave me the opportunity to reach out to several informants through social media (facebook), a randomly selected group of informants. However, one could have used observations. Through observation, the researcher records what happens in different situations, for example, teaching in the classroom (Postholm and Jacobsen, 2014, p. 45). One has to choose to conduct an inductive (open) or a deductive (closed) form of observation, and the longer one observes, the more information will be collected (Postholm and Jacobsen, 2014, p. 50-51). Permission from teachers would therefore been necessary. One would not know if the observed lessons were relevant for the research unless the teachers were asked to use specific teaching methods or writing strategies. In that case, the teachers would have the opportunity to find methods or strategies that they do not usually use in class because they want to be perceived as "good teachers". However, if one chose to observe a random teaching lesson, it would probably take a long time before enough relevant information were received. Observations were therefore not chosen as a method in the current study.

3.3 A Mixed Method Study

A qualitative (interviews) and a quantitative (questionnaire) method were chosen to collect information on the research topic. Qualitative studies are often considered as inductive and quantitative studies as deductive. However, this can be discussed. Within pedagogy, one often studies qualitative processes and phenomena. However, this is not a restriction. Both numbers and words have a value in educational research. A quantitative method can be very effective when one's goal is to reach many informants and receive a broad specter of information. A qualitative method might be resource-demanding. Hence one might limit the data, for example the numbers of informants when using interviews as the method. A mixed study, using both qualitative and quantitative methods, can be beneficial since they can complement each other, provide a variety of information and can inspire to further discussion and reflection (Postholm and Jacobsen, 2014, p. 41-44).

3.4 Collecting Data

Before starting one's research, one has to find out what one wants to study and who should be the target respondents (Postholm and Jacobsen, 2014, p.63). In this study, I found it most relevant chose teachers who teach English at lower secondary school as informants/respondents, because the aim is to reveal English teachers' use of teaching methods and writing strategies in English class.

When it comes to organizing the interviews, University of Agder (UiA) has a contact person that is in charge of the practical training schools. Through this contact person, my interview requests were sent to English teachers at the practical training schools that UiA has contact with. Many schools received the request. However, only four people agreed to participate, after being sent reminders. Three women and one man with some variety in age (26, 40, 40

and 52). A time and date were sat, and all the interviews were conducted within a short period of time.

Even though Postholm and Jacobsen wrote that the response rate for an electronic questionnaire was relatively low (see chapter 3.2 Methodology), this information is, per now, five years old, and there have been technological developments since then and the internet is used daily by many people (2014, p.95-96). I therefore chose to use an electronic questionnaire made in Survey Exact. To find respondents for the questionnaire, a link leading to the questionnaire were published on three, closed Facebook groups for English teachers, as well as to the English teachers in the practical training schools. These Facebook groups are only for English teachers (or studying to be one) in Norway and I had to get permission in order to get access. The informants were therefore almost randomly selected. 121 English teachers participated in the questionnaire.

3.5 Processing Data

When 121 respondents had conducted the questionnaire and the interviews had been conducted and transcribed, the collected data were analyzed and separated into two chapters "4.1 Questionnaire" and "4.2 Analysis". The analysis starts by presenting gender, age and years of experience of the informants/respondents in both main chapters. Then the relevant findings were divided into categories listed as subheads in order to create a better overview. Under the main chapter "4.1 Questionnaire" the subheads are: 4.1.1 Presentation of Respondents, 4.1.2 Teaching Methods and Learning Strategies in General, 4.1.3 Specific Writing Strategies, 4.1.4 Writing Assignments and 4.1.5 Feedback. Under "4.2 Interviews" the subheads are: 4.2.1 Presentation of Teachers, 4.2.2 Feeling of Competence, 4.2.3 Teaching Methods and Learning Strategies Within Writing, 4.2.4 Written Assignments, 4.2.5

Feedback on Written Work and 4.2.6 Miscellaneous. "Miscellaneous" is a subhead that contains additional information that do not naturally belong under the other subheads.

After analyzing the findings from the interviews, an attempt were made to compare the four teachers and found both similarities and differences. The findings were connected to theory and previous research in order to see if there were similarities between the theories and the findings. After analyzing both the interviews and the questionnaire, I tried to compare the findings and finally, make conclusions.

3.6 Validity and Reliability

When conducting a research, it is important to remember that one cannot be 100% sure that the research is valid (Wellington, 2015, p.41). Validity is about whether or not one has coverage for the interpretations one makes of the results and findings. One often distinguishes between internal and external validity. Internal validity is about coherence such as cause and effect. In this context, the statements are called "causal" (Postholm and Jacobsen, 2014, p.126-127). External validity on the other hand, is about whether one can generalize the results to a group one has not yet explored (Wellington, 2015, p.42). External validity is relevant for this research. The results from the interviews are not necessarily in accordance with the result one would find by interviewing other English teachers. However, when it comes to the questionnaire, there are several more informants which makes the results more valid. Another issue with the interviews, is that there is an oblique distribution in gender, three females and one male. In addition, a wider range in age would be desired. Unfortunately, this was difficult to obtain because several schools did not respond to the informant request.

Reliability is about issues connected to measure consistency (Bryman, 2016, p.156). In other words, reliability is about whether or not one can rely on the results of the research. It is therefore important that the researcher avoids sloppiness in the language, the data collection and when one analyzes or represent findings. Even though preservation of reliability is important, one cannot guarantee 100% reliability. The researcher should therefore reflect over problems that can be connected to the study. It is essential that the researcher is aware of several points in order to create reliability: Is the research purpose clearly formulated? Have ethical principles been discussed? Have possible implications been discussed? Have the analysis of the results and the data collection been described? If one show openness on how one has worked with the research, how one has worked with the data, it is easier for the reader to make a conclusion on whether the research is reliable or not (Postholm and Jacobsen, 2014, p.129-130). When considering reliability, *stability* is a prominent factor involved. Stability refers to whether or not measurements change, in this case over time (Bryman, 2016, p.157). In the current study, measurements depend on respondents, which means that different teachers might answer differently. The hope is that with 121 respondents, the results will be stable. However, because each individual respondent can change (with regards to teaching methods and strategies), this can affect the stability of the research.

3.7 Ethics

It is important that information is processed with caution, both when collecting data and presenting findings. Therefore, when collecting and analyzing data, ethical principles becomes an important aspect (Postholm and Jacobsen, 2014, p.125). Throughout the research process, ethical decisions and assessments were made. When it comes to interviews, having a good relation with the interviewee is important because it can create a positive and trustworthy atmosphere. It is also important that the researcher keeps in mind that even

though the informant agreed to participate, unexpected questions might occur. It is important that the researcher shows awareness, respect and humility towards the informants, especially if unexpected reactions, such as crying or anger, occurs (Drageset and Ellingsen, 2016, 27.05). According to Diener & Grandall (1978), one should consider issues as informed consent, deception, invasion of privacy and whether the participants will be harmed or not (Bryman, 2016, p.125). Before the interviews, every informant received a copy of the primary questions (Interview Guide) and an informational form that described their rights, the aim of the research and that the interview would be recorded and transcribed (see appendix 3 and 4). The informants had the opportunity to not sign the form or contact me if they wanted to withdraw their consent. In the questionnaire, the respondents are completely anonymous. Before starting to answer the questionnaire, the respondents were informed in writing the aim of the study, and that their answers would be completely untraceable. In addition, no sensitive questions were asked because it was not necessary for the research and the participants privacy where therefore protected.

4.0 Findings and Discussion

4.1 Questionnaire

4.1.1 Presentation of Respondents

The questionnaire was sent to all practice schools affiliated with the University of Agder Campus Kristiansand and was published in three closed Facebook groups where all the members are English teacher or students in the process of becoming one. The two groups have in total 941 members (3/21-2019). From December (2018) to March (2019), the Facebook groups and the practice schools had the possibility to participate in the survey. They were given a reminder, in hope of receiving more respondents, which resulted in a few more

answers. A total of 121 respondents answered the questionnaire: 72 respondents completed the survey and 49 respondents answered some of the questions.
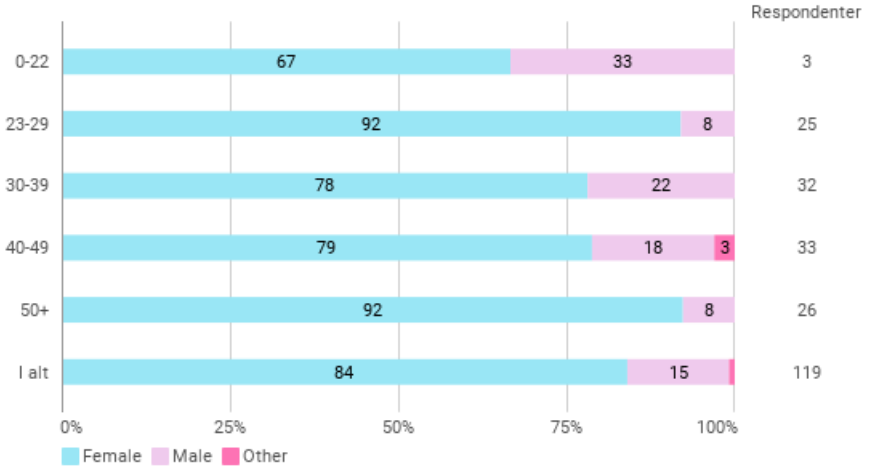
Figure 3. *"Gender and Age"*

The graph above shows the distribution of gender and age. In total, 119 respondents answered these two questions and the majority in all age categories is female. The highest percentage of men is in the category "0-22 years", which might indicate that the number of men taking Teacher Education is increasing. However, only three respondents where in this category. Figure 3 also shows that only 28% of respondents are under 30, which means that there are not many newly educated teachers.
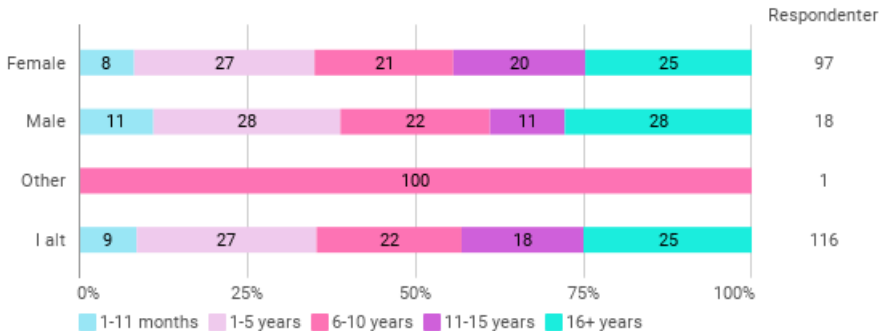
Figure 4. *"Years of Teaching Experience and Gender"*

Figure 4 shows how many years of teaching experience the different respondents have. The majority of respondents have been teaching for more than 11months, the other categories of

years with teaching experience have approximately the same amount of respondents. By comparing Figure 3 and 4, one can see that the respondents are mostly females over 30 with a good mix of experienced and novice teachers.

4.1.2 Teaching Methods and Learning Strategies in General

In order to answer the problem for discussion, *"Which teaching methods and learning strategies are used by English teachers at lower secondary school when it comes to writing in the English subject?",* the respondents were asked which kind of teaching methods they regularly employ in English class:

	Respondenter	Prosent
Lectures	60	66,7%
Using chalkboard as aid in teaching (tavleundervisning)	56	62,2%
Questions and answers (the teacher orally asks the students questions, who then have to answer orally)	69	76,7%
Homework	58	64,4%
Independent study	60	66,7%
Groupwork	77	85,6%
Projectwork	45	50,0%
Problem based learning (working in groups to solve the problem for discussion (problembasert læring, PBL))	34	37,8%
Storyline (the learning process is centred around a story that is based on a theme)	14	15,6%
Learning together (samarbeidslæring)	60	66,7%
Dialogs	65	72,2%
Roleplay	42	46,7%
Depth study (tasks given to go in-depth of a theme)	43	47,8%
Working with subjects	53	58,9%
Student presentations	75	83,3%
Field trips	7	7,8%
"Tracks" through the curriculum (students are given tasks and learning content of different levels)	15	16,7%
Level divided tasks	39	43,3%
Discussion groups	55	61,1%
Folders (collection of tasks through a specific time period)	13	14,4%
Learning by memorizing (cramming)	15	16,7%
Work tasks, during teaching hours (arbeidsoppgaver i timene/øktene)	73	81,1%
Using ICT, information and communication technology (bruk av IKT)	68	75,6%
Bilingual teaching (using English throughout the teaching hour or parts of it)	54	60,0%
"Learning by watching" (students watches/learns and practices, the teacher who shows/instructs)	23	25,6%
Textbook assignments	67	74,4%

Reading assignments	78	86,7%
Writing assignments	83	92,2%
Crossword puzzles	40	44,4%
Vocabulary drills	43	47,8%
Library research (for example on problems or topics)	11	12,2%
Flash cards	21	23,3%
Simulation and gaming	27	30,0%
Making posters	35	38,9%
Learning through workstations (arbeidsstasjonslæring)	28	31,1%
None of the above	0	0,0%
I alt	90	100,0%

Table 2. *"Which of these teaching methods do you regularly employ in English class?"*

This is a multiple-choice question and none of the respondents chose *"None of the above"*, which means that every respondent employs at least one of the listed teaching methods in English class. 18 of 35 methods have a response percentage of 50% or more, and over 90% percent use *"Writing Assignments"* in English class. This can indicate that writing assignments is a preferred teaching method in English, and that teachers focus on developing writing skills. It is also interesting to see that only 7,8% use *"Field Trips"*, this might be because field trips demand much time and resources and/or that it is not educational and effective enough to prioritize.

The respondents were also asked which learning strategies they regularly employ in English class:

	Respondenter	Prosent
Keywords	68	82,9%
"Bison overview"	32	39,0%
Learning conversation (conversations between students about what they have read (læresamtale))	59	72,0%
"VØL-sheet"	12	14,6%
Summary	59	72,0%
Mind map	65	79,3%
Friend-diagram (venn-diagram/SAM-skjema)	22	26,8%
Strength-notes (study strategy to provide overview and structure (styrkenotat))	15	18,3%
Two-column-notes (keywords and explanations)	33	40,2%
Focus card (cards with for example questions words to reveal the content of a text)	8	9,8%
Dictionary	44	53,7%
Three minutes essay (the teacher asks the students to write an essay where they write about what they have learned by working on a subject and what they would like to learn more about)	16	19,5%
Structure puzzles (put together the right parts so they together make reasonable sentences (strukturpuslespill))	12	14,6%
Mainidea-detailnote (Main idea: Cold War, what is this? Problem? Support notes: explanations)	8	9,8%
Reflection note, single (what do you know about a specific subject?)	30	36,6%
Reflection note, double (quote/I believe that this means../after having read this paragraph, I now know…)	15	18,3%
Column-note	11	13,4%
Drawing note	9	11,0%
Quote-help (use of quotes as aim for further writing)	7	8,5%
Using example-texts	52	63,4%
Checkbox	7	8,5%
Carousel	3	3,7%
Rewriting a text	36	43,9%
Think, discuss, write	54	65,9%
Freewriting (write all you know about a subject, may also include questions)	43	52,4%
Word-map	25	30,5%
"Spoletekst"	2	2,4%
Rapid writing (students write as much as they can within a short time limit, to see how much they can produce under pressure)	24	29,3%
Brainstorming	69	84,1%
Clustering (words/ideas are grouped into logical units)	17	20,7%
None of the above	0	0,0%
I alt	82	100,0%

Table 3. *"Which of these learning strategies do you regularly employ in English class?»*

The result shows that 9 of 30 learning methods have a response percentage of 50% or more. Compared to the list of teaching methods, it seems like English teachers use more teaching methods than learning strategies. This might indicate that English teachers are in need of more competence when it comes to using more learning strategies. None of the respondents answered, *"None of the above".* This means that all 82 respondents on this question use one or more learning strategies regularly in English class. The most used strategy is *"Keywords"*

with 82,9% response rate and *"Brainstorming"* with an 84,1% response rate. These two strategies do not require much time, planning or resources and might therefore be an often selected strategy. *"Spoletekst"* is an aid students can use when learning how to write factual or argumentative texts. It works as a disposition (Skrivesenteret, 2011, p.22). This strategy is neither resource nor time demanding, which makes it interesting that this strategy only got a 2,4% response percentage. However, it might be that this strategy is unknown for most of the respondents.

Even though the list of strategies received a less response percentage rate than teaching methods, one should be pleased to see that the category *"None of the above"* in both areas have not been chosen by any respondents. On the other hand, this list does not include every learning strategy one can use and the respondents might use other strategies in English class. In addition, it would have been interesting to see if these respondents also use the five-paragraph essay as mentioned in the interview results.
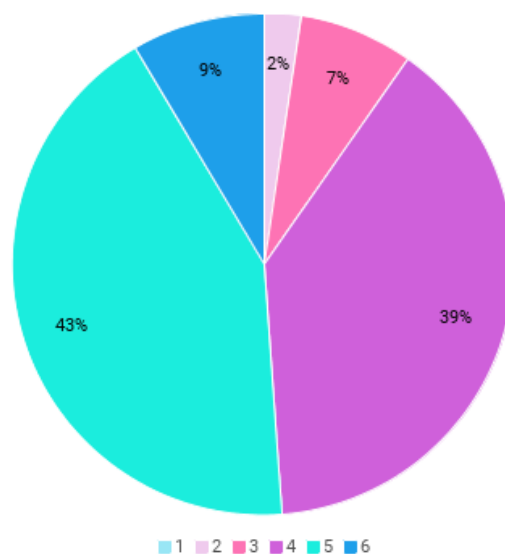
Figure 5. *"To what degree do you feel that you have sufficient competence within different methods and strategies when it comes to writing? (1 = little, 6 = much)"*

Figure 5 shows that 52% of the respondents believe that they have a high degree (5 and 6) of competence with respect to different methods and writing strategies when it comes to teaching writing. This could mean that these respondents do not feel the for extra education. On the other hand, one should not forget those who chose the degrees 2 and 3 (degree 1 was not chosen). These respondents might feel that they do not have enough competence in this field and would like more information. Those who chose degree 4 might feel that they have a good handle on some strategies and methods, but feel they could benefit from additional training.
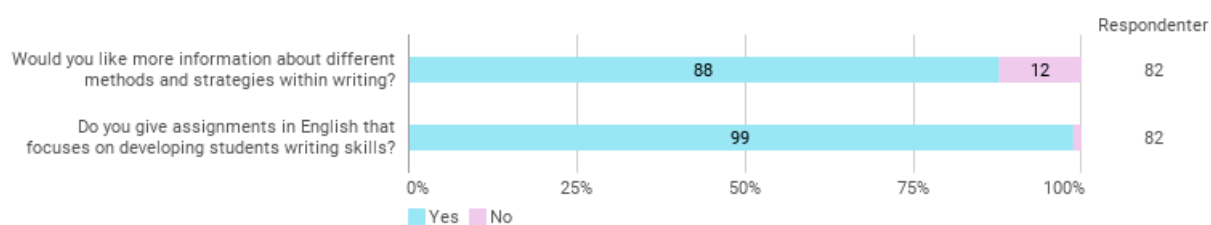
Figure 6. *"Would you like more information about different methods and strategies within writing?"* and *"Do you give assignments in English that focuses on developing students writing skills?"*

Only 12% of the respondent in Figure 6 did not want more information on different writing strategies and methods. They might feel that they have enough competence. However, 88% would like more information about this topic. As shown in Figure 4, overall, the strategies received a lower percentage rate than the teaching methods. Additionally, English teachers feel they need to increase their competence with respect to both teaching methods and writing strategies. This result is confirmed by the interviews.

One might think that English teachers give assignments to develop their students writing skills, as the interview informants said they did. However, as shown in Figure 6, 1% said they

do not focus on developing students writing skills when giving assignments. Compared to Figure 7 below, there might be a sign of a frivolous respondent. However, this not confirmed.
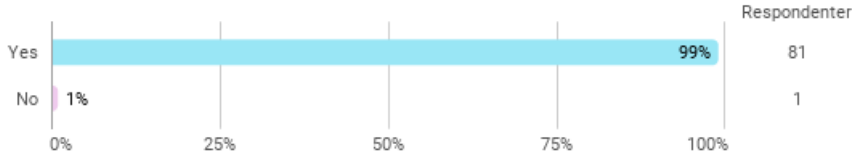
Figure 7. *"Do you believe that variation in teaching is important?"*

4.1.3 Specific Writing Strategies

The respondents were asked how often they use different writing strategies. It can be interesting to study how often different strategies are being used, which can give an indication on which strategies are most preferred. It can also be interesting to see if the different writing strategies are known to the respondents, which can give an indication of the level of the respondents' knowledge within writing strategies.
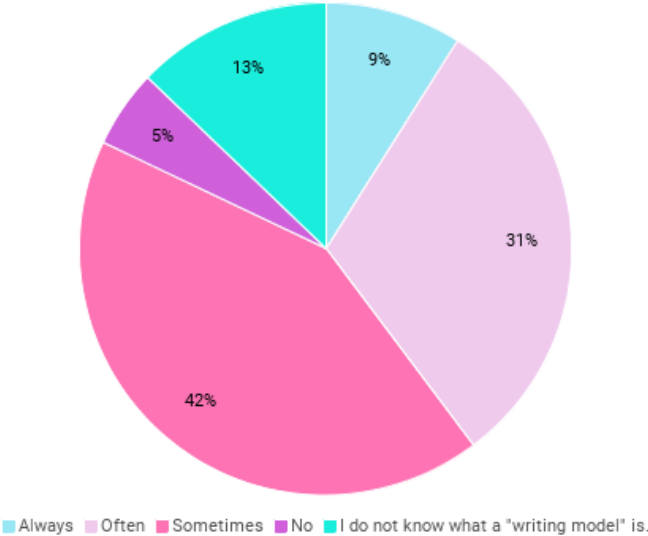
Figure 8. *"Do you use the writing strategy "writing model" (skriveramme) when the students are to write a specific text?"*
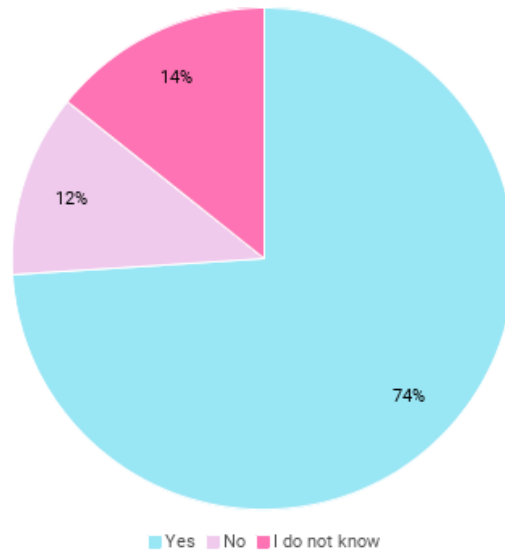
Figure 9. *"Are you familiar with the strategy "mind writing" (tenkeskriving)?"*
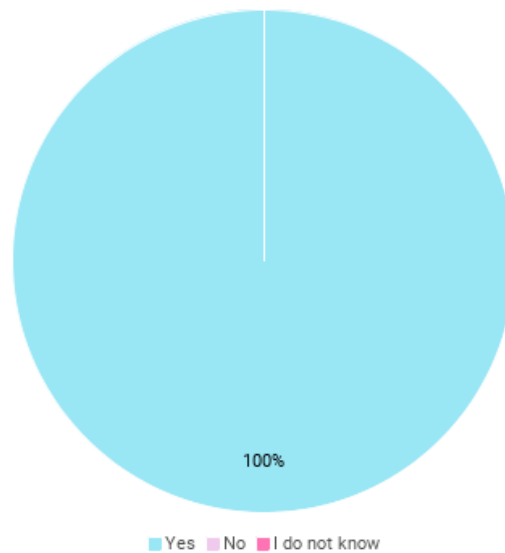
Figure 10. *"Are you familiar with the strategy "mind map"?"*

