

Reading with a Mission

A study of task-based intensive reading in the English subject
at an upper secondary school class

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Acknowledgements

First and foremost, I would like to thank my advisor, Mariette Aanensen, for all her guidance and advice. I am so thankful for all the work she put into me and my thesis.

Also, I must give a special thanks to all the participants in the study. Especially the teacher who let me conduct the intervention in their class. Without them, this thesis would not have been possible.

Last, I would like to express my deepest appreciation and gratitude to my dear family and friends. Without the support of my parents, brothers, and friends this past year this thesis would not have been possible to finish. I am forever grateful for all support and love you have shown me.

Abstract

This thesis seeks to investigate how first-year students of general studies experience task-based intensive reading of short stories in the English subject. The research questions asked further if the students experienced a sense of mastery and reading pleasure with task-based intensive reading of short stories. The thesis included an intervention conducted on a single class of ESL-students at a Norwegian upper secondary school. With a mixed-method data collection, the thesis involved questionnaires and task-sheets answered by the students and an interview with their teacher. Inspired by practical action research, the research involved studying my own teaching practices before finishing my degree.

In this thesis, the connection between intensive reading in a school setting and achieving a sense of mastery and reading pleasure has also been explored. The study revealed that about half of the students enjoyed task-based intensive reading. Further, half of the students experienced a sense of mastery and reading pleasure. Of course, this depended on the short stories in question. Finding ways of teaching that resonate with all the students of a class is difficult. Therefore, finding a way of teaching and working with literature that half the class accepted is, therefore, a very positive aspect of the research.

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1. Introduction

1.1 The English subject curriculum

According to the Norwegian Directorate for Education and Training the skill of reading is one of the fundamental components in the English subject, in addition to oral-, writing-, and digital skills (2020b, p. 4). The importance of reading in the English subject is further supported by the subject's *Core elements*, where *Working with texts in English* is highlighted as one of the main objectives of the subject (The Norwegian Directorate for Education and Training, 2020b, p. 3). Overall, the Norwegian national curriculum for the English subject emphasises the student's ability to read in English as essential.

In Norway, English is a compulsory subject in all years of primary school. And for students of general studies, English is a compulsory subject that is usually completed during the first year of upper secondary school (Munden & Sandhaug, 2020, p. 50). The importance of reading in English is highlighted throughout all years of schooling (The Norwegian Directorate for Education and Training, 2020b). This thesis deals with English at the upper secondary level, therefore, all references to the curriculum will refer to the English subject curriculum for students of general studies.

Reading is also highlighted as one of the major assets in the English subject curriculum in the *Competence aims* (The Norwegian Directorate for Education and Training, 2020b, p. 12). The ability to read in English appears to be essential through these aims. In the English subject's competence aims, reading is mentioned multiple times. At the end of the school year, the students are expected to be able to "read, discuss and reflect on content, language features, and literary devices in texts", to "read, analyse and interpret fictional texts in English", and to "discuss and reflect on form, content and language features and literary devices in different cultural forms of expression from different media in the English-language world, including music, film and gaming" (ibid).

The Norwegian Directorate for Education and Training also emphasises reading as one of the major elements of the subject through *Basic skills* (2020b, p. 4). Here, reading is explained as being able to understand and reflect on the content of various types of texts. That is, it is not only the ability to read that is highlighted, but the ability to understand and reflect on the content. Further, the English subject is expected to contribute to reading pleasure, as well as

language acquisition. The skill of reading is also expected to contribute to the student's ability to use reading strategies to find explicit and implicit information. The students are also expected to develop from experimenting with phonemes and spelling patterns, to reading varied and complex texts with fluency and comprehension. This skill should also promote the ability to critically reflect on and assess a variety of texts (ibid).

1.2 Why is reading important?

Many of the benefits of reading are highlighted in the English subject curriculum (The Norwegian Directorate for Education and Training, 2020b). Literacy is also considered a fundamental human right by UNESCO (Tishakov, 2020, p. 177). But reading is greater than its educational advantages. Nussbaum highlights how reading fiction allows the reader to observe others with engagement and empathy (2016, p. 29). Nussbaum explains further how literature and art develop thoughtfulness and emotional understanding for other people. It involves hope, possibilities for change, development, solidarity, and caring (Engelstad, 2016, p. 11).

Similarly, the process of Bildung is an important aspect of the English subject (Fenner, 2020b, p. 18). This concept involves the individual's self-development (ibid). This process requires reflection and critical thinking and influences how the individual thinks and acts (Fenner, 2020b, p. 19). In addition, according to Fenner (2020b) the English subject curriculum defines the English subject as a Bildung subject (p. 37). This is also supported by literature and reading, which are important elements for the development of Bildung and the English subject (Fenner, 2020a, p. 243). By reading, the individual can gain insight into different cultures and ways of thinking and thus develops through the process of Bildung (ibid). This process of development is also connected to intercultural competence, as it deals with understanding others' mindsets and identities (Dypedahl & Bøhn, 2020, p. 82).

By reading portrayals of other people's experiences readers, are introduced to another world or culture (Bland, 2020, p. 69). This may promote empathy, reflection, and understanding for the reader (ibid). This intercultural competence includes the ability to relate to and understand people with different mindsets or communication styles (Dypedahl & Lund, 2020, p. 19). This includes people of different nationalities, as well as people with similar cultural backgrounds (Dypedahl & Bøhn, 2020, p. 83). Building the confidence to communicate with people of different origins or from different cultures can be done through reading (Bland, 2020, p. 69).

Intercultural competence is also emphasised in the English subject curriculum through the *Core element of Working with texts in English* (The Norwegian Directorate for Education and Training, 2020b, p. 3). The student's intercultural competence develops as they learn about different ways of living, thinking, and communicating. This lays the foundation for understanding their own, and others' identities (ibid).

The importance of reading is further supported by the additional benefits reading provides. For example, "good readers" are known to be good writers (Ørevik, 2020, p. 142). In addition, Ørevik (2020) explains how good readers are active readers (p. 153). Overall, the active reader finds reading useful. For ESL-students, reading in a second language develops their second-language abilities, for example by expanding their vocabulary. It is therefore important for teachers to promote this mindset by introducing a variety of reading materials for ESL-students (ibid). Overall, reading regularly constitutes many benefits for students, as this will improve their language skills and understanding.

1.3 Background

The thesis will refer to ESL-students, or English as a second language students. This is due to the steadfast position the English language has in Norwegian schools and society. And the use of the English language as one of the major communication languages in the world (Ibsen, 2009, p. 203). Further, for most Norwegian students, English is the second language they learn (Munden & Sandhaug, 2020, p. 72). Further, students do not only meet English in school settings, but also in their free time. It can therefore be argued that the English language no longer is a foreign language for Norwegian students, but rather that it has become a second language to them (Ibsen, 2009, p. 203).

This thesis deals with an intervention with a first-year class of ESL-students at an upper secondary school. The teaching in the intervention was inspired by a study conducted by Bakke and Moe (2013), and their research on boys and their reading habits in the Norwegian subject at third-year students of general and vocational studies (p. 177). Their study utilised the concepts developed by Kverndokken, regarding reading tasks (Bakke & Moe, 2013, p. 186). These terms involve the students being instructed to solve tasks or answer questions related to their reading (Kverndokken, 2016, p. 37). As no English term has been found, the terms have been translated to "reading tasks" and "task-based intensive reading" in this thesis.

In their 2013 study, Bakke and Moe found that few of the participant read recreationally (p. 176). Similar, the 2018 Programme for International Student Assessment (PISA) revealed that only about 50 per cent of 15-year-olds read for pleasure (Roe, 2020, p. 112). Many of the students reported that they do not read simply because they do not want to (Roe, 2020, p. 128). Even though PISA surveys reading in Norwegian, the 2018 numbers reveal a major issue regarding the reading habits and attitudes of the students which this thesis will investigate further. In addition, reading in the first- and second language is closely connected (Ørevik, 2020, p. 147). Due to the close connection between reading comprehension and reading pleasure, the PISA survey assesses this variable (Roe, 2020, p. 109). Roe (2020) elaborates further on how the survey also highlights how low-scoring students seldom read for pleasure (p. 113). The importance of reading regularly is apparent. The next PISA survey should have been conducted in 2021, but due to the Covid-19 pandemic, the survey was postponed to 2022. The results of the survey have not been published as of writing this thesis (The Norwegian Directorate for Education and Training, 2020a). Of course, more recent data would give valuable insight into the reading habits of today's students.

1.4 Research questions

This thesis will investigate how task-based intensive reading of short stories is experienced by first-year students of general studies. Here, the students read short stories and worked on accompanying task-sheets before-, during-, and after reading. To try to understand how the students experienced this kind of teaching, the students answered questionnaires at the beginning and end of the intervention, as well as answering questions in the task-sheets related to their experience. A later interview with the students' teacher gave more support to the data collected from the students. The foundation for the research was the following research questions:

1. How do first-year upper secondary students experience task-based intensive reading of short stories?
2. Do task-based intensive reading support the students to achieve a sense of mastery and reading pleasure?

Overall, the thesis will focus on how the task-based intensive reading of short stories can be made more enjoyable, understandable, and approachable for students in a school setting, while still abiding by the English subject curriculum.

2. Theoretical Framework

2.1 Reading in the English Subject Curriculum

The Norwegian Directorate for Education and Training defines reading as one of the *Basic skills* of the English subject curriculum in *Relevance and Central Values* (The Norwegian Directorate for Education and Training, 2020b, p. 4). Further, writing, oral, and digital skills are identified as the remaining basic skills of the English subject (ibid). According to the curriculum, the English subject is supposed to enable students to “develop an intercultural understanding of different ways of living, ways of thinking and communication patterns. It shall prepare the pupils for an education and societal and working life that requires English language competence in reading, writing and oral communication” (The Norwegian Directorate for Education and Training, 2020b, p. 2). The goal is for the students to become confident users of the English language, and be able to “learn, communicate, and connect” using the English language (ibid). Reading in English is a central element of this process, as reading is a *Basic skill* and *Working with text in English* is a *Core element* (The Norwegian Directorate for Education and Training, 2020b, pp. 3-4).

Furthermore, the basic skill of reading is defined as “[...] understanding and reflecting on the content of various types of texts on paper and screen, and contributing to reading pleasure and language acquisition.” (The Norwegian Directorate for Education and Training, 2020b, p. 4). This definition emphasises reading as something linguistic and highlights the reading process as experimenting with phonemes, speech sounds, spelling patterns, and syllables. In addition, the definition of reading also underlines reading pleasure as equally important (ibid). That is, the English subject teaching is twofold, it aims to promote both reading pleasure and language acquisition for the students.

In addition, one of the *Core Elements* as emphasised by the Norwegian Directorate for Education and Training is *Working with Texts in English*. Here, “text” is understood in its widest sense, as something “spoken and written, printed and digital, graphic and artistic, formal and informal, fictional and factual, contemporary and historical.” (The Norwegian Directorate for Education and Training, 2020b, p. 3). Text is further specified as containing “writing, pictures, audio, drawings, graphs, numbers, and other forms of expression that are combined to enhance and present a message” (ibid). Overall, the short story fits well into these categories of text, as a short story is defined as “[a] prose narrative of intermediate

length, but not too short to be published separately as novels or novellas usually are.” (Cuddon, 2013, p. 653).

Moreover, reading fiction is mentioned both in the English subject’s *Competence aims* and in *Working with texts in English* (The Norwegian Directorate for Education and Training, 2020b, p. 3 & 12). Fictional text is mentioned in *Working with texts in English* (The Norwegian Directorate for Education and Training, 2020b) as part of the definition of what the term text involves (p. 3). It is further mentioned in the competence aims for students of general studies. Here, the students are expected to “read, analyse and interpret fictional texts in English” (The Norwegian Directorate for Education and Training, 2020b, p. 12). Fiction is defined as “[a] vague and general term for an imaginative work, usually prose.” (Cuddon, 2013, p. 279). Fiction is further identified as something that is usually used in novels and short stories (ibid). Cuddon (2013) elaborates further on how a short story usually revolves around elements like a scene, an experience, or one or more characters (p. 653).

In addition, by *Working with Texts in English* the student’s knowledge of linguistic and cultural diversity is supposed to improve (The Norwegian Directorate for Education and Training, 2020b, p. 3). In short, the subject aims to give the students awareness of different ways of living, thinking, and other traditions. The students should attain language skills and knowledge about culture and society. Through texts, the students are supposed to build their intercultural competence, and through this be able to understand different ways of life. This intercultural competence also deals with the students acquiring knowledge of different ways of thinking and communication patterns. By working with texts, the students shall also develop their own identities, and others’ identities in linguistic and cultural contexts (ibid).

The relevance of reading in the English subject curriculum is further emphasised through various competence aims in the curriculum for the upper secondary students of general studies (The Norwegian Directorate for Education and Training, 2020b, p. 12). The thesis is therefore limited to the following English subject competence aims for students undergoing general studies:

- read, discuss, and reflect on the content and language features and literary devices in various types of texts, including self-chosen texts.

- discuss and reflect on form, content and language features and literary devices in different cultural forms of expression from different media in the English-language world, including music, film, and gaming.
- read, analyse, and interpret fictional texts in English (ibid).

The competence aims are broad and demand that the teacher interprets them before implementing them in the teaching (Munden & Sandhaug, 2020, p. 51). The teacher can present the competence aims in a simplified version, for example as “learning goals”. The main purpose is for the students to understand what is expected of them, and what they are supposed to learn in the subject or the class (ibid). The competence aims above will serve as the base for this thesis and the teaching in the intervention.

2.2 Reading

2.2.1 Reading in a second language

In general, reading demands vocabulary, grammar- and writing skills, and intercultural awareness (Tishakov, 2020, p. 177). As a receptive skill reading involves text being processed by the reader. Tishakov (2020) explains how reading requires a cognitive process, where the reader interprets and decodes the information given in the text (p. 178). The process of reading in a second language is more complex than in the first language. With first-language reading, the reader is familiar with the vocabulary and the grammar. The reader is usually also comfortable with writing in their first language as well. In addition, the reader is typically aware of cultural expressions or saying, making the text easier to decode. This changes when reading in a second or foreign language (ibid).

Of course, already established first-language reading skills are helpful when developing second-language reading skills (Krashen, 2004, p. 148). This thesis defines English as a second language for Norwegian students (Ibsen, 2009, p. 203; Munden & Sandhaug, 2020, p. 72). But reading in a second language is still more complicated than in a first language (Brevik et al., 2020, p. 141). There are similarities between the two, but overall reading in a second language is more demanding. For example, the reader must learn a new vocabulary, grammatical structures, and recognise similarities and differences between their first and second language. Another complication for the reader is differing between different social and cultural influences between the two (ibid).

Additionally, reading in a second language is an interactive process where the reader relies on their knowledge from both their first- and second language (Brevik et al., 2020, p. 141). If the reader struggles with understanding the text, they can use their competence and knowledge from their first and second language to construct meaning (ibid). Prior knowledge is also relevant when reading in a second language (Brevik et al., 2020, p. 142). For example, the reader can look back at their previous knowledge before reading, which creates a foundation for developing their reading skills (ibid). English subject teachers can contribute to the students' independence as readers by gradually giving them more responsibility (Brevik et al., 2020, p. 149). Still, it can also benefit the students if the teacher gives instructions on what reading strategies are wise to use (Brevik et al., 2020, p. 151). Further, it is important for second-language learners to use of reading strategies, as this helps them develop from what they understand, to what they are expected to understand (Brevik et al., 2020, p. 155).

Nonetheless, an already established reading pleasure may also improve the student's language skills independently (Krashen, 2004, p. 147). Pleasure reading can transfer from the first to the second language. That is, someone who enjoys reading in their first language, is likely to enjoy reading in their second language as well (ibid). Motivation is important here, as second-language learners who are willing and motivated to read in their second language usually become more skilled readers (Brevik et al., 2020, pp. 148-149).

2.2.2 Intensive reading

Intensive reading involves reading smaller amounts of text, at the "instructional reading level" (Jacobs & Farrell, 2012, p. 2). This entails the reader reading at a level where they require guidance and support to comprehend the reading material (ibid). Jacobs and Farrell (2012) explain further how, in a school setting, it is appropriate for the teacher to instruct the students and guide them as to what reading strategies are wise to apply, what kind of text they are reading, and discuss grammar and vocabulary (p. 3). Intensive reading aims to support students in the process of developing their reading skills. The students are expected to find and construct detailed meaning and knowledge from the text, as well as improve their vocabulary and grammar (Jacobs & Farrell, 2012, p. 96). Especially lower scoring students benefit from intensive reading, a Korean EFL study showed (Park et al., 2018, p. 18). Particularly regarding linguistic elements and vocabulary (ibid).

On the other hand, extensive reading can in short be described as reading for pleasure (Carlsen, 2020, p. 213). This requires reading often and in quantity and is well suited to

promote motivation to read, as the students are often given the option to choose their reading material (ibid). The teacher's role is important here, as a guide to the students in their reading processes. With extensive reading, the teacher usually does not instruct the students as much, as this usually entails the students reading at their reading level, where they do not require as much support from the teacher (Jacobs & Farrell, 2012, p. 2). This represents a more student-centred form of reading, where the students are in control as Jacobs and Farrell (2012) explain (p. 3). Compared to extensive reading, intensive reading may be understood as more traditional by some, in the sense that it provides the teacher with full control of the instruction (ibid). But students should also read above their reading level at times. By challenging their current reading level, they may develop their reading skills and comprehension (Jacobs & Farrell, 2012, p. 14).

With both intensive and extensive reading, the aim is to improve the student's reading skills. But the two strategies vary in their approach to reaching this goal. Intensive reading has been criticised for not promoting motivation to read further, but rather just creating skilled readers, who do not want to read (Jacobs & Farrell, 2012, p. 96). But extensive reading may be problematic as well, for example in classes with students at different reading levels. It can be difficult to find reading material suited for both high and low-scoring students. In the same sense, students at a lower reading level may feel embarrassment or shame connected to this (Jacobs & Farrell, 2012, p. 15).

Even though intensive and extensive reading implies different ways of reading and reading instructions, the two approaches work well together (Jacobs & Farrell, 2012, p. 3). Together, they give students variation in their reading processes. Rather than viewing the two approaches as opposites, they can be understood as complementary. That is, intensive reading provides the teacher with control over the instruction, for example, what and how the class is reading. Extensive reading gives the students the ability to oversee their learning, by choosing their own literature and reading material. Overall, one approach cannot exist without the other (ibid).

2.2.3 Reading Pleasure

The English subject curriculum underlines how reading in English should contribute to reading pleasure for the students (The Norwegian Directorate for Education and Training, 2020b, p. 4). However, no further definition is given to define what this term entails. Neither does the English subject's curriculum suggest how this can be achieved in teaching or school

settings. Kverndokken (2016) mentions the term “hooked on books”, arguing that this should be the goal of reading instruction (p. 13). That is, students should ideally want to read recreationally, and not just when they are instructed to. To achieve this, it is crucial to combine the pleasures of reading with knowledge about literature and reading strategies. Varied reading instruction can encourage this idea (ibid). Krashen elaborates further on the term “hooked on books” (2004, p. 149). He argues that when people become “hooked on books” they also acquire reading and language skills (ibid).

Krashen (2004) also focuses on the concepts of “flow” (p. 29). This is the state people reach when they are effortlessly involved in an activity, like reading. This is a common state for pleasure readers (ibid). The desire and motivation to read is closely connected to reading pleasure (Henning, 2019, p. 14). Henning (2019) defines motivation to read as what makes the students want to read, even if it is demanding (p. 15). This internal motivation involves students choosing to read, without a possible reward at the end. It is the satisfying act of reading that is the motivation (ibid). As no other definitions for “reading pleasure” have been found, these terms and ideas lay the foundation for what the term involves in this thesis. Considerations have also been made for the definitions provided by the students in the questionnaires. Transcripts of these answers can be found in the appendices (appendix 3).

2.2.4 Mastering reading

A sense of mastery involves the student’s self-efficiency (Henning, 2019, p. 16). In the context of reading, this includes the student’s belief in themselves to complete a specific reading action. The goal is for the students to become independent readers who identifies themselves as “readers” (ibid). Motivation to read is also relevant in this context, according to Henning (2019, p. 20). Here, motivation to read is connected to the want for more knowledge and an experience of mastery (ibid). To stimulate this motivation and sense of mastery, the students need to feel control over their own success (Jacobson & Xu, 2004, p. 7). All students master reading in different ways, it is therefore important to challenge all students and implement various skill levels (ibid). Jacobson and Xu (2004) explain further that it is important to build the students confidence in themselves and their reading comprehension (p. 8). In the discussion in this thesis, consideration has also been made for the students’ definition of experiencing mastery when they read.

2.3 Reading strategies

The English subject curriculum highlights the importance of reading strategies (The Norwegian Directorate for Education and Training, 2020b, p. 4). The Norwegian Directorate for Education and Training explains how the basic skill of reading in English entails using reading strategies. And the students should use reading strategies to understand explicit and implicit information (ibid). The competence aims also mention how the students are expected to “use appropriate strategies for language learning, text creation and communication.” (The Norwegian Directorate for Education and Training, 2020b, p. 12). Further, English subject teachers are expected to “facilitate for pupil participation and encourage the desire to learn by using a variety of strategies and learning resources to develop the pupils’ reading skills and oral and writing skills.” (The Norwegian Directorate for Education and Training, 2020b, p. 13). Overall, the subject curriculum emphasises the importance of reading strategies for the students and their development.

Reading strategies should contribute to the students’ understanding of texts they may not have understood fully before (Brevik et al., 2019, p. 62). Reading strategies should function as a tool the reader can use to construct meaning (Brevik et al., 2020, p. 145). A reading strategy is a form of learning strategy that the students use as they read and try to understand texts. Reading strategies are recognised as giving conscious and targeted control over text- and reading comprehension. Active use of reading strategies has proven to contribute to improved reading comprehension and a sense of mastery for the reader. Still, the reader must choose for themselves to use it to give the full effect. For the students to obtain the benefits of reading strategies, they must know and consciously use them to get the full impact (ibid). Similarly, teaching reading strategies in the classroom has shown a positive effect on students’ reading comprehension (Brevik et al., 2019, p. 63).

Reading strategies can be divided into three subcategories based on the nature of the reading strategy, the target of the strategy in the reading process, and the cognitive processing it involves (Brevik et al., 2019, p. 63). The reading strategies are memorization strategies, immersion strategies, and control strategies. Memorization strategies let the students gather information from the text, these strategies are practical and allow the students to get an overview, remember it, and retell the information (ibid). Immersion strategies contribute to creating meaning and making connections between the content of the text, the reading activity, the context, and the reader, for example through activating previous knowledge

(Brevik et al., 2019, p. 63). This involves strategies such as prediction, close reading, comparing, or visualisation (Brevik et al., 2019, p. 67). Control strategies are mostly used by accomplished readers to monitor their reading process and comprehension. This develops their metacognitive consciousness and enables them to make strategic choices as they read (Brevik et al., 2019, p. 63). Control strategies consist of strategies such as monitoring comprehension, self-regulation, or posing and answering questions (Brevik et al., 2019, p. 68).

2.4 Task-based intensive reading

Kverndokken's definition of reading tasks was originally connected to homework and what the students were reading at home (2016, p. 36). In his definition, reading tasks is used as a collective term, involving different ways to work with text (ibid). According to Kverndokken (2016) these tasks should give the reader the ability to create a dialogue with the text and reflect on it (p. 37). With the term reading task, he refers to the reading as something the reader must undertake and retrieve what the instruction asks. The instruction can be understood as a transaction, where the teacher demands something, and the student must supply it (ibid). Kverndokken (2016) emphasises how both the conversation and interaction around the text are relevant in this context (p. 39).

Bakke and Moe (2013) elaborated on learning as a shared experience, and based their theories on Lev Vygotsky and Jerome Bruner (p. 185). According to these theories, learning happens through the interaction between student and teacher. The goal was for the students to develop their reading comprehension and become aware of different manners of reading (ibid). Bakke and Moe (2013) gave the students tasks and instructions to work on before, during, and after reading (pp. 188-195). Bakke and Moe's (2013) study also involved reading logs (p. 187). By using reading logs in reading instruction, the teacher can oversee the student's ability to read, understand, and reflect on fictional texts (Ekstam, 2018, p. 2). Ekstam (2018) highlights reader-response theory and the importance of the reader giving meaning to the text (p. 5). Reading logs can promote interaction with texts and give a deeper understanding, which allows the student to immerse themselves in the story (Ekstam, 2018, p. 6). Reading logs are also beneficial for ESL students, as it combines semantic understanding and critical reading (Ekstam, 2018, p. 7).

As the students pose and answer questions about the text, they understand the story better (Brevik et al., 2019, p. 68). In this thesis, immersion- and control strategies are relevant. Through the tasks and questions combined with the reading, the students have a task-sheet that guides them through their reading. The tasks and questions are constructed so the students can attempt to predict or question the short story. The task-sheets model reading strategies and behaviour usually conducted by accomplished readers as presented by Ørevik (2020, p.153-158). This includes strategies like prediction, which involves the students trying to predict what will happen later in the story, this may help them create meaning as they read (Brevik et al., 2019, p. 67; Ørevik, 2020, p. 155).

This thesis is also inspired by an experimental and discussion-based approach to literature (Brevik & Lyngstad, 2020, p. 165). The experimental approach emphasises the role of the reader, like reader-response theory. This approach lets the students broaden their understanding of and relate to the text (ibid). Here, literature is used to foster sympathy and understanding (Brevik & Lyngstad, 2020, p. 175). The discussion-based approach stresses the discussion between the students (Brevik & Lyngstad, 2020, p. 166). Here, the encouragement of different understandings, perspectives, and interpretations of the literature is important (ibid). Participation is relevant here and students are encouraged to discuss with classmates or the teacher, depending on the context (Brevik & Lyngstad, 2020, p. 179). The task-sheets in the intervention were constructed to let the students find their meanings and to help them remember as they discussed their interpretations.

The task-sheets have also been inspired by the concepts of instructional scaffolding (Applebee & Langer, 1983, p. 169). This involves the teacher anticipating what the students might find difficult when reading the text. To tackle this, strategies are selected to best give the students the tools they need to overcome the difficulties. Here, the scaffolding gives the students the strategies and knowledge to complete the tasks. Eventually, they will also have the competence to do this independently (ibid). According to Applebee and Langer (1983) instructional scaffolding involves task with a clear intention that is appropriate for the context (p. 170). The structure of the tasks should also contain a natural sequence and language. The role of the teacher in this setting is collaborative and gradually the students should become less dependent on the teacher (ibid). The concept of gradual release of responsibility involves the teacher modelling suitable strategies for the students until they can use these independently (Brevik et al., 2020, p. 150).

2.5 Reader-response theory

Reader-response theory deals with the reader's response to the literary text (Fenner, 2020a, p. 247). Here, a work of literature is not fully realised until it has been read (ibid). The literary theory is well suited for reading instruction at any level of education. The thesis will use this literary theory as it gives the students the ability to be in the focus on the analysis and interpretation (Tyson, 2015, p. 161). In this theory, the reading process is emphasised, and the reader's role is in creating meaning in the literature. Tyson (2015) explains how reader-response theory highlights two ideas; that the reader's role cannot be left out of the understanding of literature, and that the reader does not passively consume meaning presented in an objective literary text, but rather passively make the meaning themselves in the literature they read (p. 162). Previous experiences and knowledge influence the interpretation (Fenner, 2020a, p. 247). The fact that the readers independently find their understanding of the literature means that the same literary text may have different meanings, analyses, and interpretations by different readers (Tyson, 2015, p. 162). The theory also underlines how the same reader may produce different meanings of the same text after reading it on different occasions. The readings all depend on the knowledge the readers have at the time of reading, various personal experiences, the mood at the time of reading, and the purpose of the reading (ibid).

This thesis will utilise reader-response literary theory due to its consideration of the reader in the reading process. New Critical literary theory could also have been employed in the thesis, but the theory is not suited well enough for upper-secondary level students. New Criticism rejects the reader in the reading process and mostly highlights the importance of the text in itself (Tyson, 2015, p. 162). That is the timeless meaning of the text, based on the text alone (ibid). New Criticism demands specific and concrete examples from the text to confirm the interpretation (Tyson, 2015, p. 129). Here, "the text itself" became the main argument of the literary theory, and not the life or experiences of the author, the context in which the text was written, or any other outside settings and backgrounds (Tyson, 2015, p. 130). Due to its rejection of the reader's role in the reading process, reader-response literary theory has been chosen for this thesis. According to Tyson (2015) reader-response theory promotes the reader's role in the reading process, in a way New Criticism refuses (p. 162). Pupil participation is crucial in the subject curriculum, as stated in the Norwegian Education Act (1998), the students have the right to participate in the teaching. The reader-response theory is

suited for students, as all interpretations of literary works are understood as valid (Fenner, 2020a, p. 247).

This thesis will concentrate on transactional reader-response theory (Tyson, 2015, p. 165). In this theory, the reading process is viewed as a transaction between the reader and text, which are crucial to producing meaning. The text is a stimulus, that the reader responds to individually. This depends on feelings, associations, and memories that the text generates and literature the reader has read previously. The meaning of the text is created based on these reactions to the text (ibid). Transactional reader-response theory is mostly connected to Louise Rosenblatt and Wolfgang Iser (Tyson, 2015, p. 165). Rosenblatt devised much of the groundwork of the theory. She understood the text as a blueprint, which the reader corrected in their interpretation. This interpretation process adjusts during the reading process and the text works as a guide in the self-correcting process.

There are various definitions of a “reader” according to reader-response literary theory. Some subcategories of reader-response theory denote readers as real people who read, others theories, however, represent an implied or ideal reader (Tyson, 2015, p. 178). Wolfgang Iser utilised the term “implied reader”, referring to the idea that the text is pre-structured with meaning for the reader. In this sense, different genres of texts represent different implied readers, as mystery novels denote a different structure and meaning than romance novels (Tyson, 2015, p. 179). The implied reader corresponds well with the thesis, as the exercises and task in the task-sheets give the students the context and information needed to become an implied reader. Copies of the task-sheets can be found in the appendices (appendices 8-10).

2.6 The short stories

According to Munden and Sandhaug, short stories are preferred by some English subject teachers due to their short nature (2020, p. 401). Teachers can use short stories in their teaching as it does not require too much time reading as a whole novel. Short stories may, in this sense, be less time-consuming than reading a whole novel. Another benefit is that the students can read the whole story, instead of just reading excerpts or chapters from novels, due to time issues or limitations. Students may also enjoy reading the short stories in a school setting, as it does not demand extracurricular reading (ibid).

In this study, the students did not choose their own short stories but read already assigned texts. These were: [“Lamb to the Slaughter”](#) (Dahl, 1953), [“The Lottery”](#) (Jackson, 1948), and [“The Secret Life of Walter Mitty”](#) (Thurber, 1939). The short stories were chosen based on various assets. One of which was their length, the short stories had to be short enough to give all the students time to both read and work with it, but not so long that it might feel demotivating for the students or make them feel that they did not get enough time (Munden & Sandhaug, 2020, p. 401). Another important aspect was available audio versions of the short stories (The Norwegian Directorate for Education and Training, 2022). This was especially important for students with a dyslexia diagnosis or with reading difficulties, who has the right to audio versions based on differentiated instruction or their subject curriculum (Munden & Sandhaug, 2020, p. 40). The audio recordings selected are; [“Lamb to the Slaughter”](#) (NDLA, 2018), [“The Lottery”](#) (Gill, 2017), and [“The Secret Life of Walter Mitty”](#) (Shyra Reads a Story, 2014). In addition, plot and excitement were important when selecting the short stories (Appleyard, 1990, p. 99). The short stories chosen should ideally be interesting and capture the attention of the students (ibid). The selection also considered the students’ answers in the first questionnaire, where they crossed out their preferred genres of fiction.

