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Behind the Teaching of American Culture in the Second Language Classroom

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Abstract

In this thesis, an empirical study will show how different teachers might differ in their way of teaching American culture in the Norwegian classroom. Three main questions have been made to structure the way in which the study will take on the issue. The objective is to investigate the issue on the basis of these three research questions:

- How might a class about American culture differ from other English lessons, is there a difference in planning and source material used?
- What methods are used when teaching American culture and why are these methods chosen?
- How can culture teaching have an effect on the dynamics and language learning in the classroom.

The thesis starts with an introduction to give some background motivation for writing this thesis. The introduction is followed by the aim of the study, a presentation of the scope and material used and a short introduction to the method.

To examine the problem a semi-structured qualitative approach was selected. The data gathered from these interviews were transcribed and analysed using a Criteria-based content analysis.

The results of the study show that different teachers differ a lot in their approach to teaching American culture in the classroom. They also showed that teachers planned lessons containing culture differently than they would lessons without culture, and there was a trend showing that teachers preferred the role as organiser of projects and assignments rather than the role of as lecturer. Methods used in lessons containing culture also varied a lot depending on the teacher's goal with the teaching. The teachers in the study did not see any direct correlation between culture and the dynamics in the classroom but they believed that it could have an effect on both the dynamics and language learning in the classroom.

The results did not show conclusively that different teachers might differ in their way of teaching American culture in the Norwegian classroom, but trends pointed towards it.

1. Introduction

The way in which the Norwegian classroom has developed in recent years, culture is becoming more and more important. Students get to interact with other students from other countries, cultures and religions. Understanding how people from other countries might think and which values they may hold, can help to create a stronger bond not only within the classroom, but also in the student's interactions with other human beings they might meet traveling now or at a later stage in their lives. Norwegian students also interact a lot with American culture in particular, because of the influence American culture has in Norway. This can be anything from the news they read to the TV shows, movies and music they watch/listen to.

Many foreign tv-shows and movies shown in Norway (except those meant for young kids) have the original language. In many European countries, the same TV shows and films are dubbed. Music from the UK and USA is also very popular in Norway, and in the age of the internet and social media, students also interact with English speaking people both directly (communicating) and indirectly (reading/writing social media posts and news). A study from *SSB (Statistisk Sentralbyrå)* showed that 79% of people, aged 16-24 years old, used social media every day, or nearly every day. (SSB, 2015) Over a three-year period from 2015-18, this number has increased to 89% according the same report in 2018, resulting in a 10% increase over this period.

Norway scored very high (68.38) on *EF's English Proficiency Index* in 2018, and exposure of English language gets a lot of credit as to why that is the case. In the same period social media (2015-2018) use increased by 10%, Norway had a one-point increase on the proficiency index. Among European countries Norway came in at number three (number four in the world) behind only Sweden and the Netherlands, by around two points. In the 2018 report 1,3 million test takers were evaluated resulting in this study. (EF, 2018) Just to be clear, this index is based on countries that use English as a second language, therefore, English speaking countries were excluded from the list.

As the classroom gets more multicultural, the teaching of culture becomes more relevant and important. Immigrant or multicultural students will bring new impulses and ideas that the teachers can bring into their planning and teaching. American writer Kurt Vonnegut Jr. was quoted saying: *“a first grader should understand that his or her culture isn't a rational invention; that there are thousands of other cultures and they all work pretty well.”*

(Munden, 2014, p. 308). This quote explains perfectly why culture has an important part in language learning because “*culture and language are inseparable*” according to Munden (2014, p. 309).

The English subject curriculum is divided into four sections: language learning, oral communication, written communication and culture, society and literature. All sections touch upon adapting to situations and people in their English language education (Directorate of education, 2013, p.9). This means that culture plays a big part in learning a new language, especially when it is a secondary language. Because of cultural differences, it would be difficult to communicate with other people without being able to adapt oneself to the situation one is in.

1.1 Aim

The aim of this study is to look at how different teachers might differ in their way of teaching American culture in the Norwegian classroom. The focus will be on methods, motivation, source material and how culture teaching affects language learning and the students understanding of culture in the English language in the classroom. The thesis will focus on these main questions:

- How might a class about American culture differ from other English lessons, is there a difference in planning and source material used?
- What methods are used when teaching American culture and why are these methods chosen?
- How can culture teaching have an effect on the dynamics and language learning in the classroom?

1.2 Scope and Material

The empirical material in this study will be based on interviews conducted with five different English teachers in lower secondary schools in the southern part of Norway. The main focus will be on how teachers teach culture and what their experiences and thoughts are on culture teaching as related to my thesis questions.

Source material will include the use of literature in the classroom as well as the use of movies, clips and music in the classrooms, while other source material such as news and encyclopaedias will be discussed to some degree, but this will not be a main focus of the study. A teacher’s motivation when teaching culture in the classroom is an important factor,

as well as how their own life experiences might factor in to how they teach culture. The methods the teachers use will be described and discussed in detail, as they emerge in the interviews. The subject curriculum for the English subject will also be important because it is a guideline as to how teachers are supposed to teach their students.

1.3 Method

The main method used in this thesis will be the interviews. There are lots of different interviews, but the two main types of interviews are divided into qualitative and quantitative interviews. This study will take a qualitative approach because an exploratory method fits perfectly as it can be used to understand the underlying reasons, opinions and motivations of the teachers interviewed. By conducting a semi-structured interview, the interviewer is able to ask the interviewees follow up questions to gain a deeper understanding and discuss why they use the methods they use, what their motivation is or what they believe is important when teaching their students about American culture in the English classroom.

The interviews consisted of nine questions written ahead of time in order to direct the discussion. All the teachers were asked to partake in an interview and they all gave their consent to use the information gathered from these interviews. An exploratory approach was in this case used to gather ideas as opposed to gathering facts. *“The purpose of most qualitative interviewing is to derive interpretations, not facts or laws, from respondent talk”* (Gubrium & Holstein, 2001, p.83). However, some of the questions were constructed in order to gather some facts as well.

All information was gathered using audio recordings. However, the teachers’ names and schools have been excluded because the conversations are confidential, but they were all female subjects. In order to not identify the teachers, details that might compromise their identity are left out. The interview subjects will therefore be referred to as teacher 1, 2, 3, 4, and 5.

According to Gubrium et al. (1995, cited in 2001) *“For several decades, the conventional wisdom has been that qualitative interviews should be audiotaped and perhaps even videotaped.”* The interviews were not videotaped in order to conceal the teachers’ identity. They also go on to say that a respondent might be affected by audiotaping in an interview form because it might alter the conversation and also because videos are irrelevant as information gathering in an interview of this kind. (Gubrium et al., 2001, p.91) Hence, the interviews started with some small talk that will not be in the transcript (appendix 2-6) in

order to make the conversation as natural and free-flowing as possible. Another important reason for using audio recording instead of taking notes is that note taking might take the focus away from the conversation which makes it more difficult to create a natural conversation and some details might be unintentionally left out in the process.

The audio was recorded onto two different devices to ensure that everything was captured in the case of a malfunction on the equipment. Each interview took between 15 and 30 minutes depending on how much each teacher had to say on each question and eventual follow up questions.

2. Theory

2.1 Defining culture

The term culture can be interpreted in a number of ways. Teachers will define the term based on what they believe it entails. “*‘Culture’ is a hypercomplex term, with many different and even contradictory meanings. There simply is no one definition that will do all the work we need the term to do, so we have to define ‘culture’ for our particular purposes.*” (Munden, 2014, p. 306) It is, however, possible to clear up the term culture by dividing culture into culture with a big “C” and culture with a little “c”. Culture with a big “C” will entail art, music, literature etc. Culture with a little “c” can be defined as “*Collective behaviour and shared ways of understanding the world.*” (Munden, 2014, p. 307) If this is the case, almost everything can be viewed from a cultural perspective, like how people behave on a bus or how people might celebrate a birthday party.

Risager (2007, p. 4) points out that “*Language learning has admittedly always had a cultural dimension in terms of content, either universal/encyclopaedic or national.*” Risager also points out that the primary focus of culture pedagogy is “*foreign and second language teaching, with the main emphasis on foreign language teaching*” which can be interpreted as the focus being a language that is taught in a different country than it originates from. (Risager, 2007, p. 6) She then explains that “*language and culture pedagogy is not only relevant for language subjects proper*” (Risager, 2007, p.7), which means that all subjects can have a language and culture dimension. A lot of subjects can be taught in an interdisciplinary form, which can lead to a combination of different subjects being taught in a foreign/secondary language with a point of departure from the subject at hand.

2.2 Why should we teach culture?

As mentioned in the introduction, our students should learn about different cultures because ours is not the only one, but one of many cultures that all have their pros and cons. Even though we might not agree with all other cultures, it is still important that the students know that they exist. Munden (2014, p. 308) also list three more reasons why culture teaching is important:

- “*Learning about other people’s lives can enrich our personal and, later, our professional lives.*”
- “*To be able to communicate with other people, we need cultural awareness as well as language skills.*”

- *“Learning to communicate with people whose cultural values differ from ours can promote the life skills of tolerance and empathy.”*

As Munden explains in the citation above, it is very important for our student to learn and understand other people’s culture because they might have to adjust their approach in the meeting with people from other cultures. Cultural awareness and values can have a huge influence on how students might approach interactions when communicating with people. Small question phrases such as “How are you doing?” might cause a different conversation in the US than it would in Norway.