According to Figure 8, 9% always use a writing model when the students are to write a specific text, 31% says they often do and 42% says they sometimes do. This indicates that writing models are known writing strategies that are being used by several English teachers. One might also interpret that it is a preferred strategy when it comes to learning how to write a specific text. However, 5% answered "no", and 13% do not know what a writing model is. Therefore, one can assume that those who answered "no" know what a writing model is but

50

do not use it in class, which might indicate that they do not prefer the strategy. When it comes to mind writing, 74% are familiar with the strategy. 12% do not recall the strategy and 14% answered "do not know", which can indicate that they might use it but have another name for the strategy. The one strategy that all the respondents are familiar with, is mind map, which was also familiar for all the interview informants. However, on do not know if they use in regularly in English class.
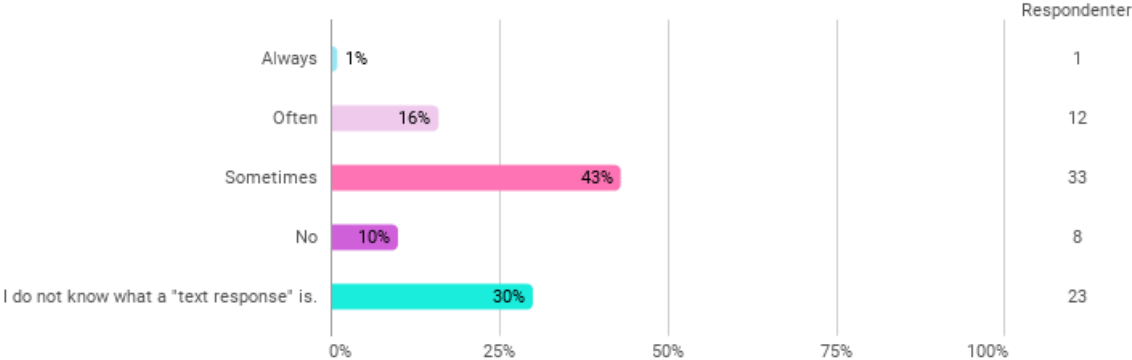
Figure 11. *"Do you use the writing strategy "text response" during a writing process?"*
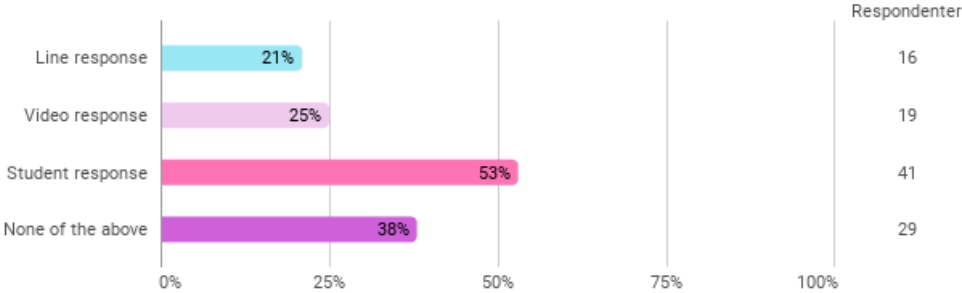
Figure 12. *"Within the writing strategy "text response" there are, among others, three methods: line response (linje respons), video response (video respons) and student response. Which of these methods are you familiar with?"*

Figure 11 shows that 30% of the respondents do not know what a text response is, which means that a relatively large number of respondents have not heard of the strategy and therefore do not use it in class. When one then adds the 10% who do not use the strategy in a

writing process, 40% of the respondents do not use text response as a strategy for generating feedback. Even though 46 respondents say they use text response, 76 respondents have chosen line response, video response or student response in Figure 12, which can indicate that more respondents use text response than Figure 11 shows. The respondents might not have known that these types of responses are subcategories to text response. However, this is a multiple question which means that one respondent might have chosen all three types of responses. Therefore, there might therefore not be 76 different respondents as shown in Figure 11. Figure 12 shows that student response is the most used response, which might be because the students are given an opportunity to learn from each other and share knowledge.
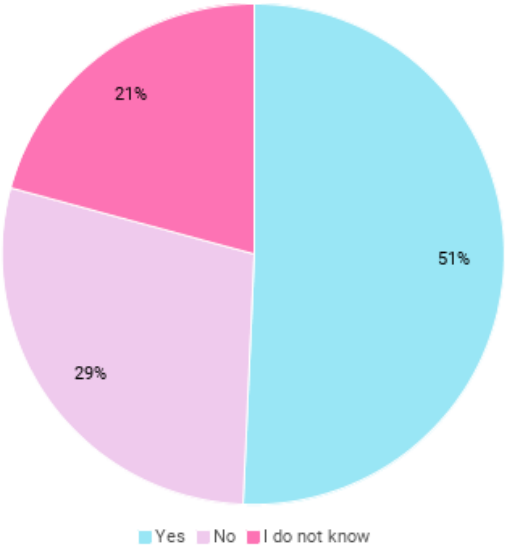
Figure 13. *"Are you familiar with the "triangle of writing" (skrive trekanten)?"*
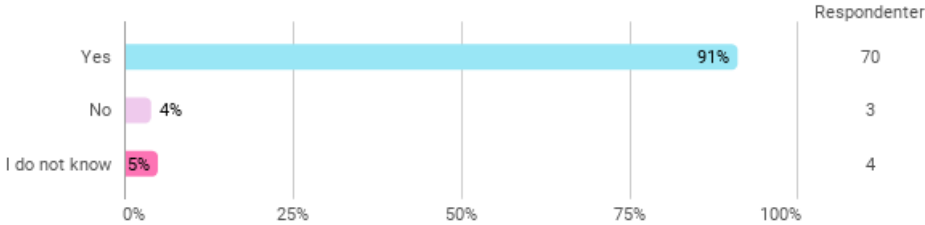
Figure 14. *"Are you familiar with the writing strategy "writing together" (samskriving)?"*

"Writing together" seems to be a well-known writing strategy among the respondents, only 9% do not know or do not use it as a strategy. The "triangle of writing" is also relatively well-known among the respondents, 80% have heard of it. However, only 51% of these respondents use it in class. When looking at Table 13, one can see that the percentage becomes 101% in total, which is explained by that if the percentage is 20,6%, Survey Exact rounds it up to the nearest, whole number, 21%.
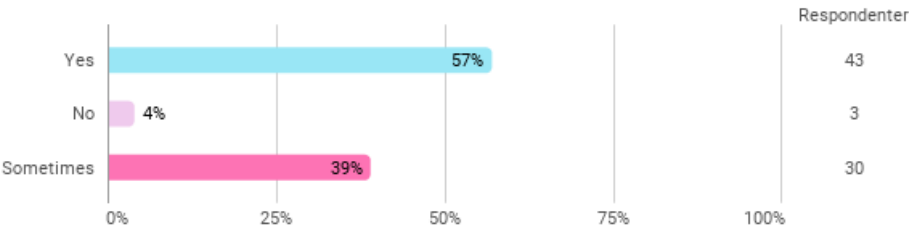
Figure 15. *"In English teaching, where the focus is on writing, do you use strategies in the phase before students write a text? (pre-phase)"*
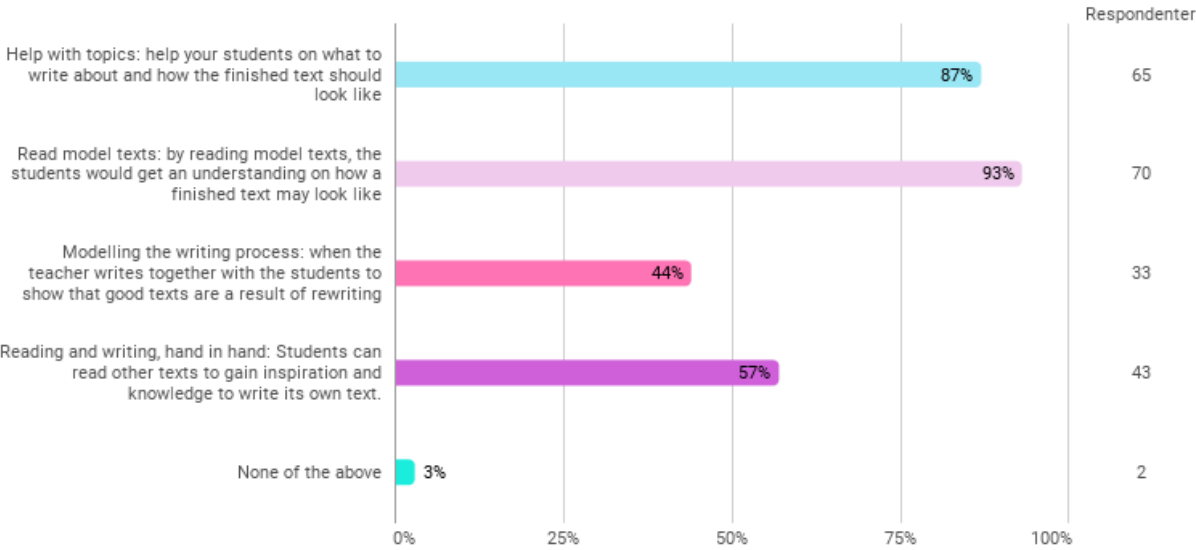
Figure 16. *"Which of these pre-phase strategies have you used in English teaching?"*

According to Figure 15, 57% of the respondents use pre-phase strategies when students are to write different texts and 39% use these strategies "sometimes". Most respondents in Figure 16 use "help with topics" and "read model texts" as strategies in the pre-phase. These two

strategies do not require much effort when compared with "modelling the writing process",

which might be the reason why more respondents use these two strategies. Model texts might

be preferred because one can discover different literary devices that one uses to write a text,

and it can therefore be easier to write one, when a model text is available.
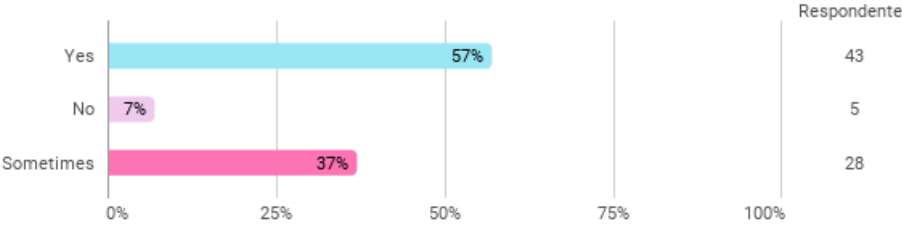
Figure 17. *"In English teaching, where the focus is on writing, do you use writing strategies*

in the start-up phase? (fasen "igangsetting)"
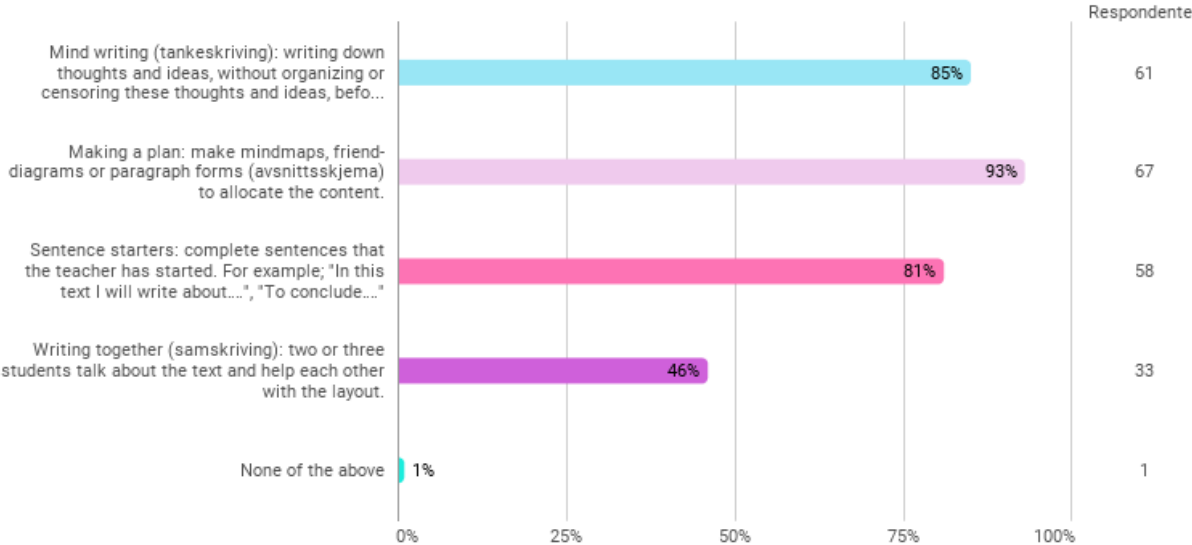
Figure 18. *"Which of these start-up phase strategies have you used in English teaching?"*

When it comes to the start-up phase, 57% always use start-up phase strategies when giving

writing assignments and 37% answered "sometimes". This percentage rate is very alike the

percentage rate of how many use pre-phase strategies, which might indicate that the same

respondents use pre-phase and start-up phase strategies in English teaching. Three of the start-

up phase strategies are used by over 80% of respondents. However, it is important to keep in mind that one respondent can choose all four strategies. "Writing together" received the lowest percentage rate, 46%, which might indicate that this strategy demands more planning and might be more time-demanding than the other strategies. It might also be because one can argue that through this method, not everyone in the group is actually writing, and that there can be discipline problems.
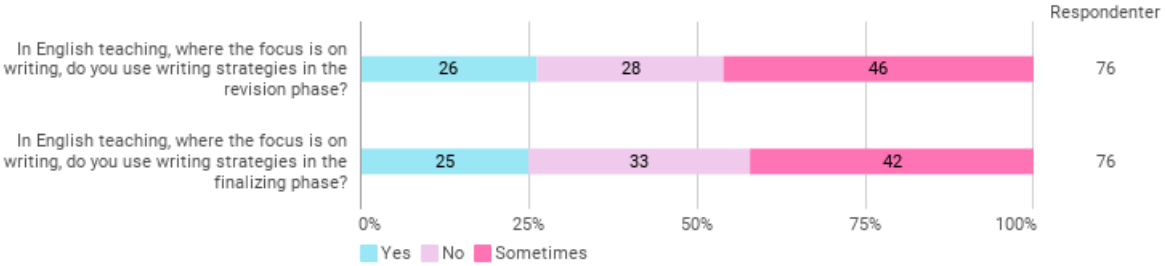
Figure 19. *"In English teaching, where the focus is on writing, do you use writing strategies in the revision phase and the finalizing phase?"*

According to the results from the survey, it seems like fewer respondents use writing strategies in the finalizing phase and in the revision phase than the pre-phase and the start-up phase. However, when one combines the percentage rate "yes" and "sometimes", 72% use writing strategies in the revision phase and 67% in the finalizing phase, which can be seen as positive results. The revision phase might be less prioritized than the pre-phase and the start-up phase because English teachers feel that they do not have time to spare on revising written work. In addition, maybe not all students are at the revising stage at the same time, making it difficult to discuss revision together. As one of the informants in the interviews mentioned, revising written work demands much time and effort, which is why she does not always prioritize this phase.
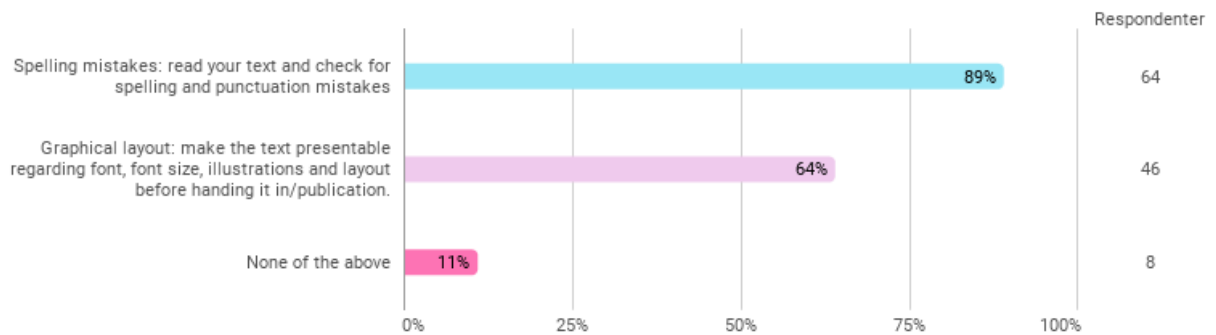
Figure 20. "Which of these finalizing-phase strategies have you used in English teaching?"

The listed strategies in the finalizing phase both received a percentage rate above 60% where the most used strategy is checking for spelling mistakes. This strategy does not require much effort from the teacher, since the students work on their own and read through their own work. However, teachers might receive "is this correct?" questions, and therefore they have to be available. 64% use the strategy "graphical layout" where one goes through the text to make it more presentable. This strategy, as well as checking for spelling mistakes does not require much effort from teacher. According to Figure 20, it seems like English teachers are more concerned with correcting spelling and punctuation mistakes than the graphical layout. This might indicate that English teachers believe that it is more important to learn how to write a text or learn the language, rather than focusing on how the text is presented. On the other hand, 11% do not use any of the listed strategies.
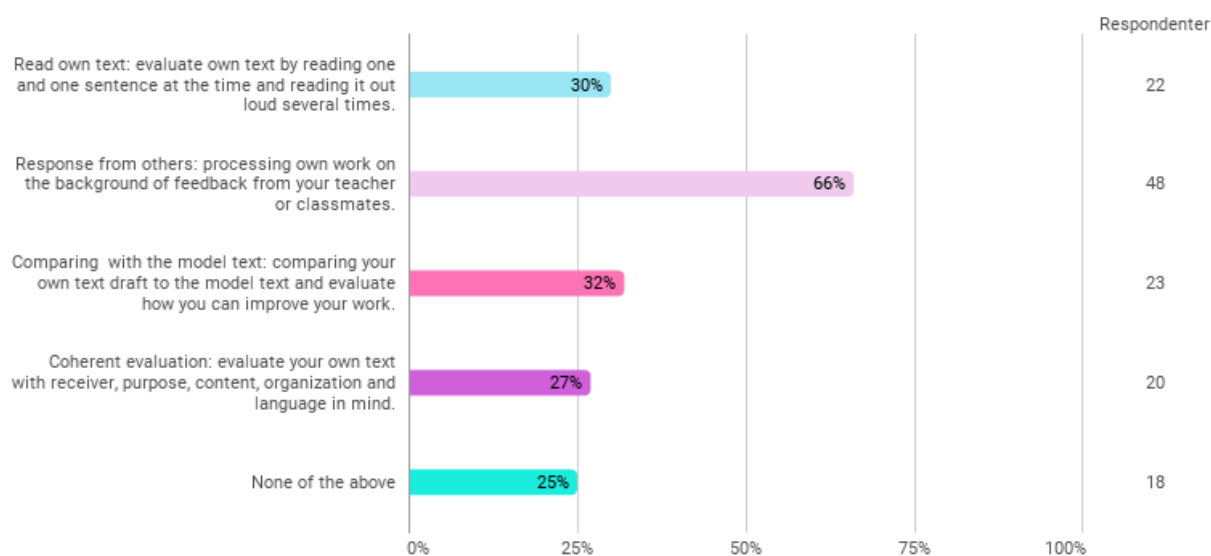
Figure 21. *"Which of these revision phase strategies have you used in English teaching?"*

In the revision phase, Figure 19 shows that 26% always use strategies in this phase and 46% answered "sometimes". Among those who use writing strategies in the revision phase, most of them (66%) use "response from others" as a strategy to revise one's own work. However, in Figure 28, 72 (92%) respondents say that they let their students revise their written work on the basis of feedback. Therefore, it is strange that only 48 respondents chose this alternative in Figure 21. Some respondents might have chosen not to answer this question, which might have caused this difference. The other alternatives in Figure 21 all have relatively the same amount percentage of use, including "none of the above", which indicates that several respondents use other kinds of writing strategies in the revision phase.

When comparing the different phases throughout a writing process, the survey presents results that indicates more use of writing strategies in the pre-phase and the start-up phase than in the finalizing phase and the revision phase. When it comes to the pre-phase and the start-up phase, only a small number of respondents do not use any of the listed writing strategies in

English class. In the two other phases, however, additional respondents seem to use other writing strategies than the ones that have been listed, especially in the revision phase.

4.1.4 Writing Assignments

When conducting a research on teaching methods and writing strategies, it is interesting to look at how teachers view written assignments in English class. Some teachers might not use written assignments as a method, and some might use it occasionally.
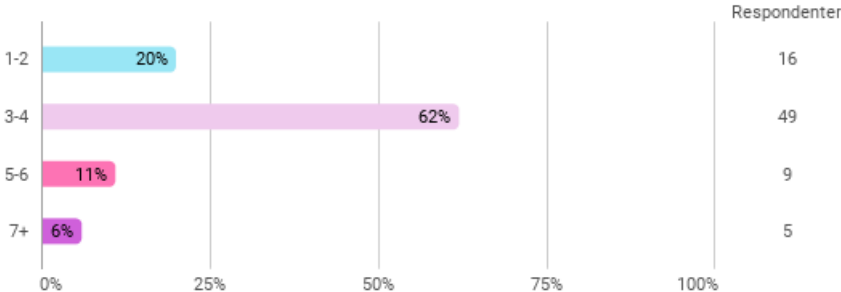
Figure 22. "*How many written assignments do you give your students in the English subject per semester? (approximately)*"

Figure 22 shows that out of 79 respondents, the majority give approximately 3-4 writing assignments per semester. When giving these assignments, Table 10 below shows that short stories are assigned most often. The reason might be that short stories are relatively easy for most students to write and understand. Letters, diaries and essays are also used often. Like short stories, letters and diaries do not require much time to read, and consist of relatively easy literary devices. The writer can use his or her own fantasy and maybe their own personal experience. Essays might often be more time and resource demanding. However, essays are often factual texts, and there are strategies that can help them when writing, for example the five-paragraph essay. This might be a more difficult genre, but English teachers might feel that it is important to be able to write essays and know its literary devices. Chronicles and

causeries received the lowest percentage rate. These, compared to short stories, letters, and diaries, are often longer and might be more unknown. It might therefore be easier for students to write letters, diaries and short stories rather than chronicles and causeries. Finally, 3,8% percent do not use genres at all when giving writing assignments.

Which genres do you use as writing assignments?

	Respondenter	Prosent
Novels	14	17,5%
Short stories	72	90,0%
Lyrics	23	28,7%
Tales	22	27,5%
Fairytales	43	53,8%
Plays/Manuscripts	19	23,8%
Letters	64	80,0%
Diaries	60	75,0%
Articles	70	87,5%
Chronicles	5	6,2%
Reportages	20	25,0%
Interviews	47	58,8%
Letters to the editor	39	48,8%
Advertising	15	18,8%
Abstracts	10	12,5%
Reports	27	33,8%
Applications	12	15,0%
Essays	60	75,0%
Causeries	5	6,2%
Other	15	18,8%
I do not use genres when giving writing assignments	3	3,8%
I alt	80	100,0%

Table 4. *"Which genres do you use as writing assignments?"*

Which genre/s do you feel that students prefer when it comes to writing assignments?