Even though the short stories were selected based on specific distinctions, they also come with possible drawbacks or disadvantages. One of these is the fact that all of the short stories were written or published in approximately the same period, “Lamb to the Slaughter” (Dahl) in 1953, “The Lottery” (Jackson) in 1948, and “The Secret Life of Walter Mitty” (Thurber) in 1939. As the short stories were written at such a different time from now, it may be difficult for the students to relate (Fenner, 2020a, p. 251). Identification is also relevant here, the reader needs to identify with a character, the setting, or the story (Appleyard, 1990, p. 104) Further, the short stories were not directly targeted to a young adult audience like the class, this too could make it difficult for the students to relate to the short story (ibid). Texts about teenagers and young adults tend to appeal to the same age group, which can be helpful or motivate students in their reading process, as they relate more to it and find it more interesting (Brevik & Lyngstad, 2020, p. 182; Carlsen, 2020, p. 216). Additionally, assigning short stories to the students involves them not getting the chance to choose themselves. Letting the students choose the reading material themselves, either freely or from a selection, could have affected the results. Free voluntary reading involves reading because you want to, without any kind of book report, questions, or need to finish the book (Krashen, 2004, p. 1).

Krashen (2004) highlights the importance of self-selected reading material for students (p. 51). This can contribute to greater literacy development (ibid). Still, he emphasises the results of a Hong Kong study. Here, the class reading assigned text achieved a greater gain in vocabulary and reading rate, than the group reading self-selected material. Krashen (2004) stresses how the researchers must have selected suitable reading material for the students (p. 52). Even though Krashen (2004) values the concepts of free voluntary reading, he also recognises the value of reading assigned by teachers (p. 150).

3. Methodology and Research Design

This thesis aims to explore how students experience task-based intensive reading of short stories in a school setting in the English subject. The research questions concern the students' experience of task-based intensive reading, with a sub-question about reading pleasure and achieving a sense of mastery. These research questions have been explored through a single case study on an upper secondary class of general studies. The intervention happened over the span of three weeks, with the teaching consisting of three 90-minute lessons. The students answered questionnaires and worked on task-sheets with questions about the short stories and their experiences. An interview with the teacher about their experience and observations was conducted after the lessons.

3.1 Research design

The research design of this thesis has been inspired by practical action research (Creswell & Guetterman, 2021, p. 642). Practical action research involves specific educational situations and the act of improving teaching practices (ibid). Action research is also known for developing over time, and considering the results that appear during the research period (McNiff & Whitehead, 2006, p. 108). That is, the data collected during the intervention, have been used to improve the teaching in the intervention (ibid). Action research addresses practical issues, either in a single classroom or in a greater educational setting (Cohen et al., 2011, p. 345). In this thesis project, issues concerning reading in the English subject have been tackled.

Action research deals with a “small-scale intervention” and the effects the intervention had on the participants. These results are usually used to evaluate and improve teaching practices (ibid). Action researchers often focus on their teaching practice, and this can be improved (Creswell & Guetterman, 2021, p. 648). However, in this thesis, as I am not a fully educated teacher, the research is conducted to prepare my future practices as an English subject teacher (ibid). The role of the researcher in action research can be defined as an agent of change or as a facilitator. As a facilitator in the research, the researcher is both a part of the research and responsible for the research project (Gjøtterud et al., 2017, p. 257). In addition, practical action research usually entails a close collaboration between the researcher and the participating teacher (Øgreid, 2022, p. 216). In this project, the teacher and the students gave valuable data, but the research has been conducted independently by me as part of my thesis.

3.2 Participants

3.2.1 The intervention group

The intervention was conducted on an upper secondary school class of general studies. This was a first-year class consisting of 29 students, between 16 and 17 years old. Of the 29 students in the class, 24 identified themselves as female, three as male and one did not wish to state, one student was not present on the day of the first questionnaire. The intervention group read and worked on three different short stories in the span of each of the three 90-minute lessons. The students answered questionnaires at the beginning of the first lesson, and the end of the last lesson. During the lessons, the students answered and worked on task-sheets on paper, which they handed in at the end of each lesson.

The teacher, and the intervention group, were found through convenience sampling (Creswell & Guetterman, 2021, p. 173). This entails the participants being selected through their willingness and availability to be a part of the study. In these situations, the sampling is not representative of the population but it still gives valuable information (ibid). In group comparisons, scores and outcomes based on different treatments and variables are compared both within the group and with other groups. But this thesis only deals with the intervention group and their experience, and therefore there is no control group (Creswell & Guetterman, 2021, p. 343). As the intervention group only represent themselves and the results of the study cannot be generalised to a wider population, there was no need for a control group (Cohen et al., 2011, p. 156). As with the practical aspects of action research design the thesis focuses on the specific themes of task-based intensive reading (Creswell & Guetterman, 2021, p. 641). Therefore, the main concern is the experiences of the students in the intervention group, which is supported by the interview with the teacher.

3.2.2 The teacher

I conducted the teaching in the intervention class myself, and the teacher was present during all the lessons. The teacher observed the teaching and the students as they read and worked on the tasks, and therefore worked as an important informant in the project. As the teacher was always present in the class during the lessons, there was little concern that implementing a new teacher in the middle of the semester would have major effects on the results of the study. The teaching plans involved a great deal of individual reading by the students. It was therefore little worry that the students suddenly having a new teacher would disrupt the teaching or have major effects on the results.

The teacher observed all the lessons, this process of observation involves “[...] gathering open-ended, first-hand information by observing people and places at a research site.” (Creswell & Guetterman, 2021, p. 248). In this case, the teacher observed the lessons and the students. The teacher was asked in advance to pay special attention to the students’ concentration, engagement, and the teaching in general. These observations were brought up later in the interview. The teacher had a changing observational role during the lessons (Creswell & Guetterman, 2021, p. 249). This involved the teacher both observing and taking part in the lessons, in the sense that they observed both the students and the teaching. In addition to talking to the students about their thoughts and perspectives and looking at the tasks and short stories, the students read (*ibid.*).

3.3 The Intervention

The intervention was planned and conducted inspired by the steps presented by Creswell and Guetterman (2021, 651-653) regarding how to conduct action research. According to Creswell and Guetterman (2021), the first step is to determine whether action research is the best research design for the study (p. 651). In this case, the research design is inspired by action research. As this thesis deals with a “small-scale research project” (Creswell & Guetterman, 2021, p. 642), action research was well suited. Further, action research needs a practical problem to solve (Creswell & Guetterman, 2021, p. 651). In this case, this involved the 2018 PISA survey which revealed that only fifty per cent of 15 year-olds read for pleasure (Roe, 2020, p. 112). As reading regularly presents a variety of benefits for students (Bland, 2020, p. 69; Fenner, 2020b, p. 37; Nussbaum, 2016, p. 29; Ørevik, 2020, p. 142), this presented a practical issue that needed solving.

Creswell and Guetterman (2021) explain further how the next steps involve finding resources and participants (p. 651). In this thesis, the study conducted by Bakke and Moe (2013) served as the inspiration, as well as “reading tasks” by Kverndokken (2016, p. 36), reading logs (Ekstam, 2018, p. 2), experimental and discussion-based approaches to literature (Brevik & Lyngstad, 2020, p. 165), and reading strategies prediction and questioning (Brevik et al., 2019, pp. 67-68). The participants were found through convenience sampling (Creswell & Guetterman, 2021, p. 173).

The next step when conducting action research is to implement the data collection (Creswell & Guetterman, 2021, p. 652). Here, the intervention was conducted, and a mixed method data collection started. This involved the students answering questionnaires and task-sheets, and conducting an interview with the teacher. The intervention involved three 90-minute lessons with the students where they read the short stories and worked on the task-sheets. The next step involves analysing the data. As this thesis is only inspired by action research, the next steps are not included in the thesis. But this would have involved developing and implementing a plan based on the results (Creswell & Guetterman, 2021, p. 653).

At the beginning of the first lesson in the intervention, I gave the students an introduction to the project and what their participation entailed. The students were told about the project and teaching being part of my master's degree thesis at the University of Agder. The students were also told that any answers they gave, either on the task-sheets or in the questionnaires would remain completely anonymous, and that no one would be able to trace any answers back to them (Cohen et al., 2011, p. 378). In addition, they were told that their answers could not affect their grades in the subject or the teacher's perception of them, this was to ensure honest and reliable answers from the students. The students were also told that questionnaires and task-sheets would ask them how they experienced this kind of teaching (ibid). Further, the students were explained that the next couple of lessons would be conducted by me, but their teacher would always be present in the lessons.

3.3.1 Observation

Both the teacher and I observed the lessons. The observation process involves collecting information by observing people and places (Creswell & Guetterman, 2021, p. 249). During the lessons, I took a changing observational role. This involves a combination of a participant observer and a nonparticipant observer. This role entailed being part of the lesson in the role of a teacher and taking part in the lesson by talking to the students and helping them with any questions they had. In the same sense, I also had a nonparticipant role, as I did not know the class before. This role implies not taking part in the lessons and observing the students as they read and worked. The changing observational role entails adapting the role and participation based on the situation (ibid).

3.4 Data collection

A mixed method data collection has been used to collect the data in this thesis. That is, both qualitative and quantitative methods have been used in the same study. This combination of

data collection methods offers a broader foundation of data, which can give a better understanding of the research (Creswell & Guetterman, 2021, p. 595). In this case, the quantitative data was gathered using questionnaires and task-sheets answered by the students. In addition to the teacher taking part in a qualitative interview after the lessons in the intervention.

Here, an explanatory sequential design has been utilised (Creswell & Guetterman, 2021, p. 603). This kind of basic mixed-method data collection entails quantitative data being collected before qualitative. This method is common in educational research. In this case, it involves the questionnaires and task-sheets being analysed before conducting the interview. This lets the interview explain or elaborate on the results from the quantitative data (ibid). In line with triangulation, the results are corroborated by three separate sources of data collection (Creswell & Guetterman, 2021, p. 297). Investigator triangulation involves multiple observers, here both the teacher and researcher observed the students. Further, methodological triangulation was used as the students answered two separate forms of data collection, questionnaires and task-sheets (Cohen et al., 2011, p. 196).

3.4.1 The questionnaires

At the beginning of the first and the end of the last intervention lessons the students anonymously answered questionnaires in Nettskjema. The first questionnaire asked about their fiction reading habits, preferred genres, and what they liked or disliked about reading fiction and short stories. The questionnaire also asked how the students define mastering reading and the joy of reading, and when they feel they achieve this. Their knowledge and relationship between reading strategies and the English subject were also mapped out. The goal of the first questionnaire was to map out the students' attitudes towards reading fiction, short stories, and the English subject in general. The second questionnaire was created to try and compare any change or development (Jacobsen, 2022, p. 124).

The online questionnaires were answered through Nettskjema. This online software program ensures anonymity for the respondents and does not trace any data about them. The only information the questionnaire saved was the data of the respondent's answers. Therefore, no information about the respondents can be traced, and there is no way to know what the students answered or who they are (The University of Oslo, 2014).

In addition, the questionnaire consisted of a variation of open- and close-ended questions, extent of agreement scales, and frequency scales (Creswell & Guetterman, 2021, p. 446). The open-ended questions were designed to let the students answer independently, and not feel limited to given alternatives. This kind of question is best when the researcher does not know all the possible responses or wants to explore options. With these kinds of questions, the respondent can answer based on their personal experiences, instead of the researcher's experience (Creswell & Guetterman, 2021, p. 440). The opened-ended questions asked the students to elaborate on why or how they answered as they did. Close-ended questions give the researcher the possibility to easily compare the results and responses. The close-ended questions let the respondents answer pre-set and limited options created by the researcher (Creswell & Guetterman, 2021, p. 439). The combination of open- and close-ended questions is well-suited for a mixed-method thesis (Brevik & Mathé, 2022, p. 55).

In addition, both questionnaires and the information about them were in Norwegian. Important terms were also explained, both orally in class and in the questionnaire, to ensure meaningful answers from the students (Creswell & Guetterman, 2021, p. 440). Both the information and questionnaire were in Norwegian to ensure that the students understood the information and to avoid misunderstandings. In interviews and questionnaires, the questions should be constructed to be unambiguous. The questions should not confuse the respondents, but rather make them feel that they understand the questions and can give valuable answers (ibid). Further, constructing the questions in Norwegian decreased the danger of the questions being unclear or overly technical for the students to understand (Creswell & Guetterman, 2021, pp. 442-443). To ensure meaningful and valuable answers from the students, the questionnaires and information were given in their native language.

3.4.2 The task-sheets

The content of the task-sheets varied depending on the short story. The task-sheets connected to "Lamb to the Slaughter" (Dahl, 1953) and "The Lottery" (Jackson, 1948) both consisted of tasks to be worked on before, during, and after reading. The task-sheet connected to "The Secret Life of Walter Mitty" (Thurber, 1939) included during and after reading tasks. The task-sheets acted as a guide as the students read the short stories. Copies of the task-sheets can be found in the appendices (appendix 8-10). The task-sheets used in the intervention were inspired by Bakke and Moe's (2013) study, Kverndokken's ideas of reading tasks (2016, p. 36), reading strategies, such as prediction or questioning (Brevik et al., 2019, pp. 67-68),

experimental and discussion-based approaches to literature (Brevik & Lyngstad, 2020, p. 165), and reading logs (Ekstam, 2018, p. 2).

In addition to questions about the short story, the task-sheets also asked students about how they experienced the lessons and short stories. In addition to questions about the short story, the task-sheets also asked the students how they experienced the lessons and short stories. These open-ended questions allowed the students to write their thoughts and attitudes (McKenna & Stahl, 2015, p. 242). The results of these questions can be found in the results chapter and a full transcript can be found in the appendices (appendix 11-13). These open-ended questions asked the students to elaborate on if they enjoyed the short story, and why or why not, and if they enjoyed working with tasks and task-sheets when reading. The questions were constructed as open-ended questions to let the students answer in-depth, as it is difficult to expect what the students would answer (Creswell & Guetterman, 2021, p. 440). As the students answered by hand and did not identify themselves, the task-sheets remained anonymous.

3.4.3 The interview

The interview was conducted in person a week after the last lesson of the intervention. The one-on-one interview is well suited for educational research as it only deals with one interviewee at a time, which can give new and valuable information and perspectives. One of the possible disadvantages of this kind of interview is that it may be time-consuming (Creswell & Guetterman, 2021, p. 252). But as this thesis only deals with one participant, a one-on-one interview is well-suited. The interview was recorded by a tape recorder borrowed from the University of Agder. Nettskjema's recorder app taped the interview simultaneously to ensure a reliable copy of the interview. Both the recordings of the interview has been deleted after they were transcribed. Like the questionnaires the students answered, the interview was also conducted in Norwegian. This was to avoid misunderstandings and to ensure that both the interviewer and the interviewee understood what was asked and answered (Creswell & Guetterman, 2021, p. 440).

Moreover, the interview with the teacher was semi-structured and consisted of mostly open-ended questions (Creswell & Guetterman, 2021, p. 252). This was to give the teacher the best opportunity to elaborate on their experience of observing the lessons and students. The open-ended questions allowed the teacher to talk freely about their thoughts and perspectives, without the limitations or restrictions set by the interviewer (ibid). As the interview was semi-

structured, theme based questions were prepared in advance of the interview and the order of the questions depended on how the conversation developed (Svenkerud, 2022, p. 95). The interview guide used during the interview can be found in the appendices (appendix 6). The teacher was made aware of the question in advance of the interview, this was to give them the chance to prepare and think about answers before the interview. This was to ensure thought-out and accurate answers from the teacher, as the main objective was to understand their point of view and perspectives (Creswell & Guetterman, 2021, p. 440). In addition, interviewing in Norwegian ensured that both the interviewer and interviewee understood each other (Cohen et al., 2011, p. 421). Information about the design, purpose and questions was given to the teacher before the interview. This was to avoid misunderstandings and to give the teacher time to prepare, as some time had passed since the last lesson (Kvale & Brinkmann, 2019, p. 105).

3.5 Analysis

This thesis has utilised a mixed-method research approach to collect and analyse the data from the students and the interview with the teacher (Creswell & Guetterman, 2021, p. 603). This involved the students' questionnaires being analysed before the interview. Using the explanatory sequential method, this entailed the questionnaires from the first and final lesson, and task-sheets from each lesson being analysed before the interview with the teacher was conducted. This two-phase model is popular in educational research. This entails that the qualitative data elaborates on the quantitative data, that is, the interview elaborates and explains the data gathered from questionnaires and task-sheets (ibid). In the interview, the questionnaires, task-sheets, and observations from the lessons served as the foundation for the questions.

Further, the questions in the interview focused on the students' answers about their experience from the lesson and task-based intensive reading. The questions also dealt with how the teacher experienced and observed the lessons and the class. In the interview, the teacher was asked how they thought the students might experience the teaching, based on their knowledge and experience with the class. The interview was planned and conducted using a thematic approach. This approach entails focusing on certain themes in the case. This form of analysis is well suited for combining with observations from the study (Dalland et al., 2022, p. 147). In this case, the data from the questionnaires and task-sheets were analysed using a thematic approach to give the foundation for the interview.

3.6 Ethical concerns

To guarantee the anonymity and privacy of the participants of the study an application was sent to the Norwegian Center for Research Data (Sikt). The project was approved as no personal information or data about the teacher or students would be gathered. The application to record the interview with the teacher was also approved on the premise that the recording would be deleted by the end of the project. The recording of the interview with the teacher has been deleted, and the transcript of the interview does not include or reveal any personal information about the participants. The teacher signed an informed consent form with information about the project and their rights, which also highlighted that the project was voluntary, and they could withdraw at any time if they wished to. The form guaranteed their and their students' anonymity in the study (Creswell & Guetterman, 2021, p. 176). By signing the form, the teacher agreed to participate in the study and for the interview to be recorded. As no personal data was collected from the students, there was no need for them or their parents or guardians to sign a consent form. The consent form (appendix 5) and the approval from Sikt (appendix 2) can be found in the appendices.

In addition, the students' anonymity was guaranteed as no data could be traced back to them in the questionnaires and task-sheets. The students were also assured that none of their answers could have any effect on their grades. The questions were also constructed to not appear threatening, but rather let them answer honestly (Cohen et al., 2011, p. 378). Due to the anonymity of the students, no permission was needed from the students, their parents, or guardians. No data have been collected from the students in the task-sheets either, and the students were asked not to write their names on the task-sheets, to ensure their anonymity. The students were told what participating in the study involved, and that they would remain anonymous throughout the thesis. They were also reminded of this in all the lessons.

3.7 Validity and reliability

Credible research needs to be valid and reliable, this involves consistent results and interpretations (Frønes & Pettersen, 2022, p. 201). Threats to the validity of educational research involve reasons why the inferences made may not be correct or dependable (Creswell & Guetterman, 2021, p. 345). This entails that the questionnaires, task-sheets, and interviews must be planned and conducted with concern for the validity of the thesis. As reliable inferences are made from trustworthy instruments and results. Internal validity refers to the variables that may affect the thesis, and external validity deals with the ability to generalise

the research (ibid). Like single case research design, this thesis only focuses on one unique case (Cohen et al., 2011, p. 291). As the study only focused on a single class of students there was no control group (Creswell & Guetterman, 2021, p. 360). Due to this, the results of the study are not generalisable beyond the intervention group (Cohen et al., 2011, p. 293).

However, a replication of the results of the single-subject study would strengthen the confidence of the inferences (Creswell & Guetterman, 2021, p. 364). Replication is also required to be able to generalise the result (ibid). But due to time limitations, there was no time for a test-retest procedure. This would entail conducting a similar intervention and testing at a later time, to ensure reliable results (Creswell & Guetterman, 2021, p. 188). Still, alternative forms of reliability have been ensured through the use of various instruments measuring the same variables (Creswell & Guetterman, 2021, p. 189). Both the questionnaires and the task-sheets asked the students to elaborate on their experiences. Triangulation of the data collection instruments ensured three separate sources of data (Creswell & Guetterman, 2021, p. 596). The data collection was triangulated by using two quantitative data collection instruments, the questionnaires and task-sheets, and a qualitative interview. The results were gathered from individual sources of data, ensuring a broad foundation for understanding the intervention (Jacobsen, 2022, p. 243).

Moreover, to ensure valid answers in the questionnaires, the questions were constructed in Norwegian. This was to guarantee that the students understood what was being asked, and for their answers to be relevant (Creswell & Guetterman, 2021, p. 440). The questions in the online questionnaires were constructed to be clear and precise (ibid). The questionnaires consisted of a variation of open- and close-ended questions (Creswell & Guetterman, 2021, p. 446). To ensure valid answers the questions were constructed to not be leading or vague (Jacobsen, 2022, p. 385). No pilot test was conducted before the intervention (Creswell & Guetterman, 2021, p. 443). This was due to a sudden change in the schedule at the intervention school. Pilot testing of the questionnaire would involve the questionnaire being tested and possibly developed before it was implemented in the intervention (ibid).

Furthermore, reliable answers in the questionnaires have been ensured through open-ended questions that do not lead the respondent to a specific answer (Jacobsen, 2022, p. 385). Questions asking multiple inquiries have also been avoided, the exception are questions asking what the students “LIKED and/or DISLIKED”. This was to avoid leading questions,

such as manipulating the respondent to only answer what they like or do not like (ibid). The reliability of the questionnaires may be threatened by possible forced answers from the students (Jacobsen, 2022, p. 386). As the students had to answer all the questions to submit, this is a possibility. This may also cause some students to respond randomly and not reflect on what they are being asked (Jacobsen, 2022, p. 387).

In addition, the online questionnaires were constructed in such a manner that the respondents had to answer every question to be able to submit. This probably lead to a higher response rate (Creswell & Guetterman, 2021, p. 443). However, not all the students completed the task-sheets, compared to the questionnaires which were completed by all the present students. This bias could be due to the construction of the questions, or the fact that the students did not need to complete them (Creswell & Guetterman, 2021, p. 445). Experimental mortality involves the loss of participants during a research period (Cohen et al., 2011, p. 184). This signifies that the results of the questionnaires and task-sheets may be biased due to the lack of participation from the students, as one student was not present during the first lesson, two during the second, and five during the final lesson (Creswell & Guetterman, 2021, p. 346). That is, the instruments used may give unreliable results (Cohen et al., 2011, p. 184). To ensure as many answers as possible, the importance of completing the questionnaires and task-sheets was stressed in class (Cohen et al., 2011, p. 209).

Unlike the questionnaires, the task-sheets involved less demanding questions than, therefore, they were constructed in English (Creswell & Guetterman, 2021, p. 440). The questions in the task-sheets were open-ended and asked the students to elaborate on their experiences in the lesson. Here, the students supplied the answer, as it was difficult to foresee what exactly how the students would experience this kind of reading (ibid). Open-ended questions are also suitable for smaller-scale research (Cohen et al., 2011, p. 392). The task-sheets were also anonymous, which can ensure reliable answers (Cohen et al., 2011, p. 209). As their anonymity is ensured, the respondents feel safer as they answer honestly (ibid).

Interviews are not always as reliable as questionnaires (Cohen et al., 2011, p. 209). One-on-one interviews may be perceived as intimidating to some interviewees, therefore, it is important to ask open-ended questions that let the participant answer in their own words (Cohen et al., 2011, p. 177). The validity of the interview may also be compromised by the interviewer (Cohen et al., 2011, p. 204). This includes the attitudes and opinions of the

interviewer, or their tendency to see the respondent in their own way. The questions asked during the interview may also be biased, as they may be constructed to support the researcher's own opinions. It is also possible for the interviewee to misunderstand questions, which may lead to faulty answers (ibid).

Moreover, the sampling may also influence the validity and reliability of the interview (Cohen et al., 2011, p. 205). In this case, the participating teacher was found through convenience sampling (Creswell & Guetterman, 2021, p. 173). This involves that the validity cannot be ensured, as the individuals are not representative (ibid). It is also crucial to be aware of the asymmetric power relationship between the interviewer and interviewee (Cohen et al., 2011, p. 177). To create a safe interview situation and ensure valid answers, the questions were shared with the teacher before the interview. All other intended purposes were also shared with the teacher in advance (Cohen et al., 2011, p. 426). The interview ensured valid answers, as the teacher observed all the lessons and knew the class (Jacobsen, 2022, p. 244). The teacher's answers also validated the results of the questionnaires, as part of triangulation (Creswell & Guetterman, 2021, p. 297). The interview was recorded to ensure a true transcript of the conversation (Jacobsen, 2022, p. 254). The transcript of the interview can be found in the appendices (appendix 7).

In the interview, observations from the lessons were mentioned. A possible threat to the validity of these observations is the researcher not being aware of previous events with participants (Cohen et al., 2011, p. 210). Such as the researcher not knowing the class before the intervention, like in this intervention. To counteract bias in observation, triangulation of data sources is recommended. In this case, both the teacher and researcher observed the lessons, resulting in two different perspectives. Another possible bias with observation is the possible effect it can have on the participants (ibid). The Hawthorne effect involves participants of a study being aware of their participation in research (Cohen et al., 2011, p. 186). This signifies that the results may be biased, as the participants do not respond or act naturally (ibid). The effect of the observer may also have influenced the students, as it was not possible to hide the observation with the teacher and I observed the lesson (Jacobsen, 2022, p. 251). I took notes by hand as I observed the lessons to ensure a reliable transcript (Jacobsen, 2022, p. 254). These notes were later used when constructing the questions for the interview.

4. Results

Below are the results from the data collection, both the student's questionnaires, and task-sheets, as well as the interview with the teacher. The relevant results from the questionnaires and the interview have been translated into English, and the original transcripts of the student's answers and the interview can be found in the appendices. The students answered the task sheets in English, some of the answers have been edited to be more understandable and coherent, but the meaning remains the same.

4.1 Questionnaires

4.1.1 The first questionnaire

This questionnaire was given to the students at the beginning of the intervention. This was to map the students and their reading habits and -attitudes. The questionnaires also served as a help in planning the next lessons, to best adapt the teaching to the class. 28 of the 29 students in the class were present and answered this questionnaire.

Question 1: Which gender do you identify as?

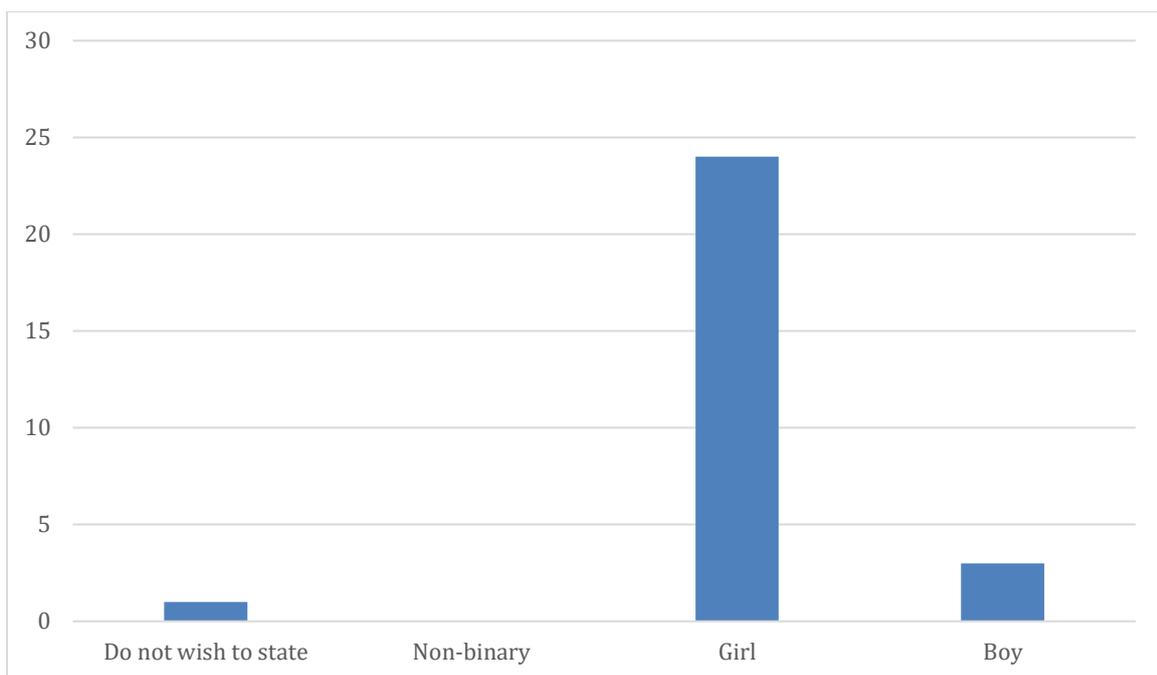


Table 1 Gender

Question 2: Do you enjoy reading fiction?

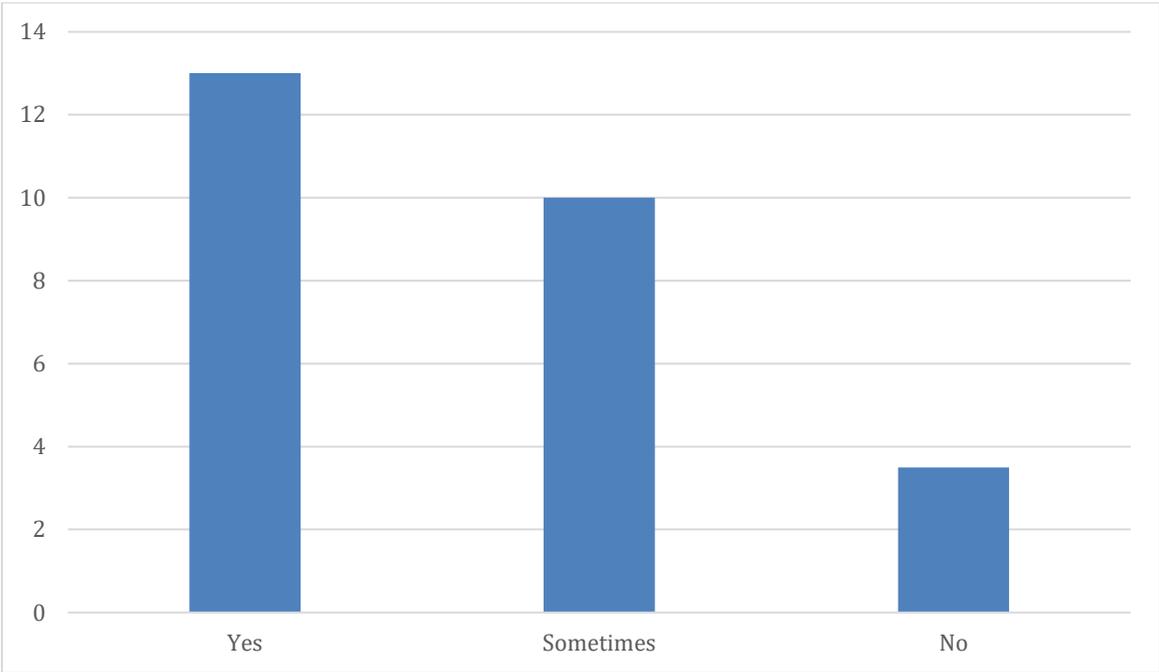


Table 2 Enjoyment of reading fiction before the intervention

Question 3: Which fictional genres do you prefer to read?