One of the biggest cons of not teaching our students about culture is that it can create stereotypes of people. *“It is clear that stereotyping can lead to a person being treated unfairly.”* (Hinton, 2000, p. 2) An example of such stereotyping can be a black man witnessing a crime. There have been numerous examples of people incriminating black people of crimes they did not commit just because they think that they are “bad” people. Another reason why we should teach culture to our students is because authentic English either through movies, video clips or music as well as the access to the internet, *“Offer students excellent opportunities to develop observation skills both visual and listening”*. (Lafayette, 2003, p. 62) This can be very useful for students because meeting/seeing *“real people is obviously the best medicine for curing stereotypes”*. (Munden, 2014, p. 312)

2.3 Intercultural perspective

In the subject curriculum, the competence aims can seem a bit vague for the teacher and the expectation is that an English teacher should know how they should be teaching culture to their students. Some teachers might worry about not knowing enough about the subject and therefore not have a full understanding as to what teaching culture should entail. (Munden, 2014, p. 309)

As mentioned in the chapter about defining culture, Risager mentions that language teaching has always had a cultural dimension. (2007, p. 4) We can distinguish between three dimensions within the cultural dimension: *“the content dimension, the context dimension and the poetic dimension”*. (Risager, 2007, p. 8) The content dimension focuses on the thematic content, which could be cultural and societal relations, which again can be studied in texts, movies, music to name a few mediums. This is according to Risager the dimension that is most often discussed in publications about culture teaching because *“culture is synonymous with the images of the target-language countries the students are presented with, interpret*

and work on". (Risager, 2007, p. 8) The context dimension focuses on social situations where the use of language takes place, for example knowing how to use language in a suitable way and adjusting to the situation. In other words, this would be the way people who use English as their native language would speak. The poetic dimension focuses on the poetics of language. In this case "*'Culture' is synonymous with aesthetic, poetic uses of language in both written and spoken form*". (Risager, 2007, p. 8)

2.4 Theories of learning

In this chapter the focus will be on different theories of learning. The first section will contain theories of language acquisition while the second section will contain more general theories of learning by using learning strategies in lesson planning.

2.4.1 Theories of language acquisition

"Theories of language acquisition fall into three main categories, and each has methods and practices of second language teaching derived from it". (Conteh-Morgan, 2002, p. 191)

These three main categories are *behaviourism, innatist theory and interactionist theory*.

Behaviourism is perhaps the most controversial one of these theories because "*behaviourism stems from its primary idea, that a science of behaviour is possible.*" (Baum, 2017, p.1)

Behaviourism might not be an exact science but rather a philosophy centered around behaviour, i.e. why we behave a certain way.

Innatist theory does not see language learning as being influenced by its surroundings in the way that behaviourism does. (Conteh-Morgan, 2002, p. 191-192) "*Chomsky theorizes that all humans are born with a "language acquisition device" (LAD) that provides them with the innate ability to process linguistic rules.*" (Conteh-Morgan, 2002, p. 192) However, the acquisition device will only be "turned on" for children while they go through their natural language development, and when they reach the age where the critical period of language learning has passed, they will not have the innate ability to learn linguistic cues and rules. This is one of the biggest reasons why innatist theorists believe it is easier to learn a language during childhood than adulthood.

Interactionist theory on the other hand, "*focuses more on the use of language in communicative acts, and its use in various contexts.*" (Conteh-Morgan, 2002, p. 192) She also states that native speakers will adjust their language in a communication situation with language learners in order to accommodate and adapt to their proficiency level. The two

speakers will negotiate back and forth until they come to an understanding and agreement on what they are trying to communicate. Interactionist theory focuses more on communicative competence than the linguistic competence which innatist theory focuses on. While the curricula in the innatist classroom will focus on linguistic rules, interactionist theory focuses on *“the use of authentic, real-life language materials in the classroom.”* (Conteh-Morgan, 2002, p. 192)

2.4.2 Teaching strategies

There are many teaching strategies that can maximize the benefits of methods or activities in the classroom. Teachers need to have knowledge about these strategies in order to get the most out of every lesson. Students might have a hard time getting motivated if lessons are not well thought out and planned.

Using pre-existing knowledge is important because *“cognitive theories assume that experiences are stored as mental representations, and that multiple mental representations relates to each other in a network that are called knowledge structures.”* (Skaalvik & Skaalvik, 2014, p. 233, translated) A few ways to use pre-existing knowledge can be by creating an unstructured mind map or skim a text that can refresh the student’s memory. A learning conversation is also a great method that can be used to recall pre-existing knowledge. Finding focus and structure the subject material is another strategy that is very useful. Students will often become more effective if they have the right focus and if everything is structured around them. Methods that can be used to achieve this strategy can be a structured mind map, taking notes and a well-prepared teacher that has all the subject material ready to go at the start of the lesson (Skaalvik et al., 2014)

Setting goals, self-assessment, facilitation, organisation and the use of the environment are also great strategies a teacher can use to achieve the best learning situations for their students. Skaalvik et al. (2014) talks about the students setting short term goals that are personal and realistic. By setting goals, students know what they are working towards and they can get a feeling of achievement when they succeed. This will also eliminate the pressure some students can feel when they do not master a topic. Some students might want to set long term goals as well, and in that case, it is even more important that they are realistic and that they have objectives they want to reach along the way to their goal. *“An important part in the planning and implementation of a learning activity is to facilitate a good learning process”* (Skaalvik et al., 2014, p. 237, translated). It is also important to adjust the lesson planning to

the environment of the classroom and organize accordingly. A small classroom might not be well suited for activities where the students need a large space to participate in the activity.

2.5 Source material

There is a wide selection of source material available when teaching culture. In the age of digital sources, source material is also a lot more accessible than before, both for the teacher and the students. Movies, video clips, pictures, music and books (both in physical and digital form) are just some of the source materials that can be used to teach culture in the English classroom.

2.5.1 Books

Munden (2014, p. 326) quotes the author Dan Gutman about not reading books as a child:

How is it possible for someone like me to dislike reading but love to write? The answer, I think, is this – it's not that I don't like to read. I just don't like to read stuff that bores me. [...] The truth is that everybody loves to read whether they realize it or not. Because everybody – even the most reluctant reader – loves a good story.

What Gutman is saying that teachers need to make it enjoyable for their students to read books and not associate reading with something that is boring. Munden also quotes another author, Jeff Kinley, the author of books such as the *Diary of a Wimpy Kid* series, saying that children should read books in whatever form or format that they can get their hands on, as long as it is something that grabs their attention. (Munden, 2014, p. 326) There are multiple ways that it is possible to use this logic in English language and culture teaching.

Graded readers is one such example where the students can get books that are suitable for their proficiency level all the way from short stories with very simple language, up to longer stories with more complex language and content. Another example can be that the students can pick their own books from the library to make sure that they read something they find interesting. Munden also looks at what the students should do as soon as they finish reading a book. She says that teachers should not always make the students do post-reading activities, but it can be useful to do them sometimes. Instead, the students should start reading a new book to keep their interest in reading up. If teachers want to do post-reading activities, they should at least make activities that motivates the students so that it does not end up becoming a chore they have to do. (Munden, 2014, p. 330-331)

2.5.2 Films

54% of children aged between 9-15 years old used film mediums in 2018 (SSB, 2018). This is a strong indication that in the 9-15 age group, children and teens enjoy spending time watching films. Many of the movies and TV shows that are available in Norway, are from English speaking countries and are only available in English with Norwegian subtitles. This shows us that films can be a very good medium to use when teaching language and culture. Munden explains that some teachers often use movies in the classroom “*as an end of term treat*”. (2014, p. 332) In her view, this is not a good reason for using film in the classroom. Instead, teachers should use English movies with English subtitles and in addition supplement the film watching with tasks that raise the student’s awareness and turns the film watching experience into a learning situation.

Many movies with authentic English language can be important for the students, because they learn about both culture in the language context and culture context. Wiland (2016, p. 201) says that:

We have seen how every reader experiences and interprets a literary text according to his or her personal life stories and schemata. In principle, a filmmaker does the same thing when he or she transforms a novel into another medium based on moving images.