	Respondenter	Prosent
Novels	6	7,6%
Short stories	55	69,6%
Lyrics	3	3,8%
Tales	15	19,0%
Fairytales	21	26,6%
Plays/Manuscripts	1	1,3%
Letters	22	27,8%
Diaries	29	36,7%
Articles	36	45,6%
Chronicles	0	0,0%
Reportages	3	3,8%
Interviews	18	22,8%
Letters to the editor	5	6,3%
Advertising	5	6,3%
Abstracts	2	2,5%
Reports	3	3,8%
Applications	0	0,0%
Essays	25	31,6%
Causeries	1	1,3%
None of the above	1	1,3%
I alt	79	100,0%

Table 5. *"Which genre/s do you feel that students prefer when it comes to writing assignments?"*

Most English teacher believe that their students prefer short stories when it comes to writing assignments. This might be the reason why this is most assigned. Similarly, in relation to what is assigned, causeries and chronicles are not perceived as interesting for students. This indicates that teachers listen to students when choosing genres. This is supported by the data in Figure 23, where 28% percent says that they take into account students' preferences when deciding the kinds of assigned writing assignments they complete. Only 11% answered do not take into account student preferences when assigning writing tasks. These respondents might feel that following the students' opinion is more trouble than it is worth.
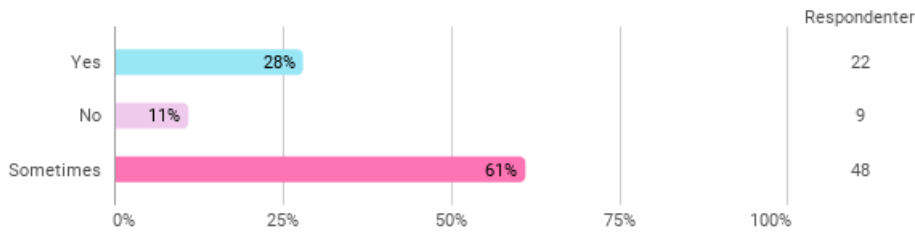
Figure 23. *"Do you let your students be involved in selecting the kinds of writing assignments they complete?"*
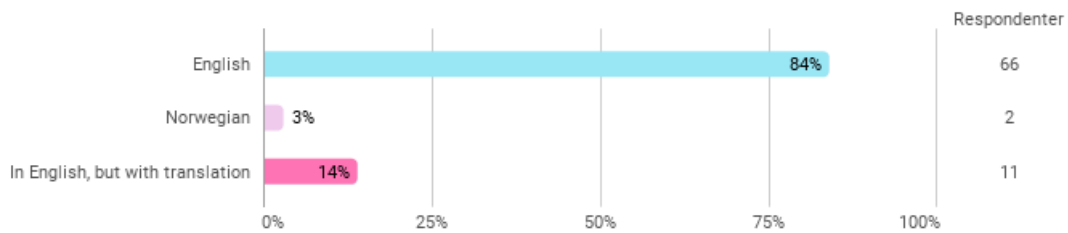
Figure 24. *"Do you give assignments in English or Norwegian?"*

When giving assignments, most of the respondents choose to write the instructions in the L2 language, English. Some prefer to include a translation. The respondents might choose English because this is the language that is to be learned in English class, and that assigning work in English is a good opportunity to develop English language skills.

4.1.5 Feedback

I have chosen to include feedback because some teachers might use feedback as a strategy, and I find it interesting to look at how much thought teachers give on why they give feedback.
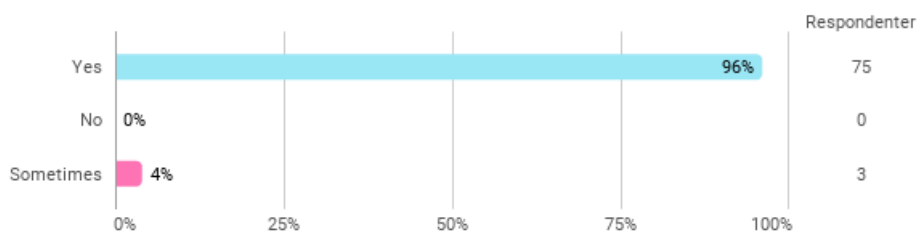
Figure 25. *"Do you give feedback on written assignments?"*

Figure 25 shows that 96% of the respondents give feedback on written assignments. They could have chosen the alternative "sometimes". However, they chose "yes" which can indicate that they always give feedback on written assignments. On the other hand, the respondents might have interpreted that written assignments are longer assignments that one hand in, and therefore not <u>all</u> written assignments receive feedback. However, this is only speculations.
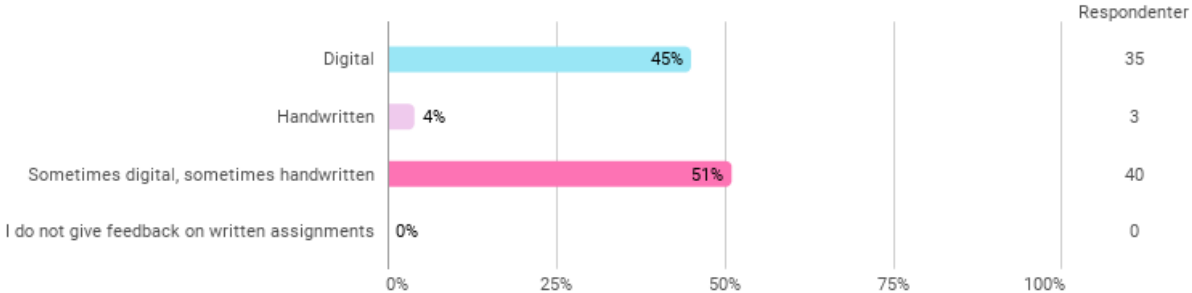
Figure 26. *"Do you give digital or handwritten feedback?"*

The result on Figure 26 shows that most respondents only give handwritten feedback if they also give the assignment digitally. The reason why digital feedback might be preferred, can be that it is more practical when it comes to documentation. It can also be that it is easier to find the given feedback if needed when it is organized digitally.
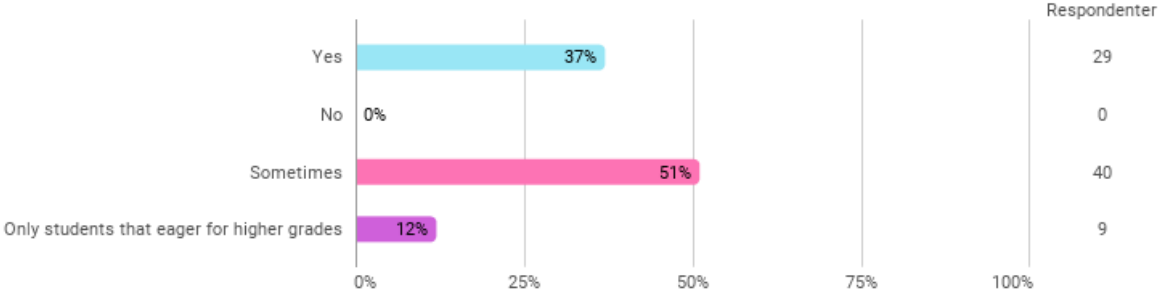
Figure 27. *"Do you believe that students read through the given feedback?"*

When giving feedback, one probably wishes that the students read through the given feedback in order to develop their skills. 51% say "sometimes" and 12% say that "only students who eager for higher grades" read through the given feedback. This can indicate that feedback is not always as educational and important as one might want, which then might indicate that one should consider changing how feedback is given, if one wants more students to use the given feedback. However, 37% percent say "yes", students do read the feedback, which can indicate that they believe that all students read through the given feedback every time. These teachers might have experienced that their students have developed their writing when taking feedback into account.
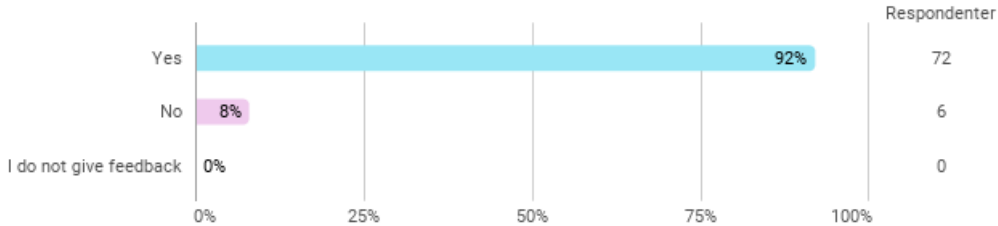
Figure 28. *"Do students have a chance to revise on the basis of the feedback"*

If one's goal is that the students read through the given feedback and use it for further development, one can use time in class where the students can revise based on the given feedback. According to the survey, 92% of the respondents say that they give the students time to use the given feedback and revise their assignments. One does not know how they revise or if the students have a chance to submit the assignment a second time, but, in some way, many students seems to have the opportunity to use the given feedback for further development. 8% of respondents did not set aside time in class for assignment revision based on feedback. This might be because these teachers do not have the time or that they feel that revising on the basis of the feedback is not beneficial enough to prioritize it.
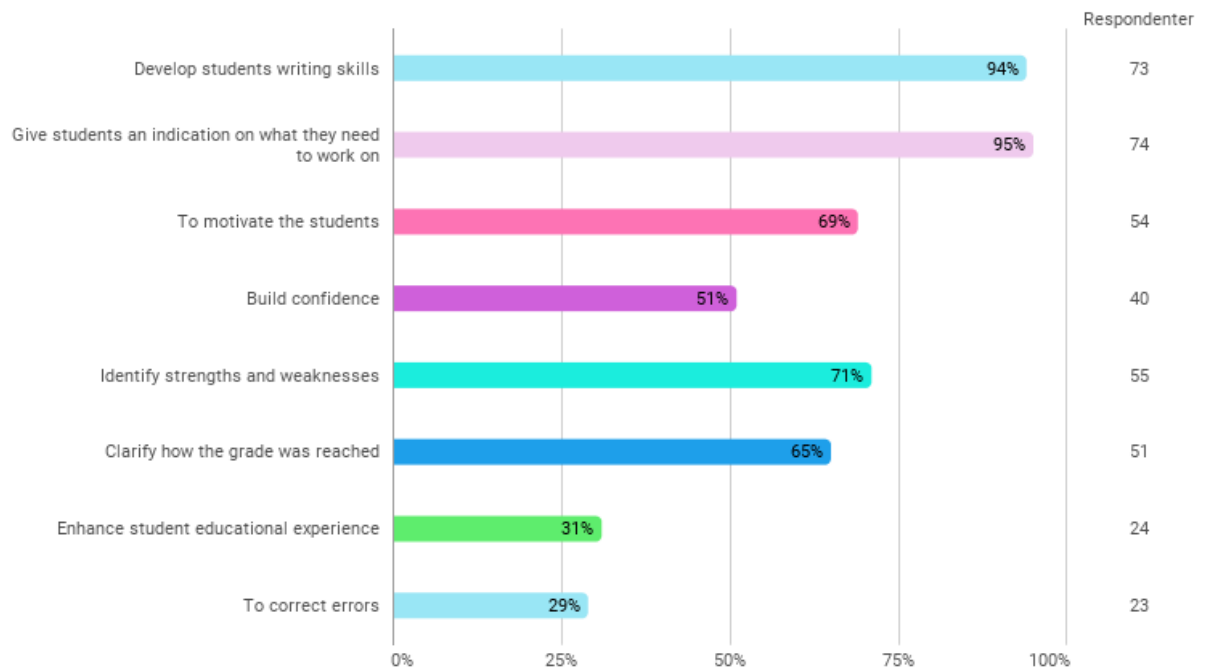
Figure 29. *"What is your purpose with feedback?"*

In Figure 29, the respondents had the opportunity to choose several alternatives. 94% percent give feedback because they want to develop students writing skills and 95% give feedback to give an indication on what the students need to work on. It seems like the respondents are more focused on helping the students to develop, rather than correcting errors, which only got a 29% response rate. 61% of the respondents use feedback to motivate students and 51% use it to make students more confident. This might be because they have experienced that motivation and confidence is one of the keys to a positive development.

4.2 Interviews

In this chapter, I will present and analyze findings from the conducted face-to-face interviews.

4.2.1 Presentation of Teachers

Informant	Gender	Age	Years of Teaching Experience
Teacher 1	Female	40 years	12 years
Teacher 2	Female	40 years	18 years
Teacher 3	Female	52 years	20 years
Teacher 4	Male	26 years	1 ½ years

Table 6. "*Presentation of informants*".

Teacher 1 is 40 years old and female. She has been working as a teacher for about 12 years and teaches in English, music, science and a subject related to the working community (a practical focused subject). At the moment, *Teacher 1* teaches mainly 9th grade, but also teaches at 8th grade. She has an academic background in English, biology and music, and an intermediate course in drama. She has six years with education, which includes a one-year undergraduate teacher internship.

Teacher 2 is 40 years old and female. She has worked as a teacher for 18 years and teaches the 9th grade in English, the school subject KRLE (Christianity, religion, belief and ethics), education programme and English "in-depth study". She has also taught at primary and lower secondary school. *Teacher 2* is a general teacher with an intermediate course in English. She also has some education as a school librarian. She has 6 ½ years education.

Teacher 3 is 52 years old and female. She has a university degree with a major in English. She took pedagogy afterwards, for a total of five years education. She has been working as a teacher for nearly 20 years and is now primarily teaching 9th grade in Norwegian, English and social science.

Teacher 4 is 26 years old and male. He is educated as a primary and lower secondary school teacher (5th – 10th grade) and a year with music for a total of five years. He teaches Grade 8, 9

and 10 in English, social science and Norwegian. He has previously taught in music. He has been working as a teacher for 1 ½ years.

4.2.2 Feeling of Competence

Three of the informants believe that they have enough competence on teaching methods within writing, however, one of them admits that there always is room to expand one's knowledge. One informant does not believe that she has enough competence on the area, and she believes that most teachers would agree. This finding is not in agreement with the research by Klewe et.al which found that most teacher in the English subject feel the need for further education on teaching methods (Klewe, Berg, Neset & Sørlie, 2013, p.35). However, it might be that *Teacher 2, 3 and 4* are among the low percentage of teachers who do not feel a need for further education in this area. On the other hand, all four informants would like more information on teaching methods within writing and would like it to be presented through courses or a planning session at school.

It seems like all the informants would like more information on writing strategies. *Teacher 4* does not exactly answer the question, but admits that he has not given much thought to writing strategies, and it seems like he is unsure on the definition of writing strategies. One might therefore conclude that he does not feel that he has enough competence in this area. In addition, *Teacher 3* asks what learning strategies actually are. This might indicate that some teachers do not know the difference between methods and strategies and that further education is needed. All the informants say that they would like more information on this topic, and short courses are mentioned as preferred ways to learn more.

4.2.3 Teaching Methods and Learning Strategies Within Writing

In Question 7 about teaching methods, *Teacher 1* explains a "method" without naming it. However, compared with *Teacher 2's* answer, it seems that *Teacher 1* means speed-writing. She also uses a question sheet when working with movies. Mind-maps are also mentioned, both in the pre-writing phase and the revising phase. When it comes to Question 12 about writing strategies, *Teacher 1* mentions writing frames and that question sheets can be used in the pre-writing phase. It seems like *Teacher 1* is not aware of what defines a method because she does not mention any specific methods, only strategies. If one had given examples of methods, she might have changed her answers.

Teacher 2 mentions "speed-writing" as a method where students for example start reading a story and then have five minutes to write an ending to that story. The aim is to make them write down thoughts without overthinking. Process-oriented writing is also mentioned as a method where a text is handed in and revised in several rounds. *Teacher 2* also use "learning together" where students use Google Docs as a tool to write a text together. As strategies, *Teacher 2* mentions mind-maps, writing frames, process-oriented writing, VØL-sheet and friend-diagram. She uses mind-maps or point-notes in the pre-writing phase. *Teacher 2* also mentions "Creasa" as a tool she uses to make different kinds of mind-maps. *Teacher 2* has not mentioned any specific methods, only strategies. However, she admits that she is unsure about the difference between method and strategy.

This confusion with the meaning of the term "teaching methods" is also noted when *Teacher 3* was interviewed. *Teacher 3* mentions "four-point-answer" which she defines as a way of answering a question. One needs to give an answer, explain coherently, given an example and provide an opinion. She explains the "method" as a model for how to give a complete answer

to a question. This "method" might therefore be defined as a strategy. *Teacher 3* likes this strategy because when answering by using the four points, the student shows that he or she has understood. In addition, she mentions that the strategy, with time and practice, becomes an automatic way of answering questions, both written and orally. When students learn and follow the strategy, they achieve higher grades and a sense of accomplishment. *Teacher 3* also mentions the "SPØK-perspektivet" as a teaching method (However, after explaining the concept, it might be better categorized as a strategy). This "method" is about looking at things from different perspectives: social, political, economic and cultural, in order to provide different arguments. It can be an aid to write informative, complete argumentative texts. *Teacher 3* mentions that it is important to show the students how to write, they need guidance and the "SPØK" perspective is one way to do it. She also mentions mind-maps as a method, which is, according to Bunting and Lund, a strategy (Bunting and Lund, 2006, p.100). She mentions that she uses the blackboard, which is a method. It might therefore seem that methods are being used, one just does not know the definition and can therefore not answer the question correctly, which is also shown in Question 12 about writing strategies. In this question, she mentions two of the same strategies as in Question 7 about teaching methods. In addition, she adds the five-paragraph essay explained in chapter "2.5.4 The Five-Paragraph Essay". She seems very fond of this strategy. She also mentions that she uses ICT equipment to find synonyms to create more varied vocabulary in the text. This can mean that *Teacher 3* uses ICT as a method and a search function as a strategy in the revising phase.

Teacher 4 mentions the five-paragraph essay as a method he uses in class when teaching students how to write. He also mentions "free-writing" and "mind-writing" where the students write down everything they know or want to know about a theme. These strategies can seem similar to the VØL-sheet except that here, students write a text while in the VØL-sheet,

students write down keywords and short sentences in a table. What *Teacher 4* likes about the five-paragraph essay is that it is a writing model for how one can write a text with introduction, three main paragraphs and a conclusion. It is also easy enough for 8th graders to understand it and feel a sense of accomplishment. This writing strategy can also be extended and more complex by including more paragraphs. When naming writing strategies, *Teacher 4* again mentions the five-paragraph essay, in addition to mind-maps. Once again, one can see that there is confusion with regards to terminology. The other "methods" can also be defined as strategies according to Skrivesenteret.no (2013), and Repstad and Tallaksen (2011).

Teacher 1	Teacher 2	Teacher 3	Teacher 4
Writing frames	Speed-writing	Four-point-answer	Free-writing
Question sheets	Process-oriented writing	SPØK-perspective	Mind-writing
Mind-maps	Learning together	Mind-maps	Mind-maps
Speed-writing	Mind-maps	Five-paragraph essay	Five-paragraph essay
	Writing frames		
	VØL-sheet		
	Friend-diagram		
	Point-notes		

Table 7. *"Actual mentioned writing strategies"*.

Teacher 1	Teacher 2	Teacher 3	Teacher 4
	ICT	Teaching by blackboard	
	Homework	ICT	

Table 8. *"Actual mentioned teaching methods"*.

When comparing all answers on teaching methods and writing strategies, all the informants mention some writing strategies that they use in English class. However, when being asked about teaching methods, everyone mentions strategies. Table 7 and 8 shows which teaching methods and writing strategies that were mentioned. However, some of the methods and

strategies were mentioned without accurate precision related to proper placement. One of the informants admits that she does not know the difference between methods and strategies. *Teacher 4* tries to explain the difference but stutters and seems insecure about the terminology. However, he does mention that teaching methods are more about how one teaches, and that strategies are more based on how one adapts learning, a plan towards a result. Even though this is mentioned as an additional question, the answer is not reflected in other answers on the matter. One might therefore believe that if one had provided with a definition on method and strategy before the interviews, they might have answered differently, especially for Question 7 and 8 on teaching methods. Therefore, since the informants mention strategies when answering questions about methods, it seems like there is some confusion about the definitions and that more information on the matter might be needed. It is very interesting that no one mentions methods as described in Repstad and Tallaksen (2011, p.73). Based on the answers, one cannot with certainty know which methods the informants use, but one could interpret that teaching with a blackboard, the use of ICT, groupwork, independent study, in-depth assignments, theme-work and learning together are some of them. When it comes to writing strategies, several strategies are mentioned; speed-writing, writing together, mind-maps, point-notes, writing frames, VØL-sheet, friend-diagram, process-oriented writing, "four-point-answer", SPØK-perspective, five-paragraph essay, free-writing and mind-writing. However, it seems like it was rather difficult to recall strategies, even though the questions were given to the interview subjects beforehand. This might mean that they read through the questions and do not use other strategies, or that the life of a teacher is hectic, and it is difficult to make time to study something that does not affect work directly.

All the informants use one or more strategies in other subjects than English, such as in Norwegian, science, KRLE (Christianity, religion, belief and ethics) and supplementary English. The five-paragraph essay have been used in only English and Norwegian, but mind-maps have been used in an array of subjects. This might mean that strategies based on long answers are more suitable for language subjects than other subjects.

4.2.4 Written Assignments

Teacher 1 says that she gives assignments that focus on developing students writing skills because students need to know the characteristics of different genres, and assignments can help them learn grammar. *Teacher 1* admits that she is not good at naming different genres but explains that in English class, she often uses fantasy and stories. She has also used novels and film -and book reviews. Nonfictional genres are not often used in her English classes. *Teacher 1* rarely includes students when deciding which kind of assignments that are given, and she gives approximately ½ assignment a month. She explains that shorter assignments are given more often than longer ones. This might be because students have to learn very much and that there is no time to give for assigning longer tasks. It takes more time to write such assignments and it might demand more work from the teacher in the form of correcting, setting grades and giving feedback. *Teacher 1* also mentions that the assignments are often in English, and that she explains the assignments in Norwegian to the class to make sure that everyone understands. She believes that this makes students widen their vocabulary.

Teacher 2 gives assignments to let students show how much language knowledge they have. She means that language is important. Additionally, it is also important that students show that they know the difference between several genres and know how to use literary tools. *Teacher 2* decides which genre to use by cooperating with the Norwegian teachers and has therefore used stories, short stories, fairytales, argumentative texts, letters and blogs. One can

see that fictional literature is more used than nonfictional literature. This might be because it is more difficult to translate nonfictional literature from L1 to L2, or that nonfictional literature in English is difficult to understand for L2 learners. Teachers might therefore focus on fictional texts to make the language transition easier. *Teacher 2* gives written assignments weekly. Short answers assignments are given more often than long answer assignments. She wants the students to practice writing regularly and uses homework as an opportunity to give feedback. She mentions that she does not have the capacity to correct many long answer assignments, which confirms the theory that longer assignments demand more work for teachers. *Teacher 2* believes that one should be given assignments in the working language. However, she translates if necessary and that some students receive extra help.

Teacher 3 gives assignments for students to practice answering a question well. She believes that it is important that to know how to reflect and answer. Again, she mentions the four-point-answer which she has experienced to have a very good effect on her students' writing development. In contrast to *Teacher 1* and *Teacher 2*, *Teacher 3* uses nonfictional genres the most. Fictional genres such as stories have also been used, but she believes that it is important that students use their knowledge to create nonfiction. She has also experienced that students appreciate the possibility to write nonfictional texts and that providing them with tools in order to create such texts makes them feel a sense of accomplishment. Even though *Teacher 3* does not give many writing assignments per month, she does focus on writing and how to write correctly. Her students write a lot without submitting their work. However, she does observe her students when they write in order to help them and to know their language level. *Teacher 3* has not been aware of which language she uses when assigning writing assignments, but explains that it is important that the students know what to do.