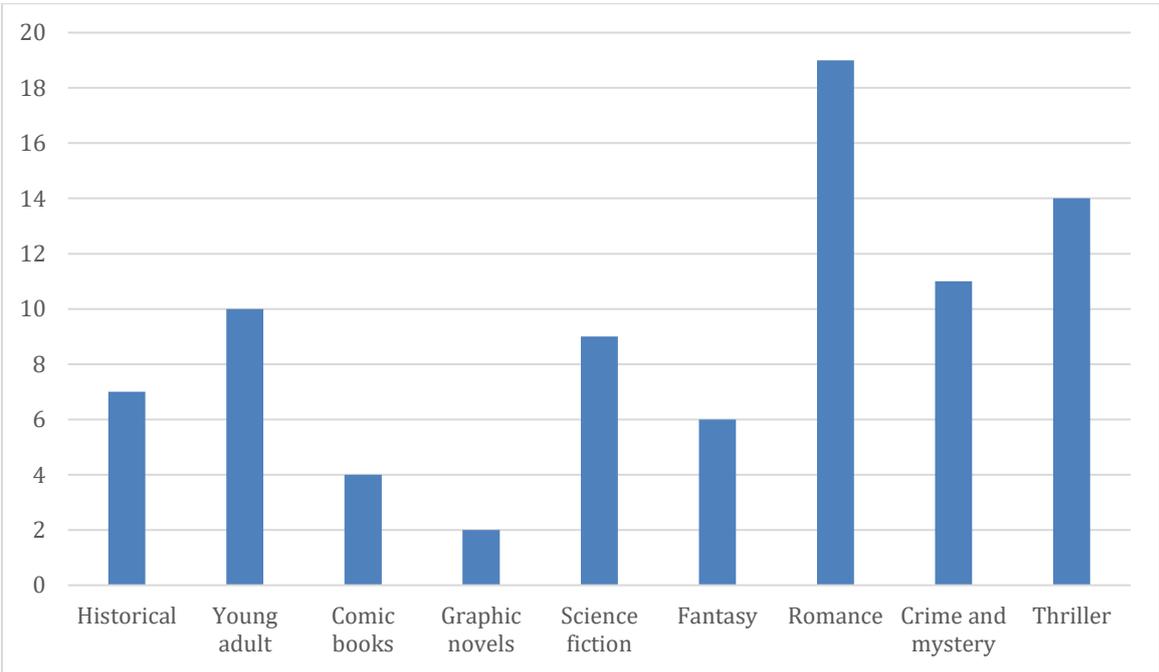


Table 3 Preferred fiction genres before the intervention

Question 4: How many fictional books have you read in the last six months?

This question was constructed as an open-ended question to let the students answer what felt right to them. This was to not limit the students to a specific answer. For example, one student answered that they had read half a book, which I would not have thought of as an alternative.

The question also included a subtext that defined the term fiction. For convenience, the answers have been put in a diagram, but the full answers can be found in the appendices (appendix 3)

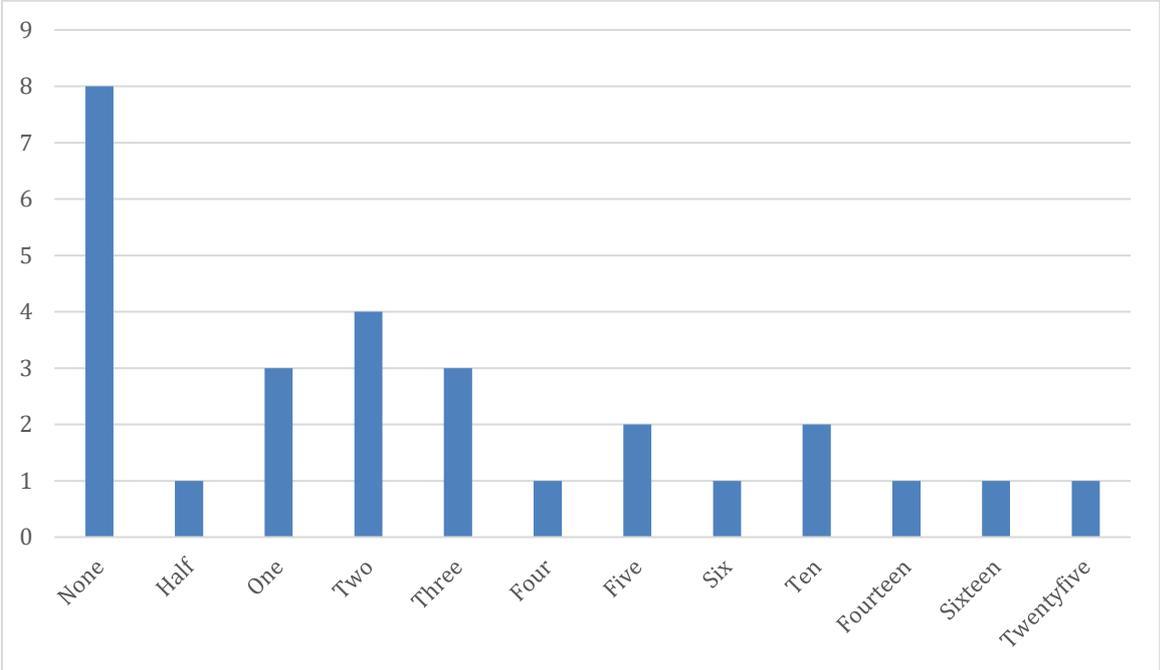


Table 4 Reading amount before the intervention

Question 5: If you were going to give a reading tip to a friend, what would you recommend?

This open-ended question included subtext which gave examples like genre, authors, or reading strategies. The subtext asked the students to base the question on what matters to them when they read. Four of the students recommended not reading at all or did not have any recommendations. Seven students mentioned specific books they would recommend, and three students recommended specific genres. Three of the students recommended variations of reading strategies and planning, like taking your time, making reading a habit, or taking notes. Ten of the students emphasised the importance of finding genres, authors, and books that their friends would enjoy, and not worrying about what other people might think. One student recommended reading the same genres that they enjoy when they watch TV-shows or movies.

Question 6: Is there anything special that you LIKE and/or DISLIKE about reading fiction?

This question lets the students answer honestly and asked about what they might like and dislike about reading fiction, to not limit them to one of the alternatives. The subtext of the question explained that the students could mention both positive and negative aspects of reading fiction. The subtext also gave the students examples, like how they might enjoy immersing themselves in a story, learning something, developing personally or feeling a sense of mastery. In the same sense, the subtext gave examples of possible negative aspects, such as

reading being time-consuming or struggles with finding interesting fiction. One student simply answered “reading” and did not specify if they enjoyed it or not. Six students specified that they find reading and reading fiction boring and unnecessary, and one student explained how they do not enjoy reading fantasy and science fiction, and their attempts to appeal to young adults. Four students elaborated on how they sometimes enjoy reading fiction, but it depends on what they are reading and not losing focus. Nine students answered that they enjoy reading as it entails experiencing another world, and it lets them understand the characters and different perspectives. Five students specifically mentioned how they enjoy feeling a sense of mastery when they read. Two students answered that they enjoy reading texts about or based on real events, they preferred realistic texts. Five of the students also mentioned the time aspect, and how they sometimes struggle with finishing a book if they do not feel motivated or find the text interesting or entertaining.

Question 7: Do you enjoy reading short stories?

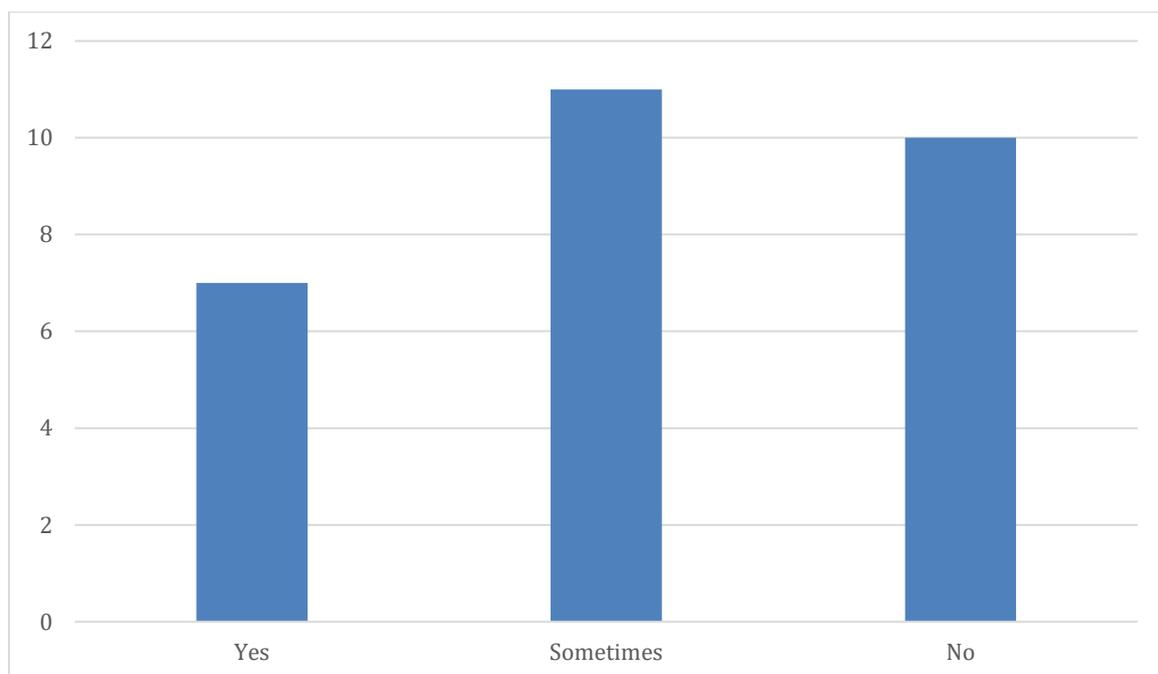


Table 5 Short story enjoyment before the intervention

Question 8: How do you define mastering reading?

The subtext explained how the question asked for their definition of mastering reading, or how they experience this sensation. Here, fourteen of the students defined mastering reading as the basic skill of reading, this entails being able to read or finish a book, and to read at an acceptable pace. For example, one student answered that they experience mastering reading as “To actually want to sit down and read a book, and to finish it in a couple of weeks.” Thirteen students emphasised how they defined mastering reading as feeling joy and being able to

relate to the book as they read. One student explained how “[mastering] reading is about finding joy when reading.”. One student was not able to define this and answered that they had “no idea”.

Question 9: How often would you say that you feel a sense of mastery when you read?

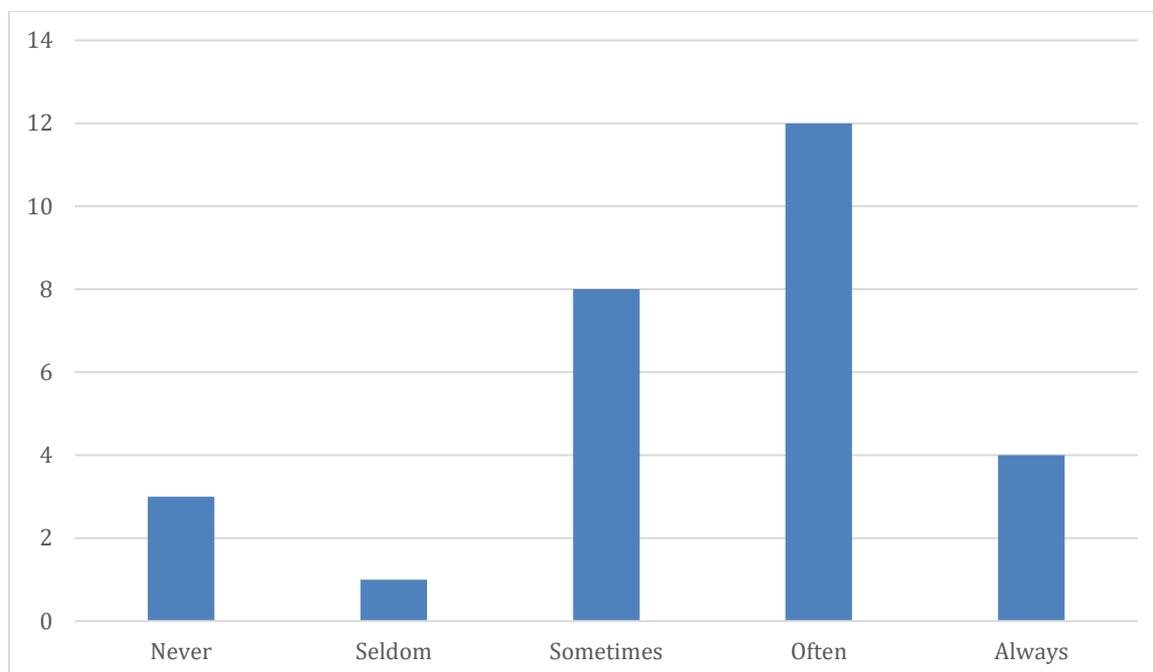


Table 6 Sense of mastery before the intervention

Question 10: What is reading pleasure to you?

The subtext asked the students to explain and elaborate on how they experience the pleasure of reading or how they understand the term. Here, four students reported that they either did not experience this sensation or did not know how to answer the question. On the other hand, eleven students explained how they feel the pleasure of reading when they are so engaged in their reading process that they either cannot or do not want to stop reading. For example, one student explained how they feel reading pleasure when they “[laugh] or cry because of a book [...]”. Eleven students referred to the joy they feel as they read and gave examples of being engaged in the story and the characters. One student explained how they feel the joy of reading when they correctly predict something in the story.

Question 11: How often would you say that you experience reading pleasure when you read?

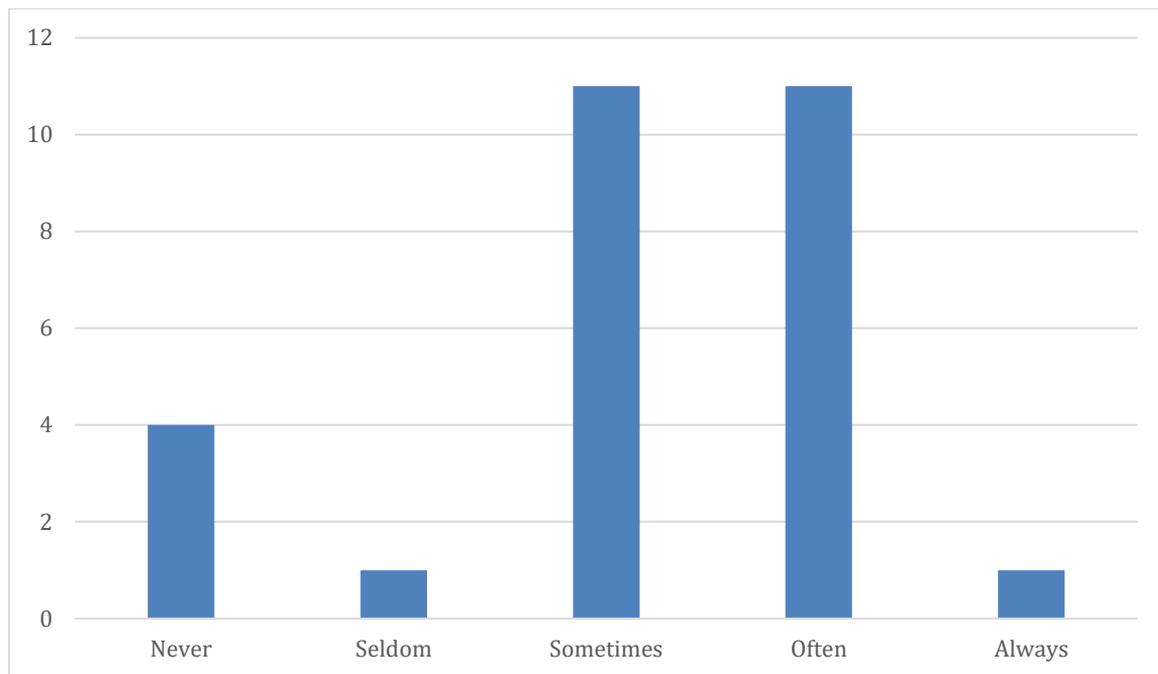


Table 7 Reading pleasure before the intervention

Question 12: What reading strategies do you know of?

This question was constructed as an open-ended question, to let the students answer truthfully and not rely on any alternatives. 10 students reported that they did not know any reading strategies. Four students mentioned the BISON-technique, which involves overviewing pictures, the introduction, the last paragraph, headlines, and important words, but that is usually not relevant for reading fiction. Skim reading was mentioned by twelve students. Seven of the students mentioned close reading as a strategy, in different ways. Getting an overview of the text was mentioned by five students as a reading strategy. Three students mentioned the reading strategy scanning. And four of the students mentioned taking notes and writing summaries, and one of them also mentioned retelling. One student answered to look up difficult words and another student mentioned reading between the lines.

Question 13: Do you think about what reading strategies you use as you read?

This question had a subtext that asked the students to specify what reading strategies they use and in what context. This included examples like reading for homework, tests, or pleasure. Due to this, this was an open-ended question. Thirteen of the students answered they either did not know or that they do not think about reading strategies as they read. Twelve of the students explained how they use reading strategies in school settings, such as when they read their homework or prepare for a test. Two students specified that their use of reading strategies deepened on the context, such as reading for school or pleasure.

Question 14: Choose the alternative that describes you the best

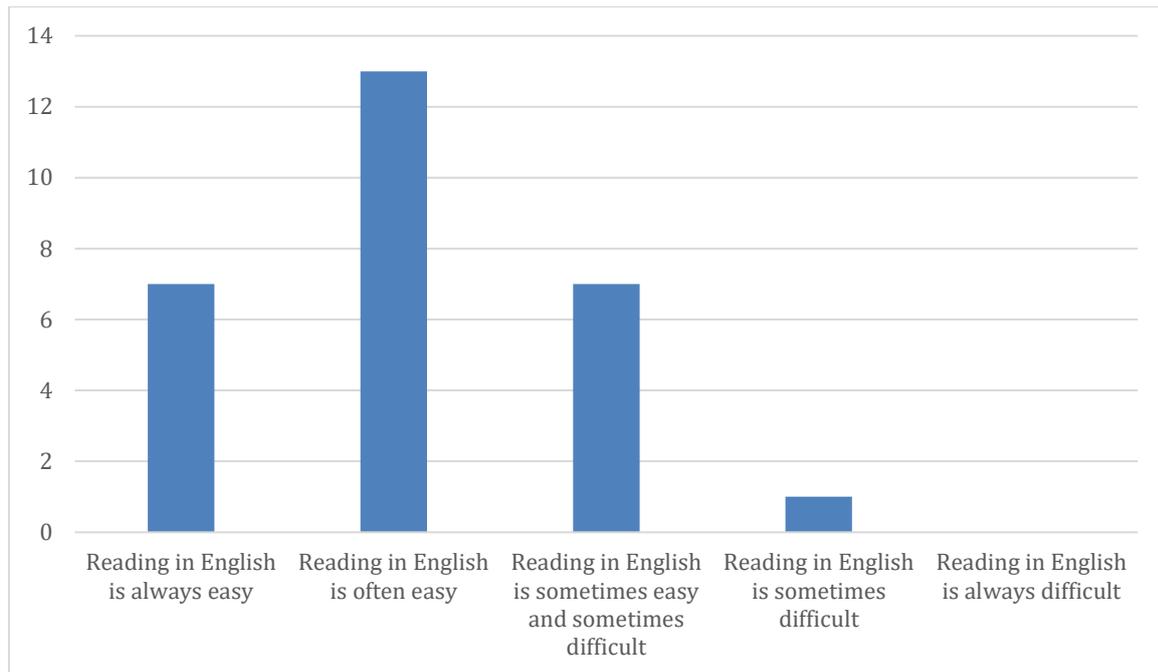


Table 8 Reading English difficulty level

Question 15: What changes do you think English subject teachers can make to make you read more fiction in English?

This question included a subtext that asked the students to advise a random English teacher. Four of the students did not have any thoughts and did not answer the question, and two students were pleased with the teaching and did not give an answer. 10 students emphasised the importance of finding literature they would find interesting and that can engage them. Seven students suggested reading more fiction in school settings or as homework. Two students recommended moving away from more factual text and focusing more on fiction. Five students asked for a more adapted text that would appeal more to them.

Question 16: Is there anything special that you LIKE and/or DISLIKE about the English subject?

This open-ended question asked the students to explain both what they like and dislike about the English subject. Seven of the students mentioned the language aspect of the subject, and that they appreciate and understand the value of learning another language. Three of the students asked for more excitement and variation in the subject. Three students mentioned that they enjoyed the oral aspects of the subject, and another three students explained how they did not enjoy this aspect as much. Three students mentioned the historical and social sides of the subject, and how they enjoyed this. One student specifically mentioned the texts

they read in the English subject, and that they enjoy reading and analysing poems, short stories, and books.

4.1.2 The Second Questionnaire

The students answered this questionnaire at the end of the third and final lesson of the intervention. Before this, the students had already answered the first questionnaire, taken part in the lessons, and worked on the task-sheets. 24 students were present in the lesson and answered the questionnaire. The full transcript of the questionnaire can be found in the appendices (appendix 4).

Question 1: Which gender do you identify as?

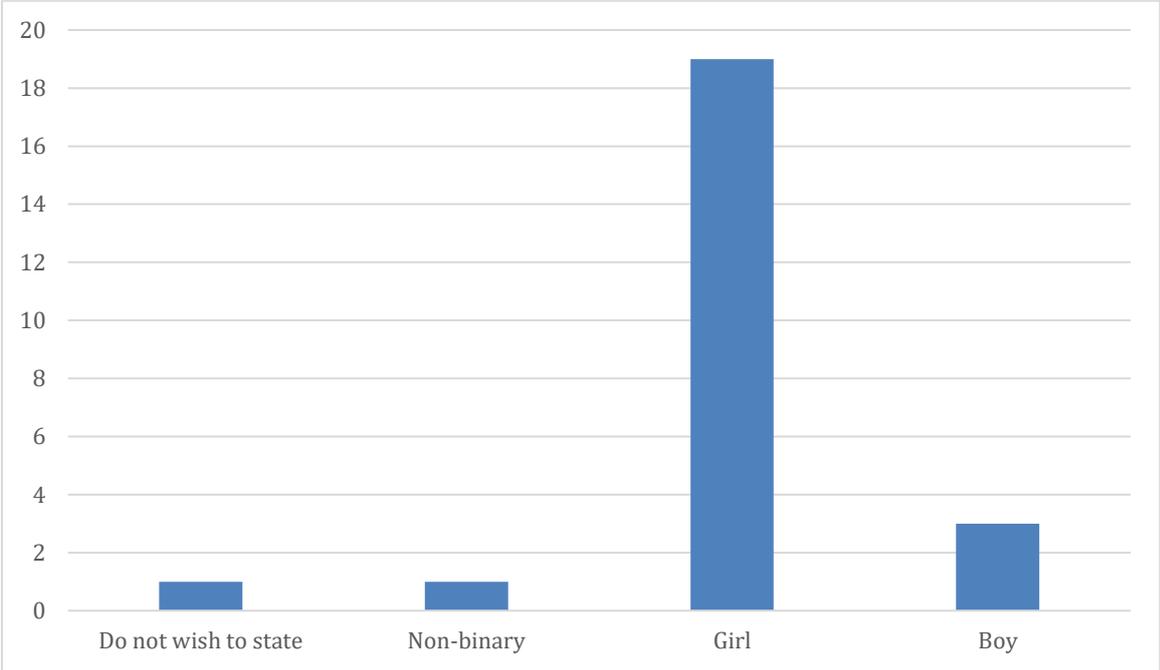


Table 9 Gender

Question 2: Do you enjoy reading short stories?

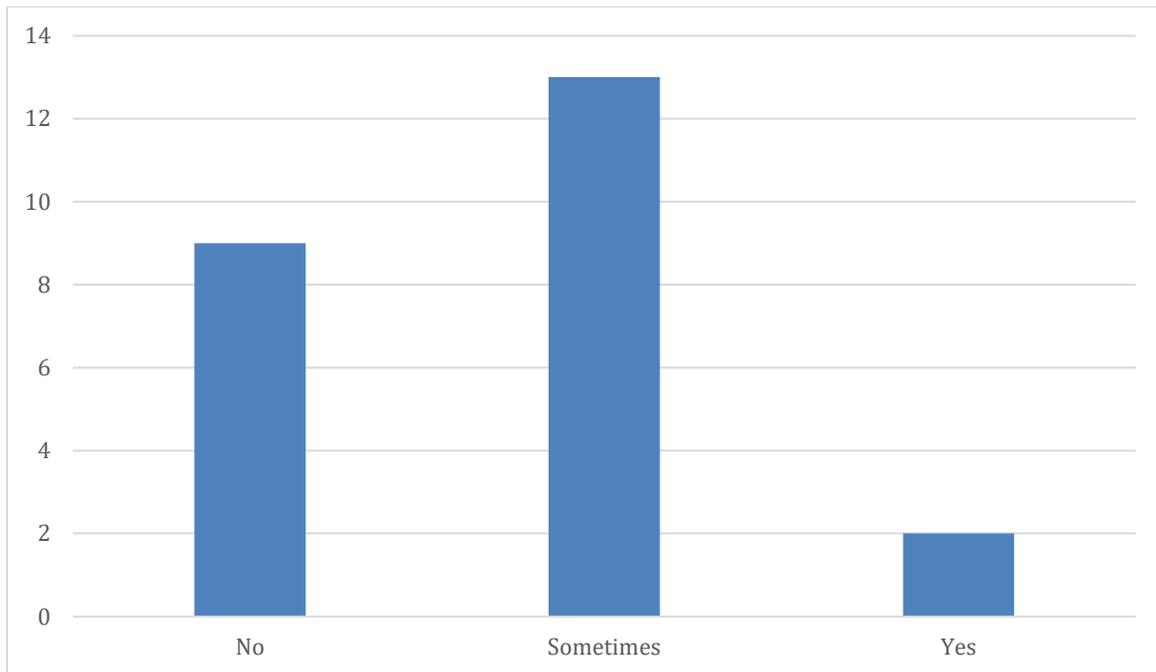


Table 10 Short story enjoyment after the intervention

Question 3: Have you enjoyed these lessons where you have read and worked on short stories?

This question included a subtext that asked the students to elaborate on what they have enjoyed or have not enjoyed about the lessons. The question was constructed as an open-ended question to let the students explain in depth both the positive and negative aspects of the lessons. Here, thirteen of the students answered that they enjoyed the lessons to varying extents. One student elaborated on how “[it] has been rewarding, because I feel that I have mastered the tasks. Because of this, I have also understood the short stories, and that has motivated me to keep reading.” On the other hand, five students responded that they did not enjoy the lessons as much, with one arguing that they did not learn anything. Five of the students responded that they did not enjoy the short stories, that they found it too repetitive, and that they usually do not enjoy reading. Here, one student explained how the lessons were “[somewhat] monotonous and demanded too much energy.” One of the students responded that they did not have an opinion about the lessons.

Question 4: Have you enjoyed the short stories you read in class?

This question also included a subtext that asked the students to elaborate and explain what they liked or disliked about the short stories. When asked what they thought about the short stories they read in the lessons, sixteen students responded that they did enjoy them. One of the students specified that they liked that “[they] were not too long. They were interesting.”

Another student explained that they thought it was “Fun to read different texts, but not all the text became my favourite.” Some students specified which short stories they enjoyed and why. The remaining eight respondents answered that they did not enjoy the short stories as much, explaining how they were too long, not exciting enough, or too difficult or demanding to understand.

Question 5: Have you enjoyed the tasks you worked on while you read the short stories?

This question did also ask the students to elaborate and explain what they liked or disliked about the tasks they worked on. Seventeen of the students answered that they in varying degrees found the tasks they worked on helpful, explaining how it helped them reflect more on the short story. Some of the students specified which task sheets they preferred, with some of the students preferring to answer premade questions while others preferred creating their own. One student explained that creating their own questions, for “The Secret Life of Walter Mitty” “[helped] to keep focus [...]”. One of the students explained that “The tasks were helpful. But I did not find all of them too relevant [...]” Seven students reported that they did not enjoy the tasks, arguing that they were confusing to work with or too difficult as they did not fully understand the short story. Here, one student explained how it was “[...] little variation.” and another how they were “[...] just confusing.”.

Question 6: What do you think about working with fiction in this way?

This open-ended question also asked the respondents to elaborate and explain their answers. Fourteen of the students answered that they found working with reading in this way helpful and that it helped them understand the text. One student specified how this is “a good way to understand the story better, but it does also take some of the pleasure out of the short story.” Some of the students also specified that the lessons were somewhat repetitive and that not enough time had passed between the lessons. Others explained that their experience of the lessons depended on the short story they read. Five of the students answered that they did not enjoy this kind of teaching or reading, answering that it was not for them or that they did not enjoy it. One of the students explained how “It is not fun when there are so many tasks.” The remaining five students answered that even though they worked on the tasks, they were more focused on the text, and felt that there were too many questions to be answered.

Question 7: Do you think the teaching and tasks could be constructed differently?

The question included subtext that asked the students to elaborate and explain how the teaching or the tasks could be constructed better or in a different manner. Here, nine of the students did not have anything specific to add, but two of them answered that the short stories

may have been too complicated. One student suggested that the teacher could read the short story to the class, rather than the students reading it individually. Another student wished for more questions that let them analyse and reflect on the short story. Four of the students would have changed the short stories and would have selected less complicated and detailed texts. One student suggested letting the students choose their own short stories based on their interests. Four of the students explained that they did not enjoy the number of tasks they were given and would prefer fewer tasks and questions. And four of the students suggested more variation in the lessons and recommended even more group discussions.

Question 8: Would you say that you have felt a sense of mastery as you have read the short stories and worked on them?

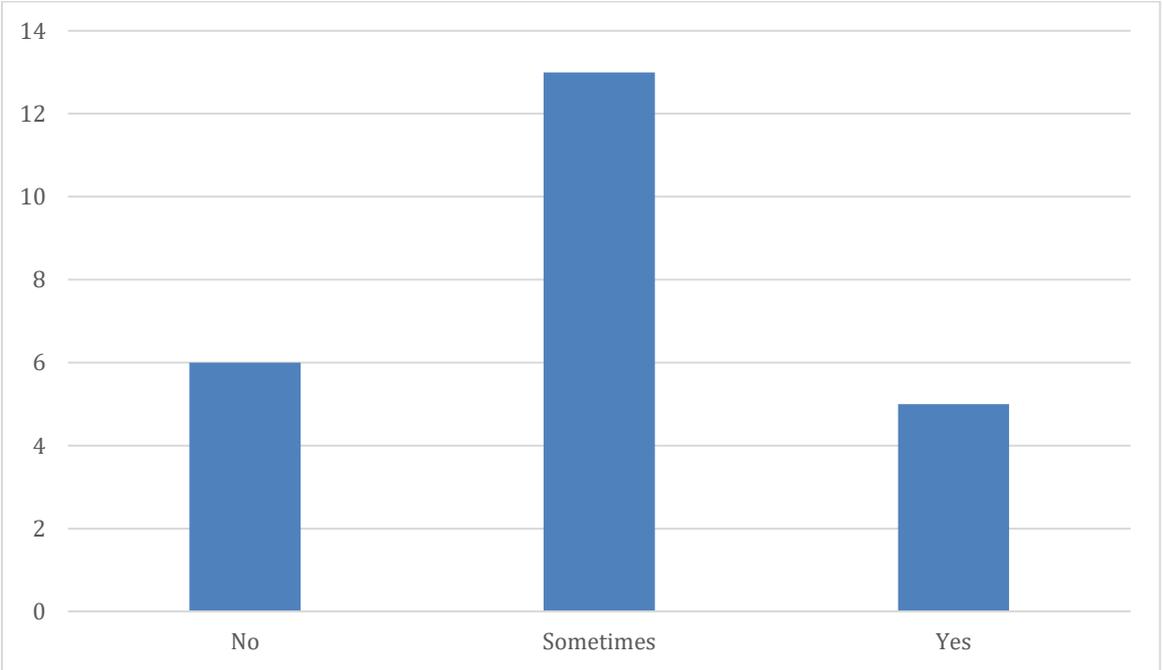


Table 11 Sense of Mastery after the intervention

Question 9: Would you say that you have felt a reading pleasure as you have read the short stories and worked on the tasks?