The fact that a film is often an interpretation of text, combining reading books and films can show students that everyone will interpret a text differently, and a film can look completely different than what they imagined reading the book that inspired the film themselves. “*A comparison of discrete elements found in both media, such as the presentation of characters and narrative techniques, will reveal strengths and weaknesses related to way and means to tell the same story.*” (Wiland, 2016, p. 202)

Going back to activities that teachers can use before, during and/or after watching films, there are many different methods that can be used. Munden (2014, p. 334) lists five different pre-watching activities. The first one is studying the *poster* for the film. By doing this it is possible for the students to try and interpret the plot and theme of the movie. She also points out that if the film is based on a book, it is also possible to compare the book cover and the film poster. The second activity is to study *pictures the main character*. This can be used to get the students to think about what the character is like. Watching the film’s *trailer* is also something that can be used as a pre-watching activity where the students can try to interpret how the story line goes. However, she points out that “*Trailers are short, fast and hectic, so pupils will need to watch them several times.*” (Munden, 2014, p. 334) The last two activities

can be watching a key scene and then ask them what they think happens before and after the scene. Talking about what they know about the film's setting is also a possibility. The latter might require the teacher to give them some background information. Munden does not believe that the students should be given tasks while watching the movie as this can be a distraction when watching a movie in a secondary language. (2014, p. 334) The post-watching activities she lists are more self-explanatory and they are:

Discuss and get the students to react, make a question sheet for the other students in the class, retell what happened, revisiting pre-watching tasks, design an alternative poster, discuss alternative endings, draw a scene, act out a scene, write or act out an extra scene, re-watch important scenes and/or creating a storyboard. (Munden, 2014, p. 335)

2.5.3 Film clips

If it takes too much time to watch an entire film, single scenes or film clips are far less time-consuming and often gets straight to the point that the teacher wants to get across. Munden (2014) says that streaming often have worse sound quality than DVD's, but this has changed drastically in recent years after the book was published. In present time streaming is the easiest and most accessible alternative. Activities are easy to come by when using film clips as well. A few examples described by Munden (2014) includes: *describing a scene in detail*. This can be done in either oral or written form, which can be done multiple times with the same scene/clip so that the students get repetition and fully understand what is happening. Another activity is *freeze a frame* where the students have to describe everything they see in a frozen picture. *What's going on?* is an activity where students work in pairs (one student watches while the other student's back is turned. The student watching describes what is happening to the other student). *Listen and not see* is when the students listen to the conversation and have to imagine what is happening and finally *watch but do not listen* where the students have to imagine what is being said purely based on what they see. Music videos and other clips can also be used for both language and culture learning. There are multiple platforms where educational clips and videos can be found, i.e. YouTube, Vimeo and TedTalks to name a few.

2.5.4 Music

Music, particularly music with lyrics can be a great tool for both language and culture teaching as well. Linguistic learning can be applied to all sorts of written texts, but a lot of music tells a story where the culture of the singer often shines through. Once again, Munden lists a lot of reasons why songs should be a part of English learning:

- Many pupils, even those who are unsure about singing themselves enjoy working with lyrics and music.
- Singing builds confidence in using the language, and actually improves language skills (Ludke, cited in Munden, 2014, p. 340)
- Songs are versatile. They can give pupils a break between two or more demanding activities. They can calm or they can rouse.
- Songs, especially if they have choruses, provide easily remembered classroom language repetition.
- Using songs links the life of the classroom with tweens' out-of-school lives and can stimulate out-of-classroom listening and noticing (Munden, 2014, p. 340)

As seen in the excerpt from Munden above, she talks about tweens, but this should be applicable for teens as well. The important part of using songs in the classroom is selecting the right songs both in terms of content and that they are relatable and interesting for the students. Wiland (2016, p. 212) also suggest using musicals in order to get an interdisciplinary approach to film and music. Musical can be a great resource, because they can also show emotions through the songs all well as dialogue.

2.6 Lesson planning

In this chapter I will show how we can divide lesson planning into three phases: the planning phase, the activity phase and the self-reflection phase. These three phases will be explained in detail and divided up into different sections. (Skaalvik et al., 2014, p. 243)

The planning phase can be divided into four main components: evaluate the activity, self-evaluation, motivation and planning of activities. When the teacher evaluates the activity, first he or she needs to analyse the task. In this evaluation it is important to keep in mind that the task must be interpreted and clarified, what does the task demand from the students, what proficiency level do the students need to possess in order to be able to complete the task, how long will it take the students to complete the task and what pre-existing knowledge does the students need to activate in order to do the task. After this analysis the will need to get the students to set their own objectives and goals that can help them focus on the task. The self-

evaluation component consists of the students being able to evaluate themselves at some point during the activity. Students could have a discussion with each other about their pre-existing knowledge on the theme of the task. The self-evaluation will also have an effect on how the students will be able to evaluate themselves upon completion of the task. It will also have an effect on what goals and objectives the students set for themselves during the activity. The motivation component is very important in particular, because this will determine how interested they are in working on the task. Motivation can be sparked in multiple ways depending on the expectations, what the theme of the task is, by the environment of the classroom and the dynamics in the classroom. The last component of the planning phase is actually planning the lesson. This focuses on how where, when, duration and what the students need for the lesson.

The activity phase can also be divided into main components: learning strategies, self-observation, self-control and social interaction. Learning strategies have been described in [2.4](#) and these could include skimming a text, finding key words, underline important parts of the text and structure the subject material. The self-observation component consists of being able to find suitable learning strategies for tasks. It also focuses on the students being able to observe their own effort, progression and result. If this is too difficult for them to do, the task itself might be too difficult. The third component is self-control, which means that the teacher must plan a lesson that the students are able to motivate themselves and keep up their concentration. The final component of the activity phase is the social interaction within the classroom. This encourages the teacher to plan lessons that makes it possible for them to work together in the classroom or get assistance from their co-students or teachers.

The self-reflection phase is the last one, and a rather important one because this will carry into future lesson plans. This phase can be divided into three main components: self-evaluating, affective reactions and motivation. Two of these components have been described earlier in this chapter. During the self-evaluation component both the teacher and students are able to evaluate what worked and what did not during the lesson. They are also able to evaluate the results of the task/activity and set new expectations for themselves. The affective reactions component is where the students and teacher are able to express their satisfaction or dissatisfaction for what transpired throughout the lesson, whether it was pride, shame, happiness or irritation. The motivation component will have an effect on future motivation and behaviour, effort and the choices they make during the task/activity. (Skaalvik et al., 2014, p. 243-247)

2.7 Subject curriculum

The Norwegian core curriculum explains that the teacher's responsibility in primary and lower secondary school is to educate and provide students with a:

Christian and ethical upbringing, develop their mental and physical abilities, and give them a broad general education so that they can become useful and independent persons in their private lives and society. Schools shall promote intellectual freedom and tolerance, and emphasize the establishment of cooperative climate between teachers and pupils and between school and home. (Utdanningsdirektoratet, 2015, p. 2)

These principal aims want teachers to not only to teach the students in different subjects, but it is also important that teachers educate the students to be ready for society at the time they are in school or at some later stage in life, both private and professional. Its purpose is also to lay out the value related, cultural and knowledge foundation for primary-, lower secondary- and higher-secondary schools in Norway.

The subject curriculum of English is divided into six sections, but for in this thesis I will focus on the first section, purpose, and the fifth sections, the competence aims. In the purpose section of the subject curriculum it is said *“to succeed in a world where English is used for international communication, it is necessary to be able to use the English language and to have knowledge of how it is used in different contexts.”* (Utdanningsdirektoratet, 2013, p. 1) It is also said in this section *“Moreover, when using the language for communication we must also be able to take cultural norms and conventions into consideration.”* (Utdanningsdirektoratet, 2013, p. 1) The English subject is also supposed to give the students insight into different cultures to show the way people live and the cultures that exists in English speaking countries.

The section containing competence aims is divided into five smaller sections consisting of competence aims after years 2, 4, 7, 10, in addition to year 1 and 2 in higher secondary school. In this thesis I will focus my attention the competence after year 10, more precisely on the competence aims that focus on *Culture, society and literature* as the focus of this thesis is culture teaching in lower secondary school. These are the competence aims the students should have met at the end of year 10:

- Discuss and elaborate on the way people live and how they socialise in Great Britain, USA and other English-speaking countries and Norway.
- Explain features of history and geography in Great Britain and the USA.

- Discuss and elaborate on different types of literature from English speaking countries.
- Describe and reflect on the situation of indigenous peoples in English-speaking countries.
- Create, communicate and converse about own texts inspired by English literature, films and cultural forms of expression.
- Communicate and converse about contemporary and academic topics.
(Utdanningsdirektoratet, 2013, p. 13)

3 Method

This chapter will focus on the methodology used in gathering data for this thesis. Four sections will explain what method was used. Qualitative vs. quantitative study will focus on the main differences between the two, and why a qualitative study made most sense for this thesis. In-depth interviews vs. survey interviews will have a focus on the differences between the two as well, and why in-depth interviews will have an advantage over standardized interviews for this thesis. The third section will have a look at the strengths and weaknesses of semi-structured qualitative interviews while the final section will focus on how the data gathered was analysed and used in this thesis.

3.1 Qualitative vs. Quantitative study

There are many means to solve a problem in research. Very few studies are alike, and we usually Research is often divided in *qualitative* and *quantitative* research.

Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural setting, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials (Wang & Groat, 2013, p. 218)

To add on to this, qualitative research is believed to have an inductive process, which means that a conclusion will correspond with the probability of a phenomenon. “*We ask open-ended questions [...], shaping the questions after we “explore” [...] Our questions change during the process of research to reflect an increased understanding of the problem.*” (Wang et al., 2013, p. 218) A qualitative method will often try to gather data in a natural setting. This is because clear inquiries can change the subject’s answers as they feel like they have to answer the inquiry a certain way. In other words, a qualitative study will try to gather data in an authentic setting.