Teacher 4 is concerned with developing the students' skills on language and content, and believes that this can be covered by giving larger assignments. Grammar, for example, can be learned through feedback. Writing is a focus in nearly every lesson, but larger assignments are not given more than a few times per semester. Instructions are often written in English. *Teacher 3* justifies this by explaining that he believes that this helps the students to start thinking in the target language, in this case English. When it comes to genres, he uses lot of nonfictional genres but also some fictional genres too. Argumentative texts, dialogs and mind-reports are the specific genres mentioned.

Teacher 1	Teacher 2	Teacher 3	Teacher 4
Develop writing skills	Reveal level of language knowledge	Practice on giving answers	Develop language skills
Learn about genres	Language is important	Practice on reflection	Develop content skills
Learn grammar	Learn about genres	Learn grammar	Learn grammar
Expand vocabulary	Learn about literary tools	Develop writing skills	
	Develop writing skills		

Table 9. *"Reasons for giving writing assignments"*.

Teacher 1	Teacher 2	Teacher 3	Teacher 4
Fantasy	Stories	Stories	Dialogs
Stories	Short stories	Other nonfictional genres	Mind-reports
Novels	Fairytales	Other fictional genres	Argumentative texts
Film reviews	Letters		Other nonfictional genres
Book reviews	Blogs		Other fictional genres
	Argumentative texts		

* Areas marked with yellow are the most used genre/s

Table 10. *"Genres used in English class by the informants"*.

When comparing the informants, two of the teachers use mostly nonfictional genres and the other two use mostly fictional genres. Fictional genres might be easier to write when learning a second language because it is not as theoretical as nonfiction. However, one informant says that fictional genres can be used to make students show how much knowledge they possess, and to reflect on arguments both for and against an issue. The informants rarely ask their students for their opinion on which writing assignments they give. One informant believes that the teacher knows which kind of assignments the students need and therefore does not include them in the decision. However, one informant lets the students come with inputs on interesting themes at the start of the year, and another informant feels that the students should be more included. Language development is important for all informants and writing is often in focus during a lesson, whether it is in form of keywords, shorter or longer texts.

4.2.5 Feedback on Written Work

When it comes to feedback on written assignments, *Teacher 1* feels that digital feedback is more practical because she can find previous given feedback, and see if students have developed. Furthermore, the students can find previous feedback when preparing for another assignment or the exams. She has tried feedback through video and found it interesting because the students seemed to acquire the feedback in another, positive way. *Teacher 1* does believe that feedback is helpful. However, she says that she is unsure on how interested the students are in the feedback. She feels that they are more concerned about the grade. Nonetheless, some students use feedback when preparing for other assignments. *Teacher 1* gives feedback because her aim is for students to develop their language and know why they got the given grade. She has experienced that feedback is mostly effective for the stronger students who want to achieve higher grades.

Teacher 2 gives feedback on written work digitally because her students then always have access to previous feedback when working on, or preparing for other assignments. Because *Teacher 2* focuses on process-oriented writing, her students have to read through the given feedback. She explains that her students sometimes have to read through the feedback and improve it based on her comments. Then, they submit it a second time. *Teacher 2* believes that process-oriented writing is a strategy that provides learning, because one has to improve one's work. One has to look at one's mistakes and learn from them. She believes that if one does not prioritize revising, students often don't care about the feedback. However, according to *Teacher 2,* for those who struggle with language, feedback is not always as useful as preferred. It is easier for the stronger students to learn from the given feedback. *Teacher 2* has also experienced that it is more educational to explain what to include rather than how long a text should be, because students often end their work without including necessary literary devices if they only focus on length.

Teacher 3 is the only informant who gives handwritten feedback. However, she does also write it digitally in order to please the county governor. Due to lack of time, *Teacher 3* does not use much time on revising written assignments, and believes that students have a tendency to forget the given feedback. However, she does believe that feedback is helpful. She is of the opinion that it is the student's responsibility whether or not to use the given feedback to develop their language and literary skills. *Teacher 3* feels that her purpose with feedback is to help students understand what they need to work on, without making it too complex. *Teacher 3* explains her experience with feedback from a teacher's point of view, where feedback on written work demands much work and time and is not always feasible.

Teacher 4, like *Teacher 1* and *2,* give feedback to written assignments digitally. He, like *Teacher 2*, focuses on reading through the given feedback and sometimes waits with giving grades so that the students focus more on the feedback. He, like *Teacher 1*, feels that students focus more on the grade than the given feedback. *Teacher 4* can sometimes see that feedback is helpful when he sees progress in written assignments over a period of time. However, he, like the other informants, believes that it depends on the student how helpful feedback is. *Teacher 4's* purpose with feedback is to let his students know what they need to work on, how to improve themselves.

Every informant give feedback and most of them give it digitally. However, *Teacher 3* explains that giving feedback on written work demands muck time and effort from teachers. This might be the reason why some of the informants give few written assignments, because it takes too much time and effort. In addition, all the informants agree that whether or not feedback is helpful depends on the student. It seems like they believe that if one strives for higher grades, one is more likely to read through the given feedback and develop. Only one informant mentions a writing strategy in correlation with feedback, a process-oriented strategy. However, *Teacher 4* mentions that reading through feedback is a priority, which might mean that he uses a strategy subconsciously. Even though the informants believe that feedback is most helpful for the stronger students, they give it to everyone with the hope of seeing improvements among everyone. Additionally, if the informants have experienced that weaker students do not acquire the information from the given feedback, one might have to consider simplifying the feedback to make it more understandable and easier to acquire.

4.2.6 Miscellaneous

All the informants say that their school has a "sharing-environment" where all the teachers share experiences, methods and strategies with each other. One might therefore interpret that

the other English teachers at their schools have the same amount of knowledge on methods and strategies. On the other hand, it might be that the other teachers use other methods and strategies that the informants do not find effective, practical, and/or educational. Some teachers might be more critical towards new methods and strategies. However, the informants are open-minded and willing to develop professionally.

Question 14 about when the informants introduce the mentioned writing strategies became an irrelevant question because I experienced that the informants had little knowledge on phases in writing strategies. Based on the answer from one informant, it seemed that she did not understand the question. When I then asked about the revision phase, she said that she did not focus on that phase, which means that the phase is not unfamiliar. Still, she did not mention any strategy that she use or could have used in the revision phase. The other informants answered very shortly or not at all. The result from the question, based on the short answers, is that the mentioned strategies are mostly used in the pre-writing phase. For example, the five-paragraph essay and the four-point-answer are strategies used while writing. This might indicate that the question should have been rephrased.

One of the informants mentioned that the exam papers are challenging, which might indicate that there should be more focus on how to write texts in English and on which literary devices one should include in different genres. On the other hand, it might indicate that the exam level is too high compared with students' skills.

It does not seem like the informants give much differential treatment for those with writing disabilities, as in other assignments, methods, strategies, feedback or the use of language (English vs. Norwegian). However, the informants mention that they often explain

assignments more thoroughly to those who struggle, give more simplified feedback or translate explanations.

Age or gender does not seem to affect how the four English teachers teach. On the other hand, it is difficult to generalize from questions answered by four informants, but it might provide an impression of how English teachers approach teaching writing. In this study, when it comes to knowledge on and the use of methods and strategies within writing, it seems like teaching experience and age do not provide any significant difference. On the other hand, *Teacher 3* does mention a strategy, the four-point-answer, that she herself has invented, which seems to be a product of experience and knowledge. This can indicate that experience is positive because one might over time discover which methods and strategies are effective. On the other hand, one might become so fond of some methods or strategies that one becomes very critical to alternatives.

At the end of the interviews, the informants where asked if they had anything they would like to add. One informant mentioned that she believes that there should be much more focus on methods and strategies when educating aspiring teachers at university. This might indicate that she has experienced that newly educated teachers have a minimal amount of knowledge on the matter. Another informant mentions that she would have liked more information on how effective the various writing strategies are for Norwegian students learning a second language.

4.3 Comparison

When comparing the results from the interviews and the survey, the teachers from the interviews will be referred to as "informants" and the teachers from the survey will be referred to as "respondents".

There are some similarities in the results from the interviews and from the survey. One obvious result from the interviews is that there seems to be a confusion on terminology when it comes to the difference between method and strategy. The respondents received a list of both methods and strategies, one can therefore not know if they would have known the difference in terminology or if they would have the same struggle as the interview informants. However, the fact that the definitions are unknown, might imply that more competence is needed, which all the informants and 82% of the respondents would like. This agrees with the survey done by Klewe et.al. in chapter 2.6.2 Need for Further Education (Klewe, Berg, Neset & Sørlie, 2013). Some of the used strategies that were mentioned by the interview informants were also on the list given to the survey respondents. Mind-map, VØL-sheet, friend-diagram, free-writing and speed-writing (rapid writing) are used in English class by both the respondents and the informants. Mind-maps are used a lot by both the respondents and the informants, which might be because it is relatively easy to learn this strategy, not requiring much time and effort. It can also be used to sort information and knowledge, which might be very useful for students to get an overview. It would have been interesting to see how many of the respondents use the five-paragraph essay, since it is often used by the informants. Unfortunately, this information was not available before the survey was made.

None of the informants mentioned methods when they were asked about which methods they use in English class. However, when interpreting their answers, one might assume that they

use chalkboard (blackboard), ICT, groupwork, independent study, theme-work, in-depth assignments, writing assignments and "learning together". All these methods have also received a relatively high percentage rate for use by the respondents, and therefore seem to be the preferred teaching methods in English class. Use of ICT can, according to Wei et al (2014, p.71-72) be beneficial to develop language skills. It is important to remember that even though the informants had the opportunity to prepare before the interviews, it does not necessarily mean that they did it. Since the informants struggled with terminology, one might assume that they did not prepare. Therefore, there might have been some strategies and methods that the informants do use in English class that were not mentioned. This applies to the respondents as well, because they did not have the opportunity to mention other strategies or methods that are not listed in Table 2 and 3.

The different phases in a writing process were barely mentioned by the informants. However, the pre-writing phase and the revision phase were mentioned, where mind-maps were often used. One might also assume that the other strategies that the informants mentioned, are used in at least one of the writing phases. One might interpret that one informant does not prioritize the revision phase due to her answer in Question 22. The respondents also seem to prioritize the pre-phase and the start-up phase above the finalizing phase and the revision phase, which might be a result of lack of time or strategy knowledge. Even though the informants barely mentioned the writing phases, they might have more knowledge on the matter than what the interviews brought up. If one had asked specifically about the different phases and given alternatives, one might have received different answers.

Writing assignments are often used according to both the respondents (see Table 3, 92,2%) and the informants. 62% of the respondents give 3-4 writing assignments per semester.

However, one does not know the length of these assignments. When it comes to the informants, it seems like they give more shorter writing assignments than longer ones, and it seemed to be difficult to give an exact number of assignments per month. In addition, it seems like most of the respondents and the informants use the L2 language (English) when describing the assignment. However, some of them also translate assignment instructions into Norwegian. This might be because they want to provide their students with as much L2 input as possible to help them with language development.

Feedback seems to be given for the most part digitally or both digitally and handwritten (paper) by the informants and the respondents, and they all give feedback on written assignments. However, they might not give feedback on every written assignment. This might be because it takes time to write the feedback and they might not feel that it is always necessary. The informants' purpose of feedback is to help their students develop their language skills, to improve linguistic and literary knowledge, and to clarify the grade. The respondents seem to agree that feedback is given to help students improve their language skills, but also to give a clarification on why the grade was given and what one need to work on, in addition to explain their strengths and weaknesses. To conclude, there are many similarities when it comes to feedback between the respondents and the informants.

It might have been more difficult for the informants to answer the different questions, because they were not presented with alternatives. When an informant seemed to really struggle with recollecting, I provided a clue or an additional question. This was done to collect as much information as possible. However, the informants were given the questions beforehand and had time to prepare. The respondents on the other hand, were given alternatives. However, the respondents might have preferred more options/alternatives. One does not know if their

answers are credible, because some might have given answers to "look good", even though the questionnaire is totally anonymous. On the other hand, the questionnaire was published in two, closed groups only for English teachers, and for English teachers at different practice schools. One might therefore assume that the respondents have answered seriously.

5.0 Conclusion

5.1 Implications of the Findings

According to theory on the Norwegian school system, writing is an important skill when learning English at lower secondary school. In the written examinations, students are to write different kinds of texts. Structure, coherence and basic skills will be assessed. It might therefore be essential that English teachers motivate students and provide them with effective writing strategies that their students can use to learn the English language.

When it comes to teaching methods, it is rather difficult to analyze which teaching methods the informants use in English class because of their confusion on terminology. However, through interpretation, one might assume that teaching from the blackboard, ICT, independent study, theme-work, in-depth assignments, writing assignments and "learning together" are methods used by the informants. However, these methods where not directly mentioned as used methods by the informants. There is therefore a chance of a misinterpretation. On the other hand, these methods are used by a high percentage of respondents, which can indicate that these methods are often used by teachers in English class.

The informants show little awareness of the different writing phases and the different strategies for handling each phase, and English teachers seem to show inability towards

teaching their students how to plan and proof-read their writing. Further education on writing phases might therefore be desired. According to Arifin (2017, p.127), strategies in the revision phase are important for writing development. The mentioned strategies that both the informants and the respondents use are mind-map, friend-diagram, VØL-sheet, speed-writing and free-writing, and not one of these strategies is done during the revision step of the writing process. In addition, the five-paragraph essay strategy seems to be preferred among the informants, but this strategy has also been criticized. Elvebakk and Jøsok (2017) found that the strategy can be too difficult for some students, which Horverak (2016, p.66-67) agrees with. However, it has been proven to be a good strategy for developing language skills for students who master the strategy.

When it comes to the need for further education, the research by Klewe et.al (2013, p.35) shows that the majority of informants from primary and lower secondary school would like further education, the need for learning teaching methods being very high. When it comes to the findings from the current study, 88% of the respondents would like more information on teaching methods and writing strategies. This finding agrees with the result from Klewe et.al (2013). Most of the informants believe that they have enough competence with regards to teaching methods, but not when it comes to writing strategies. However, when studying their answers on which teaching methods and writing strategies they use in English class, the informants seems to struggle with recollecting methods and strategies. In addition, there seems to be confusion on terminology. This might be a sign of inadequate knowledge. English teachers might therefore need more information than they believe, and that further education on teaching methods and writing strategies for English teachers at lower secondary school.

In every research project, a question of validity and reliability occurs. One cannot guarantee 100% validity, but the results are based on answers from 121 respondents and 4 informants. There is a wide range in age, years of teaching experience and both genders are represented. One might therefore conclude that the research is quite valid despite the fact that more respondents/informants would have been preferred. When it comes to reliability, there is a possibility that the respondents/informants did not answer honestly, even though they were anonymous. For example, there might be a sign of a frivolous respondent in Figure 6 and 7. However, one might assume that since the questionnaire was only available for English teacher, the results are reliable. Another implication is that other questions, alternatives and formulations would possibly have led to different results.

To conclude, English teachers at lower secondary schools believe that variation in teaching is important and therefore vary their use of strategies and methods. They focus on language development and believe that writing is an essential skill. However, further education on teaching methods and writing strategies is desired for English teachers at lower secondary schools in Norway.

5.2 Further Research

In the current study, students in lower secondary schools have not been included. It would have been interesting to study students' perceptions on different teaching methods and strategies. One could then compare the results to their teachers' perceptions, as the study by Horverak (2016). However, this would be more time-consuming and demand approval from the students' parents. It would also be interesting to measure which strategies and teaching methods actually works in the classroom. This would also be more time-consuming because one might have to observe how the methods and strategies are used in action, and it would be

necessary to communicate with the students. For more valid and reliable results, the research should be conducted at several more schools and over time to further see the effects teaching methods and writing strategies on language development. This would demand more effort both from the researcher and the teachers.

Bibliography

Arifin, S. (2017). L2 Writing Strategies Used by EFL Graduate Students. *Journal of ELT Research*, 2(2), 115-129. DOI: https://doi.org/10.22236/JER_Vol2Issue2pp115-129

Brown, G. & Atkins, M. (2002). *Effective Teaching in Higher Education.* Routledge Ltd – M.U.A.

Bryman, A. (2016). *Social Research Methods* (5th ed.). Oxford: Oxford University Press.

Bunting, M., Lund, T. S. (2006). *MiLL – mange intelligenser, læringsstiler, læringsstrategier.* Oslo: Pedlex

Drageset, S. & Ellingsen, E. (2016, 27.05). Retrieved from URL: https://sykepleien.no/forskning/2011/02/skape-data-fra-kvalitativt-forskningsintervju

Elizabeth, M.E.S. (2007). *Methods of Teaching English.* New Delhi: Discovery Publishing House

Elvebakk, L. & Jøsok, E. (2017). «Et bra prosjekt som har gjort meg til en bedre skriver» - arbeid med skrivestrategier i videregående skole. *Scholarly Journal.* Retrieved from URL: https://utdanningsforskning.no/artikler/et-bra-prosjekt-som-har-gjort-meg-til-en-bedre-skriver---arbeid-med-skrivestrategier-i-videregaende-skole/

Esmer, E., Güven, G., Aydin, O., Özden, B., Efe, K., & Sener, N. (2016). Perceptions of education faculty students on teaching methods and materials. *Educational Research and Reviews, 11(12)*. 1093-1109. DOI: https://doi.org/10.5897/ERR2016.2783

Fenner, A., & Skulstad, A. (2018). *Teaching English in the 21st century : Central issues in English didactics*. Bergen: Fagbokforlaget

Graham, S., Bruch, J., Fitzergald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). *Teaching secondary students to write effectively* (NCEE 2017 – 4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.

Hertzberg, F, & Roe, A. (2016). Writing in the Content Areas: A Norwegian Case Study. *Reading and Writing: An Interdisciplinary Journal*, 29(3), 555-576. DOI: 10.1007/s11145-015-9607-7

Hornby, A., Lea, D., Ashby, M., Turnbull, J., Parkinson, D., & Phillips, P. (2010). EFL. *Oxford advanced learner's dictionary of current English* (8th ed. Managing editor: Joanna Turnbull ; principal editor: Diana Lea ; senior editor: Dilys Parkinson ; editors: Patrick Phillips... [et al.] ; phonetics editor: Michael Ashby. ed.). Oxford: Oxford University Press.

Hornby, A., Lea, D., Ashby, M., Turnbull, J., Parkinson, D., & Phillips, P. (2010). ESL. *Oxford advanced learner's dictionary of current English* (8th ed. Managing editor: Joanna Turnbull ; principal editor: Diana Lea ; senior editor: Dilys Parkinson ; editors: Patrick Phillips... [et al.] ; phonetics editor: Michael Ashby. ed.). Oxford: Oxford University Press.

Horverak, M. O. 2016. «Students' and Teachers' Perceptions on Writing Instruction Inspired by Genre-Pedagogy and Systemic Functional Linguistics". In Veselovska, L., Parrot, J. K. & Janebova, M. (eds.), Proceedings from the 5th CECIL. Olomouc, Czech Republic: Palacky University, pp.58-73.

Klewe, L., Berg, L., Neset, T. & Sørlie A. M. (2013). *Videreutdanningsbehov blant lærere i grunnopplæringen.* Retrieved from URL: https://www.udir.no/globalassets/filer/tall-og-forskning/rapporter/2013/videreutdanningsbehov-blant-larere.pdf

Klimowa, B. (2014). Approaches to the Teaching of Writing Skills. *Procedia – Social and Behavioral Sciences, 112(C), 147-151.* https://doi.org/10.1016/j.sbspro.2014.01.1149

Leki, I. (1995). Coping Strategies of ESL Students in Writing Tasks across the Curriculum. *TESOL Quarterly,29*(2), 235-60. Stable URL: https://www.jstor.org/stable/3587624

Maarof, N. & Murat, M. (2013). Writing Strategies Used by ESL Upper Secondary School Students. *International Education Studies, 6(4).* 47-55. http://dx.doi.org/10.5539/ies.v6n4p47

Maviglia, D. (2016). The Main Principles of Modern Pedagogy in ´Didactica Magna´of John Amos Comenius. *Creative Approaches to Research, 9(1).* 57-67. Retrieved from URL: http://creativeapproachestoresearch.net/wp-content/uploads/CAR9_1_Maviglia.pdf

Mckay, S. (1994). Developing ESL writing materials. *System, 22(2), 195-203.* https://doi.org/10.1016/0346-251X(94)90056-6

Nunan, D. (1991). *Language teaching methodology : A textbook for teachers* (Prentice Hall International English language teaching). New York: Prentice Hall.