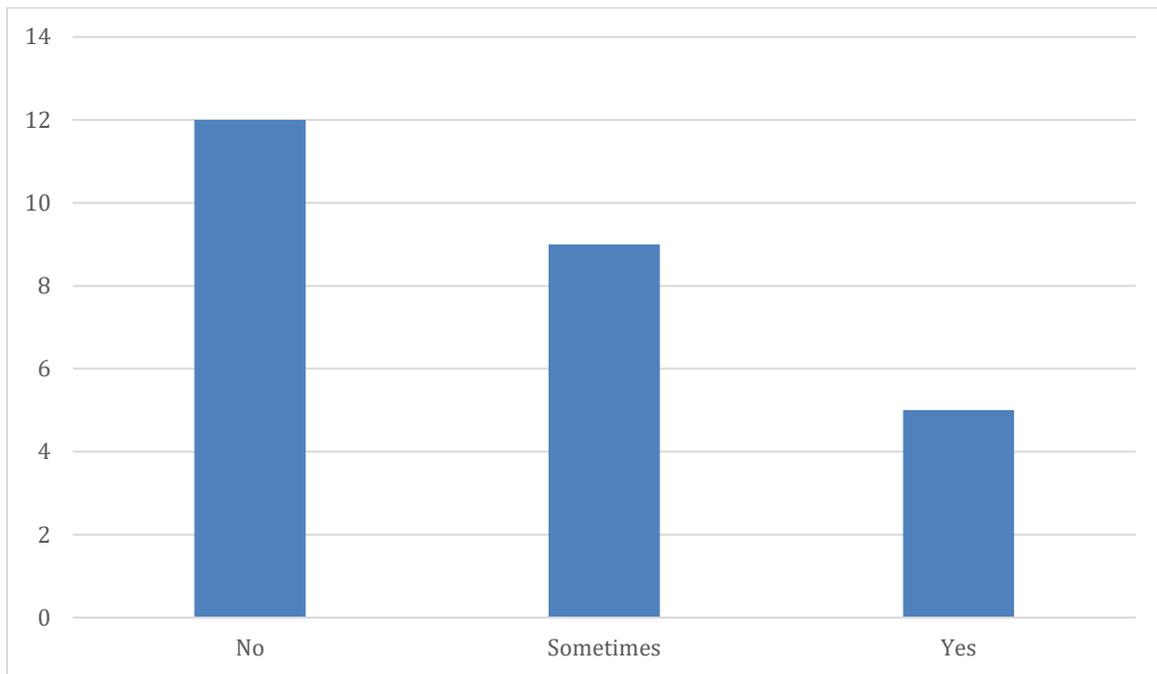


Table 12 Reading pleasure after the intervention

Question 10: Do you feel motivated to read fiction in the next six months?

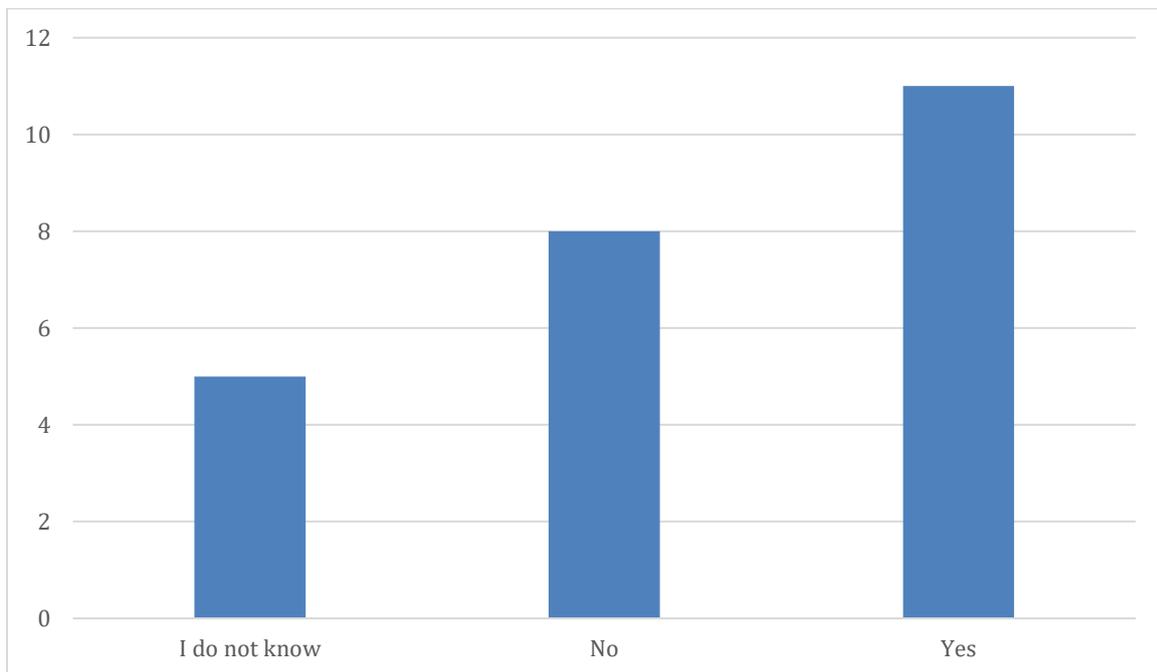


Table 13 Future motivation to read fiction after the intervention

Question 11: Do you feel motivated to read short stories in the next six months?

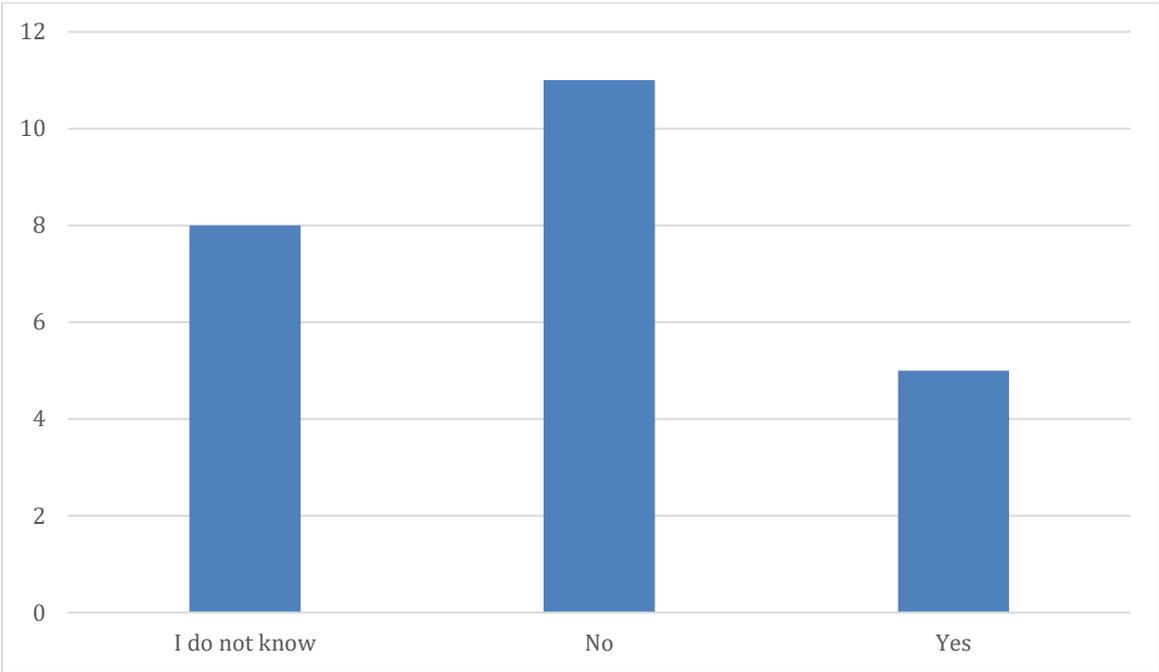


Table 14 Future motivation to read short stories after the intervention

Question 12: Would you say that you have been more aware of reading strategies after these lessons?

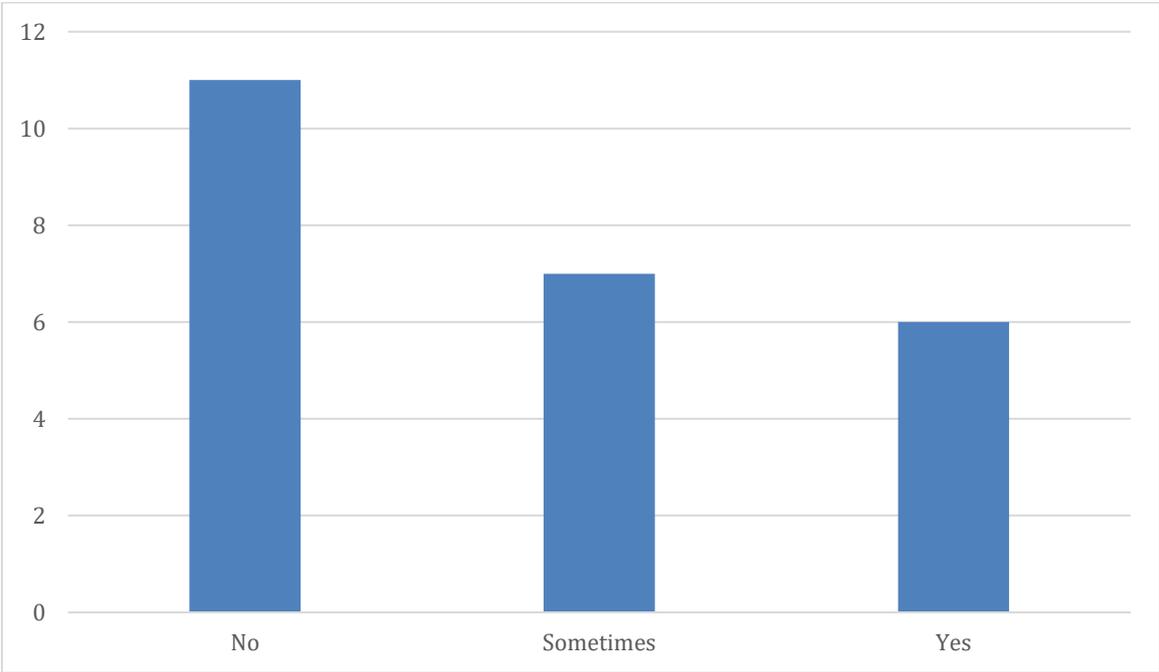


Table 15 Reading strategies awareness after the intervention

4.2 Task-sheets

As the students read the short stories, they worked on task-sheets related to the short stories and prepared for the later sections of the lessons. The students also answered questions about

how they experienced the lesson in question, that is the reading material, workload, and reading experience. These are the answers that are important in the thesis, as this thesis investigates the experience. The task-sheets and transcripts of the student's answers can be found in the appendices. This section will focus on the after-reading questions of the task sheets, which concern the students' experience of the specific teaching and lesson. A detailed transcript of these answers has been edited and can be found in the appendices (appendix 11-13).

4.2.1 "Lamb to the Slaughter" by Roald Dahl

Question 9: Did you like the short story?

The question asked further what the student liked about the short story and gave examples like the character, plot, or genre. Five students answered that they did not enjoy the short story, due to it not being their genre or that it was too long. Two students did not answer the question and left the answer box blank. However, twenty-one students answered that they enjoyed the short story, of course, some more than others. Here, the answers varied from "It was ok", to "I really liked it, I thought it was funny. I also like how we did not get to know what he said to her in the beginning, and how that can influence how you interpret the story."

Question 10: Did the questions and tasks help you with your reading?

Thirteen students answered that they found the questions helpful and that they helped them focus on and understand the text. One student answered that "It helped me concentrate and understand." Twelve of the students answered that they did not find the questions helpful, explaining that they do not need to answer questions to read and understand a text. One student explained that it was not helpful because "[...] I felt that because I had to answer questions it was a bit more chaotic." Two students did not answer the question and left the answer box blank, and one student answered that they "do not know".

Question 11: Do you feel that you got enough time to read and work with the text?

Twenty-five of the students answered that they felt they had enough, if not too much, time to read and work on the tasks. And one of them specified how they did not feel any pressure, which made the reading process better. Three students did not answer the question.

4.2.2 "The Lottery" by Shirley Jackson

Question 12: Did you like the short story?

Seven of the students answered that they struggled to understand "The Lottery", and therefore did not enjoy it. One of the students summed it up as; "I thought it was a bit difficult to understand, therefore I did not like it so much." Ten of the students responded that they

understood the short story, but they found it either too long and uneventful, or too brutal and violent. Here, one of the students explained that “It was a little bit boring. Didn’t catch up everything. The ending made everything make sense.” Seven of the students answered that they liked the short story, explaining how it was interesting and had an unexpected ending. One student explained that “I liked the short story because it is very unique.” One of them also mentioned how the short story reminded them of *The Hunger Games*. Three of the students did not answer the question.

Question 13: Do you feel that the tasks and questions helped you in your reading process?

Thirteen of the students answered that they found the questions useful. The questions helped them remember and understand the plot of the short story. One student found the questions helpful “[because] I have to figure out what happened.”, and another explained that “[they] made me think about the deeper meaning and what they were writing about.” Nine students responded that the questions did not help them. One student explained that “[they] just made me lose focus.”. Another student explained that “I do think that the questions helped me understand more, but I also think that some of them was unnecessary.” Six of the students did not answer the question.

Question 14: Do you feel that trying to find arguments for or against the lottery helped you with your reading?

Seven of the students answered that they struggled to find arguments for or against the lottery, which did not help them. However, two students answered that it did help them understand the plot of the story. One student answered that it did not help them understand, but it helped them remember, and another student answered that it did help but it was difficult. Three students answered that it did not help, as it was too confusing. And six students answered that it did not help them, as one student explained, “It really did not [help]. Because it was actually no good side to this lottery, but only bad ones.” Seven students did not answer the question and one answered that they were not sure.

4.2.3 “The Secret Life of Walter Mitty” by James Thurber

Question 4: What did you think of the short story?

Seven of the students answered that they enjoyed the short story, even though it was somewhat demanding. One student explained it as; “It was okey, didn’t make sense, but when I looked it up it got better.”, and another student explained how “I liked the plot! Creative story.” Two students were neutral, explaining that it was “[not] bad and not good”. Three students responded that it was demanding, and they struggled to understand it. Six of the

students answered that the story was confusing and demanding, and they, therefore, did not like it. One student answered that they didn't know and three left the answer box blank.

Question 5: Do you feel that writing down your questions as you read helped you with your reading process?

Seven of the students answered that writing down questions helped them understand the plot and notice details in the text. One student explained how "Writing my own questions really helped me understand the story. Because it made me sort out the setting and meaning." Four of the students explained that they struggled with creating good questions, which did not help them, for example "[because] I had no idea of what was going on in the story so it was difficult to also write questions." Four of the students answered that this did not help them in their reading process. Two students answered that they did not understand the text, therefore it was difficult to answer questions. Another two students answered that the questions did not help, as it disturbed their reading process. Three students did not answer the question.

Question 6: Do you feel that answering your research question in depth helped you work with and understand the text after reading it?

Ten of the students answered that knowing that they were going to answer their questions helped them understand the short story, for example "[because] it allowed me to process the story in the back of my head at the same time." Another students answered "[because] then I had to look for the answers." Five students answered that this did not help them, one of them explained that "I wrote questions that I knew the answers to.", and another student explained that "[it] was hard to find questions when the text was hard to understand." One student answered that they did not know, and five students did not answer the question.

4.3 Interview

The interview served as a support to the answers given by the students in the questionnaires and the task-sheets. Included in this section are the most important and relevant elements of the interview. All quotes, questions, and answers have been translated into English, but the full transcript of the interview can be found in the appendices (appendix 7) and the page numbers in this section refer to this thesis.

4.3.1 The teacher's experience with the class

It was relevant to establish the teacher's knowledge and experience with the class to better understand the results of the questionnaires and task sheets. When asked about their knowledge and experience with the class's reading habits in general the teacher answered that "It is varied, there are some students who I know read a lot in their free time and read fiction.

And some students give the expression that they have barely read a book in their lives other than what they had to read at school, and they do not want to spend their free time reading. [...] And there are some students in the middle, who find reading ok.” (appendix 7, p. 94). The teacher emphasised how “I do not think it is “worse” to read in English than in Norwegian, there are some students who have said that they read novels in English” (appendix 7, p. 94). When asked about students with reading and writing difficulties or dyslexia, the teacher explained how they do not give the impression that they dislike or avoid reading in English and that they sometimes need more time (appendix 7, p. 94).

Further, when asked about their thoughts about intensive and extensive reading in the class, the teacher explained how they had not specifically worked on intensive reading, other than asking the students to find specific information or answer questions after reading. At the time the students also had a project where they read a novel connected to a later assessment, the students read this extensively (appendix 7, p. 95). The teacher was positive to the students reading short stories and emphasised that the selection of short stories is crucial. In addition, the class’s maturity level must be considered. The teacher explained further how the nature of short stories is well suited for the class, as they get to read fiction, but in a shorter form (appendix 7, p. 95).

4.3.2 The lessons

When asked about how they thought the students experienced the lessons the teacher was positive, arguing that the students seemed to enjoy it. This was based on the lessons they observed and comments from the students, the teacher had not had a chance to talk to the students about their experience of thought as they were not present due to a project that week. The teacher emphasised that even though the students seemed to accept the teaching, task-sheets, and short stories, they did suspect that some students struggled with some of the short stories, especially “The Secret Life of Walter Mitty” (appendix 7, p. 95). One of the possible drawbacks of the lessons was that the students could be overwhelmed by the workload, but the teacher explained that they did not get this impression (appendix 7, p. 97).

The teacher explained that the task-based intensive reading worked well with the class, but worried that some students might have struggled with reading and working on the tasks at the same time. Still, the teacher observed the students’ concentration while they worked and read to be as usual. They explained how having the students work on something more specific and not as vague suited the class and probably helped some of them focus (appendix 7, p. 96). The

teacher also mentioned how the students' immersion and interest seemed to be as normal as they read, but that it depended somewhat on the short story they read. "The Secret Life of Walter Mitty", for example, was probably too complicated and demanding for some of the students (appendix 7, p. 95).

The teacher explained that the class had worked on reading strategies before, but as the students had worked on this in primary and lower secondary school, they did not spend too much time on it (appendix 7, p. 101). The class had previously worked on reading strategies more related to factual text, rather than fiction. The teacher mentioned examples, such as looking at pictures and headlines or working on vocabulary before reading (appendix 7, p. 101). Therefore, the students were well acquainted with prereading strategies and work. In addition, the class had previously worked on the differences between close reading and skim reading (appendix 7, p. 101).

The intervention consisted of three lessons and the time of the lesson varied. The first lesson was from 10:00 to 11:30, the second from 13:45 to 15:15, and the third from 08:15 to 09:45. The class seemed to be affected by the time of day as they read and worked. This claim was supported by the teacher, who notice a difference in the students depending on the time of day. The teacher explained how the students' concentration is especially affected by the time of day, and how their concentration seems to be more effective before lunch than after. The teacher sometimes plans the lessons according to the time of day, to best suit the material to the students and their habits. Further, the teacher explained how having the most demanding short story, "The Secret Life of Walter Mitty", early in the day probably helped the class keep their focus, and that they would probably react differently had the lesson been later in the day (appendix 7, p. 99).

4.3.3 The short stories

The teacher explained how the students probably benefited from reading a chronologically structured short story, like "Lamb to the Slaughter" (1953) by Roald Dahl. The underlying suspense and the unexpected ending probably kept the students' attention as they read as well. The fact that some of the students probably was acquainted with Dahl as an author from before might have helped them, as they knew his style of writing (appendix 7, p. 97). The revelation that comes at the end of "The Lottery" (Jackson, 1948) probably came a little too late for some of the students. The short story was likely somewhat difficult to understand for some students. Still, the teacher thinks the short story caught the attention of the students, as it

is similar to *The Hunger Games* by Suzanne Collins (appendix 7, p. 97). The teacher explained further how “The Secret Life of Walter Mitty” (Thurber, 1939) was probably too demanding for many students, and that some students struggled with understanding the plot of the short story. The teacher explained how the students does not appear mature enough to understand the story, and that some prereading exercises could have helped them understand the short story better. However, this would create an entirely different reading experience, so it is not certain that it would create a better situation. The teacher also emphasised that even if a text is complicated, that does not mean that one should not introduce it to a class (appendix 7, p. 98).

4.3.4 The task-sheets.

The teacher pointed out the connection between the answers in the task sheets and the students’ understanding of the short stories. The teacher explained how they had observed some students not writing much on the task sheets as they worked on “The Secret Life of Walter Mitty”. The teacher continued, explaining how all students can benefit from specific tasks like these as they read. However, less accomplished readers might be demotivated by having to answer a lot of questions as they read and find it too challenging (appendix 7, p. 99). The teacher explained how the reading tasks worked well in the class, but some students probably found it difficult or disruptive to stop reading to answer questions. They pointed out how reading the whole text first, and getting the full impression rather than stopping as you read might be preferred by some students (appendix 7, p. 96). The teacher admitted that they were a bit sceptical of the amount of text the students were expected to write and hand in at the end of the lessons (appendix 7, p. 103).

4.3.5 The teacher’s opinion

The teacher pointed out how the main issue with the intervention was me not knowing the class when preparing the lessons. With this knowledge, the lessons could have been adapted even more to suit the class better (appendix 7, p. 102). With knowledge of the class and the students, the difficulty of the reading material and tasks can be adjusted to suit the students better. The teacher emphasised that this does not mean that the students should not be challenged, but that the reading material should be adapted for the class. In addition, if the teacher were to teach a similar lesson, they would not give the students as much written work. They would rather have more summaries or rundowns in the plural to get an impression of the students’ understanding (appendix 7, p. 103).

Overall, the teacher was positive about the task-based intensive reading of short stories and explained how this concept can be adapted to other classes or short stories. They also explained that even though some students might have struggled with the task-sheets or the reading, many of the students probably enjoyed the lessons as well (appendix 7, p. 103). Further, the teacher suggested that another possibility is focusing on one short story, rather than a new one every lesson. For example, one could spend more time on the language or the content of the short stories or look at it more thematically like focusing more on the period it was written. Further, one could use film versions of the short stories in the teaching, for example as a comparison. As the teacher said, “It is only your creativity that limits you!” (appendix 7, p. 103).

5. Discussion

5.1 Research questions

The research questions asked how students experience task-based intensive reading of short stories, and if this can contribute to a sense of mastery and reading pleasure.

5.1.1 How did the students experience task-based intensive reading?

Overall, the results indicate that many of the students seemed to enjoy task-based intensive reading of short stories. Of course, this depended on multiple variables, like the specific short story or the task-sheets they worked on. Through the use of questionnaires, questions in task-sheets, and an interview with the teacher, the experience of the students has been evaluated. In the questionnaire, over half of the class responded that they enjoyed at least one of the short stories. Similarly, more than half of the students reported that they enjoyed the task-sheets and found them helpful. That is, many of the students have responded that they to various degrees found the teaching and reading satisfactory. In addition, the teacher explained how the students seemed to enjoy the lessons in the interview.

5.1.2 Reading pleasure

The first questionnaire revealed that the students achieve a sense of reading pleasure differently. Half of the students experience reading pleasure when they are so invested in their reading that they do not want to stop. The other half highlighted the joy they feel when they read something they enjoy. Their definitions coincide with the aspects mentioned earlier in the thesis. As the Norwegian Directorate for Education and Training does not provide a definition of reading pleasure, the thesis has connected this term to the ideas of experiencing a sense of flow when reading (Krashen, 2004, p. 29), a desire and motivation to read (Henning, 2019, pp. 14-15), and the definitions made by the students.

The thesis connects reading pleasure and motivation to read (Henning, 2019, p. 14). In the final questionnaire, eleven of the present students responded that they were motivated to read fiction in the next six months. Five students responded that they were motivated to read short stories in the same timeframe. Overall, it seems that many of the students enjoyed reading the short stories and experienced reading pleasure during at least one of the lessons. Of course, these results are not directly produced by the intervention, but it is still positive that the intervention did not appear to subdue their motivation to read. According to the students' definitions, over half of the students present during the final questionnaire answered that they did experience or sometimes experienced reading pleasure as they read the short stories. This

entails that fourteen of the twenty-four students present experienced joy while reading or motivation to continue reading, according to their own and the thesis' definition.

Of course, these results depended on the short stories. As per the task-sheets, "Lamb to the Slaughter" by Roald Dahl (1953) appeared to be popular among the students. Here, twenty-one of the students answered that they in varying degrees enjoyed reading the short story, one of the students specified that "I found the short story interesting and different. I liked the plot in the story, because it was so unexpected." However, "The Lottery" (Jackson, 1948) and "The Secret Life of Walter Mitty" (Thurber, 1939) did not seem to spark the same reading pleasure as "Lamb to the Slaughter" (Dahl, 1953). When asked about "The Lottery" (Jackson, 1948), only seven of the students answered that they liked it. Similarly, with "The Secret Life of Walter Mitty" (Thurber, 1939), seven students reported that they enjoyed it and two were neutral.

Overall, the selection of reading material is important for task-based intensive reading to contribute to reading pleasure, as the teacher pointed out in the interview. The reading material should be exciting and interesting for the students (Appleyard, 1990, p. 99). The results from the students show that "Lamb to the Slaughter" (Dahl, 1953) met these criteria, as the students appeared to enjoy it. However, even though "The Lottery" (Jackson, 1948) includes some action and unexpected plot twists, it did not appeal to the students in the same sense. Similarly, "The Secret Life of Walter Mitty" (Thurber, 1939) did not seem to promote the same reading pleasure to the students as "Lamb to the Slaughter" (Dahl, 1953). Overall, it is possible that the reading material should have been more adapted to the age group of the students to promote reading pleasure (Brevik & Lyngstad, 2020, p. 182; Carlsen, 2020, p. 216). As Appleyard (1990) emphasised, the short stories could also have included more action (p. 99).

The questionnaire asked the students if they experienced reading pleasure while they read the short stories and worked on the task-sheets. Here, the answers could depend on how the students interpreted the question (Jacobsen, 2022, p. 385). It is therefore possible that the students expressed their experienced of reading pleasure due to reading the short story alone, and not because of the task-sheets. It is therefore possible that there is no direct link between the task-sheets and task-based intensive reading and reading pleasure. Still, the connection

between a sense of mastery and reading pleasure is still important. Nonetheless, the experience of reading pleasure is still positive.

5.1.3 Sense of mastery

The process of scaffolding is important for students to master reading (Applebee & Langer, 1983, p. 170). This involves supporting the students in their reading process and predicting possible struggles (Applebee & Langer, 1983, p. 169). The goal of scaffolding is to create independent students and readers (Brevik et al., 2020, p. 150). According to the students, they achieve a sense of mastery as they read when they can read and finish a book, or when they feel joy when they read. This entails an individual process, that is, the students do not expect the teacher to be present in this process. Overall, it appears that the students experience a sense of mastery when they can finish and understand reading a text, and experience reading pleasure.

The first questionnaire revealed that twenty-four of the students sometimes, often, or always feel a sense of mastery when they read in general. And many students connected the sense of mastery when reading to reading pleasure and a feeling of joy while reading. One student explained how they define mastering reading as “To have fun during and after you have read.” The results show that reading pleasure contribute to the students’ sense of mastery. It is therefore also positive that fourteen of the students experienced reading pleasure. According to the second questionnaire, eighteen of the students felt or sometimes felt a sense of mastery as they read the short stories and worked on the task-sheets. Of course, this depended on the short story and the task-sheets. But based on the questionnaires, it seems that many of the students did achieve a sense of mastery as they read the short stories and worked on the task-sheets, even if some of them struggled with the short stories.

Motivation is also important to achieve a sense of mastery (Jacobson & Xu, 2004, p. 6). The students should be motivated to read, to achieve an experience of achievement, and to have control of their process and success (Jacobson & Xu, 2004, p. 7). The results show that eleven of the students are motivated to read fiction in the next six months. Further, six students report that they are motivated to read short stories in the same period. Based on this, it can be argued that these students experienced a sense of mastery that boosted their motivation to read.

In the interview, the teacher explained how they were worried about some of the short stories being too demanding for the students, which could destroy their understanding and sense of

mastery. But even if it could appear that some students struggled in the lessons, it appears that not as many admit to this in the questionnaires. Of course, the short stories could have been more adapted or suited for the class, but it seems that many of the students enjoyed the reading and did experience a sense of mastery. The teacher also commented on the students reading and working on tasks at the same time and was concerned that this would be too disturbing for the students. But the questionnaires and task-sheets do not show that the students found it too disturbing.

5.1.4 The short stories

In the interview, the teacher mentioned the value of chronologically structured texts, as this may be easier for some students to follow. This is also supported by the students preference of “Lamb to the Slaughter” (Dahl, 1953). The short stories were selected to best accommodate and contribute to a reading pleasure for the students. The intervention revealed that the short story that appealed most to the class was “Lamb to the Slaughter” (Dahl, 1953). But as the teacher mentioned in the interview, this does not entail that the selected short stories should not be used in first-year English subject teaching. But rather that they did not capture the attention of the students, or the task-sheets did not help them enough. This is especially true for James Thurber’s “The Secret Life of Walter Mitty” (1939) and Shirley Jackson’s “The Lottery” (1948). Some students reported that they found these short stories too demanding.

The time of publication and writing must also be considered, as all the short stories were written during the approximately same period, from 1939 to 1953. This was coincidental, and there was no intended purpose to this. The short stories that met the criteria for selection were simply written in the same era. One of the issues of all the short stories being from the same period is the fact that it might be difficult for the students to relate to them (Fenner, 2020a, p. 251). It would be interesting to include short stories written in various and more modern eras, this could too be altered to a bigger project for the students. A similar issue occurred in Bakke and Moe’s (2013) study with *Pan* in the Norwegian subject (p. 196). Here, some of the students reported that they would rather read newer or more modern novels, as they did not relate to *Pan*, and found it somewhat unrealistic and far from reality (ibid).