The design of a qualitative study can be defined by three key elements: *naturalistic*, *emergent* and *purposeful*. (USC, 2019) The naturalistic element “*refers to studying real-world situations as they unfold naturally; nonmanipulative and noncontrolling; the researcher is open to whatever emerges.*” (USC, 2019) The emergent element focuses on “*acceptance of adapting inquiry as understanding deepens and/or situations change; the researcher avoids rigid designs that eliminate responding to opportunities to pursue new paths of discovery as they emerge.*” (USC, 2019) The final element, the purposeful element

focuses on that “*cases for study are selected because they are “information rich” and illuminative. That is, they offer useful manifestations of the phenomenon of interest; sampling is aimed at insight about the phenomenon, not empirical generalization derived from a sample and applied to a population.*” (USC, 2019). To summarize this, a qualitative should be studying a real-world situation while being open to whatever emerges to make sure that information gathered is purposeful and rich.

A quantitative study can be divided into two main categories, a descriptive or an experimental study. A descriptive study measures subjects once, while an experimental study will measure the subject multiple times i.e. before and after “treatment”. (USC, 2019) A quantitative study will also consist of numbers, logic and objective stance as opposed to a qualitative study which will consist of inductive interpretations of data gathered. USC’s (2019) research guide also lists the main characteristics of a quantitative study:

- The data is usually gathered using structured research instruments.
- The results are based on larger sample sizes that are representative of the population.
- The research study can usually be replicated or repeated, given its high reliability.
- Researcher has a clearly defined research question to which objective answers are sought.
- All aspects of the study are carefully designed before data is collected.
- Data are in the form of numbers and statistics, often arranged in tables, charts, figures, or other non-textual forms.
- Project can be used to generalize concepts more widely, predict future results, or investigate causal relationships.
- Researcher uses tools, such as questionnaires or computer software, to collect numerical data.

3.2 In-depth interviews vs. survey interviews

There are a multitude of different types of interviews, and two of the most used are *In-depth interviews* and *Survey interviews*. Survey interviews are often “*used by social scientists, federal government agencies, the media and other commercial interests to test models of human behaviour, estimate population trends, gauge public opinion and asses consumer*

preferences.” (Singleton Jr. & Straits, 2012, p. 77) Survey interviews can be very useful when gathering data, but it also has its limitations. In this thesis, it was not possible to just use one type of interview. As seen in the citation above, a survey interview cannot be used to gather reflections and thoughts about the topic. That is why survey interviews had to be combined with in-depth interviews in order to get the full picture.

In-depth interviews on the other hand, *“involves a certain style of social and interpersonal interaction.”* (Johnson & Rowlands, 2012, p. 99) These interactions are very important when trying to study why teachers do things in certain ways and the effect this might have. In order to conduct an in-depth interview, a connection between two people are made, not that different from the kind of connection that exists among friends and colleagues have. *“But in-depth interviews are also very different from the kind of talking one finds between friends, mainly because the interviewer seeks to use the information obtained in the interaction for some other purpose.”* (Johnson et al., 2012, p. 100) Often this interaction is about exchanging ideas between each other, but in a one-sided manner. The researcher often tries to seek out information that is lot “deeper” than one would find in a survey interview, i.e. reflections and thoughts about certain topics. *“In-depth interviews rarely constitute the sole source of data in research.”* (Johnson et al., 2012, p. 100) As discussed earlier, the last citation is why both of these interview methods had to be used. Survey interview questions were used to grasp trends on culture teaching, while in-depth interview questions were used in order to get the teachers reflections and ideas as well. Combined, these two methods can create a semi-structured qualitative interview, which means that the interview questions are structured, but it is also possible to ask inductive exploratory questions as well.

3.3 Strengths and weaknesses of semi-structured qualitative interviews

There are three types of interviews. These are structured, unstructured and semi-structured. In this section the focus will be on the semi-structured interview method.

A **semi-structured interview** is a verbal interchange where one person, the interviewer attempts to elicit information from another person by asking questions. Although the interviewer prepares a list of predetermined questions, semi-structured interviews unfold in a conversational manner offering participants the chance to explore issues they feel are important. (Longhurst, 2016, p. 143)

A conversation can be a great way to gather information. A semi-structured interview can therefore be used in order to gather information, because, for the subject, this kind of interview will often feel like a normal informal conversation. However, during a semi-structured interview, the interviewer will talk to the subject in a “*self-conscious, orderly and partially structured*” (Longhurst, 2016, p. 143) manner. This will allow the conversation to be flexible and adapt to what is being said, and at the same time information is revealed to the interviewer. In the interviews conducted for this thesis, all interviews were recorded and transcribed. This allows the interviewer to be engaged in the conversation instead of focusing on taking notes or remembering the data gathered. Another strength of conducting interviews in general is that it is possible to do them in a place that feels comfortable for the subject, which can make it easier for them to open up and reflect on what they are saying.

One weaknesses of using semi-structured interviews are that they can be quite time-consuming due to the need to transcribe the interviews, which makes it difficult to conduct a lot of interviews such as with a survey interview where the main aim is to collect data in form of trends, opinions and preferences. Another weakness is, as discussed in [3.1](#), that qualitative studies often are inductive interpretations of data gathered as opposed to just looking at what the numbers say.

3.4 Analyzing the interviews

All data gathered for this thesis was recorded and transcribed. Most of the questions asked was open-ended questions and those that were not had follow-up questions written to go along with the question. If there were misunderstandings when asking follow-up questions, the question was re-phrased. If that was the case, only the re-phrased question will appear in the transcript. Information that was irrelevant to the question asked were omitted from the transcript as well. All of these interviews emerged differently, which means that some interviews might have follow-up questions that did not emerge in the other interviews. In some cases, follow-up questions were not asked as the answer was complete and reflected and there was no need to clarify anything.

For each main, open-ended question during the interviews there will be a short explanation to what each question entails. I will be using the *Criteria-based content analysis* which puts focus on the “*nature of the verbal communication*” (Keats, 2000, p. 80). There will also be examples form the transcript of what the teachers answered, particularly if the question is a survey type question, and if that is not the case, trends will be presented. Finally,

the teacher's answers will be presented and an interpretation of what they were saying. The answers that are presented will be discussed in relation to the theoretical background in [chapter 5](#). In the four results sections, there will either be one or multiple questions presented. The reason as to why there are only four sections for nine questions is that each question can be presented under one of the topics of in the four sections.

4 Results and analysis

During this chapter the results of the study will be presented in different categories. The questions that were used in the interviews have been categorized into different topics. Some categories will consist of just one main question and additional follow up questions if they emerged in the interviews, while other categories there will be presented data/answers from multiple questions and additional follow up questions if they emerged. The four categories that will be presented are: *Defining culture*, *Lesson planning and theories of learning*, *why do teachers believe teaching culture is important* and *source material and methods*. Another reason why there are four categories is because it is easier to view the results in relation to the theoretical background. As mentioned in [1.3](#), all interview subjects will be referred to as teacher (T) 1, 2, 3, 4 and 5. Teacher 1 is appendix 1, T 2 is appendix 2 and so forth.

4.1 Defining culture

When asked if they define culture to their students, teachers 1, 2 and 4 said that they did indeed define the term *culture* their students. Teacher 2 was not sure if she defined the term in the English classroom as she taught other subjects as well that included culture. Teacher 4 did not do it this school year but has done it in years past. Teachers 3 and 5 did not explain the term to their students. These are a few of the answers the teachers gave to the question: *Is the term culture defined in the classroom?* with the follow-up question *do you believe it is important to define such terms?*

T 1: Yes, culture is defined in my lessons, because this is not something the students know coming into the class. It is part of the in-depth teaching that we define a term like culture together. For example, I can ask the students what they think of when I say culture. There are a lot of interesting inputs from the students that can make it easier for them to understand what we are talking about when we talk about culture. I think it is important to define difficult terms before we start talking about them.

T 2: I teach social science as well, so I am not completely sure if I define the term in the English classroom, but in the social science classes we define culture because it is its own topic. I like to believe that it carries over from the social science class into the English class. I do not believe it is particularly important to define culture for the students, but we talk a lot

about what culture is, but in the social science classroom. I am not consciously thinking about it when I am teaching culture.

T 3: No, not really, I probably should be since you are asking. We have talked about what the American culture consists of, but we do not necessarily define the term itself. Often, we talk about what culture is on the surface.

T 4: I have not done it this year, but in years past I have done it in the Norwegian and social science classroom. I will not say I have done it very clearly though. I might define it implicitly, but I do not write culture on the blackboard and the define the term. I do not believe it is important to define the term, but I do think that it is important that they know what it entails.

T 5: I define a lot of terms, but culture is not one of them. But I do feel that they learn the definition of culture through the teaching without me having to necessarily explain it to them. So, no I do not view defining the term as super important.