Postholm, M. B., Haug, P., Munthe, E. & Krumsvik, R. J. (2011). *Lærerarbeid 5-10 – for elevenes læring.* Kristiansand: Høyskoleforlaget AS – Norwegian Academic Press

Postholm, M. B. and Jacobsen, D. I. (2014). *Læreren med forskerblikk – innføring i vinteskapelig metode for lærerstudenter.* Kristiansand: Høyskoleforlaget AS

Repstad, K., Tallaksen, I. M. (2011). *Variert undervisning – mer læring* (2nd ed.). Bergen: Fagbokforlaget

Riabokrys, A. & Mishchenkob, O. (2016). An Investigation into the Methods of Teaching Creative English Writing. *Journal of Advocacy, Research and Education 6(2).* 71-78. Retrieved from URL: http://www.kadint.net/journals_n/1473284861.pdf

SIL International. (2019). Ethnologue, Languages of the World – Korea, South. Retrieved from URL: https://www.ethnologue.com/country/KR

Skrivesenteret.no. (2011). *I Skrivende Stund.* Retrieved from URL: http://www.skrivesenteret.no/uploads/files/i_skrivende_stund_tipshefte_nygiv.pdf?fbclid=IwAR27_GUsmcFrtNZKQ3Z48xRIsJIV16ys65-GFbaZQ5VApDHP-47837GpAj0

Skrivesenteret.no. (2013). Å arbeide med skrivestrategier. *Scholarly Journal*. Retrieved from URL: http://www.skrivesenteret.no/ressurser/arbeid-med-skrivestrategier-gir-kt-skrivekompetanse/

Utdanningsdirektoratet. (n.d.). Læreplan i engelsk (ENG1-03). Retrieved from URL: https://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/kompetansemal-etter-10.-arstrinn

Utdanningsdirektoratet. (2014). Skriving som grunnleggende ferdighet – innledning. Retrieved from URL: https://www.udir.no/laring-og-trivsel/lareplanverket/grunnleggende-ferdigheter/skriving/skriving-som-grunnleggende-ferdighet/Innledning/

Utdanningsdirektoratet. (2018). *Eksamensveiledning (ENG0012 Engelsk)*. Retrieved from https://sokeresultat.udir.no/eksamensoppgaver.html

Wei, J., Chen, J., & Adawu, A. (2014). Teaching ESL Beginners Metacognitive Writing Strategies Through Multimedia Software. *The CATESOL Journal 26(1).* 60-75. Retrieved from URL: https://files.eric.ed.gov/fulltext/EJ1111902.pdf

Wellington, J. (2015). *Educational Research, contemporary issues and practical approaches* (2nd ed.). Great Britain: Bloomsbury Academic

Appendices

Interview on Teaching Methods and Learning Strategies Within Writing

Informant (code name, age and gender): *Teacher 1, age 40, female*

Basic information
1. **Which kind of education do you have? Including number of years.**
   - *Jeg har engelsk grunnfag, drama mellomfag, musikk grunnfag og biologi grunnfag. Det blir 6år til sammen inkludert PPU. Så det vil si adjunkt med opprykk pluss et år som jeg ikke får noe uttelling for.*

2. **How many years have you worked as a teacher?**
   - *Dette er mitt 12.år (skoleåret 18/19).*

3. **Which grade do you teach? (8th, 9th or 10th grade)**
   - *Nå er jeg kontaktlærer på 9.ende trinn men underviser også på 8.ende trinn.*

4. **In which subjects do you teach?**
   - *Engelsk, musikk, naturfag, arbeidsslivsfag.*
     What do you mean by "arbeidslivsfag"?
   - *Det er istedenfor tysk eller spansk, så kan de velge arbeidslivsfag hvor de jobber mer praktisk.*

Teaching Methods Within Writing
5. **Do you feel that you have enough competence on different teaching methods within writing?**
   - *Nei. Jeg regner med de fleste sier nei, man kan alltid bli bedre som lærer. Så nei, gjør egentlig ikke det.*

6. **Would you like more information about methods within writing? If yes, how would you like the knowledge to be presented?**
   - *Mhm. Jeg føler at jeg er kompetent, men jeg kunne absolutt hatt mer kursing i dette. Det er gøy med ny input uansett.*

7. **Name three of your favourite teaching methods and explain why you think they are your favourites.**
   - *Hvis de skal skrive fortelling eller noe sånn er det gøy at de får noe de skal se for seg og så bygger de på historien. For eksempel at de får et minutt på å skrive noe, så jobber de intensivt det minuttet og så deler de hva de har skrevet. Enten i små eller større grupper. Hvis det er litt store oppgaver så pleier det å bli at de skal levere det inn, at de får et spørsmålsark på forhånd sånn som nå i 8.ende har vi sett «Oliver Twist» og så skal de skrive en sammenhengende tekst, en slags film*

analyse. Og da har de på forhånd fått et oppgaveark hvor de skal følge med i filmen og svare på noen spørsmål som kommer i løpet av filmen, så kan de bruke dette arket etterpå til å skrive en sammenhengende tekst om filmen.
Do you like the method mind-map?
- *Ja. For eksempel hvis de skal ha et nytt tema, så er det fint hvis de fyller ut et tankekart om det store temaet, og se hva de kan om forkunnskaper, så kan man eventuelt senere fylle på tankekartet hvis de lærer mer om det temaet for å se om de kan mer etter hvert. Bruker det også i andre fag, sånn at når de har prøver så kan de se på tankekartet hva som er viktig i det temaet, i det kapitelet. For eksempel hvis de har om historie i engelsk.*

8. **Do you use the same teaching methods in other subjects?**
   - *Ja, som for eksempel tankekart. I naturfag kan de også skrive sammenhengende tekster hvor de forteller om et tema vi har om. Tankekart er noe jeg bruker i alle fag egentlig.*

9. **Do your school have a "sharing-environment" when it comes to methods and strategies? (Er din skole opptatt av et delings-miljø når det kommer til metoder og strategier?).**
   - *Ja. Veldig stor åpenhet om det. Vi deler masse og det er lett å spør de andre og det er ofte sånn at hvis noe føler at de har et genialt opplegg så deler de gjerne, sier hva de har hatt. De fleste gangene deler vi bare på kontoret, hvor engelsk lærerne snakker sammen, eller samfunnsfag lærerne som har en ide til engelsk lærerne, kanskje om noe samarbeid eller noe sånn. En sjelden gang, hvis noen har blitt kurset, at man da deler med personalet hvis man har fått noe gøy input på noe kurs som man vil dele.*

Learning Strategies Within Writing
10. **Do you feel that you have enough competence relating learning strategies within writing?**
    - *Ja, kunne hatt mer info om ulike typer skrive strategier som jeg kan bruke til ulike typer tekster. Det blir gjerne sånn at man bruker de strategiene man føler at man er god på. Så lærer man gjerne noe nytt, og så er det en av de man husker så øver man seg litt på det. Så jeg kunne absolutt hatt flere strategier å stå på.*

11. **Would you like more information about learning strategies within writing?**
    - *Ja, gjerne i form av kursing. Det er vel det som oftest er lettest. Er det noen andre måter man kan få det på?* **For example that you receive more information by reading about writing strategies, or by online studies?** *Ja, det hadde jeg ikke tenkt på. Det kunne vært en grei måte å tilegne seg kunnskap på.*

12. **Which learning strategies (that focuses on writing) do you use when teaching in the English subject?**
    - Jeg bruker maler, at de har en mal de skal følge. Vi har en type før-lese-fase, etter-lese-fase, hvor de skal fylle inn skjema.
    In some writing strategies, one has a pre-phase, writing-phase and an after-phase when writing a text, do you use these phases? *Ikke alltid, men med "Oliver Twist" nå, så hadde de et ark som skulle fylles inn underveis, det er vel i før-skrive-fase. Så skriver de og ofte gir jeg de tilbakemeldinger etterpå hvor de da får satt av tid i en time til å enten se på hverandres og hjelpe hverandre å rette opp*

eller at de bare ser på sin egen og prøver å rette opp det jeg har gitt tilbakemelding på at de bør se litt på. Og hvis de har gjort noe riktig, noe de som regel har, så må de kikke litt på det også. Gjerne skrive ned hva gjorde jeg bra, hva må jeg forbedre meg på.

13. Do you use the same learning strategies in other subjects?
- *Nei, ikke i like stor grad. Det gjør jeg ikke. Det er mindre tekst skriving i de andre fagene, da er det kanskje mer muntlige aktiviteter. Sånn som i musikk er det lite skriving, heller at de har en powerpoint hvor de skal presentere noe. Lite skriving. I naturfag er det litt skriving, men da er det mest fakta opplysninger. Så da har man jo før-lese-fasen. Men ikke så mye skriving.* **Do your students write reports in science?** *Ja. De fleste gangene har de det skriftlig, men nå har de levert inn en video av et forsøk hvor de bare snakker seg gjennom punktene i forsøks rapporten.*

14. When do you introduce these writing strategies?

<u>Assignments</u>
15. Do you give assignments in English that focuses on developing students writing skills? Why?
- *Ja. Gjør jo det. For eksempel hvis de skal lære om adjektiv eller adverb så skriver de kortere setninger, ikke så store tekster. Hvis ikke det er typisk adjektiv historier. Så ja, jeg gjør jo det og hvis de for eksempel skal jobbe med en skrive sjanger, for eksempel fantasy eller eventyr, hvilke ting må man ha med da? Da er det gjerne sånn som tankekart eller at de lager seg en disposisjon først og så at de skriver en begynnelse på en fortelling eller en hel fortelling eventuelt.*

16. Do you give writing assignments digitally or on paper? Why?
- *Begge deler som regel. De pleier å tuste vekk papiret. Jeg legger det ut digitalt, men de fleste trives med å ha de i hånda. Som regel begge deler, men noen ganger bare digitalt.*

17. Which genres do you use as writing assignments? Why?
- *De skal fortelle og mene noe, diskusjon? Jeg er ikke så god på akkurat hva de heter. Men fantasy for eksempel, fortelling, ja det er det mest. Det er lite intervju eller artikler. Det er mer argumenterende tekster eller fortellinger, ikke så mye ren fakta tekst. Det er mer i naturfag, men da er det jo på norsk.*
  Do you use novels? *Ja, og så bruker jeg jo film analyse eller hvis de har lest ei bok, så skriver de om den boka.* **Do they include their own opinions when writing about a film or a book?** Ja, det er alltid deres mening og hvorfor de synes det.

18. Do you let your students be involved in which kind of writing assignments you give them? Why?
- *Sjeldent. Nei, det er mer sånn hva slags type tema, ikke så mye hva slags type oppgave.*

19. How many written assignments do you give your students in the English subject in 1month? (approximately) Why?
- *En halv? Som regel skriver de ikke så mye, da er det mer setninger eller et lite avsnitt om noe, og da er det ofte mer, kanskje to ganger i måneden. Er det litt store*

oppgaver som skal leveres inn så kanskje en oppgave annenhver måned, da har de gjerne et par uker på seg på å skrive.

20. Do you give assignments in English or in Norwegian? Why?
- *På engelsk. Fordi jeg ofte forklarer det på norsk uansett når jeg presenterer de uansett. Jeg forklarer på engelsk og så tar jeg de tingene som jeg tenker at ikke alltid er like enkelt på norsk. Men teksten står oftest på engelsk, oppgaveteksten står egentlig alltid på engelsk. Det er vel egentlig bare fordi de skal lære seg mest mulig vokabular, se det i bruk, lese mest mulig engelsk.*

Feedback on Written Work
21. Do you give feedback on written assignments?
> **i. If yes/sometimes, do you give digital or handwritten feedback?**
- *Ja. Som regel digital, men det er noen ganger det er lettere å skrive ut oppgaven og bare skrive rett på oppgaven deres. Men som regel gjør jeg det digitalt for da blir det værende der sånn at jeg kan gå tilbake og kikke på det og de kan gå tilbake senere når de skal forberede seg til eksamen og se på det. Jeg har prøvd en gang med sånn video tilbakemelding.* **Did it have a positive outcome? With feedback through video.** *Det som var litt kult er jo at alle <u>ser</u> tilbakemeldinga, men når det er det digitale så tror jeg de bare er opptatte av karakteren. Når de ser læreren på film så blir det forklart på en annen måte. Akkurat som at det er gøyere å se på TV enn å lese i ei bok, det blir noe visuelt.*

22. Do you believe that students read through the given feedback?
- *Ja det er litt ymse. Jeg tror alle så videoen. Jeg tror nok at alle leser gjennom den, men at de glemmer det og så er det karakteren som er viktig. Og de kan også gjerne komme og spørre meg hvorfor de fikk den karakteren, men jeg har jo skrevet det, så må jeg forklare det om igjen. De fleste gangene føler jeg vel egentlig at de ikke tar tilbakemeldinga, det er karakteren som er viktig.*

23. Do you believe that feedback is helpful for the students?
- *Ja, ellers hadde jeg jo ikke skrevet den. Håper er jo at de skal bli flinkere på de tingene jeg har gitt tilbakemelding på, at de jobber med de tingene. At de kan kikke på de tingene jeg har skrevet ned senere når de skal skrive en annen oppgave. De flinke tror jeg det fungerer på, de som er mest motiverte for å forbedre seg, og det er ofte de flinkeste.*

24. Do you give students with writing disabilities other assignments that the other students?
- *Jeg gir de heller en mer forenklet oppgave, at de kanskje ikke skal svare på like mange punkter. Eller at de skal skrive en annen tekst, at de kanskje får en tegneserie og så skal de skrive hva som skjer i tegneserien slik at det blir en slags historie. Det kommer jo an på hvilket nivå de er på, ofte så har de noen lunde det samme tema, at de også skal skrive en tekst. Oftest så er det sånn at man bare korter ned deres oppgave.* **Do you give their assignments in English too?** *Ja, som regel gjør jeg det. Men da er det gjerne sånn at man oversetter for de, er litt mer oppmerksom på at de får det med seg.*

25. What is your purpose with feedback?

-   *Målet er at de skal bli flinkere, og for å begrunne hvorfor de fikk den karakteren de fikk.*

26. What is your experience with feedback on written work?
-   *At det funker for noen. De sterke elevene, de tar skriftlige tilbakemeldinger til seg. Inntrykket mitt er at det ikke funker for alle. De jobber så godt de kan neste gang uten tanke på de tilbakemeldingene de har fått tidligere. Jeg gir oftest skriftlige tilbakemeldinger og av og til prater jeg litt med de også. Med den video tilbakemeldingen så vet jeg ikke hvordan det har funket enda, for det hadde vi just. Når det er muntlige opplegg, noe de skal fremføre, så får de alltid muntlige tilbakemelding. Da kan jeg se en viss effekt av det på noen av tingene jeg gir tilbakemelding på. Det funker ikke for alle det med tilbakemelding, altså det med karakteren forstyrrer.*

<u>Closing Question</u>
27. Do you have anything you would like to add to this interview about teaching methods and learning strategies within writing?
-   *Nei, synes du har spurt om masse.*

Thank you so much for participating,
Elise Ås Andersen

Interview on Teaching Methods and Learning Strategies Within Writing

Informant (code name, age and gender): *Teacher 2, age 40, female*

<u>Basic information</u>
1. Which kind of education do you have? Including number of years.
-   *Allmennlærer utdanning, mellomfag i engelsk, pluss at jeg har tatt litt sånn skolebibliotekar og sånn utenom. Det blir 6,5år totalt.*

2. **How many years have you worked as a teacher?**
   - *18år.*

3. **Which grade do you teach? (8th, 9th or 10th grade)**
   - *Nå er det 9.ende trinn. Har vært på ungdomsskolen lenge, men jeg har også jobbet på barneskolen før, men det er mange år siden.*

4. **In which subjects do you teach?**
   - *Nå underviser jeg i engelsk, engelsk fordypning, KRLE og utdanningsvalg. Pluss at jeg har ansvaret for biblioteket på skolen. Tidligere har jeg også hatt musikk og samfunnsfag.*

Teaching Methods Within Writing

5. **Do you feel that you have enough competence on different teaching methods within writing?**
   - *Ja, jeg har hvertfall god kompetanse, men man kan jo alltids lære mer.*

6. **Would you like more information about methods within writing? If yes, how would you like the knowledge to be presented?**
   - *Ja, alltid. Kurs helst, hvor man snakke med andre og utveksle litt ideer og sånn tenker jeg.*

7. **Name three of your favourite teaching methods and explain why you think they are your favourites.**
   - *Når det gjelder skriving bruker jeg mye hurtigskriving. Det er at de får ett eller annet de skal skrive om, for eksempel at de begynner å lese en historie og så skal de på for eksempel på 5minutter skrive slutten på den historien. Altså sånn at de skal skrive uten å tenke for mye, bare for å få ut tankene. Og så liker jeg veldig godt prosessorientert skriving. Hvor de skriver teksten sin i flere omganger, gjerne leverer inn, får tilbakemelding, reviderer, skriver på nytt, leverer inn osv. Og så har jeg begynt å bruke litt samskriving hvor de jobber sammen om en oppgave. Da bruker jeg digitale hjelpemidler som Google Docs, da kan de dele dokumentene mellom seg og det er veldig praktisk. Sitte på det samme dokumentet og skrive samtidig. Jeg er glad i disse metodene fordi jeg har sett det funker.*

8. **Do you use the same teaching methods in other subjects?**
   - *Ja, bruker det litt i KRLE. Utdanningsvalg er liksom ikke et skrive fag. Så nei, men i engelsk fordypning gjør jeg jo det.*

9. **Do your school have a "sharing-environment" when it comes to methods and strategies? (Er din skole opptatt av et delings-miljø når det kommer til metoder og strategier?).**
   - *Ja altså vi er en veldig liten skole. På ungdomstrinnet er vi kun tre engelsk lærere, så vi prates jo sammen hele tiden egentlig. Vi deler mye mellom hverandre. Men man skulle jo ønske et større fagmiljø så man hadde flere å spille på.*

Learning Strategies Within Writing

10. **Do you feel that you have enough competence relating learning strategies within writing?**

- *Jeg vil aldri si <u>nok</u>, men jeg har en del kompetanse. Jeg tenker at man kan alltids lære noe nytt og få tips om noe nytt.*

11. Would you like more information about learning strategies within writing?
- *Ja. Selvom vi har hatt en del om det på denne skolen faktisk, for vi var med på det der som UiA hadde som var om skriveopplæring, «ut i skolen». Men jeg husker ikke hva det heter. Vi hadde representanter fra UiA som kom her og lærte oss opp i skrivestrategier og metoder og sånn.*

12. Which learning strategies (that focuses on writing) do you use when teaching in the English subject?
- *Tankekart. Jeg blir litt i tvil om hva som er metode og hva som er strategi. Det blir litt av de samme tingene som prosessorientert skriving og så bruker vi litt skriverammer, som en mal. Og det funker veldig godt for de elevene som sliter litt, at de har et slags oppsett som viser dem hva de skal ha med. Det er litt lettere å forholde seg til. Ellers så bruker vi alt dette her som VØL-skjema, venndiagram, alle de der litt kjente skrivestrategiene, eller metodene eller hva man velger å kalle det.* **Do you use simple mind-map or a complex mind-map?** *De bruker ofte det som heter "Kreasa" sitt, hvis du kjenner til det. Og der kan du egentlig velge litt hvilke typer tankekart du vil ha om du vil ha flere underkategorier eller bare et sånn enkelt ett. Så bruker begge deler. Men det som er, er at vi styrer dem ikke, når de er kommet opp i ungdomsskolen, at du skal bruke den og du skal bruke den. Nå har de på en måte lært alle og velger «hva synes jeg er best» når de skal forberede skriving. Så jeg bruker tankekart av og til i før-skrving-fasen, eller punktnotat hvor man lister ordene opp i punkter istedenfor et tankekart.*

13. Do you use the same learning strategies in other subjects?
- *Ja, igjen, litt i KRLE. Men ikke i samme grad, i KRLE er det mer kortsskriving, ofte.*

14. When do you introduce these writing strategies?
- *Bruker de mest i før-skrivings-fasen, det er for å få de koplet på. For det er det mange strever med, å komme i gang.*

<u>Assignments</u>
15. Do you give assignments in English that focuses on developing students writing skills? Why?
- *Ja, men. Mest som er fokus på at de får vist språket sitt. Både muntlig og skriftlig siden de får en karakter i hver. De skal jo få vist alt, men sånn, hva skal man si. I engelsk teller jo engelsken mer enn innholdet, altså språket. At de får flyt i språket, men vi har også fokus på at de bruker ulike virkemidler og sjangertrekk og sånne ting, at de viser at de kan skrive innenfor en viss sjanger eller at de kan bruke skildringer.*

16. Do you give writing assignments digitally or on paper? Why?
- *Begge deler som regel. Altså digitalt så ligger de hvertfall der, er det på papir så mister de det gjerne.*

17. Which genres do you use as writing assignments? Why?

- *Det jeg pleier å gjøre er at jeg følger norsken. De har jo ofte fokus på en sjanger til en hver tid. Så det de har prøvd seg på til nå er eventyr, fortelling, nå har de begynt på novelle på 9.ende, argumenterende har vi begynt på og fagtekst. Og så har vi hatt litt sånn brev og blogg sånn men det har gjerne vært mer sånn korte tekster, type lekse tekster.*

18. **Do you let your students be involved in which kind of writing assignments you give them? Why?**
- *Tja. Jeg er ikke flink nok til det. Jeg burde være mer sånn at jeg inkluderer de i hva slags oppgaver de får.*

19. **How many written assignments do you give your students in the English subject in 1month? (approximately) Why?**
- *Ukentlig så har de et eller annet skriving, en eller annen kortsvars oppgave. Langsvar, to ganger i halvåret. På onsdag skal vi ha en halv dag hvor de sitter og skriver på engelsk. Og så har vi jo det som heter fagprøve eller tentamen da senere i år. **Is there a reason for why you give your students that many short writing tasks?** For å øve på skriving jevnlig, og når jeg ser leksene deres så kan jeg gå inn og se litt, peke på ting. De må alltid vise leksene, gå igjennom den og sånn. Det blir litt lite hvis ikke, som de får tilbakemelding på. Man har jo ikke kapasitet til å få inn sånn store tekster hele tiden.*

20. **Do you give assignments in English or in Norwegian? Why?**
- *På engelsk. Fordi at jeg tenker at alt skal være på det språket de skal lære. Det gjelder jo muntlig også, man prater bare engelsk i engelsktimene med mindre om noen rekker opp hånda og spør om man kan oversette noe. Vi har noen med IOP, tilrettelagt, hvis de har dysleksi eller noe sånn og de får alltid oversatt oppgavene for seg. De får oppgaven på engelsk men så sitter det en voksen med de og oversetter den.*

Feedback on Written Work
21. **Do you give feedback on written assignments?**
    i. **If yes/sometimes, do you give digital or handwritten feedback?**
- *Ja. Da er det alltid digital. Fordelen er at de har det der for alltid. Igjen, når de skal til på nye oppgaver så kan de gå tilbake og se hva de fikk tilbakemelding på sist gang, hva bør du endre på til denne ganga og sånne ting.*

22. **Do you believe that students read through the given feedback?**
- *Altså vi tvinger de litt til det i og med at vi driver med prosessorientert skriving. Sånn som den de skal skrive til onsdag så leverer de den inn til og meg og så får de tilbakemelding på det språklige og på innholdet og så går de tilbake og jobber med det og så levere det på nytt. Da må de faktisk, hvis ikke så er det litt sånn at de ikke bryr seg så mye, da er de ferdig på en måte.*

23. **Do you believe that feedback is helpful for the students?**
- *For de som er sånn middels pluss, så synes jeg at det har en hjelp. Da kan du se at de forbedrer seg fra gang til gang. Men for de som strever så føler jeg ofte at det er litt sånn bortkastet. For det har litt med evnen til å ta til seg tilbakemeldinger også ofte, og der har vi diskutert mye på skolen her om hvordan gjør vi det, hvordan skal vi få det til å funke, men vi får liksom ikke landet på hva vi kan gjøre.*

Og så får de veldig differensierte tilbakemeldinger. De som har masse, masse språklige utfordringer får gjerne bare to ting, dette må du øver på før du leverer inn igjen, mens de som ligger på en 5'er eller 6'er får litt mer utfordrende tilbakemeldinger. Kan du inkludere mer skildringer? Skriv litt mer i «passiv voice». De får litt mer tyngre utfordringer.