Overall, the results of the task-sheets show that over half of the students enjoyed reading “Lamb to the Slaughter” by Roald Dahl (1953). However, the students were not as positive to “The Lottery” (Jackson, 1953) or “The Secret Life of Walter Mitty” (Thurber, 1939). The first questionnaire revealed that eighteen students like or sometimes like reading short stories. The

same questionnaire showed that ten students did not like reading short stories. However, the after the intervention, the second questionnaire showed that fifteen students like or sometimes like reading short stories, and nine students do not. It appeared that the students' attitudes towards reading short stories was not affected by the intervention.

5.1.5 The task-sheets

The task-sheets were inspired by Bakke and Moe's study (2013), Kverndokken's reading tasks (2016, p. 36), reading strategies, such as prediction or questioning (Brevik et al., 2019, pp. 67-68), and reading logs (Ekstam, 2018, p. 2). The students reported in the questionnaires that they were not fully familiar with reading strategies, at least not when reading fiction. The task-sheets worked as a "guide" to reading strategies when reading fiction, especially with predicting and questioning the texts (Brevik et al., 2019, pp. 67-68). Similarly, the task-sheets involved "Before", "During", and "After" reading tasks, like in Bakke and Moe's (2013) study.

Overall, the questionnaire showed that thirteen students enjoyed the lessons where they read short stories and worked on the task-sheets. But five students answered that they found the lessons too similar and monotonous. However, seventeen of the students answered that they found the task-sheets helpful in their reading process. As one of the students explained, "The tasks have been very helpful. But I do not think all of them were too relevant [...], another student explained how "[...] They made me reflect more [...]" In addition, thirteen of the students answered that they have become more aware of reading strategies after the lessons.

Regarding the task-sheet accompanying "Lamb to the Slaughter" (Dahl, 1953), thirteen students reported that they found it helpful. Similarly, thirteen students found the task-sheet related to "The Lottery" (Jackson, 1948) helpful. Six of the students answered that finding arguments for or against the lottery was helpful. As with "The Secret Life of Walter Mitty" (Thurber, 1939), seven of the students found writing down their questions helpful. However, ten students answered that knowing they were going to answer their own questions helped them understand the short story. Overall, the usefulness of the task-sheets depended on the short stories, the tasks, and the class, but the results show that some students found them helpful.

5.2 Limitations of the study

The main limitation of the study was time. The project was conducted over a limited amount of time, with only three 90-minute lessons over the span of three weeks. The lessons may have been too close in time, as some students reported that even though they thought the lessons were acceptable, they were too similar. Having more time between each lesson could affect the results. Moreover, the questionnaires were included in the lessons, these did take away some time from the teaching. And like the lessons, little time had passed between the pre-and post-questionnaires. Having more time could have given different results.

The thesis deals with the experience of task-based intensive reading, with sub-questions concerning the students' enjoyment of this kind of teaching. The Norwegian Directorate for Education and Training does not have a definition of reading pleasure. It is specified in the curriculum that English subject teaching should contribute to a "reading pleasure", but it is not defined what this is or how it should be done (The Norwegian Directorate for Education and Training, 2020b, p. 4). Therefore, the students have been asked about their enjoyment of the short stories and reading, their motivation for further reading, and their definition of reading pleasure. This was to understand the students and their reading process and enjoyment. Had the Norwegian Directorate for Education and Training given a definition, the research or results might have been different.

5.3 Recommended further research

Conducting a long-term study to research the students' experiences with task-based intensive reading more accurately would be interesting. Further, it would be interesting to see how students would react to a longer study with more time passing between each lesson, for example studying a class for a full school year. This research could research how ESL-teachers best can work with intensive reading in school settings. The study by Bakke and Moe (2013) researched a similar kind of teaching in the Norwegian subject but used a novel. It would also be interesting to research how task-based intensive reading of novels is experienced by ESL-students. In addition, it would also be of interest to study how ESL-students at lower secondary school experience similar kinds of teaching and reading.

6. Conclusion

Overall, the importance of reading and reading fiction is emphasised in the English subject's curriculum as one of the fundamental assets of the English subject (The Norwegian Directorate for Education and Training, 2020b, p. 3). Further, through *Working with texts in English* the students are expected to learn about culture and society and develop their intercultural competence (ibid). The students are also expected to develop personally, through the process of *Bildung* (Fenner, 2020b, p. 18). Overall, the Norwegian Directorate for Education and Training (2020b) explains how reading in English is supposed to develop ESL-students' reading skills, linguistic abilities, and individual identities.

This thesis has researched a specific technique of working with literature in the English subject. Task-based intensive reading of short stories proved to spark both a feeling of mastery and reading pleasure for about half the students in the intervention. The study has shown that over half of the students reported that they found the task-sheets helpful in their reading process. In addition, over half of the students reported that task-based intensive reading of short stories helped them achieve a sense of mastery and reading pleasure. And even though intensive reading have been criticised for not promoting a motivation to read (Jacobs & Farrell, 2012, p. 96), about one third of the students reported that they were motivated to read fiction in the future. It must be noted that this thesis only deals with a single-case intervention at an upper secondary school, therefore, the results of the study are not representative of a bigger population (Creswell & Guetterman, 2021, p. 173). Still, the results show that reading with a mission has proven to be helpful for some students, both in achieving a sense of mastery and reading pleasure.

The task-sheets have emphasised the students' role as the reader. According to reader-response theory, the reader is a vital part of the reading process and the creation of meaning (Fenner, 2020a, p. 247). Here, the opinion, role, and experience of the students have been stressed. In addition to reader-response theory, the task-sheets drew on Kverndokken's (2016) ideas of "reading tasks" (p. 36), the study conducted by Bakke and Moe (2013), experimental and discussion-based approaches to literature (Brevik & Lyngstad, 2020, p. 165), reading strategies, especially prediction or questioning (Brevik et al., 2019, pp. 67-68), and reading logs (Ekstam, 2018, p. 2). Even though many students found the task-sheets helpful in their reading process, not all the reading material proved to be ideal.

For example, Roald Dahl's "Lamb to the Slaughter" (1953) proved to be popular among most of the students. However, "The Lottery" (Jackson, 1948) and "The Secret Life of Walter Mitty" (Thurber, 1939) appeared not to spark the same interest. They might have been too demanding for some students, even though some students reported that the task-sheets did help them in their reading processes. This is supported by the second questionnaire, where some students suggested reading more suitable or adapted texts. In addition, in the interview, the teacher argued that not all the selected short stories were suited for the class. The teacher also pointed out the connection between the students understanding the short story and their learning outcome of the task-sheets. It appears that the selection of reading material is crucial for task-based intensive reading to work best.

This thesis sought out to research how task-based intensive reading of short stories was experienced by first-year students of general studies. Further, this thesis investigated whether task-based intensive reading of short stories could serve as a support to achieve reading pleasure and a sense of mastery. The questionnaires, task-sheets, and interview all suggest a mixed reception. Overall, the experience depended on the task-sheets and short story, but the results show that about half the students found the task-sheets helpful. The other half, however, did not find it as rewarding.

As a conclusion, task-based intensive reading has proved to be effective to promote reading pleasure and a sense of mastery for half of the students participating in the study. The intervention showed that task-based intensive reading did support some of the participating students to experience reading pleasure and achieve a sense of mastery. Similar, many of the students appeared to experience reading with a mission as rewarding, and half of the respondents reported that the task-sheets were helpful in their reading processes. Overall, this thesis has shown that reading with a mission can contribute to a rewarding and motivating reading process for the students.

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Appendices

Appendix 1 Sikt application

19.04.2023, 14:46

Meldeskjema for behandling av personopplysninger



[Meldeskjema](#) / [Reading with a Mission: Task-based Intensive Reading](#) / Eksport

Meldeskjema

Referansenummer

368471

Hvilke personopplysninger skal du behandle?

- Navn (også ved signatur/samtykke)
- Lydopptak av personer

Prosjektinformasjon

Prosjekttittel

Reading with a Mission: Task-based Intensive Reading

Prosjektbeskrivelse

I masteroppgaven vil jeg undersøke hvordan elever opplever intensiv lesing av noveller i engelskfaget. Og om dette bidrar til en opplevelse av leseglede eller motivasjon for å lese. Jeg skal ha en intervusjon på en skoleklasse på videregående nivå. Elevene svarer anonymt på en spørreskjema før og etter intervusjonen, og lærer vil ta del av intervju.

Begrunn hvorfor det er nødvendig å behandle personopplysningene

Jeg ønsker å ta opptak av intervjuet med læreren, for å beholde så stor nøyaktighet som mulig i oppgaven, lærer må derfor samtykke skriftlig. Spørreskjemaet elevene svarer på vil være anonymt, de skal ikke kunne bli identifisert senere.

Prosjektbeskrivelse

[Thesis abstract.docx](#)

Ekstern finansiering

Ikke utfyllt

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Ane Kongevold Hornnes, [redacted] tlf: [redacted]

Behandlingsansvar

Behandlingsansvarlig institusjon

Universitetet i Agder / Fakultet for humaniora og pedagogikk / Institutt for fremmedspråk og oversetting

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Mariette Aanensen, [redacted] tlf: [redacted]

Skal behandlingsansvaret deles med andre institusjoner (felles behandlingsansvarlige)?

Nei

Utvalg 1

Beskriv utvalget

En engelsklærer på videregående skole

Beskriv hvordan rekruttering eller trekking av utvalget skjer

Min veileder på masteroppgaven kjenner læreren, og foreslo prosjektet. Jeg tok senere kontakt med læreren, som var min foreleser i et semester. Jeg skal ha intervensjon i en av lærerens klasser, men vil ikke behandle personopplysninger om elevene som deltar i spørreundersøkelsen.

Alder

40 - 55

Personopplysninger for utvalg 1

- Navn (også ved signatur/samtykke)
- Lyddoptak av personer

Hvordan samler du inn data fra utvalg 1?

Personlig intervju

Vedlegg[Intervjuguide pdf.pdf](#)**Grunnlag for å behandle alminnelige kategorier av personopplysninger**

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

Informasjon for utvalg 1

Informerer du utvalget om behandlingen av personopplysningene?

Ja

Hvordan?

Skriftlig informasjon (papir eller elektronisk)

Informasjonsskriv[Informasjonsskriv samtykke pdf.pdf](#)

Tredjepersoner

Skal du behandle personopplysninger om tredjepersoner?

Nei

Dokumentasjon

Hvordan dokumenteres samtykkene?

- Manuelt (papir)

Hvordan kan samtykket trekkes tilbake?

Samtykket kan trekkes ved å kontakte meg, enten muntlig eller skriftlig.

Hvordan kan de registrerte få innsyn, rettet eller slettet personopplysninger om seg selv?

Gjennom å kontakte meg, enten muntlig eller skriftlig.

Totalt antall registrerte i prosjektet

1-99

Tillatelser

Skal du innhente følgende godkjenninger eller tillatelser for prosjektet?

Ikke utfyllt

Behandling

Hvor behandles personopplysningene?

- Mobile enheter tilhørende behandlingsansvarlig institusjon

Hvem behandler/har tilgang til personopplysningene?

- Prosjektansvarlig
- Student (studentprosjekt)

Tilgjengeliggjøres personopplysningene utenfor EU/EØS til en tredjestat eller internasjonal organisasjon?

Nei

Sikkerhet

Oppbevares personopplysningene atskilt fra øvrige data (koblingsnøkkel)?

Ja

Hvilke tekniske og fysiske tiltak sikrer personopplysningene?

- Personopplysningene anonymiseres fortløpende

Varighet

Prosjektperiode

23.09.2022 - 01.05.2023

Hva skjer med dataene ved prosjektslutt?

Data anonymiseres (sletter/omskriver personopplysningene)

Hvilke anonymiseringstiltak vil bli foretatt?

- Lyd- eller bildeopptak slettes

Vil de registrerte kunne identifiseres (direkte eller indirekte) i oppgave/avhandling/øvrige publikasjoner fra prosjektet?

Nei

Tilleggsopplysninger



[Meldeskjema](#) / [Reading with a Mission: Task-based Intensive Reading](#) / Vurdering

Vurdering av behandling av personopplysninger

Referansenummer

368471

Vurderingstype

Automatisk

Dato

14.01.2023

Prosjekttittel

Reading with a Mission: Task-based Intensive Reading

Behandlingsansvarlig institusjon

Universitetet i Agder / Fakultet for humaniora og pedagogikk / Institutt for fremmedspråk og oversetting

Prosjektansvarlig

Mariette Aanensen

Student

Ane Kongevold Hornes

Prosjektperiode

23.09.2022 - 01.05.2023

Kategorier personopplysninger

Alminnelige

Lovlig grunnlag

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

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 01.05.2023.

[Meldeskjema](#)

Grunnlag for automatisk vurdering

Meldeskjemaet har fått en automatisk vurdering. Det vil si at vurderingen er foretatt maskinelt, basert på informasjonen som er fylt inn i meldeskjemaet. Kun behandling av personopplysninger med lav personvernulempe og risiko får automatisk vurdering. Sentrale kriterier er:

- De registrerte er over 15 år
- Behandlingen omfatter ikke særlige kategorier personopplysninger;
 - Rasemessig eller etnisk opprinnelse
 - Politisk, religiøs eller filosofisk overbevisning
 - Fagforeningsmedlemskap
 - Genetiske data
 - Biometriske data for å entydig identifisere et individ
 - Helseopplysninger
 - Seksuelle forhold eller seksuell orientering
- Behandlingen omfatter ikke opplysninger om straffedommer og lovovertridelser
- Personopplysningene skal ikke behandles utenfor EU/EØS-området, og ingen som befinner seg utenfor EU/EØS skal ha tilgang til personopplysningene
- De registrerte mottar informasjon på forhånd om behandlingen av personopplysningene.

Informasjon til de registrerte (utvalgene) om behandlingen må inneholde

- Den behandlingsansvarliges identitet og kontaktopplysninger
- Kontaktopplysninger til personvernombudet (hvis relevant)
- Formålet med behandlingen av personopplysningene
- Det vitenskapelige formålet (formålet med studien)
- Det lovlige grunnlaget for behandlingen av personopplysningene
- Hvilke personopplysninger som vil bli behandlet, og hvordan de samles inn, eller hvor de hentes fra
- Hvem som vil få tilgang til personopplysningene (kategorier mottakere)
- Hvor lenge personopplysningene vil bli behandlet

- Retten til å trekke samtykket tilbake og øvrige rettigheter

Vi anbefaler å bruke vår [mal til informasjonsskriv](#).

Informasjonssikkerhet

Du må behandle personopplysningene i tråd med retningslinjene for informasjonssikkerhet og lagringsguider ved behandlingsansvarlig institusjon. Institusjonen er ansvarlig for at vilkårene for personvernforordningen artikkel 5.1. d) riktighet, 5. 1. f) integritet og konfidensialitet, og 32 sikkerhet er oppfylt.

Appendix 3 First questionnaire



Reading with a Mission: Task-based Intensive Reading Del 1

Oppdatert: 19. april 2023 kl. 14:18

1. Hvilket kjønn identifiserer du deg som?

Antall svar: 28

Svar	Antall	% av svar	
Ønsker ikke å oppgi	1	3.6%	3.6%
Ikke-binær	0	0%	0%
Jente	24	85.7%	85.7%
Gutt	3	10.7%	10.7%

2. Liker du å lese skjønnlitteratur?

Antall svar: 28

Svar	Antall	% av svar	
Nei	5	17.9%	17.9%
Noen ganger	10	35.7%	35.7%
Ja	13	46.4%	46.4%

3. Hvilke skjønnlitterære sjangre liker du best å lese?

Antall svar: 28

Svar	Antall	% av svar	
Dikt og diktsamlinger	3	10.7%	 10.7%
Noveller	4	14.3%	 14.3%
Historisk	7	25%	 25%
Young Adult (ungdomslitteratur)	10	35.7%	 35.7%
Tegneserier	4	14.3%	 14.3%
Grafiske romaner	2	7.1%	 7.1%
Science Fiction	9	32.1%	 32.1%
Fantasy	6	21.4%	 21.4%
Romantikk	19	67.9%	 67.9%
Krim og mysterier	11	39.3%	 39.3%
Spenning	14	50%	 50%

4. Hvor mange skjønnlitterære bøker har du lest de siste seks månedene?

- 10
- en halv
- Night school serie (5 bøker) Månekrønikken (4 bøker) The red queen (4 bøker) Red, white and royal blue
- har ikke lest noe skjønnlitterære bøker i de siste seks månedene. kanskje noe på skolen men jeg husker ikke hva de heter.
- to
- night school serie (5 bøker) the summer i turned pretty (3) the song of achilles (1) månekrøniken (4) red queen (2) min mørke vanessa (1)
- Lest tre, hørt sikkert tretti på lydbok
- 6
- 5
- Jeg har lest 2 skjønnlitterære bøker.
- Jeg har lest 3 skjønnlitterære bøker de siste seks månedene.
- 2
- 5
- 1
- 3
- 1
- Ingen
- 0
- 4
- 25 bøker
- 0
- 0
- 1
- 0
- 0
- 2
- 10
- ingen

5. Hvis du skulle gi et lesetips til en venn, hva ville du anbefalt dem?

- Kommer an på venn og hva de vanligvis leser. Har ikke mange venner som leser samme type bøker som meg. Jeg tror det viktigste er å ikke bruke tid på å lese noe du synes er kjedelig og uinteressant.
- Les "Et helt halvt år"
- Jeg ville anbefale å lese spenningsserier for det kan oppleves som å se en serie eller en film. Jeg vil anbefale Collen Hoover som er en populær forfatter på sosiale medier. Dermed også at man ikke tvinger seg selv til å lese for mye på en gang men at man har realistiske mål og leser litt hver dag selv om det bare er noen få sider.
- les i en bok som du synes er interessant. finn en tema som du liker og en som du vet du kommer til å lese ferdig.
- skrive ned om det er noe viktig, lese sånn at man får med seg hva teksten handler om
- Jeg ville anbefalt og lest romantiske bøker med spenning og krim i seg. samtidig er det viktig å ikke lese for vanskelige bøker som har et vanskelig språk eller er veldig lang, hvis man akkurat har startet. jeg ville også anbefalt Collen Hoover som er en veldig populær forfatter med mange bra bøker.
- Finn en bok som du synes virker spennende, og prøv å lese litt hver kveld før du sover.
- Lese det du selv vil lese, ikke bare fordi alle andre liker den/det. Da blir det gøyere.
- Prøv å finne en bok eller en boktype du liker, før du prøver å lese mange bøker.
- Jeg ville anbefalt dem å lese litt forskjellige bøker for å finne ut hvilken sjanger de liker, og hvilken forfatter de liker. Deretter ville jeg kanskje ha prøvd å lese bøker på engelsk også.
- Mitt lesetips til en venn er å finne en bok man liker også lese litt hver dag, for eksempel før man legger seg.
- les det du liker å se på av serier og filmer
- Jeg ville anbefalt romantiske bøker, med ikke alt for mange sider (rundt 300-400).
- jeg ville anbefalt å lese en bok som passer for deg, og det du interesserer deg for.
- finn en bok du liker.
- illuminating Angels and Demons av Dan Brown
- Et lesetips jeg ville gitt til en venn er kanskje å gi boken en sjanse før du velger å legge fra deg og prøver en ny bok, men om boken ikke er noe for deg så er det ikke noe skam i å finne en ny og bedre bok. Alle er forskjellige.
- Jeg vet ikke
- Jeg ville anbefalt dem å lese noveller og dystopiske bøker.
- kommer an på vennen, men jeg tror de fleste kan like "Fluenes herre". Det er en bok man ikke glemmer.
- Jeg har ikke noe særlig lesetips å gi.
- Bruk tiden på å lese ting du interesserer deg for. Ikke les det andre sier at du skal lese.
- lese sakte og fokusere
- harry potter det er gøy bøker

- Å ikke lese

- Min skyld , av Abid Raja.

- Jeg leser for det meste engelske kjærlighetsromaner, så hadde nok anbefalt det

- ikke les

6. Er det noe spesielt du LIKER og/eller IKKE LIKER med å lese skjønnlitteratur?

- Jeg liker å føle at jeg bruker tiden min på noe bra, og ikke kaste bort tid på sosiale medier osv. Bøkene jeg leser får meg ofte til å tenke gjennom ting, og kan være ganske lærerikt. Det beste og verste er kanskje når jeg er ferdig med en veldig lang bok, fordi det er en mestringsfølelse av å klare det. Samtidig så er det ofte jeg skulle ønske boka fortsatte fordi jeg likte den så godt. Jeg leser mange lange bøker som handler mye om karakterutvikling og det synes jeg er spennende. Min mamma er litteraturviter så derfor har jeg måttet lest veldig mye når jeg har vokst opp, og hun har valgt mye av det jeg har lest. Nå leser jeg mest klassikere, mest russisk oversatt til engelsk. I det siste mye Dostoevsky, for jeg synes det er interessant hvordan han skriver om religion og mennesker. Ikke noe jeg misliker med skjønnlitteratur egentlig.

- Jeg liker tekster som er basert på ekte hendelser, for eksempel krigen, men som har ekstra handling som gir noen innblikk i personenes liv, som The Boy In The Stripped Pyjamas

- Jeg liker at det kan oppleves som å se en film eller serie og at det gir et annet innblikk i hvordan karakterene tenker. Jeg føler også mestring ved å lese og siden jeg var liten har jeg likt det. Dette har fått meg til å lese for noe som hjelper på skolen både hastighet og fordyppelse.

- noen ganger kan det være kjedelig men noen ganger kan det være gøy. det kommer an på hva man leser

- jeg synes det er litt kjedelig å lese skjønnlitteratur og at det tar en del tid, men hvis jeg først er kommet inn i en tekst går det fint å lese den

- Jeg like det faktumet at man kan drømme seg bort i boken, og på en måte se en serie eller en film. du føler på en måte at du opplever det du leser om og kan engasjere og bli kjent med karakterene.

- LIKER Jeg synes det er deilig å dykke ned i en annen persons liv og problemer. Jeg liker at jeg får nye perspektiver og lærer om meg selv, andre, og å lese får meg til å reflektere over hvordan jeg ville ha reagert i situasjoner som kommer opp imens man leser. IKKE LIKER Jeg liker ikke at det kan være vanskelig å finne tid og motivasjon til å lese. I feriene leser jeg mer, fordi da har jeg ikke skolebøker som jeg heller burde lese i.

- Liker at du kan lage egne bilder, stemmer osv. når du leser, og at du får mye detaljer. Liker ikke at det tar lang tid.

- Liker og ikke liker på samme tid, at bøkene kan være lange, og man kan lett miste litt fokus. Samtidig får du mer informasjon eller blir satt mer inn i teksten.

- Jeg LIKER når jeg har lest lengere i boken, også plutselig gir historien mer mening. Også det å lese ferdig et kapittel, da kjenner jeg på mestring. Noe jeg IKKE LIKER er hvis historien blir for kjedelig, og jeg må på en måte dra meg selv gjennom boka, da ender jeg ofte opp med å bare legge den fra meg.

- Jeg liker å føle mestring når jeg er ferdig med en bok. Jeg liker også å forestille meg historien mens jeg leser. Jeg liker ikke at det på en måte er litt vanskelig å starte å lese, men når du har starta så er det gøy da.

- Det er vanskelig å finne noe som er for meg, men når jeg gjør det blir lesing gøy og jeg drar nytte av leseferdighetene mine. Lesing kan også være tidskrevende, men hvis du leser noe du liker vil det være gøy.

- Jeg liker bøker jeg kan drømme meg vekk i. Gerne realistiske bøker. Liker bøker uten bilder, sånn at jeg kan tenke meg frem til setting og utseende selv. Jeg liker IKKE urealistiske bøker, eks om; drager, andre planeter eller univers. Blir demotivert av å lese lange og store bøker.

- det jeg liker med å lese skjønnlitteratur er at jeg kobler av fra telefonen og klarer og slappe av, i tillegg føler jeg en form for mestring når jeg har lest ferdig en bok. hvis det er noe jeg ikke liker med å lese skjønnlitteratur er at jeg sliter med å finne en bok jeg finner interessant.

- jeg hater fantasy, sci-fi og kleine bøker som prøver å appellere til ungdommer på en veldig tilgjordt måte.

- Jeg liker inni mellom å lese fordi man føler mestring etter å ha lest en hel bok men jeg synes det er vanskelig å finne bøker som er spennende nok sånn at jeg klarer å lese de ferdig.

- Jeg er generelt ikke så glad i å lese i min fritid.
- jeg liker å lese skjønnlitteratur fordi man kommer inn i en boble, og det føles ut som man er i historien selv
- Det jeg liker med skjønnlitteratur er at det ofte får deg til å føle og tenke annerledes og kan endre perspektivet ditt på hverdagslige situasjoner.
- Det jeg liker med å lese skjønnlitteratur er å sette seg inn i en ny verden og ta en pause fra den ekte verden. Du kan også få nye perspektiver på visse emner. Det jeg ikke liker er at av og til kan det være vanskelig å fokusere når man skal lese. Da går det sakte.
- Jeg liker å lese skjønnlitteratur fordi det er en oppdiktet tekst hvor jeg kan utvikle fantasien min og man lærer mye av å lese så kanskje mestringsfølelse.
- Kjedelig og unødvendig. Trenger ikke skjønnlitteratur ett minutt av mitt voksene liv.
- vansker med å finne det interessant
- jeg liker ikke å lese generelt
- det er kjedelig å lese bøker
- Ofte kan bli kjedelig.
- Jeg liker å gå inn i en annen verden, og kan ikke komme på noe jeg ikke liker
- lesing

7. Liker du å lese noveller?

Antall svar: 28

Svar	Antall	% av svar	
Nei	10	35.7%	 35.7%
Noen ganger	11	39.3%	 39.3%
Ja	7	25%	 25%

8. Hvordan vil du definere det å mestre lesing?

- For meg er det å få til å føle glede gjennom hele landingsprosessen, og å lære og bli ferdig med en bok jeg liker.
- Det å faktisk ville sitte ned å lese en bok, og kunne lese den ferdig i løpet av et par uker.
- Det å mestre lesing for meg er gleden og forståelsen man får ved det. Det at man kan drømme seg bort med en god bok.
- Å mestre lesing betyr å ha tilegnet seg ferdigheter og kompetanse som gjør det mulig å lese og forstå ulike typer tekster på en effektiv måte. Dette inkluderer å kunne lese med god hastighet og nøyaktighet, å kunne tolke og analysere innholdet i teksten, og å kunne trekke ut meningsfulle sammenhenger og tolkninger fra det som blir lest.
- jeg føler det er når man får til å lese bøker og skjønner hva det står i de
- jeg føler ofte på en mestring når jeg leser når jeg for eksempel klarer å lese så, så mye på en gang eller når jeg har lest mange bøker på en hvis tid. det å mestre lesing for meg er også det at jeg føler på en glede og at jeg faktisk gjør noe bra.
- Jeg ville sakt at å mestre lesing handler om å finne glede i å lese.

Side: 6/14

- Ha det gøy imens du leser og etter du har lest.

- Lese når man har lyst, og ikke måtte tvinge seg selv til å gjøre det. I tillegg til å finne en bok, man har lyst til å lese, som man kanskje syntes er spennende.

- Det å mestre lesing er for meg å se at man begynner å bli halvveis i boka, og det at man kan lese mellom linjene og på en måte skjønne på frustrasjonen og andre følelser som forfatteren har prøvd å beskrive i boken.

- jeg tenker at bare det å lese litt hver dag kan være å mestre lesing.

- Å lese vil forbedre tempoet i lesingen din, du vil kunne lese i et greit tempo. Hjelper med å få med seg innhold i en tekst.

- Å mestre lesing er å glede seg til de neste sidene. Man har mestret lesing om man kan koble av alle andre tanker under en bok, og om man ikke har lyst til å legge den fra seg.

- Jeg føler man mestrer lesing når man er i stand til å lese bøker og samtidig finne glede ved dette. dette er iallefall min opplevelse.

- det å nyte å lese og å kunne sette seg ned med en bok og sitte over lenger tid.

- Å mestre å lese vil jeg si er at man klarer å lese ferdig en bok man har startet på.

- Det er veldig gøy å lese når man først finner en bok som er spennende. Dette har jeg dermed ikke funnet i det siste.

- å mestre lesing mener jeg er når du fortår teksten godt, og greier å lese litt mellom linjene

- Å mestre lesing kan være det å virkelig fordype seg i bøker og ha interesse ved dem. At når man har lest noe så sitter man igjen med en viss følelse, lærdom eller perspektiv.

- Å mestre lesing betyr for meg å kunne lese i et kjapt tempo men fortsatt få med seg innholdet.

- Å mestre lesing handler vel om å forstå det man leser og tolke det på riktig måte sånn at bilder blir skapt i hodet ditt.

- Lese og få med seg alt de sier i boka og reflektere. Kanskje det vekker noen følelser eller meninger.

- å kunne lese en bok og få med seg det meste

- å lese rikitg

- å kunne lese

- Finne en bok man interreserer seg for

- At man leser i en ok hastighet, og får med seg det man leser.

- aner ikke

9. Vil du si at du føler mestring når du leser?

Antall svar: 28

Svar	Antall	% av svar	
Aldri	3	10.7%	 10.7%
Sjelden	1	3.6%	 3.6%
Noen ganger	8	28.6%	 28.6%
Ofte	12	42.9%	 42.9%
Alltid	4	14.3%	 14.3%

10. Hva er leseglede for deg?

- At man liker å lese og får noe ut av det.
- Når jeg sitter å ler eller gråter av en bok. Bøker som virkelig klarer å få frem disse følelsene, kan gi meg leseglede
- "Lese glede" for meg er den gleden jeg får av å lese. Jeg får mye glede og engasjement av å lese en god bok. Man trenger ikke TV eller mobil bare god historie.
- Lese glede refererer til gleden, tilfredsheten og nytelsen som oppstår når man leser en bok, en artikkel, en novelle eller annen tekst som man finner interessant eller engasjerende. Det kan være å føle seg underholdt, opplyst, inspirert, eller å lære noe nytt gjennom lesing.
- jeg føler det er når man finne glede i å lese, ikke nødvendigvis mange bøker men feks. at man liker en bok man har lest
- Lese glede for meg er når jeg bare kan lese og lese uten å bli lei fordi boken er så spennende og gøy. jeg liker også som sagt det at det noen ganger føles som om jeg ser en film eller serie. jeg liker også det at jeg kan bli veldig engasjert og glad/trist/sint på karakterer når det skjer noe i boken.
- Jeg opplever lese glede når jeg sitter med en bok og ikke klarer å legge den fra meg. Da vil jeg bare lese én side til og én side til, og jeg tenker alltid på handlingen i boken og når jeg skal lese igjen. Jeg opplever lese glede når jeg blir sugd inn i handlingen i en bok.
- Glede av å lese.
- kunne like det man leser, og ikke føle et stress med lesing.
- Lese glede for meg er det å se at det ikke er så mange sider igjen av boken, det å føle med karakterene og det å på en måte forstå helheten i historien etterhvert.
- Lese glede for meg er å leve meg inn i boka. Jeg liker mestringsfølelsen av å lese og å klare å fokusere på noe uten å bli distraert.
- Når du finner en bok du liker som gjør at du ønsker å lese. Får lese glede når en bok gir meg noe tilbake og jeg kan bruke det som en gøy hobby, ikke at det blir til en byrde.
- Lese glede opplever jeg som lyst til å fortsette på en bok. Lese glede handler om at boken er et sted å rømme til, og ikke en byrde eller tanke om å måtte fullføre.
- Lese glede for meg er hvis jeg leser en bok, og jeg virkelig finner glede og slapper av mens jeg leser. Altså det å finne ro med lesingen. Ofte hvis jeg leser en bok jeg synes er helt middels, klarer jeg ikke å lese i lengre perioder, da vil jeg ofte bli distraert av andre ting, slik som mobiltelefonen.
- Det at jeg kan sitte lenge med en bok og kose meg med den. Og at jeg gleder meg til å kunne få lest.
- Jeg har ikke hørt det begrepet før.