Based on the answers the teachers gave to this question, the majority of them did define the term culture, even though they did it in very different ways. For example, T 3 and 5 say they do not define the term culture but do admit to talking about culture is and that the students might get a feeling as to what culture means/entails. The follow-up question to this question came along with the question itself, and T 1 and 2 said that they believed that defining the term was important. T 4 and 5 said they did not believe it was that important, but based on the answer of T 4, the latter part of her answer was a bit contradicting. T 3 did not explicitly say if she thought defining the term was important or not but expressed that this is something that she might have to think about. Based on all of these answers it is not possible to see a trend among the subjects interviewed.

4.2 Lesson planning and theories of learning

This section will deal with two of the questions from the interviews regarding lesson planning and theories of learning. In this section I will not present the answers in full as was done in the section above.

The first question that was asked was about the planning of a lesson where culture was taught, with a focus on American culture. T 1 explained that in these lessons there was a big focus on working together in groups in order to get the students to talk with each other. This seemed to be a trend among the teachers interviewed as three out of the five teachers often got the students to talk amongst themselves (T 1, 3 and 5). Four out of the five teachers also expressed that their students participated in activities during a lesson that contained culture. The last teacher (T 2) seemed to focus more on lecturing her students based on her answer. T 1, 3, 4 and 5 also explained that their role during these kinds of lessons was to be the organiser of projects while T 2 had more of a lecturing role. This shows a clear trend that student projects are frequently used when teaching students about culture. A shortened paraphrasing of the answers the teachers gave will be presented below to give an idea of how they planned culture lessons:

T 1: We just finished a month of group work where the students were divided into groups of four. Each group got a poster with a topic. They got 5-6 minutes to write down everything they knew about the topic. After they were done they had to walk over to the next poster and write everything they knew about that topic. After they had been through every topic they went back to their own poster and made a new poster based on what they believed was important from the information they gathered. Finally, they got some time to practice before they presented their work to the class.

T 2: I normally combine facts I learned during my studies and combine them with my own experiences. Normally I base my teaching on texts from the book we use, but often there are a lot of improvisation during the lessons as well. I believe own experiences are important in these lessons.

T 3: It depends on the topic. In ninth grade we talk about New York and in tenth grade we work a lot with US history such as emigration, the American Dream, slavery, the civil war and the civil rights movement. They made presentations while working on the civil rights movement where they each chose a topic they wanted to learn more about. While the students presented the other students had to pay attention because after each presentation the student that was giving the presentation had prepared five questions for the listeners. We also did an experiment with voice-controlled writing with defining terms. This gave them a challenge with being able to express themselves in their own words.

T 4: Normally there are two teachers working together on planning the lessons. We always try to combine culture and language learning in every lesson. We often use longer projects as well that takes place over a few weeks. In one of the projects we usually run students pick and American state where they have to present certain facts or answer questions we give them.

T 5: I often use the same principle for all English lessons. I used to live in USA, so I try to use my own experiences as well. I always try to find good sources to connect to the theme that is in the textbook. I also use a lot of time trying to get the students to talk during the lessons. We have also focused on the differences between American and British English and why they are so different.

From these answers it is very easy to see that there are a lot of similarities to what the teachers plan for lessons that includes culture. A follow-up question about language teaching in culture lessons was also asked to the teachers. All of the teachers explained that there are some form of language learning going on during the culture lessons, but it differed from teacher to teacher if language learning was done consciously or not in these lessons.

A question was also asked about how much authentic English the students were exposed to during these lessons. All of the teachers answered that the students were exposed to authentic English in some way or form. None of the teachers said that the students had actually been talking to anyone with English as their native language as part of the lessons, but T 5 said that she had had visitors from USA in the classroom observing a lesson and that some of the students might have been able to talk to them. There seemed to be a trend of the students getting to hear authentic English from films and film clips. The teachers also seemed to enjoy using film, film clips and music in the classroom and when clarifying the question, they all asked if such mediums counted.

4.3 Do teachers view culture as important?

Two of the questions asked during the interview were *What is your view on the importance of culture in the English classroom?* and *Many Norwegian classrooms have gotten more multicultural over recent years, do you think this affects the culture teaching in the classroom?* These questions focus on if the teachers view culture as an important part of the English education and if there has been a change in recent years.

In the first questions all of the teachers agreed that culture plays an important role for the students in the English subject. T 2 pointed out the core curriculum wants teachers to educate wholesome and democratic humans that understand that other cultures are important. T 1 agreed that it is important to understand other cultures and their history. The remaining teachers defined culture differently when answering this question. Their answer focused more on the students getting motivated when learning about culture. In their answers they focused more on culture with a big C, while teacher 1 and 2 had more of a focus on culture with a small c.

T 1: I believe that it is very important that they get an understanding of both historical events that are alike in different countries such as minorities who are people that have lived in countries like Australia and USA and where they have been invaded by other countries and that we as Europeans does not necessarily have a past that we should be proud of. Also that they see similarities at the same time as there are differences around the world and tie this to rights, justice and tolerance.

T 2: Very important, because the core curriculum, which is about creating wholesome and democratic humans that understand that understand other cultures is important so that we can understand that there are differences, but also that we have a lot in common.

T 3: That is very important, but we noticed that we might have focused a bit much on culture teaching. We struggled to find novels that the students could use for the trial exam.

T 4: I think it is important, but it has been dimmed a bit. Such as the British imperialism have been dimmed more and more. Globalisation is becoming more relevant.

T 5: I think that my most important target is to get them to do something they find interesting, because then you can often get through so that they can learn everything that I think is important and relevant for them to learn. They find learning about cities, states, food and the difference between Norway and USA interesting. USA I a very grateful topic to teach about, they have superstars and Hollywood which is something the students is interested in. Because of my knowledge of the country I think it is easier to make it interesting for the students.

When answering the second question, the teachers' responses varied a lot more than in the first question. T 1 explained that getting students with a different background could be very important and positive for the rest of the students because they are able to share their experiences and culture with the class. T 2 said that a lot of the students that comes from a different background are often from cultures that she does not know that well. She tries to use them to some extent, but she believed that it is important to not overuse them because that can make them uncomfortable. T 3 said she did notice an effect of having a multicultural classroom, but she remarked that they did not get a lot of students with a background from an English-speaking country. T 4 found the question a bit hard to answer but believed that multicultural classrooms had an effect on the culture teaching. She did not, however, use this consciously in her lessons. T 5 had not thought about what effect multicultural classrooms could have on the culture teaching but believed that if they had a student that could contribute to culture teaching they could be a great asset as long as they were not overused. As we can see, the teachers were very divided on the second question and therefore it was difficult to see a trend in their answers.

T 1: When you get children with different experiences and cultures they can share with us, I think that is all positive.

T 2: The "multiculturality" that I meet in the classroom often comes from cultures that I do not know that well, but I try to draw lines to let my students see differences between our cultures. I.e. I use how American English transpired from British English and draw parallels to show how we go the "nynorsk" as our own written language, a language that was not influenced by anyone else. I use them as a resource, but I try not to be intrusive in my approach because there are few students that wants to become the representative for their country in front of the entire class. This is a conscious decision because I remember how awful it was to live in USA and always be asked questions about my country and culture.

T 3: We do. There are not a lot of students that comes here from earlier British colonies, but when the students learned about the colonies we talked a lot about how it might be to be new in a foreign country with a different language and with people that are different than themselves.

T 4: That is difficult to answer, but yes, the classroom has become more multicultural so there has affect the culture teaching in the classroom. I cannot say that I think about it or use it in my teaching.

T 5: I have not thought about that it affects the culture teaching, but many of the students that comes from other countries often struggle in the English subject. But if you get the right students it is very important to use them as a resource without over-using them or making them uncomfortable.

4.4 Source material and methods

Many of the questions in the interviews were focused on the use of source material and methods the teachers used in the classroom. First, we will have a look at what source material the teachers used. Three of the questions in the interviews were focused on the source material being used by the teachers and one question focuses on the use of methods in the English classroom. Some excerpts from the teachers' answers will be presented and analysed to get a good view of their thought process when selecting source material and methods for lessons that are about English-speaking countries culture.

The first question dealing with source material was *what textbooks are used in the classroom, and are these used as the sole source material or do you use other sources as well?* What textbook the teachers use will not play a huge part in the thesis, but they are named in the results.

T 1: We use Stages which I think have many good texts, which are used as a base when giving homework but otherwise I use sources I find online. This can be short clips, texts I come across and print out and other sources that are relevant for the teaching. When we had about Rosa Parks and the Civil Rights Movement the students were given the task of finding source material online. That way, they also learn about source criticism, which ones to use and which one to not. In other words, we use a lot of different texts.

T 2: We use Stages. I use a lot of other sources as well, especially in culture teaching. I use a lot of my own experiences and news articles from papers. I think the textbook can be a bit boring when used a lot and I feel like it is necessary to supplement the textbook as we go.

T 3: It is called Searching, and we use it a lot, but recently I have started to use sources that I find myself because it is getting a bit outdated and we are starting to get sick of it. There are a lot of online sources and copies from sample textbooks we get at conferences in use.

T 4: We have a textbook that was new when the last curriculum came out, but we are not very happy with it anymore because it is outdated. Key English is the one we use. As it has become more and more outdated we are starting to use more and more outside sources. Having used it for a few years we are starting to see its shortcomings as well.