24. **Do you give students with writing disabilities other assignments that the other students?**
    - *Nei. Pleier alltid å prøve å variere oppgavene sånn at de kan favne alle. Sånn at det alltid er minst en oppgave alle kan klare svare på. Gir de flere oppgaver og så svarer de på en av de.* **With that in mind, is there any difference in writing length on the assignments?** *Vi sier aldri hvor lange de skal være, for at de selv skal kunne produsere en selvstendig tekst, med innledning, hoveddel og avslutning, uten at vi styrer hvor lang den skal være, for da blir det ofte sånn at «nå har jeg jo halvannen side, så da slutter jeg bare», uten at de har laget en fullstendig tekst.*

25. **What is your purpose with feedback?**
    - *Det er jo at de skal forbedre seg, lære noe. Både språklig og formidlingsevne. Men det er noe vi diskuterer veldig, for hva er det egentlig som virker av tilbakemeldinger?* **How do you give feedback?** *Skriftlig. Har prøvd video og muntlig, men video er for omstendelig, det tar for lang tid rett og slett. Muntlig da har jeg inntrykk av at de sier «jaha» akkurat der og da og så blir det litt glemt. Men skriftlig da har de det hvertfall der, da kan de gå tilbake og se på det. Og det mange gjør da er at de skriver ut de tidligere oppgavene og så har de de med seg neste gang de skal skrive en oppgave. Så ser de «åja, jeg må passe på who/which, det må jeg passe på nå».*

26. **What is your experience with feedback on written work?**
    - *Jeg tror ikke det er kjempe effektivt for alle, men for noen. For noen er det veldig nyttig, men ikke for alle. Nyttig for de som ligger på middels pluss. Og der kan man helt konkret se at her har de sett hva de må gjøre annerledes og så gjør de det neste gang. Så, ja.*

<u>Closing Question</u>
27. **Do you have anything you would like to add to this interview about teaching methods and learning strategies within writing?**
    - *Det eneste jeg tenker på er hvis vi har noen som er fremmedspråklige, som har dårlig ordforråd og sånne ting. Spesielt på engelsk da, for de har gjerne lært seg norsk og så skal de gjerne lære seg engelsk som de kanskje nesten ikke har lært. Så er det en kjempe utfordring, med å få til det skriftlige, for det er klart, mangler du ordforråd, så er det veldig vanskelig å formulere en hel tekst også. Og det ser du veldig i ungdomsskolen for de som har kommet veldig sent til Norge for eksempel, at det blir veldig vanskelig for de. Så der kunne vi trengt noen strategier, som er rettet mot dem, for de har så store «huller» i forhold til de andre i opplæringa si. Strategier som går ut på å bygge opp ordforrådet. Så har vi testet mye forskjellig på tilbakemelding om vi skal bruke farge koder eller om vi skal skrive på siden digitalt, eller hva. Så vi er i en liten utviklingsfase der da hvor vi prøver på ulike ting for å se.*

Thank you so much for participating,
Elise Ås Andersen

Interview on Teaching Methods and Learning Strategies Within Writing

Informant (code name, age and gender): *Teacher 3, age 52, female*

<u>Basic information</u>
1. **Which kind of education do you have? Including number of years.**
   - *Jeg har universitetsutdannelse, og så har jeg tatt PED etterpå. Så jeg har liksom grunnfag, eller ja, i engelsk. I graden min er det vell 5år.*

2. **How many years have you worked as a teacher?**
   - *Det begynner å bli, det er snart 20år.*

3. **Which grade do you teach? (8ᵗʰ, 9ᵗʰ or 10ᵗʰ grade)**
   - *Akkurat nå underviser jeg på 9.ende, men jeg er jo på 8.ende, 9.ende og 10.ende, jeg er jo litt overalt. Men jeg følger som regel en klasse.*

4. **In which subjects do you teach?**
   - *Norsk, engelsk og samfunnsfag.*

<u>Teaching Methods Within Writing</u>
5. **Do you feel that you have enough competence on different teaching methods within writing?**
   - *Ja det føler jeg at jeg har, men ehm, jeg kjenner nok at jeg har måtte bruke alle, altså, jeg må liksom variere mye og så må jeg forenkle det veldig sånn at de forstår hva de skal gjøre. Når de skal skrive. For jeg synes jo, vi har en sånn tendens til at vi snakker med litt sånn vanskelige ord for at elevene skal forstå hva de egentlig skal gjøre. Og når det da må forenkle den måten en forklarer det på, så tenker de «selvfølgelig får jeg det til». Og så gjør de veldig mange ting muntlig som de ikke greier å overføre til skriftlig og det er den bøygen som jeg synes har vært vanskelig, det er liksom noe jeg har skjønt at når de skal forklare noe muntlig så kan de det jo, men når de skal skrive det så stokker det seg fullstendig. Og det har vært en sånn, de siste årene har jeg jobbet mye med det, for å prøve å få de til å forstå at de kan det jo egentlig, men de tror jo ikke at de kan det. For det at vi snakker veldig vanskelig på hva vi egentlig er ute etter, hvis jeg kan si det sånn. Og det er litt sånn skummelt for oss lærerne, for vi er litt «fag idioter», vi bruker faguttrykk og bøkene bruker også mye faguttrykk som gjør at, «temasetninger» for eksempel, det ordet der, når man skal skrive en artikkel, man må alltid starte med en temasetning først. Men en svarer så vanskelig, en gjør det så vanskelig for elevene de er ikke helt der. Så jeg har liksom laget min egen greie som de skal øve på. Så når de da øver på den så får de det til. Skal jeg fortelle om den nå? **Yes please.** For jeg lager noe jeg kaller for fire-punkts-svar, i skriftlig så betyr det at du skal gi svar, ikke sant, når du skal svare på et spørsmål, så skal de forklare det svaret gitt i en sammenheng, og det får jo alle til. Og så skal de, i det svaret, ha et eksempel. For når du da tar med et eksempel, da viser du at du har forstått. Og i alle eksamensoppgaver nå, så står det nesten hver gang, «gi eksempel fra teksten du har lest», «gi eksempel fra tekstheftet» eller noe sånn, og hvis ikke, det er sykt vanskelig for elevene å få til, det å finne eksempel. Men når de da skjønner det, så har de plutselig svart veldig mye på et spørsmål, ikke sant? Som du da egentlig er ute etter når du skal argumentere eller diskutere noe. Og så har du kanskje lagt inn, det siste punktet som er en mening. Det kan jo være din mening, det kan vær en eksperts mening det kan være manges meninger men at du reflektere over det. Så når jeg kikket på hvordan jeg skulle gjøre det, så, jeg kaller det for fire-punkts-svar og så sier jeg det at «du må da svare på disse fire tingene, eller helst hvertfall tre av de tingene», og gjør du det så er du oppe på et 5'er svar. Og elevene blir helt sånn «Hæ? Er jeg det?», ja, for da trenger ikke jeg å svare på hvorfor det, ikke sant, for de har svart på det. Så tenker jeg at med den teknikken å skrive, så linker jeg det ofte til når man snakker. For hvis du har opplevd noe i helga så svarer du i fire-punkts-svar uten at noen spør deg for du har så mye å fortelle og så vil du at de skal forstå hvorfor du synes det er så gøy. Og så liksom når de da greier å se den, for den linken er sykt vanskelig for mange elever å skjønne. De som har høy måloppnåelse de skjønner det rimelig kjapt fordi at de kobler, ikke sant? Og de jobber, de strever veldig med å få til gode eksempler og det er jo der de jobber med å bli bedre, for det er jo en sånn ting. Men jeg føler at når de bruker litt den teknikken i 8.ende og viderefører den i 9.ende så skjønner de liksom at de greier de å skrive 2,5side. For du har skjønt hvordan du skal skrive ut svarene dine. Og nå snakker ikke jeg som en norsklærere, eller en engelsklærer*

med at du må bruke temasetninger og sånn, altså disse her vanskelig ordene, som er helt greie, men de er for elevene med høy måloppnåelsen. De med lav eller middels de er ikke der, og da synes jeg at jeg må møte de der de på en måte er. Og da synes jeg det er så sykt gøy å se at 3'erne går til 4 når de skjønner det. Men det er «nitidig» arbeid, for det er ikke noe selvfølge at de skjønner den kombinasjonen, og de forundrer meg. Men så tenker jeg at det er nok også litt fra tidligere når de lærer at de skal svare på en ting så finner de svaret i boka. Det er den setninga de skal ha og noe mer utover det trenger de ikke. Det er bare det de er ute etter, bare det fakta svaret. Jeg er jo alltid ute etter «hvorfor», ikke sant? Og sammenhengen. Og det er jo en stor forskjell fra barneskolen til ungdomsskolen. Men det er jo litt den der, det er ikke så enkelt lenger liksom, men det er jo det som gjør at det blir interessant å lære noe. Synes jo jeg. Nå svarte jeg mye på et spørsmål. Men det er noe av det jeg er veldig opptatt av med skriving, men det er jo liksom «begynner skrivinga». For så kommer jeg liksom til neste steg, og da hadde jeg en student hos meg. Jeg vrengte hodet, jeg visste ikke hvordan jeg skulle få gjort det for jeg. For hvilket perspektiv man liksom skal diskutere i ikke sant og skrive i. For som regel så har de liksom «jeg og min familie» ikke sant. At du må på en måte se ting fra andre sider og så snakket jeg med den ene studenten og han sa «Ja men «teacher 3», du kan bare kalle det for SPØK-perspektivet». Hva betyr det? For det hørtes ut som akkurat det jeg var ute etter. Og så sier han det, hør nå: «S'en står for samfunn, p'en står for politisk, ø'en står for økonomisk og k'en står for kultur». Nå fikk jeg jo hele løsninga, hvis man sa skal argumenter og finner ut hvor man skal få svar på ting, kanskje du skal se i kulturen? Religion og verdivalg og sånn, hvem mener noe om det, det du argumenterer hva betyr det økonomisk? Man finner troverdige fakta som man kan tro på som har en relevans. Det er liksom fra det fire-punkts-svaret så hopper vi fram med det SPØK-perspektivet ikke sant. Når elevene skjønner det så ser jeg jo at alle tekstene blir litt sånn «wow». Så hopper de fra 3 til 4 og av og til så går de rett til 5 for de argumenterer så troverdig, og det er så sykt gøy å høre på og det er så sinnsykt vanskelig å få til. Men når de jobber med det i 9.ende og 10.ende så skjer det noe i hodet og de modnes jo litt også, og de skriver noen fantastiske argumenterende tekster. Når man kobler læringa og skriveteknikken, både i norsk og i engelsk, så ser jeg jo at de blir gode. Det er veldig gøy å se. Og litt det at de vet hvordan de skal løse en oppgave. Det er jo egentlig hensikten, at de er trygge på at de får til å svare på en oppgave, for det er jo det som provoserer meg så skrekkelig i den skrivinga, at vi bare sier at de skal skrive. Og så vet de ikke helt hvordan de skal gjøre det, ikke sant? Og det er jo vi lærerne, jeg må jo helt ærlig si at ingen har lært meg hvordan jeg skal gjøre det, jeg har ikke lært det i utdannelsen min, jeg har ikke lært det på eneste planleggingsdag, det er ingen som har lært meg hvordan vi skal gjøre det. Det er noe jeg har gjort selv sammen med mine. Det er jo også en forundring, at vi trener så dårlig på skriving, og de som ikke helt tar det blir så usikre. Det irriterer meg så, og at barneskolen også ikke greier å være flinkere til å skrive, helt banalt riktig, for å si det litt sånn teit. Og at de på en måte bare forherliger svaret, hva sier svaret og så er det nok. Og når jeg ser på den nye fagplanen, målene med undervisninga, den refleksjonen alt det med å være mer kritisk og sånn, hvordan skal de lære det hvis vi bare er ute etter svaret og aldri noen sammenheng tenking. Alt for mange forherliger svaret og ikke spør etter «hvorfor». De som ligger på 2,3 og 4, det er jo de som trenger å løftes, de andre de har skjønt det. Det er veldig gøy å gjøre de bevisst på at de tenker riktig, så blir de veldig trygge på det. Det er litt sånn, ja, jeg ser jo at det nytter. De skrev

2,5side på en bok, og da får de det jo til. Og så har jeg en som har ligget på en 3'er, og han svarte med eksempler og havnet på 4'eren plutselig, og det er veldig gøy. Det er sånn jeg føler at jeg gjør det for å gjøre de trygge på at de får det til. For når du ser på eksamensoppgavene, de er ganske krevende. De skal være ganske, ha teknisk skrivetrening for å svare på tema, budskap og sånn, og da må du skjønne litt altså, du skal kunne se helheten og kunne skrive en kjempe god artikkel eller novelle på noen få timer. Hvis de da får totalt hetta, det er jo det vi trener på at de ikke skal få, at de skal skjønner hvordan de skal løse oppgaven. Det føler jeg at jeg har tatt helt ned på detaljnivå, men det har tatt en stund før jeg skjønte det for at de skal skjønner hva de skal gjøre, men det er nok for at jeg har holdt på så lenge, jeg var jo ikke sånn i begynnelsen. Så det har jo tatt sin tid. Haha. Men det er ganske spennende. Jeg skjønner at de sier at «jeg får det jo aldri til», for det er for dårlig grunnopplæring. Nå sa jeg sikker noe dumt, men vi bruker for vanskelig ord. Kan vi lære de en trygghet i seg selv når de skriver og være fornøyd, så synes jeg at min jobb som lærer er gjort, om ikke de kommer ut med 6'er så bryr ikke det meg. Om de kommer ut med 3'ere og 4'ere og vet at de har selvtillit, det er det viktigste for meg altså. Jeg synes ofte at skolen legger litt opp til at man er dum hvis man ikke får bedre karakter, men en 3'er er ikke så dårlig. Og det fire-punkts-svaret kan man bruke i alle fag, alle fag. I alle fag kan du bruke det i en sammenheng, gi eksempler og en mening. Plutselig har de skrevet 10 setninger. Og det er gøy.

6. **Would you like more information about methods within writing? If yes, how would you like the knowledge to be presented?**
   - *Mhm, jeg etterlyser jo veldig, og også at man kommer litt ned i bunnen. Jeg er ikke så interessert i å høre en eller annen «besserwisser» som kommer og forteller meg fra ei lærebok hvordan det står med alle disse tekniske ordene, for det blir litt for avansert. Jeg kjenner at hvis man skal jobbe med det så må det være på vårt eget nivå. Den måten jeg snakker på blir jo altfor primitiv for et fag sånn sett men jeg kjenner jo at da når jeg inn til de, og det synes jeg jo at er det viktigste. Jeg hadde nok godt likt å hatt det som en planleggingsdag på skolen hvor vi jobbet med det selv, for jeg har jo spredd dette her videre til alle jeg jobber sammen med om hvordan vi skal ta det ned, og mange bruker det. Men kanskje vi skulle vært nøyere med at vi startet med det i 8.ende, ikke sant. Så metodiske er vi ikke, det har vi ikke tid til. Men det kunne vi godt hatt, hatt skriving som et, noe vi satset litt på, for nå har vi hatt om lesing i 10år snart og nå må vi kanskje gjøre noe annet.*

7. **Name three of your favourite teaching methods and explain why you think they are your favourites.**
   - *Ehm, ja, altså jeg liker jo, jeg lurer elevene litt til å skrive, vi har jo en del muntlig. Jeg krever jo at de svarer i et fire-punkts-svar muntlig ikke sant, og det må de jo skrive, for skal de fortelle meg dette muntlig så må de ha skrivet det ned, men de får jo en muntlig karakter. De må skrive mer enn de hadde tenkt. Og ei sa at «teacher 3, du lurer oss egentlig til å skrive en hel hau». Men det ble jo ikke vurdert, de måtte bare kladde noe for å ha noe å presentere. Det må jo alle gjøre hvis ikke det er så flinke at de har alt i hodet, og det er det jo ikke så ofte at vi kan. Og så kan man ha at de skal bruke 1minutt på å gi et svar, og da kan de ikke bare si selve svaret, de må utdype, og det er en sånn fin greie å øve på. Da skriver de som bare det. Sånn sett skriver de uten at de helt tenker over det. Det er fint. Bruker også en del tankekart, ofte modulerer jeg en del på tavla først. Vi gjorde*

det en del i 8.ende, vi tar det sammen, jeg viser de hvordan og så skriver det ned, for da viser jeg de litt hvordan man kan tenke. Og da er man jo litt i både fire-punkts-svar og av og til toucher vi litt på SPØK, men ikke så mye, men litt sånn at vi ser hvordan vi kan tenker. For det er ikke alltid like lett å se hvordan man kan tenke, men da gjør vi det sammen. Og da ser jeg at de som ligger på 2 og 3 og 4, de kommer ut av det for de ser ting som de ikke har sett ikke sant, det er ganske spennende. Men jeg kan ikke gjøre det hele tiden, men når det er sånne store oppgaver så gjør jeg det. At alle skal bli med, så gjør jeg det ofte i timen sånn at alle er med. De får ikke selvtillit hvis de sitter alene og ikke får det til eller at de sitter i en gruppe hvor en sitter og svarer på alt og du har ingen svar, men gjør man det på tavla så har alle alle svarene. Så det er nok litt bevisst at jeg gjør det sånn.

8. **Do you use the same teaching methods in other subjects?**
   - *Mhm, ja jeg gjør jo det. Spesielt det fire-punkts-svaret. Det bruker jeg mye, men jeg bruker jo også det SPØK-perspektivet, spesielt i samfunn. Det er jo utrolig spennende. Og det er veldig spennende at de kan greie å tenke noe annet enn seg selv, de er jo veldig egosentriske. Jeg tenker at når man bare skal snakke om seg selv og mine venner, det blir jo så enkelt, og jeg vil jo har mer vet ut av de. Og, og når de da ser hvor de kan lete da så ser du det ene lyset etter det andre går opp for de, for de kan det jo. De vet jo mye selv om de ikke vet at de gjør det. Jeg bruker ofte dette perspektivet når jeg har studenter, for da får elevene mye oppfølging og studentene lærer jo også mye. De lærer hvordan man kan skjønne en tekst. Det lærte ikke jeg som student, og studentene synes at det er drit vanskelig.*

9. **Do your school have a "sharing-environment" when it comes to methods and strategies? (Er din skole opptatt av et delings-miljø når det kommer til metoder og strategier?).**
   - *Ja, det er vi. Veldig flinke. Vi er veldig gode, vi har gjort det i mange år. Finne sånn felles timer som vi planlegger og deler, noen har noen ideer og noen har noen ideer. Det er veldig okei. Jeg er seksjonsleder i engelsk, og da er det litt sånn at vi deler på trinnet vårt når vi er sammen og så tar vi det med oss på seksjonsmøtet og deler litt der også. De satser mye på dybdelæring, at vi skal tenke litt annerledes på undervisning, og det er litt fint synes jeg. Men jeg tror at alt må tilpasses litt oss, det kan være interessant, men det er ikke alt som passer, man må være litt kritisk.*

Learning Strategies Within Writing

10. **Do you feel that you have enough competence relating learning strategies within writing?**
    - *Vet ikke om jeg noen gang får det, jeg vet ikke, føler egentlig at man prøver og feiler hele tiden og så lykkes man med noe og sånn ja.*

11. **Would you like more information about learning strategies within writing?**
    - *Jeg tror jeg aldri bli helt utlært på det, for vi har så mange forskjellige elever. Og så føler jeg at med tilpasset opplæring og dette her at det krever masse, for hver oppgave så må den ha det sånn og den ha det sånn. For læringsstrategier, hva er egentlig det, hva mener du egentlig med det?* **It is more about which steps one need to take in order to present a product. Which writing steps do one need to take in order to write a novel with all the characteristics.** *Da tror jeg nok at jeg*

må si at jeg har blitt veldig sånn at hver gang de skal gjøre noes å begynner jeg på det i klassen. Ingen går hjem uten å vite hva de skal gjøre. Og hvis de går hjem og ikke vet hva de skal gjøre, så har de ikke fulgt med i timen. Så er det litt sånn at når vi er to lærere inne i timen så går vi litt rundt og ser at alle vet hva de skal gjøre. Og så er det litt sånn at jeg ikke gir de oppgaver hvor de ikke vet hva de skal gjøre, jeg gir heller en lekse hvor de skal fullføre noe de har begynt med på skolen. Så det er nok litt en sånn strategi jeg bruker. Jeg vil heller at de skal jobbe sykt bra i timen, så slipper de lekser. Og jeg føler at jeg får godt betalt for det. Det er alltid noen som faller litt, og det er fordi de har noe annet. Og foreldrene sier at elevene har aldri lekser, men elvene gjør det de skal for jeg sier aldri at de ikke har levert inn oppgavene de skal. Foreldrene blir litt hysteriske. Har de ikke hatt gloser?! For gloser, de har jo pugget ti tusen gloser og nå er det på tide at de bruker de.

12. Which learning strategies (that focuses on writing) do you use when teaching in the English subject?

- *Fire-punkts-svaret, SPØK-perspektivet og five-paragraph essay. Og med det five-paragraph essayet så var jeg på et lærerstevnet hvor jeg gikk på et kurs med ei superflink dame, jeg fikk en ny åpenbaring. Hun gav meg liksom svaret på det jeg var ute etter. Veldig smart dame. Hun sa liksom at dette er en mal som alle kan få til, og det er jeg helt enig i. Vi adopterte den jo øyeblikkelig inn i den skrivestrategien. Jeg vil ha 5 avsnitt, det er 1 innledning, 3 i hoveddelen og 1 avslutning. Det er så enkelt. Og disse som strever med innledning og avslutning, da har de bare 3 (!!) avsnitt igjen, og de får det jo til. Og av og til kan man bruke den fisken som man deler inn i innledning, hoveddel og avslutning, det er jo en enkel forståelse av det, men når du kombinerer det og sier at de strukturer skal vi ha. Jeg ser det nytter og jeg ser de får det til. Har de syv avsnitt setter jeg de ned en karakter, for de skal bare ha fem. Får de ikke til malen så mister de en karakter, så vi trener veldig på den. Og det er jo i norsk og engelsk da, og det er jo viktig med skriving i disse fagene. Og så har jeg en læringsstrategi i engelsk at vi kommer aldri til å lære alle glosene, aldri om det smeller at de lærer alle glosene, så å pugge gloser har jeg sluttet med for de kommer bare med «nice», «boring» og sånne enkle ord. For de avanserte ordene bruker de ikke, og når jeg hører når de snakker så er de helt tilbake på basic. Så ordforrådet er noe jeg jobber mye med, for skal du opp på 4 og 5 og 6 så må du jobbe med det. De er ikke så flinke til å produsere eget språk for de er så vandt til å bare sitte og lese. Jeg blir deprimert når jeg hører hvordan datteren min sier at lærerne leser høyt for de en tekst og oversetter, det er ikke rart at de ikke lærer hvordan de skal reflektere og produsere eget språk når dette er det de lærer og eksamen er der oppe. Det blir jo vanskelig for de som ligger langt nede. Vi må jobbe i engelsk faget med å få elevene til å like faget. Og jeg har diskutert mye med barneskolen og sånn og det er greit at de må lære mye basisk og sånn med en gang må man jo gå litt videre. Og det med oversetting, hvis man leser det og kan fortelle hva som står der sånn tålig muntlig, hvorfor skal du skrive det? Jeg skjønner ikke poenget med det, for du har jo skjønt det, det er jo drit kjedelig. Unnskyld. Men det er jo sykt kjedelig. Og når man skal utvide ordforrådet er det nyttig å lese en selvvalgt bok, vi har masse bøker hos oss. Liker de den ikke kan de bytte med en gang, og så er det ikke sånn at de må lese hele boken. Leser de halvparten så er det helt greit. I 8.ende kan de velge de tynne bøkene, men ikke i 9.ende. Leser de halvparten så er det greit, men plutselig at de lest ei hel bok og ser at de fikk det til. Men når det gjelder ordforråd og de skal*

skrive, da forventer jeg at de lærer de ordene de har lært og da er jeg inne og ser på ordvalgene, og da går jeg ut i fra vurderingskriteriene, skriver man helt enkelt så lærer de ikke så mye. Så det er jeg bevisst på. Det var ei som valgte ei veldig trist bok «Go Ask Alice», som hun slugte, og når hun skulle skrive om den boka så så jeg at hun hadde lært for hun brukte vanskelige ord fra boka. Det er så kult å se, og da lærer de uten at de tenker over det, ikke sant. Og da har de plutselig lært noen ord de kan forstå og bruke. Det er nok en måte vi jobber på. Det synes jeg er spennende, og så lurer jeg de til å skrive, eller jeg gjør jo ikke det, men jeg gjør jo det. Og så bruker vi mye den søk funksjonen på word, hvor man setter inn det et ord man bruker ofte og så blir det gult i hele teksten. Og da ser de at når de har brukt et ord flere ganger etter hverandre så ser de at det ikke er bra, så finner de synonymer, og da lærer de. Da øver de på skrive annerledes. Og så er det ofte første ordet i setninga vi ser på, så det er jo en slags strategi at vi ser på hva de egentlig ser på. Og da blir teksten en del bedre.