Side: 8/14

- Noen mennesker vil vel oppleve en type glede av å lese en bok de syntes er gøy.
- jeg har aldri opplevd leseglede tror jeg, ihverfall ikke som jeg kan huske
- Leseglede for meg er når jeg har tid til å lese slik at jeg virkelig kan gå inn i leseprosessen.
- Leseglede for meg er å ta en pause fra verden og legge seg ned for å nyte en bok man har valgt helt selv og ikke blir tvunget til å lese.
- Leseglede får jeg når jeg ønsker at noe i en bok skal skje også skjer det.
- Kan ikke huske sist jeg opplevde det. Men leseglede for meg er nok bare hvis jeg føler at det ga meg noe å lese teksten.
- om jeg kan lese og få med meg det som står uten å lese det samme flere ganger
- ingenting
- Hvis du liker en bok.
- En bok som får meg til å fortsette å lese.
- Når man glemmer at man leser, og slukes inn i en annen verden.
- fines ikke

11. Vil du si at du opplever leseglede når du leser?

Antall svar: 28

Svar	Antall	% av svar	
Aldri	4	14.3%	 14.3%
Sjelden	1	3.6%	 3.6%
Noen ganger	11	39.3%	 39.3%
Ofte	11	39.3%	 39.3%
Alltid	1	3.6%	 3.6%

12. Hvilke lesestrategier kjenner du til?

- Skumlese, punktlese og sånne ting? Kanskje å prøve å forstå teksten og reflektere over den.
- Skumlese Nærlese
- Jeg tror ikke jeg kjenner til noen
- Skumlesing det er å Raskt lese gjennom teksten for å få et overordnet inntrykk av hva den handler om. og Skanning det er å Lese teksten raskt og målrettet for å finne spesifikke informasjonsbiter eller nøkkelord.
- skrive ned slå opp ord man ikke skjønner
- Jeg kjenner ikke til noen lesestrategier.

- Nærlese Letelese Skumlese

- vet ikke. ingen?

- Hvis skole; Lese en gang sakte gjennom, og kanskje skumlese litt senere for å se hva man husker og hva man burde lese mer på. Hvis lesing hjemme; ikke tvinge meg selv til å lese hvis jeg ikke har nok energi til det. heller vent til man har lyst, og føler seg motivert.

- Skumlese, letelese, overblikk og det å lese slik at man får med seg det som står og reflekterer over det.

- Når jeg leser til prøver så stopper jeg underveis å prøver å repetere det jeg leste uten å se i boka, og så leser jeg det om igjen for å se hva jeg husker.

- Skumlesing. Finlesing.

- kan ingen.

- jeg kjenner til få lesestrategier.

- Skummlesing, letelesing, vanlig lesing.

- At man leser og tar notater og skjønner innholdet.

- den eneste lesestrategien jeg kommer på nå er "lese mellom linjene"

- BISON overblikk skumlese nærlese

- Skumlesing, BISON overblikk? Nærlesing

- skumlesing, nærlesing

- Lese sagte. dele opp boka så det ikke blir så mye og gjenfortelle det med egne ord til seg selv så man er sikker på at man får det med seg. Lese alt på en gang også skrive et kort sammendrag eller huske det selv.

- Skumming, letelesing og BISON.

- vet ikke

- vet ikke

- ?

- Aner ikke

- BISON?

- ingen

13. Er du bevisst på hvilke lesestrategier du bruker når du leser?

- Ikke alltid. Når jeg leser til lekser eller prøver har jeg ofte spørsmål jeg må finne svar på. Når jeg leser for gøy tar jeg ofte ett og ett kapittel som jeg prøver å forstå, da mener jeg å reflektere over det jeg har lest, uten å trenge noe svar eller fasit på hva det betyr, men det kan likevel gi meg lære.

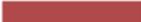
- Nei, hvis jeg leser, så bare leser jeg, på en måte, prøver bare å komme videre

- Jeg er ikke så bevisst på hvilken lesestrategi jeg bruker. Jeg pleier som regel å lese bare for gøy kanskje 30 min eller en time som kommer an på hvor mye tid jeg har i hverdagen. Til prøver til jeg å lese stoffet, lage notater og snakke om stoffet for å huske det.

- Jeg kan lese tekst veldig raskt og nøyaktig, og jeg har ingen personlige preferanser eller følelser knyttet til hva jeg leser. Jeg leser alltid for å forstå og trekke ut meningsfulle sammenhenger fra teksten.
- jeg pleier ofte å skrive ned mens jeg leser og slå opp ord spesielt til prøver jeg pleier ikke å gjøre det så mye utenom prøver pga jeg ikke føler jeg trenger det
- Jeg pleier som oftest bare å lese for gøy fordi jeg liker det, og da pleier jeg bare å lese så mye jeg orker. men når jeg må lese til en prøve liker jeg ofte å snakke om temaet til meg selv eller noen av foreldrene mine fordi da husker jeg det som oftest bedre. jeg pleier også å være ganske god på å pugge begreper eller temaet så jeg gjør det også noen ganger.
- Nei, jeg er ikke så bevisst på hvilke lesestrategier jeg bruker når jeg leser. Jeg vil tro at jeg nærleser hvis jeg leser frivillig, altså skjønnlitteratur, og når jeg leser for å lære meg noe til en prøve. Når jeg leser lekser og det ikke er så interessant eller jeg kan det fra før, vil jeg tro at jeg skumleser. Hvis jeg leter etter svar i en tekst leteleser jeg.
- Nei
- Jeg bruker mest til skole og prøver å lese gjennom fagstoffet flere ganger, og lage noen sikk-ord som hjelper med å huske innholdet. etter å ha vært vekk fra fagstoffet kan jeg gå gjennom, og se hva jeg husker, og hva som må friskes opp bedre, og kanskje mer i dybde.
- Nei når jeg leser bøker, tenker jeg ikke noe særlig på lesestrategier. Jeg pleier bare å lese i mitt eget tempo, slik at jeg får med meg historien.
- Jeg bruker lesestrategier når jeg øver til prøver, men når jeg leser for gøy så bare leser jeg.
- hvis jeg leter etter informasjon bruker jeg skumlesing. Leser jeg til prøve leser jeg i et tempo der jeg klarer å forstå det som blir formidlet. leser jeg på fritid leser jeg i mitt eget tempo.
- vet ikke
- nei, det er jeg ikke. mest fordi jeg ikke kan nok om de ulike lesestrategiene.
- Ja, hvis jeg vet jeg skal svare på spørsmål bruker jeg ofte letelesing. Mens hvis jeg skal lese gjennom en tekst jeg ikke er særlig interessert i men trenge rå lese, bruker jeg skumlesing. og hvis jeg leser en bok sånn når jeg er hjemme så leser jeg helt vanlig i et normalt tempo med litt innlevelse.
- En lesestrategi jeg liker å bruke når man skal øve til prøve. Er å først lese notatene eller i boka også skrive ned alt man husker på et ark, og der etter lese over det igjen og bruke en rød penn til å markere ting som var feil eller flere viktige punkter.
- Jeg pleier ikke så ofte å tenke på andre ting når jeg leser. Jeg fokuserer på boka og bare boka. Hva som skjer, om jeg syntes den er spennende osv.
- nei, jeg leser bare uten å tenke over strategi
- Nei, jeg er ikke bevisst på leserstrategier, og tror ikke at jeg bruker noe annet enn kanskje nærlesing.
- Ja selvfølgelig leser jeg forskjellig når jeg skal kose meg enn når jeg skal øve til prøve.
- Jeg bare leser det jeg må lese. Men jeg må ha det stille hvis ikke mister jeg fokus lett og får ikke med meg det som blir lest.
- Bruker BISON. Funker ofte for meg.
- ja, lager presentasjoner og pucker
- har ikke hørt om "lesestrategier"
- Jeg bare leser i hodet.
- Aner ikke
- Når jeg leser i skolesammenheng passer jeg på å notere det viktigste av hva jeg leser, ca. etter hvert avsnitt
- nei

14. Kryss av på den påstanden som passer deg best.

Antall svar: 28

Svar	Antall	% av svar	
Å lese på engelsk er alltid lett	7	25%	 25%
Å lese på engelsk er ofte lett	13	46.4%	 46.4%
Å lese på engelsk er er noen ganger lett og noen ganger vanskelig	7	25%	 25%
Å lese på engelsk er ofte vanskelig	1	3.6%	 3.6%
Å lese på engelsk er alltid vanskelig	0	0%	 0%

15. Hva slags grep syns du engelsklærere kan ta for å få deg til å lese mer skjønnlitteratur på engelsk?

- Jeg leser nesten bare skjønnlitteratur på engelsk. Men som sagt så tror jeg det viktigste er å legge vekt på å bruke tid og finne noe man liker å lese. Man liker forskjellige sjangere osv, og det kan kanskje være spennende å utforske hva man får leseglede ut ifra.
- Velg en bok som er gøy, der du ikke må drøfte så mye, en vi kunne likt å fortelle om videre. Det viktigste er at vi leser, ikke at det er en veldig mening bak, for da sliter man med å følge med.
- Jeg tror hvis engelsklærerne bare snakker mer om bøker og gir eksempler på bøker man kan lese og hva de handler om at bare det hjelper i seg selv.
- hvis læreren kunne finne noe gøy som ikke vi har hatt om før eller noe spesielt vi kan lære om
- lese mer i timene
- Man kan jo alltid få hele klassen til å lese samme bok på engelsk og senere snakke om den, men sånn ellers så vet jeg ikke.
- Kanskje man kan velge seg en engelsk bok selv, som man synes virker spennende, og bruke rundt et kvarter av engelsktimene til å lese.
- Tror mange som liker å lese allerede leser mye på engelsk. råd: gi tips om bøker for tilpasset aldersgruppe lesestrategier
- Få oss til å ha lyst til å lese, ikke bare legg over oss en masse sider, eller ting vi MÅ lese. Det hjelper også hvis boken/teksten vi skal lese er noe intresant for ungdommer.
- Selv leser jeg bare bøker på engelsk fordi jeg har sett at det har hjulpet meg masse når det kommer til skriving på engelsk, men også for å utvide ordforrådet mitt.
- Jeg leser allerede mye skjønnlitteratur på engelsk.
- Mindre fagtekster, mer skjønnlitteratur. Finn en tekst som passer for ungdommer. Er det fagtekster burde de ikke være for lange, da får man ikke med seg noe.
- Kunne velge sjanger selv.
- vi kan lese utdrag av bøker som man tror vil passe fint for våres aldersgruppe. Hvis dette kan bli vanskelig, kan man lese seg opp på hvilke bøker som er populære blant ungdom nå.
- Klassen burde lese mer engelskbøker i timen, isteden for å bruke tid på sosiale og samfunnsfaglige tekster og debatter, når vi allerede har et fag som heter Samfunnsskap. Lærere burde også vise at analyse kan være gøy og at man kan gjøre det uten å skrive lange kjedelige tekster.
- gi lekser i å lese, og velge spennende bøker.

Side: 12/14

- Jeg vet ikke hva lærerne kan gjøre for å få meg til å lese mer skjønnlitteratur. Det å begynne å lese som lekse kan jo kanskje være en start.
- få det til å virke mer spennende, og ikke som en tvang
- Å lære om ulike typer sjangere og lesemåter ville motivert meg til å lese mer skjønnlitteratur på engelsk.
- Engelsklærere kan oppfordre elevene til å lese mer ved å fortelle om de positive sidene som bedre orforråd
- Gi meg en bok som jeg kan lese?
- Lite. Har gått på skole i snart 11 år. Har gått igjennom masse og skjønnlitterære tekster. Og det er bare noe som jeg ikke ser grunn i å bry seg om. Lite noen kan gjøre for å endre meningen min. Jeg har mine meninger og interesser. Skjønnlitterære tekster er langt ifra noen av dem.
- lære mer om det
- finn på noe gøy som får meg interessert
- Lykke til
- Vet ikke
- Jeg gjør det allerede, så tror ikke det er noe spesielt. Med en gang jeg presses til å gjøre det, er det ikke like gøy lenger.
- ingen

16. Er det noe spesielt du LIKER og/eller IKKE LIKER med engelskfaget?

- Jeg har de siste årene likt engelsk ganske godt. Har aldri hatt noen super motiverende lærer som jeg kanskje skulle likt å ha, på ungdomskolen hadde vi engelsklærer som ikke kunne engelsk. Jeg liker å skrive om ting som jeg synes er interessant, men skriveoppgavene man får er som regel ganske lukket og ikke alltid like interessant for alle. Jeg vet ikke hvor mange ganger jeg har måtte skrive om sosiale medier og klimaendringer siden 8. klasse til nå, men jeg har til slutt ikke så mye mer å si om det.
- Jeg liker det å kunne snakke engelsk og diskutere relevante saker
- Jeg liker egentlig historie biten vi lærer om i engelsk og å snakke om den. Jeg liker også å ha fagsamtaler der vi diskuterer et tema som f.eks. en bok vi har lest eller historie. Jeg synes også at man lærer mye unødvendig i engelsk og at det kan være vanskelig å bli bedre. Man ligger ofte å den karakteren man har gjennom hele skolegangen. Jeg synes også at mange engelsklærer er dårlige på å gi tilbakemelding til sine elever for at de skal bli bedre. Dette gjelder også for så vidt bokmål og nynorsk skriving også.
- jeg hat alltid likt engelsk. på grunn av det er lettere for meg å forstå enn andre fag. og det er gøyere å lese engelsk enn andre fag, for meg i vart fall
- jeg liker å snakke engelsk og lære om det
- jeg er jo ganske glad i historie så når vi har om det i engelsken pleier jeg å synes det er ganske gøy, også liker jeg når vi leser romaner fordi jeg liker å lese bøker. Spesielt liker jeg det å kunne snakke/diskutere om bøkene. jeg er jo også glad i å kunne snakke engelsk selv om jeg ikke er så flink.
- Vet ikke
- ikke alltid undervisnin tilpasset til aldersgruppen, men liker å gå gjennom viktige temaer, men avogtil litt kjedelig lærere
- Jeg liker ikke at hele karakteren i fager går ut fra en eller to skriveprøver i året, jeg synes vi burde ha flere skrivemuligheter og oppgaver på skolen til å vise at vi fortjener karakterene våre.
- Jeg liker egentlig engelsk ganske godt som et fag, spesielt det å diskutere sammen på engelsk.
- Jeg liker ikke å gå gjennom tekster veldig skate og snakke om alt i teksten fordi det er kjedelig. Jeg synes det er bedre å bare lese eller høre hele teksten først og så gå igjennom. Jeg liker egentlig det meste med engelskfaget.

- Jeg synes det er god variasjon i engelskfaget. Vi bruker ikke for mye tid på hvert av temaene, noe som gjør at det oppleves mindre tungt. Jeg liker at det er høytlesing, mens vi selv kan lese i bok. Å diskutere i grupper fungerer også bra.

- Jeg liker ikke å lese nye korte utdrag av andre bøker eller tekster hver time. Jeg liker det muntlige med engelskfaget. Liker å ha klassediskusjoner eller muntlige oppgaver.

- Det jeg ikke liker med engelskfaget er at jeg føler det blir veldig mye repetisjon og at vi gjør det samme type oppgavene gjentatte ganger.

- Jeg elsker å analysere dikt, noveller og romaner. det å gå i dybden på en bok eller en tekst er noe jeg synes er utrolig gøy og underholdene, men man må ha den rette læreren. analyse viser hva forfatteren har tenkt når de skrev det, og de dypere temaene i teksten.

- Jeg liker ikke at det er så mye muntlig

- Jeg har alltid likt engelsk faget. jeg liker språket, elsker å se på engelske filmer og lese engelske bøker. Engelsk er et språk jeg har både kunnet og vært engasjert i fra tidlig alder.

- jeg liker at vi lærer et nytt språk som vi kommer til å få veldig bruk for.

- Det er ingenting jeg sterkt ikke liker eller sterkt liker med engelsk. Engelsk er ganske greit.

- Jeg liker godt at undervisningen ikke er så tung og at det er ofte snakk om samfunnsrealiterte problemer.

- Jeg liker engelsk faget fordi det er muntlig. men det kommer veldig ann på læreren og motivasjonen jeg har til å lære engelsk. den motivasjonen går opp hvis jeg har en lærer som ønsker å lære.

- Jeg liker engelsk faget delvis. Jeg syntes det er viktig å kunne mer enn ett språk. Særlig når jeg skal ut i jobb og snakke med andre mennesker fra forskjellige deler av verden.

- lite brukelig timer, har ingenting med vurderingene å gjøre.

- jeg synes timene har litt lite spenning

- Læreren

- Liker ikke at læreren har temaer der jeg ikke får lært og snakke og skrive engelsk.

- Jeg liker å lære språket, og nå føler jeg at jeg kan det så godt, slik at det ikke er et problem å kommunisere med andre som har engelsk som sitt morsmål

- liker ikke læreren

Appendix 4 The second questionnaire



Reading with a Mission: Task-based Intensive Reading Del 2

Oppdatert: 19. april 2023 kl. 14:19

1. Hvilket kjønn identifiserer du deg som?

Antall svar: 24

Svar	Antall	% av svar	
Ønsker ikke å oppgi	1	4.2%	4.2%
Ikke-binær	1	4.2%	4.2%
Jente	19	79.2%	79.2%
Gutt	3	12.5%	12.5%

2. Liker du å lese noveller?

Antall svar: 24

Svar	Antall	% av svar	
Nei	9	37.5%	37.5%
Noen ganger	13	54.2%	54.2%
Ja	2	8.3%	8.3%

3. Har du likt timene hvor du har lest noveller og arbeidet med oppgaver?

- Jeg har likt disse timene fordi historiene vi har lest var interessante og fordi det er gøy å være med på et prosjekt. Å gjøre oppgavene var helt ok.
- Ja. Det har vært givende, fordi jeg har følt at jeg har mestret oppgavene. På grunn av dette har jeg også forstått novellene, og det har motivert meg mer til å fortsette å lese.
- Det blir litt ensidig, og litt mye energi krevende.
- Nei. Det har vært uinteressant. Og alt arbeidet i timene ble lagt på elevene. En 8. klassing kunne kommet inn i et klasserom og gjort det samme like godt som læreren. Og jeg har ikke lært noe.
- Jeg har egt ikke noe formening om det
- Bei
- Ja, jeg har følt at jeg har jobbet med teksten og forståelse på en annen måte enn jeg pleier. Jeg har fått en mer fordypning.
- jeg syns novellene har hvert vanskelig å forstå så derfor blir det ikke så interessant å lese de, i tillegg til å svare på spørsmål
- jeg er ikke så alt for glad i å lese hvert fall ikke når det er de første timene på skolen
- det var gøy på begynnelsen med etter vært begynte det å bli kjedelig å jobbe med samme ting igjen og *igjen
- Det har vært helt greit, gøy med at jeg fikk sett ulike tekster, men ikke tekstene ble ikke akkurat mine favoritt-tekster,
- de har vært helt ok. jeg synes at det kunne ha vært mer variasjon i opplegget, det ble litt mye av det samme. Utenom det har de fungert greit.
- Det har gått greit å lese ferdig novellene, det var passe mengde med arbeid.
- Jeg liker å lese i timene. Jeg synes å jobbe med oppgaver kan gjøre at man forstår teksten bedre, men jeg synes det er kjedelig.
- Det har vært et annerledes opplegg enn bare tavle undervisning som er fint. Greit med egen jobbing og jeg liker noveller generelt.
- ikke egentlig, jeg lærte ingenting av det
- Ja, jeg synes det har vært ganske greit å lese de.
- Jeg har likt timene, men oppgavene har vært varierende, og noen vanskelige å jobbe med enn andre
- nei
- Kom veldig ann på tekstene, likte den første, så ja.
- de har vært helt greie er ikke så fan av noveller.
- 1/3 av timene har vært greie, resten var kjedelige
- nei. var kjedelig
- Jeg liker å lese, så det har vært interessant, men normalt så leser jeg det jeg selv liker og uten å finne noe fasit på hva det handler om osv.

4. Har du likt novellene du har lest i timene?

- Jeg syntes "The Lottery" var en kjempe bra novelle. Personlig er jeg veldig glad i historier med en mørk tvist på slutten. "The secret life of Walter Mitty" var veldig rotete men jeg likte at jeg måtte tenke for å forstå fortellingen.
- Jeg har likt novellene vi har lest. Noen har vært litt i overkant lange, og noen med litt avansert språk. Men, de har sammen med oppgavene blitt forståelige, og har også hatt gøy plots.
- Nei, skjønte veldig lite av de.
- Nei. Uinteressante, kjedelige og unødvendige.
- jeg likte den første novellen vi leste om kona som drepte mannen sin, men de andre tekstene synes jeg bare ble mer og mer forvirrende og vanskelig å forstå.
- Nei
- Jeg likte den første vi leste for jeg hang med i historien. De andre ble litt veldig forvirret av så jeg likte dem ikke så godt.
- jeg syns de har hvert vanskelig å forstå, men ellers har de hvert greie
- De har vært helt greie, men to av de var vanskelige å forstå
- Ja kanskje noen av de men noen av de vær ikke noe gøy
- Gøy med at jeg fikk sett ulike tekster, men ikke tekstene ble ikke akkurat mine favoritt-tekster,
- Ja jeg synes de var interessante. Særlig den siste vi leste.
- Ikke alle novellene var like lette å forstå og ble derfor litt tunge å lese.
- ja, jeg har likt novellene. de var ikke for lange. De var interessante.
- Det første novella hadde jeg allerede lest og den liker jeg. Jeg liker når det er en overraskende slutt. Jeg likte også godt den siste og så traileren til filmen for å forstå bedre. Filmene så veldig bra ut, så kommer nok til å se den i fremtiden. Hvis jeg ikke hadde lest novella hadde jeg aldri visst om filmen.
- nei, de var lange og kjedelige syntes jeg
- Jeg likte godt de to første, men den siste vi leste ble for meg litt for vanskelig å skjønne. Det førte til at jeg ikke klarte å kose meg mens jeg leste, for jeg liker å ha en viss anelse om hva som skjer.
- Har lest noen før, men likte noen, og likte andre mindre
- nei, de var vanskelige
- Den første og andre best. Den siste var veldig kjedelig.
- ja
- nei, de var for lange
- nei, de var søppel
- Ikke den siste, spesielt ikke på starten av dagen. De andre var spennende.

5. Har du likt oppgavene du har jobbet med mens du leste novellene?

- Jeg synes oppgavene har vært helt ok. Har ikke hatt noe problem med å skrive de. For "The secret life of Walter Mitty" hjalp det med å holde fokus å vite at jeg skulle skrive noe om den etterpå.
- Oppgavene har vært til stor hjelp, Jeg syntes dog ikke alle er like relevante, og likte best den siste timen der jeg måtte lage relevante oppgaver selv.
- Den beste var til The Secret Life of Walter Mitty, når vi skulle lage våre egne spørsmål.
- Litt. Det fikk meg til å reflektere en smule mer. Men det var bare kjempe unødvendig og ubrukelig å lage egne spørsmål.
- jeg synes de har vært ganske greie, men noen ganger kunne det være litt for mange oppgaver og spørsmål. men de hjalp med også med å forstå historien bedre.
- Nei
- Den har vært greie, men av og til kan det bli litt mange. Dermed var mange av spørsmålene gode for å forstå historien bedre.
- det har hvert greit å kunne svare på spørsmål for da må man konsentrere seg litt mer om teksten
- Oppgavene var også helt greie. Verken likte eller mislikte de
- noen av de
- Helt greie, skjønte ikke alltid teksten og da er det vanskelig å svare på oppgaver.
- Jeg synes egentlig det blir litt vanskeligere å konsentrere seg om lesingen når man skal ha spørsmål å svare på i tillegg. Noen spørsmål synes jeg også var litt vanskelig å forstå.
- Oppgavene var greie, det var greit å få tenkt igjennom spørsmålene.
- Jeg synes det var kjedelig. Jeg synes vi fikk litt for lang tid på å gjøre en så enkel oppgave.
- De har vært greie med også kanskje litt unødvendige. Likte best når vi fant opp spørsmål selv som vi kunne finne ut av, slik at jeg skjønte bedre.
- litt mange, men helt greie
- Jeg likte oppgavene vi fikk utdelt, mens synes det var vanskelig å lage spørsmål til den siste teksten, da jeg ikke egentlig skjønte hva som skjedde. Jeg skjønte det til slutt, da jeg fikk den forklart.
- Likte når det var fysiske oppgave å svare på, og ikke vi måtte lage oppgaver til en tekst vi ikke visste noe om
- nei siden jeg ikke har forstått novellene har det vært vanskelig å svare på spørsmål om novellen etterpå
- Nei de var veldig lette og lite variasjon.
- ja
- nei, de var bare forvirrende
- nope
- Noen av dem. Det har vært vanskelig å finne på egne spørsmål og sånn, men ellers har det gått greit.

6. Hva syns du om å jobbe med lesing av skjønnlitteratur på denne måten?

- Jeg tror det kan være en god måte å forstå historien bedre på men det tar også litt av fornøyelsen ut av novellen.
- Jeg syntes det er effektivt, både med tanke på å utvikle ordforrådet mitt, men også konsentrasjonen. Jeg opplevde opplegget som motiverende, selv om det noen ganger var litt i overkant mye.
- Den fungerer, men det er nok litt "gøyere" å lese en skjønnlitterær fortelling med litt spenning, og ikke en åpen ending.
- Kjedlig...
- Jeg syns det er en bra måte å lese skjønnlitteratur på fordi det er viktig med leseforståelse og når man svarer på spørsmål rettet til teksten kan man virkelig tenke på hva teksten handler om.
- Nei
- Det er viktig å kunne forstå og jobbe med ulike tekster og øve på det. Dette føler jeg vi har gjort i disse timene og det var fint.
- jeg syns det har hvert greit
- Det var greit å kunne lese litt engelsk, men kunne kanskje hatt litt mer interessante fortellinger
- ikke noe gøy det er for mye når man må svare på masse oppgaver
- Følte ikke oppgavene hjalp mye når det kommer til forståelse av tekstene og sånt.
- Jeg tror det fungerer forskjellig fra person til person. For min del føler jeg ikke at jeg får så mye utbytte av det.
- Det var greit, men ikke alle novellene passet helt for meg.
- Jeg synes det er helt greit, men jeg tenker at det burde finnes en måte å gjøre det litt mer spennende og gøy på.
- Jeg synes det fungerer ganske bra og hjelper med forståelsen.
- likte det ikke
- Jeg synes det er en ganske grei måte å jobbe på. Muligens litt repetitiv, da vi har gjort ca. det samme hver gang, med kort avstand. Men hadde det vært litt lenger avstand mellom hver gang, synes jeg det hadde vært supert!
- Selve jobbingen med det er greit, men skjønner ikke helt meningen hele tiden med å jobbe så mye med oppgaver rundt tekster
- fungerer ikke helt for meg, men fungerer sikkert for noen andre
- Greit nok, siden det er ikke så veldig utfordrende.
- Jeg synes det er greit, siden det hjalp meg å fokusere på innholdet.
- det er ikke helt for meg
- ikke for meg
- Jeg har vært mer fokusert på å prøve å forstå tekstene nå som jeg hadde oppgaver, og det kan jo være interessant. Men jeg foretrekker å lese bare for egen interesse, uten å svare på noe.

7. Syns du opplegget og oppgavene kunne vært utformet på en annen måte?

- Nei, jeg tror oppgavene var ganske passende.
- Jeg syntes oppgavene kunne handlet mer om utdyping og reflektering. Simple og korte definisjon- og begreppoppgaver hjelper meg ikke like mye. Å kunne reflektere dypere rundt novellene ville gjort at jeg kunne forstått de på et bedre nivå.
- Novellene var litt for mye detaljert, med detaljer som ikke hjalp til med å finne en handling. - Tar mye energi.
- Ja. Istedenfor å lese og lytte, så kunne læreren selv lest til elevene. Lærerne er bare på telefonen imens, noe som viser elevene hvor uproffesjonelle de er. For at elevene skal vise interesse, så må lærerne gi litt. Ikke bare dele ut noe og overlate alt til elevene. Imens det eneste arbeidet læreren trenger å gjøre er å sitte nede på stolen og tenke på hva de skal ha til middag.
- Jeg like det det ganske greit, men som jeg har nevnt tidligere var det litt mange og kanskje vanskelige spørsmål og litt kompliserte tekster.
- Nei
- Som jeg har nevnt tidligere var det av og til man følte at det var litt mange oppgaver. Vi jobbet også med det i 1,5 h som kan være litt lenge for noen.
- syntes tekstene kunne hvert litt kortere sånn at man forstod mer av den
- Ja som nevnt tidligere så kunne fortellingene kanskje vært annerledes sånn at vi kunne syntes det var gøyere å lese de. Men jeg likte godt den første fortellingen.
- ja men ikke var gang det er gøy å ha noe annet en å bare lese og svare på oppgaver
- Vet ikke
- Som sagt kunne det kanskje vært litt mer variasjon i opplegget. Ellers fungerte det fint.
- Kanskje valgt andre noveller som var lettere å forstå.
- Jeg synes det burde vært gøyere. Jeg synes man kunne hatt mer samarbeid sånn at man ikke bare sitter å stirrer på et ark og kjeder seg.
- Det kunne vært litt mindre spørsmål og mer selvvalgte spørsmål, men ellers var utformingen ganske bra.
- kunne vært mer muntlig hvor vi diskuterte å hørte forskjellige oppfatninger av novellene.
- Jeg tror egentlig ikke det
- idk,
- jeg vet ikke hvordan det kunne vært gjort annerledes, tror bare tekstene var litt vanskelige å forstå
- Ja, litt mer variert og utfordrene.
- nei, det var greit
- ja
- ikke ha oppgaver etter at vi har lest
- Kanskje vi kunne funnet en novelle selv om tema som interesserer oss, siden jeg tror de fleste liker å lese forskjellige ting.

8. Vil du si at du har følt mestring mens du har lest novellene og jobbet med novellene?

Antall svar: 24

Svar	Antall	% av svar	
Nei	6	25%	 25%
Noen ganger	13	54.2%	 54.2%
Ja	5	20.8%	 20.8%

9. Vil du si at du har følt leseglede mens du har lest novellene og jobbet med oppgavene?

Antall svar: 24

Svar	Antall	% av svar	
Nei	12	50%	 50%
Noen ganger	9	37.5%	 37.5%
Ja	3	12.5%	 12.5%

10. Føler du deg motivert for å lese skjønnlitteratur de kommende seks månedene?

Antall svar: 24

Svar	Antall	% av svar	
Vet ikke	5	20.8%	 20.8%
Nei	8	33.3%	 33.3%
Ja	11	45.8%	 45.8%

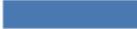
11. Føler du deg motivert for å lese noveller de kommende seks månedene?