T 5: Stages, it is used as a point of departure or base, but I also use a lot of other sources to make the lessons more interesting.

These answers show that many of the teachers use their textbooks as a base when teaching culture, but a lot of the textbooks in use are outdated and not that much in use anymore. As we can see, some of the teachers also use the textbook a lot, but every teacher finds sources themselves as well.

The second question asked were about digital sources in the classroom. *Are TV shows, films, film clips or music used in the classroom to teach culture?* The teachers were also asked how they used digital sources.

T 1: Usually we watch one film per year. We show Rabbit Proof Fence when teaching about Australia, which is about the aboriginals, where children are taken from their home and link this to other minority groups such as the Sami in Norway and the Native Americans in USA. We have not decided what movie we are watching this year, but we attach it to the country we are teaching about.

Q: What about film clips?

I use a lot of film clips, before Christmas we talked about advertisement and I found many nice clips of commercials that had aired in English-speaking countries. I also use clips so that the students get to hear English spoken by someone else than me. I start every lesson with a song, and we try to listen to as many genres as possible. I use ten minutes on this every lesson, the students are more relaxed, and some even sing along. It also gives us an opportunity to discuss where a certain genre is most popular in the country and what kind of people listen to it.

T 2: When teaching about immigration into USA we show a clip from The Godfather when he arrives through Ellis Island. I do not use music a lot, but I use the lyrics from songs. We have also watched films, for example Forrest Gump which covers a big spectrum of the people living in the USA. I follow my class from 8-10th grade, so the films change for every period. This is probably because there is always something new that could be better.

T 3: Yes, they are used to get the students to visualise what we are talking about.

T 4: Yes, we do, but I struggle to think of anything concrete. When teaching about the USA we have a few films we like to show, and it has been a lot of Forrest Gump through the years. I also find clips on YouTube. These are often factual clips, trailers or scenes from movies.

Q: When using film, what methods do you use?

I try to make it worthwhile. I try to not just put on a film and let them watch, but they might write a small text based on the film. We also have some question forms on “its’ learning” for the students to answer while they watch the film.

T 5: All of the above. I am a music teacher as well which makes it natural for me to find songs that fit the topic of the lesson. We also use song lyrics for work where the students are going to find out what words and expressions mean. We use film clips, but often short ones to get the conversation going, as well as American and British movies so that the students can hear the difference in language and demeanour. Music videos are also used often, the students have a tendency to pay closer attention in my experience. Many students play computer games as well and I wish I knew more about it so that I could use that as well. I have used these students to explain to the class how they talk to people while playing these games as well.

From the answers the teachers provided it is clear that all of the use some sort of digital sources, but it varies from teacher to teacher which type of sources they use. None of the teachers had any concrete examples methods they used when using digital sources, but from the answers it is clear that a lot of the teachers use these sources in order to get visual stimuli to what they are teaching about. T 1 and 5 used music in the classroom, but T 5 and T 2 used song lyrics. T5 gave a clear description as to how she used digital sources in the classroom while the other teachers’ answers were not very reflected, and it seemed that they

used digital sources as motivation and visual aids, as opposed to using them for specific tasks. T 4 also explained some methods/tasks they used while watching a film.

The third question related to source material was one about if the students read books in the English classroom. The follow-up question to this was if they did, what kind of books did they read.

T 1: It varies, some read factual books, and some read fictional books, but all of the students read a book or text in one way or another. I think we have fewer books available at the library, so I wish that would could have a bigger selection.

T 2: Yes, they have chosen fictional books and we are probably pushing this more than factual literature.

T 3: Yes, in ninth grade they chose an English book to read. I am hearing from other school that they have a new book to read every year, either one they all read or one they picked themselves. I feel like we are behind. The students usually pick fictional literature, and they are good at picking books that are on their level. John Green and Roald Dahl are typical examples of what they choose, because they have seen the movies and plays it “safe”.

T 4: We just had a project where we got books from the library, each student got a novel. There are a lot of books that have been adapted from film chosen. A lot of John Green and Thirteen Reasons Why but also a lot of crime and fantasy novels.

T 5: They do not have their own books, but I went by the city library and took as much as I was allowed to take so that we could have a better selection. Roald Dahl is very popular and John Green novels are often selected as well. Hunger Games and Holes are also novels that the most skilled students read. Students do, based on my experience, not care as much about the length of the books because they find it harder to read books in English, so they are very good at selecting books based on how skilled they are at reading. We do not have a good selection in the school, but we are in the process of buying more books in English so that we can have a wider selection.

The students had books written in English in every class the teachers taught. As expected at the level, almost all of the student read fictional books while just a small sample

read factual books. The teachers did not go into great detail about how the books were used, but they answered that they did read books in English. Popular authors were mostly John Green and Roald Dahl, which are books that contain a lot of culture. The most popular genres based on the answers and authors were drama, crime and fantasy novels. Drama and crime in particular contain a lot of culture and culture references because they are set in a real-world situation.

The final question presented in the results is focused on methods used when teaching English culture. The question was twofold, the first part asking if the teacher lectured a lot, while the second part focused more on the methods the teachers used in the lessons in form of activities and tasks.

T 1: A lot of group assignments, working in pairs, individual work, teacher-student conversations, very varied. They also read to each other. I would like to say I use lecturing and group work together because all students are different, and some might get lost if it is one or the other. Some things I feel like I have to supervise as well, so it is natural to vary between lecturing and groupwork.

T 2: A lot of discussions in the classroom. Often with a point of departure from something literary that starts a conversation and then we take it from there. It sounds like I do not plan my lessons, but there is always some sort of plan.

Q: A flexible plan?

That might be a good way to put it, this creates many good discussions that I feel would not have happened if there were a clear plan with activities that we have to go through during the lesson

T 3: We do not use a lot of group assignment, it probably should be done more. We use a lot of lecturing, individual work and work in pairs. The problem is that we cannot put them in groups when teaching about topics they do not know a lot about. We can activate pre-existing knowledge, but at the same time they need a bit of knowledge before they can work together in groups alone. For example, they might have read comics or seen movies from Disney, but these often stereotype Native Americans, which is why it is important that they gain knowledge before we talk about it.

T 4: We are using lecturing less and less. There is very little lecturing actually. We use cooperative learning which the students have learned a lot. There are multiple structures like “learning carousel” where they as a group are going to become experts on a topic before they go around and teach each other.

T 5: I definitely use less lecturing than individual work and group assignments. I like to get the students active, often by making them move around the classroom and talk to each other. Post-it notes on the wall that they are going to pair with their own post-it notes is a method I use a bit to get them active. Productive talk between them often occurs during these activities. If the students are just sitting at their desk answering questions they tend to get nervous less willing to answer questions. Some might think that they are not able to speak correctly because they cannot write certain words, so I am trying to create a low threshold for speaking in my lessons. A study-partner is also very useful in these situations. We have used methods such as “Onion ring” where you have two circles. The inner ring has questions that they ask to the people in the outer ring which have the answer to one of the questions being asked in the inner circle. The point is to rotate until they find the answer that corresponds with the question. We have also used “tongue twisters” where half of the class goes out into the hallway and learn a tongue twister while the others wait in the classroom. Once they have learned the tongue twister they go back inside the classroom and teach their tongue twister to another student. We also read and retell each other. The “flyswatter” is an activity where there are expressions written on the board. The objective is to find the right expression to a question, run over, hit it and then run back and exchange with the next student. We have also used the mime game and running and getting stuff to learn new words.

5 Discussion

As mentioned in the introduction there are three main questions to be answered in this thesis (1.1) These three questions will be discussed against the theoretical background for the thesis and the data gathered for the study during this chapter. We will have a look at how teachers plan for lessons containing American culture teaching, and if there is a difference in planning a lesson containing American culture vs. a lesson that does not contain culture teaching. During this discussion, the source material the teachers use in such lessons will be discussed as well. The second question that will be discussed is one about methods, or to be more precise, what methods are used when teaching about American culture. The final question that will be answered is if culture teaching can have an effect on the dynamics and language learning in the classroom. These questions will after this be discussed related to the English subject curriculum. The second section of this chapter will focus on the reliability and validity of the thesis.

5.1 Discussion

5.1.1 Defining culture

Before we can start discussing how culture is taught and by which means it is taught it is important that we define the term culture. When asked if they defined culture to their students, the teachers were divided on the issue. Why is it important to define culture before we teach it? One of the biggest reasons why we have to define it is because most teachers have their own definition of what culture actually entails. The majority of the teachers in this study did define culture either as a straight up definition or implicitly while teaching the students about culture. As mentioned in 2.1 we can see that it is important to define culture because it can be a difficult term both for the teacher and the students. The majority of the teachers in this study showed through their answers that focus a lot more on the culture with what Munden (2014) calls a big “C” than they did the culture with a small “c”. This does not come as a big surprise as the subject curriculum focus more on the big “C” as well. The curriculum puts a lot of focus on history, geography, conversation and reflection, but it also focusses a little bit on the small “c” when talking about how people live and socialise in Great Britain, USA and other English-speaking countries in relation to Norway. However, this did not reflect all that well in the answers the teachers gave. If we read between the lines it is possible to see that the teachers that had lived or been to the USA, used their own experiences when

teaching their students about culture. By doing this, the students get to hear about what every day American culture is like up close.