13. Do you use the same learning strategies in other subjects?
- *Mest i norsk, men også litt i samfunn.*

14. When do you introduce these writing strategies?
- *Tidlig, sammen med dem i plenum.*

<u>Assignments</u>
15. Do you give assignments in English that focuses on developing students writing skills? Why?
- *Mhm. Veldig. Veldig opptatt av fire-punkts-svaret, jeg er veldig opptatt av at de svarer godt på et spørsmål at de ikke bare, at de greier å reflektere over hva de sier. Er jo veldig opptatt av det kjenner jeg jo, og det er sikkert fordi jeg har norsk og engelsk og samfunn. Og så har jeg vært sensor så mange ganger ikke sant, og når du da hører, når du trener elevene på å svare så utfyllende så sitter ikke sensor og tenker «hvorfor det». Så det er jo for å trene for å komme opp på det høyeste nivået, og når de skjønner det så blir jeg helt sjokkert over at de får det til, for det får de. Jeg hadde, ikke for å skryte, jeg hadde oppe 10 elever og 6 av de fikk 6'er og jeg satt bare og blunket. De bare øste ut av den kunnskapen de satt med og to av de hadde jeg aldri trodd skulle få 6'er. Det var rått. Men da hadde de fått knaggene. Det var stilig.*

16. Do you give writing assignments digitally or on paper? Why?
- *Det er nok begge deler fordi jeg liker at de skal se det skriftlig og så legger jeg det alltid ut på it's learning sånn at de kan se hvor de skal gjøre det og på it's learning så kan jeg legge inn kompetansemålene til oppgavene. Så det synes jeg er litt okey, men vi må ikke drukne i det heller. Det må ikke bli for omfattende for elevene, de må ikke drukne de i informasjon, så det er litt sånn at man må virkelig passe på at man ikke tar livet av de, for de synes ikke at det er noe interessant. Så lenge jeg har oversikt over kompetansemålene så trenger ikke de å vite det, tror ikke de har noen interesse av det, er vel bare fylkesmannen som har noen interesse av det. Ikke noen andre.*

17. Which genres do you use as writing assignments? Why?
- *Mmm, jeg bruker mye artikler og en del fagtekster. Og selvfølgelig fortellinger, vi har, det er de to hoved, jeg synes det er utrolig viktig at de lærer seg å skrive*

fagtekster. De lærer så utrolig mye fakta på skolen, de kan så sykt mye, så når de skal argumenter, i faktatekster ikke sant, det kan alle få til. Det bruker jeg nok mye tid på. Jeg glippet litt en gang på at jeg brukte mye fortellinger på en tentamen, og da kom en til meg og spurte hvorfor de ikke fikk noen fagtekster, han gikk fra 5 til 4. Jeg har nok en forkjærlighet for fagtekst selv. Det må jeg bare innrømme. Hvis jeg kan gi de det redskapet at de kan bruke det, og da er vi jo på five-paragraph ikke sant. Og kan jeg lære de å få det til, å de blir så fornøyd. Og jeg vet at de får det til.

18. Do you let your students be involved in which kind of writing assignments you give them? Why?

- *Eeeeh, ikke alltid. Jeg føler egentlig at jeg styrer de ganske til hva jeg synes at de bør øve på. De får jo lov til å velge sin egen bok, men jeg velger jo hva de skal gjør, og det synes jeg egentlig er min rett, for det er jeg som vet. Jeg er ikke helt der at de skal velge hva de skal svare på, for ofte blir det jo, for nå har de just hatt en oppgave hvor de skal skrive om hovedpersonen i boka og da er ikke jeg bare ute etter utseende liksom. Og så er det, de bruker en del tid på det, så skal de skrive om virkemidler, og da må de i norsk boka og se hva er virkemidler ikke sant. Og de klør seg jo i hodet, men de får det jo til. Og så skal de skrive hva boka handler om, tema og budskap, hva tror du at du lærte av denne boka, ikke sant. Og når de da skal svare på alt dette, så treffer de jo, de analyserer jo, jeg lurer jo inn litt analyse og at de ikke bare skal skrive et handlingsreferat. For det, når du skriver så er det et dårlig svar, du bare gulper opp det du har lest, du har ikke noe refleksjon eller noe. Det er ikke noe bra svar. Det er litt sånn at jeg når jeg får de til å tenke i flere perspektiver så får jeg de til å tenke. Jeg føler at det er mye læring når man er litt bevisste på hva man vil ha. Da blir det mer avansert, mer krevende, gøyere.*

19. How many written assignments do you give your students in the English subject in 1month? (approximately) Why?

- *Ehm, det er ikke så mange. For det at vi jobber så intenst med det. Jeg bruker mye tid på at de skal skrive riktig. Så da skriver vi ikke bare 100 stykker liksom, eller vi skriver ikke en i måneden, men vi skriver jo hele tiden hvis du skjønner. Men det er ikke det samme som at jeg skal ha alt inn og vurdere det, men jeg er inne og leser hva de skriver og hører hva de sier, skjønner du? Jeg har to store innleveringer, tentamen og den oppgaven de har nå. De skriver mye men de blir ikke vurdert hele tiden, de skal få lov til å skrive uten å bli vurdert hele tiden. Ja, ja.*

20. Do you give assignments in English or in Norwegian? Why?

- *Det varierer litt. Det varierer faktisk litt. Noen ganger så blir det bare på norsk. Jeg vet ikke hvorfor jeg gjør det men jeg, jeg er ikke så bevisst på det, jeg tenker av og til at det er viktig at de skjønner hva de skal gjøre. Men jeg kunne nok ha skrevet mer på engelsk enn hva jeg gjør. Vet ikke helt hvorfor jeg ikke er så tydelig på det.*

<u>Feedback on Written Work</u>
21. Do you give feedback on written assignments?
        i. If yes/sometimes, do you give digital or handwritten feedback?

- *Mhm. Det er nok håndskreven. Jeg skriver alltid fremover-melding om hva de må jobbe med, og så på vurderinga hvor jeg krysser av hva som er bra og hva som er*

ikke, og så gir jeg en karakter. Jeg er nok ikke så god til å skryte, har du fått 4'er så er det skryt nok, skriver heller hva du må jobbe mer med. Det er jo bare en oppgave, jeg holder igjen litt på skrytingen, de har en tendens til å bli så veldig selvgode uten at de har noen grunn til det. Men at de vet hva de kan jobbe med, vi er jo pålagt å skrive halvårsmelding, så fremover-meldingene blir skrevet inn digitalt. For å tilfredsstille fylkesmannen.

22. Do you believe that students read through the given feedback?

- *De gjør nok det men det går nok også en del rett igjennom. Og så føler jeg nok at jeg ikke har tid til å bruke all verdens til å gå igjennom alt. Men jeg går alltid igjennom noen ting i plenum og så sier jeg aldri hvem det gjelder. De må se på sin egen greie. Noe mer enn det gjør jeg ikke, det har jeg ikke tid til.*

23. Do you believe that feedback is helpful for the students?

- *Ja det tror jeg, ellers så hadde jeg nok ikke gjort det. Men så kjenner jeg jo også at det er nok litt for min egen del også at nå har jeg gjort, og hvis de ikke gidder å tar det, eller hvis de tar det, det er liksom litt de sitt ansvar å ta det litt selv, og det er sånn jeg sier at jeg kan ikke stappe kunnskap inn i hodet på de. De må ta det i mot selv og gjøre noe med det selv. Men forstår du ikke hva jeg sier så kan jeg godt forklare det en gang til.*

24. Do you give students with writing disabilities other assignments that the other students?

- *Nei, fordi at de føler seg så stigmatisert. Men så sier jeg at de ikke trenger å skrive så langt, men de skal skrive fire-punkts-svar og drit i om det er feil, du skal svare utfyllende selv om det er feil. Og hvis de greier å skrive fire-punkts-svaret så får de en selvtillit om at de kan. Og så jobber vi saktere, det gjør det jo automatisk, så følger de med sånn tålig, men det har jo noe med interesse også å gjøre hvor hardt de jobber. Men jeg er ikke så veldig, jeg forlanger det av de, de er jo ikke dumme. Det er jo litt den balansen.*

25. What is your purpose with feedback?

- *Det er jo selvfølgelig at de ser hva de kan jobbe med videre uten at det blir for vanskelig på en måte, at det blir for vanskelig hva de skal gjøre. For eksempel at de bommer på «is» og «are» og «was» og «were», helt sånn basisk. Og da blir jeg litt sånn at dette må du sjekke opp. At man kan si helt konkret at dette må du sjekke opp i. Og det er jo også, altså nå har jeg jo hatt engelsk lenge, så jeg ser jo de små tingene. Presens -s og entall og flertall det må de også faktisk skjønne.*

26. What is your experience with feedback on written work?

- *Ehm, jeg synes at jeg bruker, jeg bruker mye, det er det som forteller meg at å vurdere skriftlig arbeid i engelsk er mye, er tidkrevende og det krever et ganske våkent hode av meg som lærer og jeg synes kanskje ikke at i skolen i dag så skjønner de ikke hvor lang tid det tar å gjøre jobben god nok og jeg stiller store spørsmål ved den for- og etterarbeidsbolken vi har i engelskfaget, at jeg får nok tid. Nå snakker jeg veldig i yrket mitt. Jeg synes, jeg er sykt flink på det, jeg tilfredsstiller alle krav ikke sant, men yrket mitt i seg selv de som jobber med faget mitt, de ser ikke kvaliteten jeg holder på med, de tenker bare på at man har de og de timene nedsatt til å jobbe på.*

27. Do you have anything you would like to add to this interview about teaching methods and learning strategies within writing?
- *Det burde vært mer fokus på dette i utdannelsen, det ser jeg når jeg har studenter og jeg ser tilbake på min egen utdannelse. Det burde vært mye mer fokus på dette sånn at man er forberedt når man kommer ut i jobb. For det er ikke sånn at alle vi andre har tid til å gå å lære opp alle de nye, det går ikke. Og jeg har ingen interesse av å bruke mye tid på å fortelle alt jeg kan til noen som kommer helt nyutdannet og tjener like mye som meg. Det burde vært mer fokus på dette i utdannelsen, mer didaktisk rettet enn alt dette faglige, som også er viktig, men burde vært mer fokus på det didaktiske.*

Thank you so much for participating,
Elise Ås Andersen

Interview on Teaching Methods and Learning Strategies Within Writing

Informant (code name, age and gender): *Teacher 4, age 26, male*

1. Which kind of education do you have? Including number of years.
- *Eeeeh, jeg har jo grunnskolelærerutdanning 5-10. Jeg tok tre fag på GLU og så har jeg et år med musikk. Det er fem år til sammen.*

2. How many years have you worked as a teacher?
- *1 ½år.*

3. Which grade do you teach? (8th, 9th or 10th grade)
- *8.ende, 9.ende og 10.ende. Er ikke kontaktlærer.*

4. In which subjects do you teach?
- *Akkurat i år underviser jeg i engelsk, samfunnsfag og norsk. Har undervist i musikk tidligere.*

5. Do you feel that you have enough competence on different teaching methods within writing?
- *Ja, tror jeg at jeg vil si, faktisk.*

6. Would you like more information about methods within writing? If yes, how would you like the knowledge to be presented?
- *Eh, ja. Alltid lyst på nye metoder, oppgavetyper og. Mm. I fjor var jeg med på et kurs som var fire ganger i løpet av skoleåret, det var veldig nyttig. Da får man en hel dag til å jobbe med det. **Was that course about teaching methods?** Ja, det var jo, det er jo mye knytte til norsk, det handlet om skriving. Ehm. Ja, om skriving, men det var jo egentlig om skriving generelt i alle fag egentlig. Vi jobbet med oppgaver som vi skulle prøve ut.*

7. **Name three of your favourite teaching methods and explain why you think they are your favourites.**
   - *Eh ja, altså, på skolen har vi læreverket som heter «Stages», der er det en oppgave som heter «5-pharagraph essay». Og den, den synes jeg er veldig fin. Den har vi liksom en gang i 8.ende, en gang i 9.ende og en gang i 10.ende. Eh, men det er jo fordi at der er det jo, «Stages» har jo alt klart for deg, du slipper på en måte å finne det selv da. Og så liker jeg også sånn, hva heter det, friskriving eller sånn tenkeskriving. Det synes jeg er veldig fint for det synes de ofte er ganske utfordrende for at de liksom, det å skrive kontinuerlig uten å stoppe er liksom ikke noe man pleier å gjøre. Så, og spesielt på engelsk. Men det er veldig bra for å tenke gjennom hva man kan fra før av kanskje, eller hva man har lært når man er ferdig med noe. **Do they have a specific theme to write about where they write down everything they know about that theme?** Mhm. Ja.* **What do you like about the 5-pharagraph essay?** *Det jeg liker med den er at den er enkel nok til at de kan ha den på høsten I 8.ende klasse og mestre den liksom, hvis de liksom faktisk legger i litt arbeid. Eh, men samtidig så er den, eh, veldig, hva skal jeg si. Nei altså i forhold til saktekst da, er det den funker best på, jeg har ikke prøvd den i skjønnlitteratur. Men i forhold til saktekst da, så blir det så tydelig hva man vil fram til da, hva som er poenget med det man skriver og. Og så lærer de også, eh, lærer de også det med å, det viktigste er at den har innledning og avslutning, at de får øve på det. Men også det med at de i hoveddelen på bare snakke om et tema i et avsnitt, eh, og det får man øvd veldig bra på i den oppgaven der. At ikke, mange er jo sånn at de kan skrive, oppsummere alt i et avsnitt, så føler de at de er ferdige liksom. Så eh, ja, jeg føler at den er enkel nok til å introdusere i 8.ende, men så er det noe de kan ta med seg videre og man kan bygge den ut med flere avsnitt. Det er liksom en struktur og en måte å strukturere, ikke bare teksten men liksom argumentene, som man får bruk for på videregående. Ja.*

8. **Do you use the same teaching methods in other subjects?**
   - *Ja, i Norsk, der har vi mye av det samme. Dette med, eh, sånn, hva heter det for noe, sånn, ja det handler om avsnitt, at man skriver om det samme i avsnittet. Eh, men, i Norsk har vi jobbet med temasetninger og kommentarsetninger, eh, og det er liksom, jeg tror ikke jeg jobbet med det første gang jeg hadde five-paragraph essay, men siden jeg hadde jobbet med det i Norsk så tok jeg det med neste gang da. Ehm, og det er jo, det ligger jo egentlig i five-paragraph essay men da blir det tydeligere for de liksom, at de må huske det.*

9. **Do your school have a "sharing-environment" when it comes to methods and strategies? (Er din skole opptatt av et delings-miljø når det kommer til metoder og strategier?).**
   - *Ja. Jeg føler det, det er noe vi har snakket om også mye at. Det er noe tilsynelatende alle er enige om også. Hvertfall sånn uformelt da, at det er lett å gå til folk og spør, at ingen liksom blir sure hvis man spør om noe. Men vi jobber jo med, eh, faktisk akkurat nå med å bli flinkere på sånn systematisk da, liksom at vi har noe mer fellestid som er satt av til akkurat det.*

Learning Strategies Within Writing
10. **Do you feel that you have enough competence relating learning strategies within writing?**

- *Eh, innenfor skriving. Ja jeg vet ikke om jeg har tenkt over hva, vi har jo jobbet mye med læringsstrategier og det er jo sånn himlende kurs når man begynner med 8.ende, så man går på det. Og det er jo noe man kan bruke i alle fag liksom. Men jeg vet ikke om jeg, har tenkt så mye om hva som er eksplisitt på skriving da. Men det er jo, ja. Tankekart? Det er jo skriving. Det er noe jeg bruker veldig mye. Det er noe de mestrer men jeg pleier alltid å ta det sammen med de, som en oppsummering.*

11. Would you like more information about learning strategies within writing?
- *Eh, ja. Da var jo nok egentlig det kurset i fjor gikk på. Men, plutselig så har man glemt ting. Kunne hatt det på kurs men noen gang er det bare fint å ta det i kollegiet også liksom, i fellestiden.* **Is a course online something that you find interesting?** *Ja. Mhm, så lenge det ikke blir for langt. Eller hvertfall at man ikke må gjøre hele på en gang da, eller hvis det er veldig langt og du må gjøre alt på en gang så blir det tungt.*

12. Which learning strategies (that focuses on writing) do you use when teaching in the English subject?
- *five-paragraph essay, tankekart. Ehm, må tenke litt, jeg må prøve å tenke på de skriveoppgavene vi har hatt.* **Have you used a writing model?** *Nei, ikke så mye i engelsk, har hatt det i norsk. Hm, nei jeg kommer ikke på noen flere.*

13. Do you use the same learning strategies in other subjects?
- Bruker five-paragraph essay i norsk og bruker tankekart i de andre fagene også.

14. When do you introduce these writing strategies?
- *Hm, ja, ehm, når det kommer til five-paragraph essay så har jeg veldig mye sånn modellering. Vi pleier å se en video av en som holder en tale som er liksom, eh, i fem avsnitt liksom. Han har innledning, tre punkter og avslutning. Og så har vi sånn oppgave der vi får utdelt fem avsnitt og så må de finne rekkefølgen på det selv, oppgaven er, jeg har liksom klippet den opp og så må de finne rekkefølgen. Og så prøvde jeg en gang å bruke sånn ehm, eh, at de måtte finne sånn tekstbindere «linking words», som hadde blitt tatt vekk fra teksten. Og ja, de måtte finne hvor de passet inn. Og en gang brukte jeg en, jeg fant en artikkel på nett og så ja, snakket vi og leste den høyt sammen da, og så, om det temaet de skulle skrive om. Og så måtte de, så snakket vi om hva som var innledning og hva som var avslutning da. Hva de ulike argumentene var og sånn. I, jeg lurer på om jeg gjorde det i engelsk også, men hvertfall i norsk så skrev jeg innledning sammen med de, for å hjelpe de i gang, for å vise de. Da hadde jeg skrevet et par setninger fra før av og så skulle de liksom komme med forslag til hvordan vi kunne skrive resten av innledningen, det funket.* **Have you used the revision-phase?** *Hm, det er jo det det blir minst, hehe, fokus på, dessverre. Men det er liksom det praktisk og greit, jeg hjelper de jo underveis mens de sitter i timen, og hvis de da mener at de er ferdige og jeg ser at de ikke er det, så hjelper jeg de jo sånn. Og så viser jeg de også, i engelsk også, så snakker jeg om de ulike fasene før vi jobber med det, hvertfall noen gang. Eh, men har liksom ikke hatt noen egne oppgaver som går på det. De har ikke måtte levere en oppgave på nytt, ferdig revidert, men jeg har tenkt mye på det. Jeg har bare ikke gjort det, men de får jo som på tentamen for eksempel, eller på andre større skriveoppgaver. Så får de jo oppgave at de må rette den da i timen, men jeg har ikke sagt at de må levere den inn igjen.*

15. Do you give assignments in English that focuses on developing students writing skills? Why?

- *Ja, det vil jeg si. Fordi at jeg tenker at det er mye bedre å, eller, jeg synes at litt større skriveoppgaver får man på en måte rammet inn alt, eh, i forhold til det språklige, innholdet, sånn temaer vi jobber med. At vi trenger ikke å dele det opp så mye hele tiden, at vi nå skal ha om grammatikk og sånn. De lærer mye grammatikk ved å skrive oppgave og så får de beskjed om hva som er rett og feil etterpå. De får brukt språket på en mer sånn, det er jo fortsatt en sånn faglig skole måte, men det er mer sånn, mer sånn helhetlig måte å lære språket på liksom.*

16. Do you give writing assignments digitally or on paper? Why?

- *Det er digitalt. Nei, altså, jeg personlig liker å rette digitalt. De leverer inn på «it's learning», så kan jeg bare rette der. Så slipper jeg å laste ned dokumentet, laste opp og sånn. Det er mer praktisk. Og noen ganger så skriver jeg ut arket også, at de får oppgaven på «it's learning» og på arket, men det hvertfall alltid digitalt.*

17. Which genres do you use as writing assignments? Why?

- *Det er jo mye saktekst, men vi har jo også en at de skal fortsette, at vi leser en, ja vet ikke om det er novelle, det er en sånn, en ganske relativt lang tekst da, hvertfall for 9.ende klasse, nei 8.ende faktisk. På engelsk så er den ganske lang, og så skal de fortsette den historien da, det er jo skjønnlitteratur. Eh, så da pleier jeg å snakke litt om eh, eller før de begynner å skrive så pleier jeg å snakke, for det vet jeg at de jobber med i norsk også, så da det er litt så repetisjon på hva som er viktig å huske på når man skriver skjønnlitteratur liksom. Men da har jeg ikke hatt noen sånn modell tekst eller noe sånn, bare sånne punkter med at, ja det er viktig å variere, eh, at man ikke bare skriver handling men har litt dialog og litt tankereferat og sånne type ting. Ja, vi snakker om hva som er viktig når det kommer til skjønnlitteratur for det er noe helt annet enn fagtekst. **Which kind of fagtekster do you use when teaching?** Eh, det er egentlig både med dette å argumentere for en ting, argumentere for en bestemt ting. Eller argumentere både for og i mot. Mest argumenterende tekster, ikke så mye sånn informasjons-tekster. **Have you used blogs, interviews, letters?** Ehm, må bare tenke. Det er jo litt ulike sånne ting i boka, da har jeg liksom snakket om hva slags type tekst er dette her. Men vi har jo egnetlig ikke hatt noe sånn skrive oppgave knyttet til det.*

18. Do you let your students be involved in which kind of writing assignments you give them? Why?

- *Ja, håper hvertfall det. Eh, ehm, det blir ja, det blir kanskje mest sånn. Ehm, nei, må kanskje endre svaret mitt. Nei altså egentlig ikke sånn direkte. Vi pleier å ha sånn i begynnelsen av året, semesteret, halvåret at vi snakker om hva, de kommer med innspill til hva engelskfaget skal være og hva de vil snakke om og sånn. Eh, men jeg har liksom ikke tatt en oppgave og spurt hvordan vil dere skrive denne.*

19. How many written assignments do you give your students in the English subject in 1month? (approximately) Why?

- *Det blir jo, jaa, det er vanskelig å svare på. Det blir jo nesten, det blir jo så å si litt skriving i hver time i forhold til ord eller svare på spørsmål, ehm. Men sånn lengre*

skrive oppgaver som de må levere inne så er det egentlig ikke så ofte, det er bare et par i halvåret eller noe.