Antall svar: 24

Svar	Antall	% av svar	
Vet ikke	8	33.3%	 33.3%
Nei	11	45.8%	 45.8%
Ja	5	20.8%	 20.8%

12. Vil du si at du har blitt mer bevisst på lesestrategier etter disse timene?

Antall svar: 24

Svar	Antall	% av svar	
Nei	11	45.8%	 45.8%
Noen ganger	7	29.2%	 29.2%
Ja	6	25%	 25%

Vil du delta i forskningsprosjektet “Reading with a Mission: Task-based Intensive Reading”?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke om intensiv lesing av short stories i engelskfaget kan gi elever leseglede og bidra til motivasjon for frivillig lesing. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Ifølge læreplanen i engelsk (LK20) skal engelskfaget bidra til «leseglede og tilegnelse av språk.» (Grunnleggende ferdigheter). Gjennom dette prosjektet vil jeg undersøke hvordan lesing av short stories oppleves for elever, og om det bidrar til økt leseglede eller motivasjon for lesing. Formålet med dette prosjektet er å undersøke om short stories bidrar til å møte kravene læreplanen har satt.

Det ligger to forskningsspørsmål til grunn for masterprosjektet

- Hvordan opplever elever på videregående skole intensiv lesing med lesebestillinger?
- Kan dette motivere elever til frivillig lesing?

Opplysningene som hentes ut til dette prosjektet vil ikke brukes til andre formål enn masteroppgaven.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Agder er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Du blir spurt om å delta i prosjektet grunnet interessen du har vist i å bruke lesebestillinger og intensiv lesing i en av dine klasser.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet innebærer det at du observerer min intervensjon i en av dine engelskklasser. Elevene vil fylle ut spørreskjema før og etter undervisningsopplegget, og at du deltar i et intervju etter at opplegget er gjennomført. Intervjuet vil ta rundt 30 minutter og vil handle om observasjoner du så i klassen, og hvordan du tror elevene opplevde opplegget. Intervjuet vil bli tatt opp med båndopptaker og transkribert.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

Det er kun jeg og min veileder som vil ha tilgang til opplysningene som oppgis i spørreskjemaene. Du vil forbli helt anonym i masteroppgaven, og det vil ikke samles noen personopplysninger om deg som kan identifisere deg på et senere tidspunkt. Det vil kun hentes informasjon som er relevant for prosjektet.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes når masterprosjektet avsluttes, som etter planen er i mai 2023. Etter prosjektslutt vil datamaterialet slettes.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Agder har Sikt – Kunnskapssektorens tjenesteleverandørs personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

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

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

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

- Universitetet i Agder ved Mariette Aanensen, epost: [REDACTED], tlf: [REDACTED]
- Vårt personvernombud: Trond Hauso, epost: personvernombud@uia.no

Hvis du har spørsmål knyttet til vurderingen av prosjektet som er gjort av Sikts personverntjenester ta kontakt på:

- Epost: personverntjenester@sikt.no, eller telefon: 53 21 15 00.

Med vennlig hilsen

Mariette Aanensen

(Forsker/veileder)

(Student)

Ane Kongevold Hornnes

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet "Reading with a Mission: Task-based Intensive Reading", og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju

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

(Signert av prosjektdeltaker, dato)

Appendix 6 Interview guide

Tema	Spørsmål	Stikkord, oppfølging
Klassen, elevene, generelt	<p>Hvordan opplever du elevenes forhold til lesing generelt?</p> <p>Hvordan opplever du elevenes forhold til lesing på engelsk?</p> <p>Hva vet du om elever i klassen med lesevansker eller dysleksi, og deres forhold til lesing?</p> <p>Merker du forskjell på elevens forhold til intensiv og ekstensiv lesing?</p> <p>Hvordan opplever du elevenes forhold til noveller?</p>	<p>19 av 28 elever svarer at de har lest mer enn en bok de siste seks månedene.</p> <p>24 meldte de føler mestring noen ganger, ofte eller alltid når de leser.</p> <p>18 mens de har lest og jobbet med novellene.</p>
Opplegget	<p>Hvordan tror du elevene opplevde opplegget med leseoppdrag?</p> <p>Hva tenker du om de ulike leseoppdragene? (Kun oppgaver, debatt, spørsmål-svar)? Syns du noe passet mer eller mindre for klassen?</p> <p>Hvordan opplevde du konsentrasjonen til elevene mens de leste og arbeidet med oppgavene?</p> <p>Hvordan opplevde du engasjementet til elevene mens de leste og arbeidet med oppgavene?</p> <p>Hvordan syns du elevene responderte til de valgte novellene?</p> <p>Hvordan syns du elevene responderte til oppgavearkene?</p>	<p>Hjelpsomt, slitsomt, motiverende, overveldende? For eksempel ut ifra de ulike timene, novellene, tidligere eller liknende opplegg?</p>

	<p>Tenker du at opplegget kan passe bedre for svakere lesere enn for sterkere lesere?</p> <p>Hva tror du tidspunkt for timene har å si for elevene?</p>	
Liknende opplegg	<p>Hvordan pleier du å legge opp undervisningsopplegg rundt lesing?</p> <p>Hvordan har dere arbeidet med lesing tidligere?</p> <p>Har dere jobbet med ulike lesestrategier tidligere?</p>	
Mulige endringer, utvikling	<p>Har du merket noen endringer i elevenes holdninger eller arbeid med lesing?</p> <p>Har du merket noen endringer i elevenes holdninger eller arbeid med noveller?</p>	
Tilbakemelding	Er det noe spesielt du ville gjort annerledes hvis du skulle ha undervist med et liknende opplegg?	For eksempel utvalget noveller, utformingen av oppgavearkene, eller noe annet?
Avslutning	Har du noe annet du vil si eller ta opp før vi avslutter?	

Appendix 7 Transcript of the interview

I = Intervjuer

X = Lærer

[] – avbrutt, lærer eller intervjuer kommer med kommentar mens den andre snakker.

I	Da er vi i gang, og det første jeg lurer på er hvordan du opplever elevens forhold til lesing generelt?
X	Veldig varierende egentlig, det er noen elever som jeg vet leser mye på fritiden og leser skjønnlitteratur. Og så er det en del elever som gir uttrykk for at de knapt har lest en bok i sitt liv bortsett fra det de har måttet lese på skolen og ikke kan tenke seg å bruke fritiden på det. Så jeg tror det varierer veldig, og så er det noen i midten som synes det er helt ok å lese litt innimellom. Men det er altså sånn at det er en stor gruppe som leser litt, og en liten gruppe som leser mye, og en god del som nesten aldri leser. Jeg vet ikke om det har forandret seg, siden ehm ja? [Det stemmer veldig overens med den dataen jeg har samlet i spørreskjemaene, faktisk] Ja, mhm, det er i hvert fall det de har gitt uttrykk for i timene i den klassen som du har vært i da, så hvis det er den klassen så er det sånn jeg oppfatter det, men det kan nok sikkert variere, det er kanskje ikke den mest «akademisk sterke» klassen jeg har vært borti, så det kan sikkert variere hvis du har, vi har jo andre typer klasser her, forskerklasser for eksempel, og sånne ting [ja, ikke sant] så det kan jo være at det varierer litt, men sånn generelt så tror jeg og får inntrykk av at gutter leser lite generelt, lite skjønnlitteratur generelt.
I	Ja, det kan nok også stemme, ja. Og mer spesifikt, hvordan opplever du elevenes forhold til lesing på engelsk?
X	Jeg tror ikke det er så mye verre, i gåseøyne, å lese på engelsk enn på norsk etter hvert. For jeg har ikke inntrykk av det, det er noen elever som har sagt at de har lest engelske romaner. Og jeg vet fra tidligere elever jeg har hatt at det er ganske mange som leser romaner på engelsk, men ikke på norsk. Så egentlig så tror jeg kanskje at engelsk har utviklet seg såpass og er i den posisjonen at jeg tror ikke det spiller noen rolle på videregående, egentlig. Og en del forskning på skjønnlitteratur og lesing og gutter viser at noen av disse guttene som driver med spill leser romaner på engelsk [ja] innenfor fantasysjangeren for eksempel. Så jeg har ikke møtt noen motforestillinger mot å lese, nå leser vi jo en roman i den klassen, og det er ingen motforestillinger mot det liksom, det å lese en roman på engelsk.
I	Og så har du sagt at du har noen elever i klassen med lese- og skrivevansker og dysleksi, har du merket noe spesielt ut ifra deres forhold til lesing?
X	Nei, egentlig ikke. Egentlig så, det kan jo godt være at de bruker mer tid på å lese og sånn, men det er ikke så veldig tydelig i elevens arbeid at de har dysleksi. Men det er klart at hvis man har sterk grad av dysleksi så vil det påvirke leseprosessen og lesehastigheten, det er jo klart. Men jeg vet om elever med dysleksi og det er ikke sånn at de uttrykker seg negativt om lesing [ja, så det er ikke sånn at de prøver å unngå det eller?] Ehm, nei, det har jeg ikke merket. Men de går jo på studieforbereende, det er jo ikke yrkesfagelever, de skal jo forberede seg på studier, så hvis ikke de kan tenke seg på å lese fremover, så er man jo på feil plass på en måte. Lesing er jo viktig uansett. Så nei, ikke noe spesielt. Jeg tror jo at alle skjønner at lesing er viktig, så selv om man har problemer med det så skjønner man at man må jobbe seg gjennom det. Men

	kanskje trenger de mer tid, da. Det er jo det som er viktig, å gi litt ekstra tid til den type elever, så ikke det blir stress på en måte.
I	Har du sett noe på elevenes forhold til intensiv mot ekstensiv lesing?
X	Nei altså, vi jobber jo med fagtekster og sånt i timene og mange ulike typer tekster. Men det er klart at det kan være en fordel å gi beskjed om hva elevene skal gjøre. At de skal lete etter en viss type informasjon for eksempel, eller bare skumlese, skal du få med detaljer? Så det hjelper nok å fokusere, men jeg har ikke merket, hvis spørsmålet er om du har merket noen forskjell på elevenes holdninger til denne typen lesing, så nei egentlig ikke. Og ekstensiv lesing, det er jo ikke så mye av det, bortsett fra at vi leser en roman da. Men det virker som om mange syns det er ok, men det er ikke så mye, og jeg har jo ikke drevet med spørreundersøkelser [neinei] og spurt om hva de egentlig syns om det, jeg de godtar nok det meste av det opplegget vi presenterer for det er jo en del av opplegget i engelskfaget da. Men det er i hvert fall ikke noe spesielt negativt som er uttrykt når det gjelder å lese for eksempel en roman da, egentlig ikke ellers heller. Selv om det selvfølgelig er noen som syns det er tungt. Men, jeg vet ikke om jeg svarte på spørsmålet ditt egentlig?
I	Jo, jeg er fornøyd. Og helt til slutt på det generelle, har du noen spesielle tanker om elevenes tanker om å lese noveller? Har du oppfattet noe der?
X	Jeg tror at det kan være veldig bra, å lese noveller. Det kommer veldig an på, valget av noveller er kanskje avgjørende. Og at noen noveller kanskje fanger eller fenger mer enn andre? Og at det kommer litt an på elevenes modenhetsnivå, hva du får ut av det. Hvis du skal diskutere etterpå eller elevene skal vise en eller annen slags forståelse, diskutere for eksempel tema, det her vanlige altså plot og setting, characters og alt det der, themes og sånne ting. Jeg tror for eksempel at den Walter Mitty var utfordrende for en del av mine elever, men jeg har hatt den med voksne, og det er en helt annen situasjon [ja!]. For elever som er på et annet refleksjonsnivå og modenhetsnivå har helt andre forutsetninger for å diskutere og forstå en sånn type novelle. Men selvfølgelig så kan du forstå noveller på forskjellige måter, så det er ikke det jeg mener, men jeg følte at mange satt sånn og ikke skjønnte så mye, sånn at, men det gjør jo ingenting. Det er jo fint å ha en bredde, og det er fint at man opplever at man har noen har utbytte av det og noen syns at det var veldig vanskelig, men det vil du oppleve med sekstenåringer tror jeg uansett, så det er ikke noe farlig med det. Men selvfølgelig, valg av noveller er nok ganske viktig. Hva slags kriterier og hvorfor du gjør slike valg som du gjør og presenterer det. Men jeg tror det er positivt på mange måter for det er en kort historie, det er lett å forholde seg til [ikke sant] så sånn sett kan en roman kanskje bli litt lang for noen, men jeg tror det kan være fint å jobbe med, og så er det fint med skjønnlitteratur men i kortere form. Så ja, absolutt positivt.
I	Og da går vi videre til et nytt tema, og det handler mer om opplegget generelt. Og da lurar jeg bare på hvordan du tror at elevene opplevde det her opplegget og hvordan du oppfattet timene?
X	Jeg tror for så vidt at de syns det var bra. Nå har jo elevene vært borte denne uken, på et sånt opplegg med [redacted], så jeg har ikke sånn egentlig fått spurt noe eller fått noe kommentar eller sånt. Men sånn som jeg oppfattet det så var det jo, jeg tror jo de syns det var helt ok å jobbe med, ikke noe negativt i hvert fall. Ehm, ja som sagt så tror jeg det kan være fint med korte tekster, altså avsluttende tekster på en måte. Ehm, men det er litt vanskelig, siden som jeg så var alle oppgavene litt sånn introverte på et vis, eller det var jo ikke noe felles.

	<p>Jeg gikk jo litt rundt og hørte litt innimellom, men det var vanskelig å få et inntrykk av hva som ble oppfattet, for ikke sant om du har en sånn felles hva skal jeg si, diskusjon eller avslutning eller et eller annet felles enten innimellom eller mot slutten så får man gjerne inntrykk som sier ett eller annet om hva de syns, eller du får et inntrykk av hva elevene har fått med seg, eller om det var vanskelig eller enkelt, men i og med at alt foregikk individuelt da, og litt i grupper da, så syns jeg det var vanskelig å egentlig helt sense, ja hva elevene syns da. Men da har jo du sikkert mer informasjon om, siden du har jo fått spørreskjema og sånn. Ehm, men for meg som observatør så er det vanskelig å si noe veldig konkret om det. [Nei, men du opplevde ikke at noen syns det var veldig slitsomt eller overveldende?] Nei, det tror jeg ikke. Jeg har i hvert fall ikke fått noen tilbakemeldinger om det og det er ingen som har sagt noe om det i hvert fall.</p>
I	<p>Og da lurer jeg på hva du selv syns om de forskjellige leseoppdragene? Jeg har de her om du vil se på de?</p>
X	<p>Ja, det er jo en type ganske kjente for elevene, det her med å se på overskrifter og se på hva det handler om, det er jo noe som vi har gjort tidligere, ganske vanlig strategi tror jeg. Også har du dette her, altså elevene har jo sikkert jobbet med BISON på ungdomsskolen, og så er det jo noen lesestrategier som vi har sett litt på og jobbet med tidligere, som er i læreverket, Citizens, VG1 læreverket for engelsk. Det har en del lesestrategier og fokus på det i boken. Så vet jeg at med lesestrategier har det vært litt fokus på de siste årene, jeg har i hvert fall fått inntrykk av det ned på barneskolen og ungdomsskolen. Og dette her med forskjell på nærlesing og skumlesing og sånn her typer ting, men hva var det du spurte om igjen? [egentlig bare selve opplegget og leseoppdragene de har hatt] Jeg syns leseoppdragene fungerte bra sånn som jeg kunne se det, jeg syns det er fint å gi elevene gi elevene, kanskje det er litt vanskelig noen ganger å [heihei (til forbigående)] lese og svare på oppgaver samtidig, akkurat det der vet jeg ikke helt om er bra eller ikke. Det kan ikke jeg bestemme, men det er som å se film og så stoppe hele tiden. For det er på to vis det der, noen ganger det er greit å bare få et sånn helhetsinntrykk av noe, og så kan man liksom gå tilbake på en måte. Det er forskjellige måter å tenke på og jobbe på. Kanskje noen elever syns det er greit å ha en helhetslesing først, og så gå tilbake, mens andre kan lett ta opp tråden igjen. Jeg vet ikke om det ble oppstykket hvis man jobber med oppgaver underveis?</p>
I	<p>Jo. det stemmer helt det du sa, noen syns det ble for oppstykket, men andre syns det hjalp de med å følge historien. Så du har liksom to elvetyper da.</p>
X	<p>Jeg ville tro det, ja. Men det er man jo forskjellig. Og så ja, men man kan jo aldri finne noe som fungerer optimalt for alle hele tiden. Det er jo en erfaring. Men det er jo altså varierte oppgaver, så en trenger kanskje ikke ha oppgaver underveis, noen ganger kan man bare ha oppgaver i begynnelsen eller slutten, kanskje?</p>
I	<p>Ja, ikke sant. Så da, selve timene da, hvordan opplevde du konsentrasjonen til elevene mens de leste og jobbet med leseoppdragene?</p>
X	<p>Ganske vanlig, normalt, tror jeg. Stort sett, ja jeg tror ikke det var noe verre eller bedre for å si det sånn. Det er klart at for noen kan det være greit å ha en helt konkret «nå er det dette vi jobber med» nå er det kun teksten, ikke sant. Sånn at det kan, det er ikke noe svevende, det er veldig konkret, både teksten og oppgavene. Det kan jo hjelpe noen med å fokusere, hvis ber dem diskutere hva de syns om et eller annet tema så kan de kanskje bli svevende for noen. Så når</p>

	dette konkretiseres så blir det kanskje lettere å holde fokus da. Men jeg syns ikke konsentrasjonen var hverken dårligere eller bedre, klassen virket egentlig ganske normal.
I	Nei siden frykten min var at det kom til å bli for oppstykket, og at elevene kom til å miste fokus da, men jeg opplevde heller ikke at det skjedde. [nei, jeg tror ikke det altså] Og da er det det samme spørsmålet om engasjementet deres, merket du at de virket mer eller mindre engasjerte enn når dere ellers leser eller jobber med oppgaver.
X	Nei, det er litt vanskelig med at det ikke hadde noe felles oppsummeringen, siden da får du ofte frem noen sånne ytterpunkter. Ehm, men jeg syns jo engasjementet var bra, sånn generelt. Men altså akkurat det å uttrykke sånn voldsom begeistring for noe er det ikke så mange som gjør uansett. Det kan man liksom ikke forvente [nei det hadde jeg heller ikke, det var mer om det virka som om de likte oppegget og likte å lese] Nei jeg følte ikke det, jeg følte det var ganske sånn som vanlig. Jeg tror noen likte det kjempegodt og så tror jeg noen som ikke egentlig er så teoriinteresserte syns at det var litt tungt. Kanskje spesielt den siste novellen.
I	Ja det var det jeg merket, eller sånn som jeg opplevde konsentrasjon og engasjement var liksom leseprosessen da jeg observerte de, var at veldig mange virket veldig fokuserte mens de leste «Lamb to the Slaughter», og litt kanskje litt mindre på «The Secret Life of Walter Mitty» og «The Lottery».
X	Ja det hadde vært interessant å ha snudd på det, og begynt med, hvis du hadde begynt med en annen, hvis du hadde begynt med Walter Mitty og om det hadde fått eller gitt et annet resultat [ikke sant] for det at, for jeg tror at det var en slags, for jeg tenkte at det var en slags naturlig utvikling når det gjaldt vanskelighetsgrad, hvis man kan kalle det det da? [det var en tanke bak det ja] og at den første er lettere å forstå, den er ganske kronologisk og har en sånn suspense der og Roald Dahl er en kjent forfatter, og alle vet kanskje litt om hva slags skrivestil han har da? For den er jo ganske lett å forstå, tross alt, for de aller fleste. Og så er det sånn, unexpected ending og sånn. Mens den neste tror jeg også var litt sånn «hæ» når det gikk opp for dem, men den var kanskje litt vanskeligere å forstå underveis og hva som egentlig skjedde?
I	Ja, jeg fikk litt kommentarer på det at det. Og liksom at det ikke var før mot slutten at, ja, at det gjerne skulle være litt mer spenning lenger inn i historien, og at ikke alt bare skal åpenbare seg i siste avsnitt, så det går jo noe med det også, og sjanger og sånn.
X	Jeg syns jo det egentlig er veldig, en fantastisk novelle, egentlig, men det er klart at det her er sekstenåringer. Men jeg tror den også på en måte fenget på et vis. Den har jo mye, den er vel inspirasjon for Hunger Games og alt det her sannsynligvis. Mens den siste tror jeg var litt utfordrende og følge med på rett og slett, og skjønne hva som egentlig foregikk for en del [ja det stemmer også overens med de svarene jeg har fått, at det var vanskelig å skjønne hva som skjedde, og så var det kanskje litt vanskelig å forstå hva som er ekte og hva som ikke er, og at det handlet om dagdrømmer og sånt] Ja for det var en som spurte «hva slags yrke har han, egentlig?», tror jeg det var. Så de skjønnte ikke alle at det liksom var dagdrømmer avbrutt av virkelighet, liksom. Så ja.
I	Ja, nå har vi jo egentlig gått litt inn på det, men spørsmålet er da hvordan syns du elevene responderte til de valgte novellene? Har du noe mer du vil tilføye der?

X	Nei altså bare at jeg tror sånn som for den aldersgruppen så tror en kronologisk novelle med sånn spenning, sånn som den typen Roald Dahl novellen. Den tror jeg appellerer til de aller fleste, uansett egentlig. Og så tror jeg de andre to er mer krevende, krever kanskje litt mer modenhet. Det betyr ikke at man ikke skal presentere dem for det, men at det kanskje krever litt mer. Ehm, altså jeg vet ikke helt, men man kunne jo tenke seg at man har en slags førlesingsaktivitet, samtidig så er det jo det at det kan ta vekk noe av spenningen for noen. Jeg syns det er litt vanskelig å vurdere det der egentlig. For jeg tenkte på det med den siste, så kunne en jo ha snakket litt på forhånd om dette her om drøm, virkelighet og dagdrømmning og sånne ting. For å sette dem på sporet da, men om det hadde gjort leseopplevelsen bedre for alle, det er jo ikke heller sikkert. Da tar man jo vekk den fantasien og kreativiteten som man har selv
I	Ja det var jo tanken, at elevene selv lurte på hva som skjer. Og så kan man kanskje gå litt dypere inn i historien, og prøve å forstå. Men det virket som flere enn jeg hadde forventet som syns den var vanskelig.
X	Ja, jeg var ikke så overasket. For jeg syns ikke elevene er så veldig modne, altså generelt. De er litt «svakere teoretisk», i forhold til det jeg er vant med på VG1 studieforbereidende. Og derfor forventet jeg kanskje at de slet med denne novellen, også. Mange, ikke alle, strevde, for jeg har noen elever som er veldig sterke lesere. Jeg har noen jenter der som leser masse, og er veldig flinke på å uttrykke seg både muntlig og skriftlig, både på engelsk og sikkert på norsk og alt mulig. Men jeg så jo at de slet og ikke skjønnte bæret av hva dette var, det ble litt kaotisk. Men jeg vet ikke, en kunne jo tenke seg at man jobbet med litt sånne oppgaver etterpå, man kunne jo dramatisere eller lage sånne scenskifter, ikke sant? [Ja!] For det er jo veldig tydelige scener i den Walter Mitty novellen, scenen når han er pilot og så er han lege, og sniper jeg husker ikke alt. Men, ikke sant, så går han jo inn og ut, og så har du kona innimellom der og litt dialog der og sånn. Jeg tenker jo at den kanskje kunne egne seg til dramatisering. [Ja det kunne vært veldig spennende] Eller lage tegneserier, eller et eller annet sånt, kanskje.
I	Ja, det hadde vært gøy! Om vi hadde mer tid! [Ja, du får ta det med deg videre] Men så da er det om du har noen tanker om hvordan elevene responderte til de her oppgavearkene, da?
X	Nei, altså de fleste fulgte jo ut pliktoppfyllende og så fylte jo ut oppgavene. Jeg så jo at noen hadde skrevet litt lite, spesielt på den siste novellen, som hadde skrevet veldig lite da jeg gikk rundt og skikket litt da. Og da var det blant annet ei som sa at hun ikke skjønnte helt hva det handlet om, kom det frem. Så jeg tror nok at det, hvor mye de har svart og jobbet med det er i samsvar med hvor mye de syns de har skjønnet av innholdet. Hvis det har fenget, på en måte, og hvis det fenger så er det jo ofte fordi man forstår det eller tror man forstår det. Hvis ikke man skjønner det, så blir jo vanskeligere å forholde seg til å skrive noe fornuftig, når du ikke skjønner, eller så kan man jo skrive det at man ikke helt skjønnte det. Og det har de kanskje gjort?
I	Ja, det var noen som var veldig ærlige på det. Og det setter jeg bare pris på. Men det stemmer det du sier, det var veldig mange som skrev veldig mye på den første novellen, «Lamb to the Slaughter», og som svarte veldig utfyllende, og mer utfyllende enn jeg hadde forventet. Siden det var nok en de skjønnte mer av enn den siste. Men tenker du da kanskje at opplegget kan passe litt bedre for svakere lesere enn sterkere lesere?

X	<p>Nei nesten omvendt! [Ja! Vil du utype?] Ja, altså alt passer jo for sterke elever, det er jo litt flåsete og si, men sterkere elever klarer jo det meste. Du tenker kanskje at dette med leseoppdrag og konkrete oppgaver gjør det lettere for svakere lesere å finne essensen [det har vært en tanke det, ja] Og det tror jeg jo for så vidt er riktig, men det forutsetter at de skjønner novellen eller skjønner teksten de skal jobbe med. Men jeg tror egentlig alle elever har utbytte av, altså det er klart hvis du bare skal huske en novelle eller gjengi den og snakke om den, så kan det være at sterkere lesere kan gjøre dette uten oppgaver som hjelper dem å fokusere eller se spesielle ting. Men jeg tror alle typer elever har et stort utbytte av oppgaver underveis og konkrete oppgaver. Og jeg tror kanskje at for svakere lesere så er det vanskeligere nesten, hvis de får for mange oppgaver og detaljerte beskrivelser av hva de skal gjøre. Rett og slett og det blir også en utfordring da, at det blir for mange krav som blir stilt. Du skal ikke bare lese gjennom den her og prøve å forstå den, men du skal i tillegg grave deg ned i detaljer, og det kan kanskje være utfordrende igjen? Mens det har jo sterkere lesere ikke noe store problemer med. Så jeg vet ikke om jeg er så sikker på, for det er vel det som er bakgrunnen for mye av dette med utviklingen av lesestrategier at det skal hjelpe svakere lesere. Men da må jo tekstene være tilpasset nivået eleven er på, og ikke bare strategiene, på et vis. Altså hvis teksten er ugjennomtrengelig så hjelper det ikke så mye med strategier, tenker jeg.</p>
I	<p>Nei siden tanken som har kommet etter hvert mens jeg har hatt disse timene er at jeg så at noen av de sterkere leserne fylte ut mer av spørsmålene etter de hadde lest, og ikke mens. Og da har jeg tenkt at kanskje ikke det passer så godt for dem, at de på en måte ikke får like mye ut av det her, det er jo på en måte en guide da. [De trenger jo kanskje ikke den guiden på samme måte nei] Siden da tenker jeg at, kanskje, dette er noe jeg har kommet på mens vi har holdt på da, at det hjalp som en guide mens de leste, og for de som synes det er vanskelig å følge historien [det kan jo være, fikk du noe tilbakemelding på det i spørreskjema?] Ja! Det var noen som synes det, og så er det selvfølgelig noen som synes det ble litt rotete. [Ja, nettopp. Jeg kan se det, og så tror jeg det at hvis det var en tekst som var tilpasset så var det sikkert fint, og hvis ikke så hjalp det kanskje ikke like mye uansett] Ja, siden noen svarte at de synes det var greit at de fikk med seg, siden jeg har jo prøvd å peke ut det som er viktig i historien, uten å samtidig «spoile». Og da svarte de at de på en måte synes det var greit å få med seg det, sånn hvis man soner litt ut eller et eller annet, så går man jo glipp av dette i historien, på en måte. [Ja, nettopp]. Men hva tenker du at tidspunktet for timene kan ha å si for elevene og undervisningen?</p>
X	<p>Nei, jeg har jo nesten alltid undervisning på slutten av dagen, det er jo de to siste på mandager og de to siste på fredager, det er jo liksom standard. Og så av og til så avviker det litt, sånn som du var med på. Jeg vet ikke om du opplevde noen forskjell, men jeg opplever ganske stor forskjell på mange elever, spesielt de som har litt konsentrasjonsproblemer og sånt, at det er lettere på formiddagen enn sent på ettermiddagen. Men nå fikk du vel litt blanding, gjorde du ikke det?</p>
I	<p>Jo akkurat, og jeg er helt enig. Og i hvert fall på de to siste timene vi hadde, eller de sent om dagen liksom, der var det vanskelig å holde fast ved, eller for elevene å holde fast i konsentrasjonen virket det som. Og holde fast med opplegg og å sitte stille.</p>
X	<p>Så det er litt uheldig, men det er klart at ikke alle kan ha timer på begynnelsen av dagen [Nei, selvfølgelig ikke.] Men det er jo litt uheldig at den samme klassen har</p>

	engelsken på slutten av dagen, og spesielt en sånn klasse som er litt sånn, for det er jo noen klasser som det går helt fint å ha undervisning i på slutten av dagen har jeg merket. Men ja, så jeg vet ikke om for du hadde den første var det på slutten av dagen?
I	Det var rett før lunsj. Da hadde vi «Lamb to the Slaughter».
X	Ja, ok. Så det var et ok tidspunkt kanskje? Og det neste var det på slutten av dagen? [Ja] og så var det begynnelsen igjen? [ja, de to første] Men det var den vanskeligste igjen. Men det var kanskje en god kombinasjon. For kanskje det hadde vært enda verre om du hadde hatt den vanskeligste novellen på slutten av dagen? [Det tror jeg godt kan stemme] Så det kan være at man skal tenke litt sånn, ikke vet jeg. Men noen ganger så lager jeg opplegg etter tidspunkt på dagen og klassen, litt mer utfordrende tidligere på dagen, da elevene er litt mer skjerpet og kanskje litt mindre utfordrende på slutten av dagen. Men det er jo sånn man finner ut med klassen sin. Men generelt så får man de timene man får, så det må man bare forholde seg til det, ikke sant. Men selvfølgelig man har jo liksom tidspunkter hvor man er mer opplagt, som formiddagen, de fleste er jo det. Da man ikke har sittet og skulle forholde seg til masse til masse teori, så når time nummer åtte kommer så er det klart at kondisen kanskje er litt oppbrukt.
I	Huff, ja. Men da går vi videre til et nytt tema, og det handler om liknende opplegg, og opplegg rundt lesing og leseundervisning. Så da lurer jeg på hvordan du pleier å legge opp undervisningsopplegg rundt lesing, ellers?
X	Altså det er jo ikke så mye spesielle leseopplegg man har, bortsett fra at vi på VGS pleier å lese en roman. Det har jeg gjort på forskjellige måter, sånn som i år så for letthets skyld så leser alle samme romanen, men det er det ikke alltid vi har gjort. Jeg har noen ganger latt elevene velge blant fem-seks forskjellige romaner og hatt fem-seks utgaver av hver, og så får de etter beste evne velge selv da, altså det går jo ikke helt opp da. Ikke sant, fem stykker leser den, fem den, fem den, fem den, ikke sant. Og så prøve å tilpasse etter interesser, nivå og vanskelighet og sånne ting. Og jeg har prøvd å la alle velge helt fritt, men at jeg må godkjenne romanen, for originalspråket skal være engelsk, og visse kriterier på omfang og sånne ting. Så jeg har prøvd mye forskjellig når det gjelder hva de skal lese, jeg har som sagt valgt for dem og andre ganger har de valgt fritt, så det har variert. Og som regel så munner det ut i en presentasjon eller diskusjon. Gjerne i grupper, spesielt hvis fire fem stykker har hatt samme roman, så er det naturlig å ha det i en gruppe og samtale om romanen i den gruppen. Og det samme hvis alle har lest den samme, da blir det gruppesamtaler. Da blir det en vurdering ofte, at man snakker litt om, nesten som en muntlig analyse, der du snakker om characters, themes og alt det der, men muntlig. Og der elevene kan få lov til å supplere hverandre underveis, så det blir en slags fagsamtale. Men det har ikke vært så mye opplegg underveis i romanlesing, for det syns jeg er vanskelig. For da må alle lese ut til den og den dagen, og forutsette at alle har gjort det for at det skal være fruktbart. Så det har jeg ikke gjort, men det kunne man sikkert ha gjort, men da må man ha en stram struktur. Og samtidig ta hensyn til individuelle forskjeller, med at noen trenger lengre tid på å lese selvfølgelig, så stort sett så har det vært det. Og selvfølgelig leseopplegg, man leser jo masse, man leser jo short stories ellers det hører til læreverket det er jo masse faglitteratur selvfølgelig. Så noen ganger så leser vi bare gjennom for bakgrunn, andre ganger er det mer spesifikke oppgaver de får som gjelder teksten. Det varierer veldig vil jeg si, noen ganger kan det være å fortsette å