The theoretical background also says that language plays a big part in culture teaching. As Munden (2014) points out, language and culture are inseparable. In order to learn how to speak a language in a real-world setting it is important that the students know how people talk to each other in this setting. Risager (2007) also notes that language learning has always had a cultural dimension. Through the three dimensions within the cultural dimension, we see that all of them have a focus on language learning. These three dimensions entail that culture can describe social interactions and relations within a culture, the social interactions that takes place and how the language is used in a real-world setting. The teachers in the study did expose the students to authentic English in some way or form, which means that they got to listen to what a normal conversation sounds like in real-world settings. Risager (2007) also explains that all subjects can have a language and culture dimension in an interdisciplinary form. This is shown by the teachers that talk about defining culture in other subjects than English.

5.1.2 Differences between culture lessons and other English lessons

Before teachers start planning a lesson about culture, it is important to know why they should teach culture to their students. Looking back to [2.2](#) we can see that Munden (2014) list three reasons as to why we should teach culture. These reasons include that learning about different cultures can enrich the student's life either right now or in the future, help when communicating with other people because they have not only language skills, but also cultural awareness and they learn to communicate with people with different cultural values which can promote tolerance and empathy.

When asked about how they planned lessons about American culture, four out of the teachers explained that they leaned towards using activities and tasks as opposed to lecture their students. As Skaalvik et al. (2014) explained in [2.4.2](#) it is important for the students to be able to set goals and self-evaluate themselves. In [2.6](#) it is also important that lessons are planned in three different phases, a planning phase, an activity phase and a self-reflection phase. The teachers' answers did not indicate that they consciously thought very much about the planning phase and the self-reflection phase. They did, however, focus a lot on the activity phase. Even though the teachers did not explicitly say a lot about the planning phase and self-reflection phase, there were some key differences in their answers. The exception to this was teacher 5 which showed a lot of reflection over what methods to use and why she used them.

Teachers 1, 3 and 4 also showed some reflection towards how lessons were planned. All of these teachers showed that they adapted their teaching to the topic at hand. Teacher 2, however, showed very little focus on the planning of culture lessons. There did not seem to be any difference in her planning of culture lessons as opposed to other lessons. The majority of teachers explained that they thought a lot about making the students interact with each other which is one of the key elements in the activity phase.

When asked about how language acquisition, most of the teachers explained that thought it rarely was done consciously, language learning came as a result of the culture teaching. One of the teachers did think consciously about language learning in the culture lessons by getting the students to learn words and expressions related to the topic. As mentioned in the previous paragraph most of the teachers did put a lot of emphasis on the students talking together as well, which allows the students to learn language from each other. Conteh-Morgan (2002) showed that according to interactionist theory, communication is a key element of language learning because the curricula in the interactionist classroom focuses on “*the use of authentic, real life language materials in the classroom.*” (p. 192) Innatist theory says that children are equipped with a “*Language learning device*” (p. 192) which would mean that they have an innate ability to process and learn linguistic rules. In lower secondary school many of the students would still be in the critical age which means that by having the students talk to each other during the lessons, they will be able to pick up on these cues and rules.

5.1.3 Why are certain methods and source material used?

The selection of methods and source material is very important if the teacher wants their students to learn as much as possible. As mentioned multiple times during this thesis, source material is more accessible than ever, mostly because of the internet. It has also become a whole lot easier to find good teaching methods by using either books or the internet. We do not have to go that many decades back in time to find classrooms where lecturing was the only method in use in classrooms across the country. Even though there are a lot of resources available to teachers today, they are quite pointless if they are not used correctly and in a relevant manner. In this section source material will be discussed first because a lot of the methods that are used, are based on the source material. The source material that will be discussed are books, films, film clips and music.

The first source material that will be looked at is books. Books have been used in schools for a long time whether it is textbooks or novels. All of the teachers in this study said they used the textbook as a point of departure or base in their teaching. Some said that the texts in the textbook were good, while others had to supplement with sources from elsewhere. In [2.5.1](#) we saw that Dan Gutman was quoted saying that everybody likes a good story, even the most reluctant reader. Author, Jeff Kinley, were quoted saying that children should read books in whatever format they can get their hands on as long as they find it interesting. Motivation is a very important factor when reading. Students can often become disinterested if they do not find the reading experience enjoyable. In the age of social media, which most students are on ([1](#)), they are used not having to read a lot. Social media can also be very distracting while reading, which is why the school can be a good arena for them to read books. All of the teachers interviewed in this study said that their students read books in English. They also said that they were good at picking books that peaked their interest and were on their level. One big issue that some of the teachers pointed at is that there is often a small selection of English books at the school libraries. The issue with this is that not every student will be able to find a book that gives them the enjoyable reading experience mentioned above. Some schools have however, according to the teachers interviewed, gotten a wider selection of books for the students to choose from.

The second source material discussed is films. As mentioned in [2.5.2](#), 54% of children aged 9-15 used film mediums in 2018. During the interviews, many of the teachers mentioned that they use films in culture teaching because it is possible to give them examples of authentic English as well as give them visual descriptions of what is being taught in the classroom. Only one of the teachers talked about using tasks when watching films. Another teacher often discussed the movie after watching it. Munden (2014) showed in [2.5.2](#) that these kinds of tasks are very important when using film as a source in culture lessons. The one teacher that mentioned doing tasks when working with film, mentions one of the ways Munden showed we can use activities for film watching, writing a text based on something having to do with the film. Munden showed multiple ways to work with films. The teacher also said she used questions that the students should answer while watching the film, the one thing that Munden was quite sceptical of doing because of the film usually being in a secondary language. Instead, Munden suggested doing pre- and post-watching activities in order to peak the students interest before the film and reflect/talk about the movie afterwards. Wiland (2016) also said that movies in English can be important because they learn about culture in the language and culture context because it shows the students authentic English in

a real-life situation. This was one of the main ways the teachers said that students were exposed to authentic English. Films adapted from books can also be used together with books to show students just like they interpret a text they read, films do the same thing.

The third source material the teacher said she used often were film clips. As shown in [2.5.3](#) film clips can be very useful when trying to get the students motivated or using the clip as a trigger to get them thinking. With what seems like endless streaming possibilities it is also very easy to find a short clip for almost every culture topic being taught in the English classroom. Once again, film clips are another great source for showing the student authentic English being used in real-life situations. Munden suggests using tasks when watching film clips as well to get learning out of the watching. All of the teachers admitted that they use film clips in their teaching for various reasons. Teacher 1 said that she used a lot of film clips, often to give the students visual examples to what they were talking about, such as commercials. She also said that she used film clips to get the students to listen to someone else than her, which shows that she uses them to show authentic English to her students. Teachers 2 and 3 used clips to give visual representations. Teacher 4 used many different kinds of clips, such as factual clips, trailers and scenes from movies. The use of factual clips provides both authentic English and content for the lesson. Teacher 5 said that she used film clips, but often short just to spark her students interest. She also used them to show differences between American and British people's language and culture. None of the teachers used any of the kind of methods as described by Munden, but they had reasoning behind why they chose to use film clips.

The final source material discussed in this thesis is music. Teacher 1 used ten minutes every lesson on music. Normally she used this to get the students relaxed and some sang along. She also used music from different genres so that they could talk in detail about the culture surrounding the music. Teacher 2 admitted to using song lyrics often but did not focus that much on the music of a song. Teacher 5 said she liked finding songs that would fit the topic of the lesson. Her class also worked with song lyrics to learn new words and expressions. In [2.5.4](#) we saw that music could be very useful both in language learning and culture learning. Teacher 2 and 5 shows that they focus a lot on language learning when using music in the classroom. Song lyrics can be used for this kind of linguistic learning. Munden (2014, p. 340) also mentioned that culture learning is possible through music which teacher 1 said she did be talking about where each genre is popular in the USA and why this is. An example of this can be that jazz is very popular in New Orleans. In addition to this, teacher 1 also said that students often became more relaxed when listening to music. Munden agreed

with this point as well saying “*Songs are versatile. They can give pupils a break between two or more demanding activities. They can calm or they can rouse.*” (2014, p. 340) This shows that music can set the tone or change the tone in a classroom based on what kind of music the students listen to. Wiland (2016) also suggested musicals, but none of the teachers in this study used musicals in their teaching.