20. Do you give assignments in English or in Norwegian? Why?
- *Mmm, de står på engelsk. Eh, nei jeg vil jo at de skal ha mest mulig på engelsk, det er det som er mest naturlig. At det kanskje blir litt annerledes om det står på norsk, så blir de litt sånn i «norsk modus» når de skal begynne å skrive. Hjelpe de i gang med å tenke engelsk.*

Feedback on Written Work
21. Do you give feedback on written assignments?
        i. If yes/sometimes, do you give digital or handwritten feedback?
- *Ja. Det er digitalt.*

22. Do you believe that students read through the given feedback?
- *Ja, jeg setter av tid i timen til å gjøre det, hvis ikke så ser jeg for meg at det, ja, hvertfall hvis det er med karakter så ser jeg for meg at de bare ser på den. Så nå har jeg prøvd å vente med å gi karakteren, at de bare får tilbakemelding, og så får de karakteren etterpå. Men det var ikke alltid det lot seg gjøre, ja, hvis jeg skjulte karakteren på «it's learning» så ble tilbakemeldingen skjult også.*

23. Do you believe that feedback is helpful for the students?
- *Ja. Det kommer an på eleven. Men jeg har sett noen eksempler på at det liksom er helt konkret, vi har hatt en skrive oppgave på starten av semesteret og så ser jeg på tentamen at de har gjort det samme da. Ehm, så det er jo veldig gøy når det skjer. Men det kommer an på eleven. Men det er flere som har fått tilbakemelding at her burde du gjort det sånn og så gjør de det.*

24. Do you give students with writing disabilities other assignments that the other students?
- *Eh, nei. Ikke hovedakklig ikke. Men det er jo, ja, det er jo sånn, vi har jo litt sånn, eller jeg vet ikke hvordan det er i forhold til andre skoler, men vi har et system på skolen sånn at hvis de har såpass skrivevansker at de har IOP eller noe sånn, så har de mye av undervisninga ute med en annen lærer, eller hvertfall at en annen lærer har ansvaret for de, ehm. Men hvis de er med i, hvis de på en måte har skrivevansker men ikke noe mer enn det så får de samme oppgave men de har jo sånn program på dataen som kan hjelpe de å skrive og ja. Jeg bruker kanskje litt mer tid med de, sjekke at de har fått med seg oppgaven.*

25. What is your purpose with feedback?
- *Ehm, si det. Målet er jo at de skal få vite hva de har gjort bra, hva de må fortsette å gjøre, at de ikke skal blir helt sånn demotiverte at jeg bare skrive det som er feil liksom, at de skal vite litt hva de skal gjøre neste gang også. Jeg har diskutert litt med meg selv og med andre da om jeg skal, spesielt når det kommer til grammatikkfeil da, om jeg skal rette alle feilene eller ikke. Og der har jeg landet på at som oftest så retter jeg ikke alt. Eller jeg ser det jo litt an i forhold til eleven og merker det at nå som de er kommet på 10.ende trinn så retter jeg alt for da er de liksom, det har nok noe med relasjon at jeg kjenner de og det er mange elever jeg tenker at det ikke har noen hensikt. Det blir bare helt sånn, motløse, jeg pleier å markere med rødt liksom, det blir veldig mye rødt. Ja.*

26. What is your experience with feedback on written work?
- *Det er at det tar veldig mye tid, det er en ting. Så er det jo liksom å jobbe med hvordan jeg kan forenkle det og gjøre det mest mulig effektivt. Men at det, det er veldig verdt å bruke, at de må lese gjennom det i timen da. Det er, da kan jeg snakke med de, de aller fleste lurer jo på ting liksom. Så, det tar mye tid men det er verdt det.*

How would you define the difference between teaching methods and learning strategies?
- *Ja, det er, eh. Jeg tenker jo kanskje at det er, hm. Hva er metode og hva er strategi. Strategi er jo på en måte eller, jeg tenker at en strategi er hva du tenker før du begynner, eller planen din for hvordan du skal jobbe. Mens metode, eller hvertfall sånn som jeg bruker metode, så tenker jeg mer på meg som lærer, hvordan jeg underviser, hvilke oppgaver jeg gir de liksom. Ehm, at strategi er mer liksom elevene lærer seg, jeg viser de ulike strategier og så velger de, forhåpentligvis, så velger de den, de som passer best for de. Mens metode er mer sånn hvordan jeg underviser, tenker jeg.*

<u>Closing Question</u>
27. Do you have anything you would like to add to this interview about teaching methods and learning strategies within writing?
- *Ehm, nei, kommer ikke på noe.*

Thank you so much for participating,
Elise Ås Andersen

Questionnaire

Survey Exact
Target: English teachers on 8-10th grade.
Focus on teaching methods and learning strategies within writing.

Information:
This questionnaire is made by an English master student and the target is English teachers teaching in 8-10th grade. The purpose of this questionnaire is to examine the teaching methods and learning strategies used in English classes.

The questionnaire will only take about 15 minutes of your time.
Thank you so much for participating.

1. **Your gender**
   *Female   *Male   *Other

2. **Your age**
   *0-22   *23-29   *30-39   *40-49   *50+

3. **How many years of teaching experience do you have?**
   *1-11months   *1-5years   *6-10years   *11-15years   *16+ years

4. **How many years of teaching related education do you have?**
   *1-3years   *4-5years   *6-7years   *8+ years

5. **Which year/s do you teach?**
   *8th grade   *9th grade   *10th grade

6. **Which subjects do you teach? Choose the right alternative/s.**
   - Norwegian
   - Math
   - Gym
   - Social Science
   - Arts and Crafts
   - Music
   - Religion
   - Science
   - English
   - German/Spanish/other second language subjects
   - Nutrition studies (Mat og Helse)
   - English in-depth study (engelsk fordypning)
   - Norwegian in-depth study (norsk fordypning)

7. **Which of these teaching methods do you regularly employ in English class?**
   - Lectures

- Using chalkboard as aid in teaching (Tavleundervisning)
- Questions and answers (the teacher orally asks the students questions, who have to answer orally)
- Homework
- Independent study
- Groupwork
- Project work
- Problem based learning (working in groups to solve the problem for discussion (problembasert læring, PBL)).
- Storyline (the learning process is centred around a story that is based on a theme).
- Learning together (Samarbeidslæring)
- Dialogs
- Roleplay
- Depth study (tasks given to go in depth of a theme)
- Working with subjects
- Student presentations
- Field trips
- "Tracks" through the curriculum (students are given tasks and learning content of different levels)
- Level divided tasks
- Discussion groups
- Folders (collection of tasks through a specific time period)
- Learning by memorizing (cramming)
- Work tasks during teaching hours (arbeidsoppgaver i timer/økter)
- Using ICT, information and communication technology (bruk av IKT)
- Bilingual teaching (using English throughout the teaching hour or parts of it)
- «Learning by watching» (students watches/learns and practices, the teacher who shows/instructs)
- Textbook assignments
- Reading assignments
- Writing assignments
- Crossword puzzles
- Vocabulary drills
- Library research (for example on problems or topics)
- Flash cards
- Simulation and gaming
- Making posters
- None of the above

8. **Which of these learning strategies do you regularly employ in English class?**
   - Keywords
   - "Bison overview"
   - Learning conversation (conversations between students about what they have read (læresamtale))
   - "VØL-sheet"
   - Summary
   - Mind map
   - Friend-diagram (Venn-diagram/SAM-skjema)
   - Strength-notes (study strategy to provide overview and structure (styrkenotat))

- Two-column-notes (keywords and explanations)
- Focus card (cards with for example questions words to reveal the content of a text)
- Dictionary
- Three minutes essay (the teacher asks the students to write an essay where they write about what they have learned by working on a subject and what they would like to learn more about)
- Structure puzzles (put together the right parts so they together make reasonable sentences (strukturpuslespill))
- Mainidea-detailnote (Main idea: Cold War, what is this? Problem? Support notes: explanations)
- Reflection note, single (what do you know about a specific subject?)
- Reflection note, double (quote/I believe that this means../after having read this paragraph, I now know…)
- Column-note
- Drawing note
- Quote-help (use of quotes as aim for further writing)
- Using example-texts
- Checkbox
- Carousel
- Rewriting a text
- Think, discuss, write
- Freewriting (write all you know about a subject, may also include questions)
- Word-map
- "Spoletekst"
- Rapid writing (students write as much as they can within a short time limit, to see how much they can produce under pressure)
- Brainstorming
- Clustering (words/ideas are grouped into logical units)
- None of the above

9. **Do you believe that variation in teaching is important?**
   *Yes   *No

10. **To what degree do you feel that you have sufficient competence within different methods and strategies when it comes to writing?** (1 = little, 6 = much)
    1   2   3   4   5   6

11. **Would you like more information about different methods and strategies within writing?**
    *Yes   *No

12. **Do you give assignments in English that focuses on developing students writing skills?**
    *Yes   *No

13. **Do you give writing assignments digitally or on paper?**
    *Digital   *Paper   *Both   *I do not give writing assignments

14. **Which genres do you use as writing assignments?**
    1. Novels

2. Short stories
3. Lyrics
4. Tales
5. Fairytales
6. Plays/Manuscripts
7. Letters
8. Diaries
9. Articles
10. Chronicles
11. Reportages
12. Interviews
13. Letters to the editor
14. Advertising
15. Abstracts
16. Reports
17. Applications
18. Essay
19. Causerie
20. Other
21. I do not use genres in writing assignments

15. Which genre/s do you feel that students prefer when it comes to writing assignments?
1. Novels
2. Short stories
3. Lyrics
4. Tales
5. Fairytales
6. Plays/Manuscripts
7. Letters
8. Diaries
9. Articles
10. Chronicles
11. Reportages
12. Interviews
13. Letters to the editor
14. Advertising
15. Abstracts
16. Reports
17. Applications
18. Essays
19. Causerie
20. None of the above

16. Do you let your students be involved in selecting the kinds of writing assignments they complete?
*Yes   *No   *Sometimes

17. **How many written assignments do you give your students in the English subject per semester? (approximately)**
    *1-2   *3-4   *5-6   *7+

18. **Do you give assignments in English or Norwegian?**
    *English   *Norwegian   *In English, but with translation

19. **Do you give students with writing disabilities other assignments that the other students?**
    *Yes   *No   *Depends on the assignments

20. **Do you give feedback on written assignments?**
    *Yes   *No   *Sometimes

21. **If yes/sometimes, do you give digital or handwritten feedback?**
    *Digital   *Handwritten   *Sometimes digital, sometimes handwritten *I do not give feedback on written assignments

22. **Do you believe that students read through the given feedback?**
    *Yes   *No   *Sometimes   *Only students that eager for higher grades

23. **Do students have a chance to revise on the basis of the feedback?**
    *Yes   *No   *I do not give feedback

24. **What is your purpose with feedback?**
    *Develop students writing skills
    *Give students an indication on what they need to work on
    *To motivate the students
    *Build confidence
    *Identify strengths and weaknesses
    *Clarify how the grade was reached
    *Enhance student educational experience
    *To correct errors

25. **Do you use the writing strategy «writing model» (skriveramme) when the students are to write a specific text?**
    *Always   *Often   *Sometimes   *No   *I do not know what a «writing model» (skriveramme) is.

26. **Do you use the writing strategy «text response» (tekstrespons) during a writing process?**
    *Always   *Often   *Sometimes   *No   *I do not know what a «text response» is.

27. Within the writing strategy «text response» there are, among others, three methods; line response (linjerespons), video response and student response. Are you familiar with these methods?
*Line response (linjerespons)
*Video response
*Student response
*None of the above

28. Are you familiar with the strategy «mind writing» (tenkeskriving)?
*Yes   *No   *I do not know

29. Are you familiar with the «triangle of writing» (skrivetrekanten)?
*Yes   *No   *I do not know

30. Are you familiar with the strategy «writing together» (samskriving)?
*Yes   *No   *I do not know

31. In English teaching, where the focus is on writing, do you use writing strategies in the phase before students write a text? (pre-phase)
*Yes   *No   *Sometimes

32. Are you familiar with the strategy «mindmap»?
*Yes   *No

33. In English teaching, where the focus is on writing, do you use writing strategies in the revision phase?
*Yes   *No   *Sometimes

34. In English teaching, where the focus is on writing, do you use writing strategies in the "start-up" phase? (Fasen "igangsetting")
*Yes   *No   *Sometimes

35. In English teaching, where the focus is on writing, do you use writing strategies in the finalizing phase?
*Yes   *No   *Sometimes

36. Which of these pre-phase strategies have you used in English teaching?
*<u>Help with topics:</u> help your students on what to write about and how the finished text should look like
*<u>Read model texts:</u> by reading model texts, the students would get an understanding on how a finished text may look like
*<u>Modelling the writing process:</u> when the teacher writes together with the students to show that good texts are a result of rewriting
*<u>Reading and writing, hand in hand:</u> Students can read other texts to gain inspiration and knowledge to write its own text.
*None of the above

37. Which of these "start-up"-phase strategies have you used in English teaching?
*<u>Mind writing (tankeskriving):</u> writing down thoughts and ideas, without organizing or censoring these thoughts and ideas, before writing a text.
*<u>Making a plan:</u> make mindmaps, friend-diagrams or paragraph forms (avsnittsskjema) to allocate the content.
*<u>Sentence starters:</u> complete sentences that the teacher has started: for example; *In this text I will write about...., To conclude....*
*<u>Writing together (samskriving):</u> two or three students talk about the text and help each other with the layout.
*None of the above

38. Which of these revision-phase strategies have you used in English teaching?
*<u>Read own text:</u> evaluate own text by reading one and one sentence at the time and reading it out loud several times.
*<u>Response from others:</u> processing own work on the background of feedback from your teacher or classmates.
*<u>Comparing with the model text:</u> comparing your own text draft to the model text and evaluate how you can improve your work.
*<u>Coherent evaluation:</u> evaluate your own text with receiver, purpose, content, organization and language in mind.
*None of the above

39. Which of these finalizing-phase strategies have you used in English teaching?
*<u>Spelling mistakes:</u> read your text and check for spelling and punctuation mistakes
*<u>Graphical layout:</u> make the text presentable regarding font, font size, illustrations and layout before handing it in/publication.
*None of the above

Thank you so much for participating!

Your answers are now registered, please complete the questionnaire by clicking the button in the bottom corner.

Vil du delta i forskningsprosjektet

"Teaching Methods and Learning Strategies in English at Secondary School"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut hvor mye kunnskap engelsk lærere på 8-10 trinn har når det kommer til undervisningsmetoder og lærestrategier.
I dette skrivet gir jeg deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Prosjektets formål er å finne ut hvor mye kunnskap lærere i engelsk på ungdomsskolen har om undervisningsmetoder og lærestrategier. Intervjuet vil omhandle spørsmål om «skriving», hvilke metoder og strategier du bruker i undervisningen, hvordan du bruker de og hvorfor, deriblant feedback. Jeg ønsker å se på hvordan engelsklærere jobber for å utvikle elevers skriveferdigheter i engelsk. En part av formålet er å finne ut om engelsk lærere føler at de har nok informasjon om temaet eller om de ønsker å lære mer, for eksempel i form av kurs.

Intervjuet foregår der du måtte ønske, vi blir sammen enige om sted og tidspunkt. Under intervjuet vil kun du og jeg være tilstede og det vil bli tatt opp et lydopptak av intervjuet. Formålet med lydopptaket er for at jeg ikke skal glemme informasjon som er essensiell for forskningen. Lydopptaket vil bli slettet etter at opptaket er transkribert. Transkripsjonen vil bli lagt til som vedlegg i min masteroppgave. Du kan når som helst kontakte meg per epost og få en utgave av transkripsjonen dersom dette skulle være ønskelig.

Dette prosjektet er en masteroppgave hvor jeg ønsker å forske på undervisningsmetoder og læringsstrategier som omhandler skriveferdigheter. Jeg går siste året på grunnskolelærerutdanningen ved Universitetet i Agder, campus Kristiansand.

Opplysningene kan bli brukt til undervisningsformål ved Universitet i Agder ved at masteroppgaven kan bli publisert. Igjen er det kun transkripsjonen i selve masteroppgaven som kan bli brukt ettersom at lydopptaket vil bli slettet etter prosjektets slutt.

Hvem er ansvarlig for forskningsprosjektet?
Universitetet i Agder, Campus Kristiansand er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Du får spørsmål om å delta ettersom at du er engelsklærer på en ungdomsskole. Utvalget er funnet ved at Universitetet i Agder tok kontakt med ulike praksisskoler i Agder og spurte om noen kunne tenke seg å delta i mitt forskningsprosjekt. Informantenes kontaktopplysninger har jeg derfor fått fra Universitetet i Agder, men disse opplysningene vil ikke bli inkludert i prosjektet. Jeg har kun fått tillatelse til å ta kontakt med informantene dersom det omhandler intervjuet. Mitt ønske er å intervjue 5-6 engelsklærere på ungdomstrinnet. Kriteriene er kun at informantene underviser i engelsk og at de underviser på en ungdomsskole.

Hva innebærer det for deg å delta?

- Jeg har valgt en kvalitativ metode, et fjes-til-fjes, halvstrukturert intervju. Dette betyr at det er et individuelt intervju hvor jeg stiller deg ulike spørsmål, men at det er mulighet for å komme inn på andre temaer og spørsmål som ikke er skrevet ned, dersom dette passer seg. Dersom du velger å delta i prosjektet innebærer det at du deltar på intervjuet og lar meg bruke opplysningene du oppgir i min masteroppgave. Opplysningene du oppgir vil bli registrert på et lydopptak som igjen vil bli transkribert. Det er kun transkripsjonen av lydopptaket som vil bli inkludert i selve masteroppgaven som vedlegg, lydopptaket vil bli slettet etter prosjektets slutt.

  o Du vil få spørsmålene tilsendt på forhånd slik at du er forberedt, intervjuet vil ta ca.60minuttter og spørsmålene vil i hovedsak handle om undervisningsmetoder, lærestrategier, feedback og motivasjon og hvilke oppgaver som gis elevene innenfor skriving i Engelsk faget.

  o Ingen andre personlige opplysninger enn kjønn, alder, hvilken utdanning du har og yrkeserfaring vil bli samlet inn og du har full rett til å ikke svare på et spørsmål dersom du ikke ønsker dette. Du kan når som helst trekke samtykke tilbake ved å kontakte meg per e-post (se «hvor kan jeg finne ut mer?»).

  o Du vil få tilsendt dette informasjonsskrivet i forkant av intervjuet, men jeg tar med en kopi av skrivet på selve intervjuet for underskrift på samtykke som må signeres før intervjuet kan starte.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

- Ingen andre enn student, Elise Ås Andersen, og veileder, Susan Lynn Erdmann ved Universitetet i Agder, Campus Kristiansand vil ha tilgang til lydopptaket. Transkripsjonen av opptaket vil bli lagt ved masteroppgaven som et vedlegg (ingen andre personopplysninger enn de du svarer på under intervjuet vil bli inkludert).

- For at ingen uvedkommende skal få tilgang til dine personopplysninger vil lydopptaket slettes etter prosjektets slutt og ditt navn vil bli erstattet med en kode, for eksempel «Teacher 1». Ditt egentlige navn vil ikke bli lagret.

Informasjonen som blir gitt ved intervjuet vil kun bli behandlet av student, Elise Ås Andersen. Veileder, Susan Lynn Erdmann vil også ha tilgang til transkripsjonen.

Informantene i prosjektet vil ikke kunne gjenkjennes i publikasjonen, alt vil bli anonymisert.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes Juni 2019. Lydopptaket av intervjuet vil bli slettet etter prosjektets slutt. Opplysningene du har oppgitt vil bli transkribert og lagt ved i

masteroppgaven som vedlegg. Ingen andre personopplysninger enn de du svarer på under intervjuet vil bli tatt med i oppgaven (kjønn, alder, hvilke utdanning informanten har, yrkeserfaring). Datamaterialet vil bli anonymisert.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

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

Hvor kan jeg finne ut mer?
Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:
- Universitetet i Agder, Campus Kristiansand ved Susan Lynn Erdmann: susan.erdmann@uia.no (veileder) eller Elise Ås Andersen: elise_aa_94@hotmail.com (student)
- Vårt personvernombud: Ina Danielsen ved Universitetet i Agder.
  - o Kontaktinformasjon:
    - E-post: ina.danielsen@uia.no
    - Mobil: 452 54 401
- NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig

                                                                                    Masterstudent
(Forsker/veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet:*"Teaching Methods and Learning Strategies in English at Secondary School"*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å delta i et intervju hvor det vil bli tatt opp et lydopptak av samtalen for senere å bli transkribert og bli brukt i en masteroppgave.
- ☐ at mine personopplysninger som jeg nevner under intervjuet kan bli lagt ved masteroppgaven som et vedlegg (transkripsjon). Dette gjelder kjønn, alder, hvilken type utdanning informanten har og yrkeserfaring ettersom at dette er essensiell informasjon for forskningen.

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

(Signert av prosjektdeltaker, dato)

Interview Guide

Main theme: Teaching Methods and Learning Strategies within writing

Problem for discussion: Which teaching methods and learning strategies are used by English teachers at secondary school when it comes to writing in the English subject?

Method: Qualitative, face-to-face interview. It will be a semi-structured interview where the questions are prepared in advance but there is room for spontaneous questions and new, relevant themes.

Code name: *for example, "Teacher 1"*

Themes that we should talk about:
- Basic information
  - Gender, age, education, relevant work experience
  - Which year and subjects the informant teaches in (both in the present and the past)

- Teaching Methods within writing
  - Do you feel that you have enough competence in the theme?
  - Would you like more information about the theme?
  - Which teaching methods (that focus on writing) do you use when teaching in the English subject?
    - Do you use the same teaching methods in other subjects?

- Learning Strategies within writing
  - Do you feel that you have enough competence in the theme?
  - Would you like more information about the theme?
  - Which learning strategies (that focus on writing) do you use when teaching in the English subject?
    - Do you use the same learning strategies in other subjects?
  - Do you use writing strategies in the pre-phase, start-up phase and the revision phase?

- Assignments
  - Do you give assignments in English that focuses on developing students writing skills? Why?
  - Do you give writing assignments digital or on paper? Why?
  - Which genres do you use as writing assignments? Why?
  - Do you let your students be involved in which kind of writing assignments you give them? Why?
  - How many written assignments do you give your students in the English subject in 1month? (approximately) Why?
  - Do you give assignments in English or in Norwegian? Why?

- Feedback on written work
  - Do you give feedback on written assignments?
    - If yes/sometimes, do you give digital or handwritten feedback?
  - Do you believe that students read through the given feedback?
  - Do you believe that feedback is helpful for the students?
  - Do you give students with writing disabilities other assignments that the other students?
  - What is your purpose with feedback?
  - What is your experience with feedback on written work?

- Closing question
  - Do you have anything you would like to add to this interview about teaching methods and learning strategies within writing?

Interview on Teaching Methods and Learning Strategies Within Writing

Informant (code name, age and gender): *Teacher 1, age, gender*

Basic information
1. Which kind of education do you have? Including number of years.
2. How many years have you worked as a teacher?
3. Which grade do you teach? (8th, 9th or 10th grade)
4. In which subjects do you teach?

Teaching Methods Within Writing
5. Do you feel that you have enough competence relating methods within writing?
6. Would you like more information about methods within writing? If yes, how would you like the knowledge to be presented?
7. Name three of your favourite teaching methods and explain why you think they are your favourites.
8. Do you use the same teaching methods in other subjects?
9. Do your school have a "sharing-environment" when it comes to methods and strategies? (Er din skole opptatt av et delings-miljø når det kommer til metoder og strategier?).

Learning Strategies Within Writing
10. Do you feel that you have enough competence relating learning strategies within writing?
11. Would you like more information about learning strategies within writing?
12. Which learning strategies (that focuses on writing) do you use when teaching in the English subject?
    a. Examples
13. Do you use the same learning strategies in other subjects?
14. Do you use writing strategies in the pre-phase, start-up phase and the revision phase? If yes, which ones?

Assignments

15. Do you give assignments in English that focuses on developing students writing skills? Why?
16. Do you give writing assignments digital or on paper? Why?
17. Which genres do you use as writing assignments? Why?
18. Do you let your students be involved in which kind of writing assignments you give them? Why?
19. How many written assignments do you give your students in the English subject in 1month? (approximately) Why?
20. Do you give assignments in English or in Norwegian? Why?

Feedback on Written Work
21. Do you give feedback on written assignments?
    i. If yes/sometimes, do you give digital or handwritten feedback?
22. Do you believe that students read through the given feedback?
23. Do you believe that feedback is helpful for the students?
24. Do you give students with writing disabilities other assignments that the other students?
25. What is your purpose with feedback?
26. What is your experience with feedback on written work?

Closing Question
27. Do you have anything you would like to add to this interview about teaching methods and learning strategies within writing?

Thank you so much for participating,
Elise Ås Andersen