	skrive på en historie for eksempel, men det er klart akkurat i engelsk så er det ganske mye faglitteratur eller fagtekster rundt forskjellige temaer, ikke sant? Men det er jo en del skjønnlitteratur også, og det er jo læreplanen som styrer og ikke læreboken, men det er klart når man har brukt tusenvis av kroner på en lærebok så er det klart at em bør bruke noe av det
I	Ja, man må jo utnytte det man har tilgjengelig. [Ja, ikke sant. Men jeg vet ikke om jeg svarte på spørsmålet?] Jo! Men jeg lurer på når elevene får velge selv eller når du velger for dem, er det bare basert på klassen og hva du tror de selv har godt av?
X	Ja, eller hva vi har tilgjengelig. Da jeg var ung så fikk man beskjed om å gå å kjøpe den boken vi skulle lese, men nå ber man ikke elever å kjøpe utstyr. Så det går mer på hva vi har tilgang til på skolen, eller hva man kan klare å skaffe i løpet av kortere tid. Hva har vi av romaner?
I	Men tror du denne klassen, om de fikk mulighet til å velge selv, enten mellom gitte noveller eller om de fikk velge helt selv, tror du de hadde respondert godt på det, eller tror du det bare hadde tatt veldig mye tid og blitt overveldende for dem? Har de på en måte hatt godt av at alt har blitt valgt for dem?
X	Ja, jeg tror kanskje det. For da kan man finne litt mer, jeg tror kanskje noen hadde hatt en ide om at det kanskje kunne vært gøy å lese det eller det, og så ender de opp med noe litt for vanskelig eller ja. Så jeg tror det er greit at vi velger og gir de noen valgmuligheter da, men at man finner ting som man tror er overkommelig eller passende. Og hvis man har noen «superlesere» så kan man kanskje ha en avtale, hvis det er noen som har noen spesielle ønsker så kom til meg så ser vi på det liksom, det går jo alltid an å ha en åpning for det.
I	Ja, men hvordan har dere jobbet med, eller har dere jobbet med lesestrategier tidligere i timene? Du nevnte jo at det sto noe om det i læreboken.
X	Ja, det gjør det. Vi har jo jobbet litt med lesestrategier. Men lesestrategier er jo så mangt da, men vi har jo jobbet med å se på bilder og overskrifter ikke sant, og jobbe med vokabular på forhånd, og snakke litt om hva betyr det ordet og hva betyr det ordet? Altså forberede elevene på hva som kommer i teksten, ikke sant? Men som de jobber med på forhånd så de kjenner det igjen når det kommer, så det blir litt lettere å forstå hovedinnholdet, det syns jo jeg blir en lesestrategi da.
I	Ja, det blir jo en slags form for førlesing eller forberedning, da.
X	Ja, det er det. Så vi har jo sånne små oppgaver som går på førlesningstrategier, det har vi jo jobbet en del med. Ehm, og så litt med forskjellen på hva det er å lese nøye og skumlese, noen ganger så skal man jo bare finne ut en eller to ting i teksten, ikke sant, og at det er fokuset. Vi kunne sikkert ha jobbet mer med lesestrategier, det er ikke det altså, men jeg tenker jo at det er noe som sannsynligvis har blitt jobbet ganske mye med på barne- og ungdomsskolen og som de forhåpentligvis har med seg og etter hvert integrerer da som en del av leseprosessen litt selv også da. Men for all del, det er jo skader jo ikke, det er klart. Elevene blir jo svakere og svakere lesere, er det ikke noe som tyder på det?
I	Jo, det er jo noen som i hvert fall har nevnt det, spesielt med tanke på sosiale medier og TikTok, og alt dette her der alt er så fort og kort, så det å lese noe lengre på en måte blir vanskeligere, eller at man kanskje ikke har konsentrasjonen til det?
X	Ja, og utholdenheten [Ja]. Det er i hvert fall noe med, hva heter det på norsk? Attention span i hvert fall, altså at det er blitt redusert med noen sekunder, i

	forhold til hvis du så på undersøkelser som ble gjort for en del år siden, men nå husker jeg ikke hvor jeg leste det. Men det er noe med evnen til å fokusere på noe over lengre tid, som kanskje er blitt dårligere.
I	Ja, men det er jo noe med at mobiltelefonen er så tilgjengelig også, og så plutselig så får man et varsel og så faller man litt av liksom?
X	Så det er jo, altså alt med konsentrasjon og det å fokusere og sånt er jo sikkert bra å trene elevene opp til, det tror jeg nok. Og verktøy for å klare å forstå innhold, tekst er jo viktig, men det kan også bli så teknisk at det tar vekk noe av opplevelsen for lesing, man må jo finne en balanse.
I	Yes, og da, ehm. Det har jo gått ganske kort tid, og jeg har jo skjønt at du ikke har snakket noe særlig med elevene siden de har vært bortreist, men spørsmålet er likevel om du har merket noen endringer i elevenes holdninger eller arbeid med lesing?
X	Nei, det kan jeg nesten ikke svare på, som sagt hadde siste timen på fredagen, og så forsvant elevene på mandagen, ikke sant? Ehm, nei jeg har ikke merket noen endringer, det er kanskje lettere å svare på når de har lest ferdig romanen kanskje, så kan vi kanskje ta en liten diskusjon, men det er kanskje for sent til at? Jaja, men hvis jeg får noe ut av det så du jo få den informasjonen? [Det hadde være veldig spennende det] Hvis det kommer frem noe, eller noe spesielt. Men sånn akkurat nå, siden jeg ikke har sett elevene siden du har, egentlig (latter fra begge) så kan jeg ikke si det.
I	Jeg har også samme spørsmålet når det gjelder noveller, du har ikke merket noe spesielt med deres holdninger der underveis?
X	Nei, ikke noe spesielt. Men jeg tror at hvis de hadde syns at det var helt forferdelig så hadde jeg nok hørt noe om det. Jeg tror sikkert at de syns det var helt ok. Ofte så får man høre det om det ikke er noe bra, og om de ikke syns det er noe særlig. Hvis de syns det er greit nok eller bra så får man sjeldent høre noe (latter fra begge)
I	Men er det da noe spesielt som du ville ha gjort annerledes om det var du som skulle ha opplegget, eller et liknende opplegg?
X	Altså det som er din utfordring da, er at du kjenner ikke elevene [Ja!] så jeg tror nok kanskje at jeg muligens hadde tilpasset, og enten valgt kanskje litt andre noveller, eller jobbet litt annerledes med de novellene eller de novellene som jeg syns virket spesielt utfordrende. Jeg vet ikke om jeg ville hatt Walter Mitty for sekstenåringer? [Jeg ser den] Og hvis jeg skulle hatt det så tror jeg kanskje at jeg muligens ville hatt litt sånn førlesingsstrategijobbing kanskje, hvis jeg oppfattet at det var mange i klassen som, for det var ikke overaskende for meg at det var mange som slet med den. Og det kan jo ikke du vite, som ikke kjenner elevene. Så det er klart at det kan jo være fint å jobbe med som prosjekt når man har hatt elevene en stund, for da er det lettere å tilpasse vanskelighetsgraden. Samtidig så betyr ikke det at de ikke skal få noe å bryne seg på eller noe som er utfordrende. Ehm, ja, så det er kanskje det å prøve å tilpasse oppgaven litt mer til vanskelighetsgraden på novellen da. Men ellers så syns jeg ideen er god, det å jobbe med ulike noveller og ulik vanskelighetsgrad. Og man kunne jo hatt et lengre prosjekt, man kunne kanskje hatt dobbelt så mange noveller over lengre tid?
I	Ja, jeg tror tidsaspektet ble litt mye for noen. At det ble litt mange noveller på kort tid.

X	Ja, man kunne jo tenke seg at man hadde et seksukers prosjekt med en ny novelle hver uke? [Ja!] Og kanskje, for du hadde jo valgt noveller fra ca. samme tidsperiode? Fra 1939 til 1947 eller hva det var? Men førti- og femtiårene? [Ja, det stemmer, men jeg husker ikke nøyaktig akkurat nå] Ja, for da kunne du jo ha lagt inn mer spredning i når de var gitt ut [Ja, ikke sant] så det kunne vært en diskusjon, eller språket som er brukt eller innhold, om det er noen endringer? Altså her er det jo masse muligheter for å lage opplegg rundt noveller, både tematisk og når det gjelder tidsperioder og baktepper. Ja, andre verdenskrig? Har det preget novellene her for eksempel? Kanskje? Ja, så er det er egentlig bare fantasien som setter grensen for det her da.
I	Ja, og helt til slutt før vi avslutter, er det noe annet du vil si eller ta opp?
X	Nei, jeg syns det alltid er gøy å få litt input, holdt jeg på å si, og å få litt andre personer inn. Jeg tror jo elevene syns det er gøy også, å få litt andre personer inn i klasserommet, et lite avbrekk og litt annerledes. Variasjon er jo alltid fint. Så jeg tror jo absolutt, og du skal vel jobbe som lærer etter regner jeg med. Sånn at jeg tenker jo absolutt at du kan bruke, om ikke nødvendigvis å ta blåkopi, men å tilpasse dette her opplegget til ulike elevgrupper syns jeg kan funke kjemp fint. Og det var nyttig for meg å se hvordan de forskjellige novellene fungerte på samme klassen. Ehm, ja så det, man blir kanskje litt mer bevist på utvalg rett og slett. Og en ser jo at de her er gode gamle historiefortellerne fungerer nesten uansett, sånn som Roald Dahl fungerer jo nesten uansett. Men om det blir mer krevende så fungerer det kanskje dårligere? Og nå vet jeg ikke helt om den andre, hva var det den het igjen? Den av Shirley Jackson? [«The Lottery» het den] Ja, nå vet jeg ikke om den er filmatisert, men den siste er jo filmatisert i hvert fall i to versjoner i hvert fall. Så det er jo også noe en kan kanskje ta inn i da, muligens. Og ha et litt større opplegg med enkelte noveller om de er filmatisert, og sammenlikne ikke sant? Men som sagt, det er jo bare kreativiteten som setter grenser! Og tid! Og ressurser ofte. Så, for det er jo dette med tid, alle noveller er jo skrevet i en tid og den er jo farget av den tiden den er skrevet i. Og det kunne en kanskje diskutert litt mer, muligens? Og jeg ville kanskje hatt litt mer felles, for å kjenne litt mer, men nå har jo du hatt litt mer skriftlig, da. Men nå tror jeg kanskje ikke jeg som lærer ville tatt inn like mye skriftlig. Det er jo litt begrenset ressurser og hva man har tid til, så jeg tror jeg ville hatt litt mer småbolker innimellom med en felles oppsummering, og fått litt stemningsrapporter litt sånn underveis da. Hva var det egentlig du spurte om?
I	Nei, det var jo egentlig om alt du ville ta opp før vi avslutter, så det er bare å pøse på.
X	Ja, det var sånn det var ja, så det var ikke noe særlig føringer på det, nei. Men jeg syns det absolutt, jeg tror ikke elevene syns det var, jeg tror mange av dem koste seg, og så tror jeg noen syns det var vanskelig, men sånn er det alltid. Men jeg syns det var fint avbrekk, på en måte. Og jeg tror å ha en sånn liten, et par uker med å bare lese short stories, på en måte, på den måten tror jeg er kjemp fint egentlig. Og så kan man jo aktualisere det, man kan jo finne noveller som er veldig dagsaktuelle, finne noe som du har funnet og finne noe som er mer moderne.
I	Ja, selvfølgelig.
X	Det er jo masse muligheter når det kommer til litteratur. Man kan jo ta dikt også, men det er kanskje litt vanskelig å forholde seg til? De er jo korte, men også

	komprimerte. Men noveller er jo en fin sjanger altså. Ja, da tror jeg ikke jeg har så mye mer å få sagt, om du ikke har noen konkrete spørsmål?
I	Nei, jeg er fornøyd. Så da avslutter jeg.

Appendix 8 “Lamb to the Slaughter” task-sheet

“Lamb to the Slaughter” by Roald Dahl

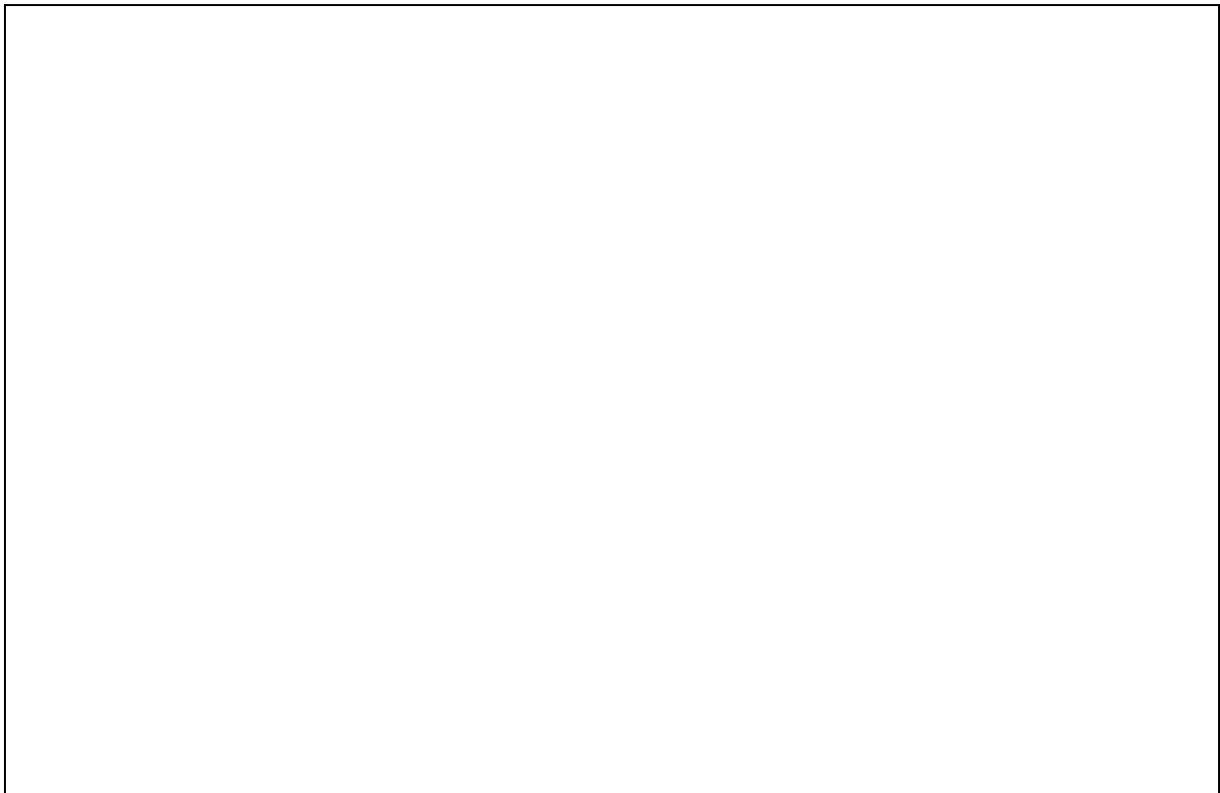
Please write down your answers!

Before reading the short story: Discuss in pairs and write down:

1. What do you think the short story is about?

Some information:

The short story was written by Roald Dahl and was published in 1954. The title is “Lamb to the Slaughter”. The short story was inspired by Roald Dahl’s friend Ian Fleming, who wrote the books about James Bond.



During reading: Individually

Read all the questions before you start reading the short story! Answer the questions and write it down as you read the short story.

1. How is the living room described in the beginning of the short story?

2. What do you think Patrick Maloney (the husband) told Mary Maloney (the wife)?

3. Why did Mary decide to go to the grocer?

4. Why did Mary practice the conversation with Sam (the grocer)?

5. What clues would you say the police missed in their investigation?

6. Why did Mary Maloney giggle at the end of the short story?

After reading: Individually. Please write down your answers.

7. Were you right about your prediction of what the story was about? What did you get right and what did you get wrong about the short story?

8. Who would you say was the villain in the story, and why?

9. Did you like the short story? If so, what did you like about the short story? For example, the characters, the plot, the genre, or anything else? Why, why not?

10. Did the questions and tasks help you with your reading? If so why, why not?

11. Do you feel like you got enough time to read and work with the text? If not, what could be better?

Appendix 9 “The Lottery” task-sheet

“The Lottery” by Shirley Jackson

Please write down your answers!

During reading:

1. Write down at least 3 arguments for or against the lottery as you read.

You will be told which side you are on.

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0

0

2. How is the village described in the beginning of the short story?

3. Why do you think the children were gathering rocks and stones?



4. Some of the villagers considered making a new box for the lottery, why do you think the villagers were sceptical of replacing the old box?



5. How has the traditions and the ceremony around the lottery changed over the years?

6. What do you think is the meaning of the quote: “Lottery in June, corn be heavy soon”? Why is it important for the villagers? (Quote on page 8)

7. It is said that some of the nearby villages were considering ending the annual lottery, what was Old Man Warner’s reaction to this?

8. Who drew the paper with the black spot in the lottery?



9. What happened if you drew the paper with black spot in the lottery?

10. Why did the village have the lottery every year? What purpose you think it served?

After reading:

11. What would you say the theme or themes of the short story are?

12. What did you think of the short story? Did you like it? Why or why not?

13. Do you feel that the tasks and questions helped you in your reading process? How? Or how could they be better?

14. Do you feel that trying to find arguments for or against the lottery helped you with your reading? Why or why not?

Appendix 10 “The Secret Life of Walter Mitty” task-sheet

“The Secret Life of Walter Mitty” by James Thurber

Please write down your answers!

During reading:

- 1. Write down any questions you have about the short story as you read.** This could for example be questions about characters, the setting, the plot, words you do not understand, etc.

After reading:

- 2. Choose one question you would like to analyse closer.** Write your research question here. There is no need to make the question too complicated!

3. Answer your research question here. You do not have to write a whole essay, just a paragraph or two. The point is to show that you understood the short story. You do not need any other sources.

4. What did you think of the short story? Did you like it? Why or why not?

5. Do you feel that writing down your own questions as you read helped you with your reading process? Why or why not?

6. Do you feel that answering your research question in depth helped you work with and understand the text after reading it? Why or why not?

Appendix 11 Transcript of answers “Lamb to the Slaughter” task-sheet

Question 9: Did you like the short story? If so, what did you like about the short story? For example, the characters, the plot, the genre, or anything else? Why, why not?

“I wouldn’t read it for fun because it is really not my genre.”

“I like the plot, and how Mary played her murder off. In the end the story takes a dark turn when she giggles, and I like how that made the story creepy.”

“It was ok.”

“I liked the ending, of how the detectives ate the murder weapon and therefore have no clues to look for.”

“It was certainly interesting. I did like the ending and the plot because it was a but unexpected and funny.”

“I liked the plot where the police officers were tricked and how smart the wife actually was.”

“I kind of liked it because the plot was fun and it was fun to read how stupid the police officers was and how smart she was.”

“I thought it was weird but interesting.”

“I liked the plot of this story, because it was exciting.”

“I liked the short story. It was exciting not knowing if Mary was going to get caught.”

“I really liked that it was a murder mystery. It was kind of cool to see Mary getting away with it.”

“I really liked it, I thought it was funny. I also like how we did not get to know what he said to her in the beginning, and how that can influence how you interpret the story.”

“I didn’t like it, I think it was too old and really long, so it was hard to focus.”

“I liked it because there wasn’t too many characters and the premise was easy and funny.”

“Not my thing.”

“No, this was not short, too long.”

“I liked the short story because it had a good plot twist that made the story interesting.”

“It was funny. I liked all the characters. And the story was fun.”

“I found the short story interesting and different. I liked the plot in the story, because it was so unexpected.”

“I liked the story, because it is very unique and unexpected. Mary is also an interesting character because she is so cold.”

“I liked the plot. And that you could not know what was going to happen based of the title”.

“Its interesting to read. Not boring. I normally don't read crime, but it's exciting with plot-twists and those things.”

“I mean the story wasn't that bad, it was an interesting story. And I liked that wife character, she was really strong to do all that while pregnant.”

“It was ok. Irritating that we don't know the cause, otherwise good plot”.

“It's not something that I care about. I would much rather watch a movie about the kind of “action”.”

“Yes, it was really entertaining. And very exciting. Things happened all the time.”

Blank x2

Questing 10: Did the questions and tasks help you with your reading? If so why, why not?

“I don't know.”

“It did, because it forced me to think about the different events.”

“Yes, I had to be more observative.”

“Personally, they did not help me, as I have already read this story.”

“No, it did not because I can perfectly read without them and it would be more enjoyable and fun.”

“It got me to think more about what was written between the lines of the story.”

“I feel like it kind of helped because it made me really think of what the story really was about and made me remember the story better.”

“It helped me concentrate and understand.”

“Not really. I felt that because I had to answer questions it was a bit more chaotic.”

“No, because I don’t like to take breaks when reading to answer questions.”

“It might have helped me to remember what I read. This story was interesting so I would probably have remembered it anyways.”

“Yes. They made it easier for me to focus, an to know what’s important.”

“A little, but not so much because I focused more on the questions than the text.”

“I don’t think they helped me much, because I usually figure these things out myself.”

“Don’t really need tasks to understand a text.”

“No, made me confused.”

“Not really, because I answered them after I had already read the story. But they made me reflect a bit more perhaps?”

“Yes. The tasks helped me focus a lot more on the text.”

“In my opinion, it did not really help. I like much better to read in a flow, than to all the time stop.”

“Yes, the questions during the reading helped me remember and focus on the text.”

“Well, I listened to it, but the tasks where good to keep track of what you had read.”

“It made me look for things in the text and reflect.”

“Maybe, because it kind of helped with remembering stuff more.”

“Probably not, got me more focused on the tasks than on the reading and understanding and fun.”

“It helped me reflect and make sure that I understood every part.”

“No. It didn’t make any difference. But if I was going to work with this story it would have helped me remember.”

Blank x 2

Question 11: Do you feel like you got enough time to read and work with the text? If not, what could be better?

“Yes, I got enough time.”

“I got enough time.”

“Yes.”

“I think we got plenty of time.”

“Yes, I did.”

“I got more than enough time but I personally read English quite fast.”

“I feel like it was more than enough time to finish reading and answer the questions.”

“Perfect.”

“Yes, it was enough time.”

“Yes, we got a lot of time.”

“I got enough time to read and work with the story.”

“Yes! More than enough.”

“Yes, but the novel was a but long and we should talk in class about the text.”

“Yes I think the amount was perfect.”

“More than enough.”

“Yes.”

“Yes, I do.”

“It was perfect time.”

“Yes, I do.”

“I felt like I got enough time.”

“Yes, I think so. But I read a lot, so I’m used to it. I think people work with different speed.”

“Yes, I did.”

“Yes.”

“I got enough time. It was easy.”

“Yes, no pressure and that made me remember better.”

Blank x 3

Appendix 12 Transcript of answers “The Lottery” task-sheet

Question 12: What did you think of the short story? Did you like it? Why or why not?

“I thought it was weird and did not understand anything while reading.”

“It was confusing because of the back and forth. Too many people and descriptions.”

“I didn’t completely understand the whole story so it was a little difficult to like.”

“I personally did not like it, it was very boring and confusing.”

“It was weird.”

“I thought it was a bit difficult to understand therefore I did not like it so much.”

“It was a little bit boring. Didn’t catch up everything. The ending made everything make sense.”

“I did not understand it or the story at first, but after I understood it I thought it was a bit brutal and violent.”

“It was kind of a plot twist. But I kind of didn’t like it because of the killing and reverse lottery method.”

“It was ok.”

“It was hard to understand. I did enjoy it that much.”

“The plot twist at the very end was good, even though it was easy to figure out beforehand. In my opinion the story could have been a lot shorter. All of the unnecessary details made the story boring.”

“I think it is an interesting story.”

“It was super confusing, did not understand much.”

“No. boring. Not useful. Not interesting. Too much text for a story that can be short.”

“Confusing, did not understand much.”

“I found the story difficult to read, and therefore I didn’t like it that much. But after understanding more, I liked it.”

“Didn’t quite understand the short story.”

“No, too long.”

“Not that great.”

“I liked the short story because it is very unique.”

“It is boring and stupid.”

“I liked it. Love stories that start of nice then suddenly turns.”

“I like it because it gave me hunger games vibes. And it really made me like reading.”

Blank x 3

Question 13: Do you feel that the tasks and questions helped you in your reading process? How? Or could they be better?

“They made me focus better.”

“Not so much. I like to read without questions, and there was a lot of questions.”

“I think they did. They made me think about the deeper meaning and what they were writing about.”

“It was difficult to find answers.”

“Yes, because I have to figure out what happened.”

“No. they just made me lose focus.”

“I do think that the questions helped me understand more, but I also think that some of them was unnecessary.”

“I don’t know. Didn’t use them until after the reading.”

“No because I didn’t understand what was going on until the end.”

“Yes, they later made me understand the story”.

“You think of it one more time when answering the questions and it helps you remember it better. Didn’t make a difference from just reading it with this story.”

“Yes, little bit.”

“Reflecting.”

“They helped a lot when discussing them out loud, because I found it difficult to understand on my own.”

“Maybe, I had to think or read things twice to answer some questions.”

“They were ass, made me confused.”

“Nope.”

“I do feel like the questions that asked to recall what had happened were useful. But guessing what is going to happen is pointless.”

“No, tasks made me unfocused.”

“It did take much longer to read the story, but I may remember more details with these tasks.”

“Yes” It helped me concentrate a lot more. And I felt I got something out of the reading.”

Blank x 6

Question 14: Do you feel that trying to find arguments for or against the lottery helped you with your reading? Why or why not?

“Not sure.”

“A bit, because I understood more what the text was about.”

“Maybe a little, to think about how insane this actually is.”

“It was difficult to find arguments for the lottery, so it made it more difficult.”

“No not really.”

“No but it helped me remember.”

“No.”

“It really did not. Because it was actually no good side to this lottery, but only bad ones.”

“No, as it was hard to find arguments.”

“It was hard to find arguments for.”

“No, I don't. It was hard to find any good arguments.”

“Both”.

“No. My opinions come automatically as I listen.”

“I struggled with finding the arguments, and therefore I don’t think they helped me.”

“No, even more confused.”

“Nope.”

“I feel like it did not do much for me because it didn’t help me in any way with understanding the story.”

“No, because it only made me form an opinion, not understand the text.”

“Not really.”

“No not really because I didn’t quite understand.”

Blank x 7

Appendix 13 Transcript of answers “The Secret Life of Walter Mitty” task-sheet

Question 4: What did you think about the short story? Did you like it? Why or why not?

“I like it, because its understandable. There is no heavy or difficult vocabulary, and it’s fun to read.”

“It was quite hard to understand.”

“It was okey, didn’t make sense, but when I looked it up it got better.”

“Not good, nothing made sense.”

“It was a bit confusing, and hard to understand. I did not like that I had to finish the story before it made some sense, not much.”

“It was ok. It was very messy, but I like stories where I have to think.”

“I think it was ok, because it was a bit hard to understand.”

“I did not really like it. That is only because I found it hard to understand, and I did not get what it was about.”

“I did not quite like it because it was difficult to understand the story.”

“It was hard to pay attention to the text.”

“I didn’t quite understand it.”

“I did not love it, but I did not hate it. I did not understand the short story.”

“I don’t really know.”

“I did not really like the story, I didn’t understand what the story was about until the very end.”

“No, I did not like it. Too chaotic, no character development.”

“It was ok. Like neutral. Not bad and not good.”

“I liked it once I started to understand it. In the start it was kind of confusing.”

“I liked the plot! Creative story.”

“It was ok, but the film is better. The film is less confusing.”

Blank x 3

Question 5: Do you feel that writing down your own questions as you read helped you with your reading process? Why or why not?

“Writing my own questions really helped me understand the story. Because it made me sort out the setting and meaning.”

“No, because as I found it hard to understand then it was also hard to find good questions.”

“No.”

“Nope, doesn’t work for me.”

“It is helping because you notice much more details.”

“It helped with answering the research question.”

“I think it helped a little because I have to read more carefully.”

“It may have helped me if I understood the plot.”

“No, because I had no idea of what was going on in the story so it was difficult to also write questions.”

“No, because I didn’t understand the text.”

“Not really.”

“No, because it was difficult to come up with questions when I hadn’t read it yet. And because I didn’t understand it.”

“Maybe because I had to remember the answer and found a way to answer it.”

“I didn’t really find good questions, that because I didn’t know the text. So it was more difficult than helping.”

“No, because I had no idea what was going on.”

“Absolutely not. It’s just annoying. Not anything else.”

“I don’t think it really helped me, because I cant read with a good flow. I always have to make stops.”

“No, not really. I was more focused on writing the questions that I fell out of the text.”

“Maybe a bit for understanding who he was, and the weird back and forth.”

Blank x 3

Question 6: Do you feel that answering your own research question in depth helped you work with and understand the text after reading it? Why or why not?

“Yes. Because it allowed me to process the story in the back of my head at the same time.”

“No, as mentioned earlier it was hard to find questions when the text was hard to understand.”

“Yes and no. kind of stupid but made me work more.”

“Nope.”

“Knowing that I had to look for that type of stuff helped me but not writing it.”

“Not so much, but a little.”

“No, because I wrote questions that I knew the answers to.”

“Yes, because then I had to look for the answers.”

“Yes, I had to think about some of the things I didn’t understand.”

“No.”

“I don’t know.”

“Again, I didn’t know what kind of questions to ask, so I needed to read before finding a question.”

“I think that helped me more, because I had to read the whole story.”

“No, not more than just listening. I’m a good listener, so I get all the information that’s given. And understand it. Most of the time.”

“Maybe a little. But at the same time, I feel like it is a little disturbing.”

“Yes, because I knew the answers.”

“A bit with understanding why he was tensed up etc. It helped me understand that he was in fact zoning out and creating scenarios in his head.”

Blank x 5