The use of good methods is just as important as the source material. Without good methods the source material will just go to waste. The methods the teachers in this study use have been described along with the source material where it is applicable. As mentioned in [2.6](#) a good method or activity is only as good as the planning behind it. If the teacher is not well enough prepared for the lesson, a good method will not get its chance to shine. All methods need to be well thought out. In the planning of activities, there are a few “requirements” that Skaalvik et al. (2014) described that should be met. During the planning phase the teacher should be interpret and clarify the task. Most of the teachers in the classroom said that in a lot of lessons they acted as organisers as opposed to participants, which meant that this was the main tasks they had in planning the activity. The students also need to have a chance to evaluate themselves. This can help them evaluate themselves upon completion of the activity as well as set short term goals for themselves. This can often help the motivation of the student, which incidentally is the next component. The teachers seemed to be very conscious about the students being able to evaluate and motivate themselves. Planning the activity is the last part of the planning phase. The teacher should have a clear idea of what he or she is going to do with the activity in the classroom. The activity phase is more self-explanatory than the other phases. During this phase the students should have a few methods or be given methods to use as learning strategies in order help with the preparation for the activity if they need it. Self-observation is all about being able to observe their work and effort as the activity is ongoing. Self-control deals with the students being able to motivate themselves and concentrate which is one of the most important factors when working on a task/project. The last component of the activity phase is the interaction amongst students. The self-reflection phase is also important, but through the interviews it was difficult to get this information. The teachers in the study showed that many of these “requirements” where met whenever they planned an activity for a lesson.

5.1.4 The effect of culture teaching

There is no doubt that culture teaching can have an effect on dynamics and language learning in the classroom. Is this an effect that the teachers experience? In this section we will have a

look at what possible effects culture teaching can have in the classroom and how important teachers believe culture learning is for their students.

The first factor we need to look at, is why we should teach culture. There are many different cultures, some that we might agree with and some that we might not. This does not mean that one culture is better than the other, just different. Values, views and traditions are some of the factors we talk about when we try to define culture. All cultures have pros and cons and no culture is perfect. This is exactly why students should learn about culture. In [2.2 Munden \(2014, p. 308\)](#) lists three reasons why culture teaching is important. As discussed before, the main reason why students need to learn about culture is so that they can grow up to be wholesome people that can function in the world. Hinton (2000) talks about a lack of cultural knowledge can create stereotyping of people based on their appearance, race or religion to name a few examples. This is also something that can happen within the classroom. The teachers were asked if they viewed culture learning as important in the classroom. All teachers agreed that culture learning is an important part of the English subject. As mentioned in the results teacher 2 pointed out that the core curriculum focuses on educating wholesome and democratic humans that understand that other cultures are important as well. This focus is very important as the classroom has gotten more multicultural over recent years due to immigration. Without this focus, classrooms would not be comfortable for some students to be in if stereotyping occurred on a regular basis. Teacher 1 also agreed that it is important for students to know about and understand other cultures so that the students are ready to meet the world outside the classroom. The remaining teachers did not define culture in the same way that these two teachers did, so their answers are not relevant for this part.

The second factor we need to look at is what effect culture might have on the dynamics of the classroom. When asked if they had noticed any change as the classroom had become more multicultural the teachers had very different answers. Teacher 1 explained that she thought it was good to have students from different cultures because they had different experiences than the other students which they could share with the rest of the class. They could also share their culture with the class which can be positive because it might be more relatable to hear about a new culture from someone who actually has experienced it up close. Teacher 2's answer was very similar as well. A lot of her students with different background often came from cultures she did not know that much about. She said she also uses them to tell the rest of the class about their culture and experiences but did not want to over-use them and make them feel uncomfortable. This is a very reflected answer as it might be very

difficult for a student that is new to a country to all of a sudden feel like he or she is an ambassador for that country. Teacher 4 believed that it had an effect but did not use it in her lessons while teacher 5 had not thought about it.

5.1.5 Subject curriculum

The subject curriculum is very important for all teaching in the Norwegian classroom because it acts as guideline for what the students should learn. All the theoretical background and data in this thesis have been written with the subject curriculum in mind because of this. When we look at the core curriculum the main focus is on giving students a broad general education that will prepare them for an adult life where they are useful and independent persons in their private lives and society. It is also the school and teacher's responsibility to promote intellectual freedom and tolerance along with respect and cooperation between teacher-home-student. Teacher 2 in the study were very aware of the core curriculum and used it when planning lessons about culture. This focus shows exactly why students should be taught about other cultures than their own. Tolerance and intellectual freedom can only be achieved if there is an understanding that different cultures can coexist not only in the country but in the classroom as well. The students should be, according to the core curriculum be taught values, a cultural and knowledge foundation.

The subject curriculum focuses more on what the students should learn from the subject. The purpose of the subject curriculum, as mentioned in [2.7](#), is to prepare the students to live in a world where English is the international language. If we relate this purpose to the core curriculum we can see that again, culture is important in order to be able to communicate with people in a world where English is the international language. The purpose of the subject curriculum also say that students should have knowledge about how the English language is used in different contexts. This is why it is very important that the students are exposed to authentic English that focus on real-world situations in order to be able to communicate with people out in the world. It goes on to say that students should also be able to take cultural norms and conventions into consideration. If this is the case, it is important that the students know about what norms and conventions are applicable in different English speaking countries. Films and film clips are great source materials to use when teaching about such norms and conventions because the students can see them in action. Books and music can also show norms and convention, but it might be more difficult for students to grasp written information because it does not have visual aids, and, emotions are far more difficult to convey in a book or song.

When planning a lesson, it can be very useful to have a look at the competence aims. After year 10 students should know a lot about culture. They should know how to communicate with English speaking people and describe how they live and socialise, the history and geography of English speaking countries, work with English literature, films and cultural forms of expression and talk about contemporary and academic topics. During this thesis we have talked about topics that all exist within these competence aims.

5.2 Reliability and validity

Reliability and validity are important concepts to measure whenever conducting a study. Oppenheim (1992) describes reliability and validity like this:

Reliability refers to the purity and consistency of a measure, to repeatability, to the probability of obtaining the same results again if the measure were to be duplicated. Validity, on the other hand, tells us whether the question, item or score measures what it is supposed to measure. For instance a clock is supposed to measure “true” time and do so continuously. If it were sometimes slow and sometimes fast we could call it unreliable. It is possible to have a measure that is highly reliable yet of poor validity; for instance a clock that is precisely eighteen minutes fast consistently (Oppenheim, 1992, p. 145)

Reliability refers to how consistent the method is used throughout the study. In the case of this thesis, with a semi-structured qualitative interview, all of the interviews were very reliable. This is because in the semi-structured interview there was always the same nine main open-ended questions. The follow-up questions could not be as reliable as they were formed as the interview emerged. Audio recording improved the reliability as well because it made transcribing the interviews possible. Because of this, no information gathered in the interviews were lost. Looking back, there should have been a few more follow-up questions written in advance based on what logic dictated that the teachers would answer to the open-ended questions. This could have been questions to ask if the subject answered this or that. The follow-up questions could have been formulated differently and clearer as well to get better and more organised answers from the subjects as well.

The analysis of the gathered was done with the content analysis approach. (Keats, 2000, p. 80) “*Content analysis considers the nature of the verbal communication.*” Criteria-based content analysis is a form of analysis that is usually “*Applied to the verbatim transcript of a recorded interview*”. (Keats, 2000, p. 145) By using this analysis on the data gathered, it

was possible to show examples from the transcript and discuss the results which I believe improved the reliability of the study. All questions were asked in the same manner in each of the interviews as well which improves validity. However, the teachers did not always answer in line with earlier research about culture teaching but were rather leaning towards what the subject curriculum expects of them. This can be a sign of poor validity if they were afraid of answering openly and out of line with what the subject curriculum expects from them, but they seemed to answer the questions as truthfully and openly as they could.

6 Summary and Conclusion

6.1 Summary

In the thesis we have looked at how teachers might differ in regard to the way of teaching culture with an emphasis on American culture in the Norwegian classroom. Three thesis questions were asked, and these will be answered in the conclusion. The scope and material were presented in order to get a view of what would be in the theoretical background of this study. The method used was presented in a short manner in order to show how the data gathering and analysis of this data would shape up. A theoretical background was presented based on the three thesis questions mentioned before. This theoretical background consisted of defining culture, why we should teach culture, theories of learning, source material, lesson planning and the English subject curriculum. After this the methodology was presented to give a clear image of what kind of research would be done in this study. The fourth chapter consisted of presenting results and analysing these results. The results and analysis were then discussed in regard to the theoretical background. Reliability and validity was discussed as well.

6.2 Conclusion

In this conclusion I will go through the three thesis questions one by one to keep the conclusion as structured as possible. At the end of the conclusion I will answer the overlying issue of how different teachers might differ in their way of teaching American culture in the English classroom.

How might a class about American culture differ from other English lessons, is there a difference in planning and source material used?

Based on the theoretical background of the thesis, there are evidence that suggest, that because culture is very different from the other topics in the English subject, it should be planned differently with different source material used. The issue of authentic English in the classroom can be solved by using source material that gives the students examples of authentic English in real-world settings. We have also seen that there is strong evidence from multiple researchers that theorize that, defining the term culture, is very important for not only for what the students learn in the classroom, but how they apply their newly earned knowledge in the real world. When analysing the results of the study, a majority of teachers planned differently when teaching about culture (more on methods in the next question) than they did when teaching other topics. We also saw that language learning and culture learning

are closely connected. The majority of teachers said, when asked, that they do not necessarily focus on language during their culture lessons, but language learning often comes out as a by-product of culture teaching. This is done through communicating with other students and by learning new words, terms and expressions related to the topic. One teacher also said that American culture in particular is a very grateful topic because the students are very interested and motivated to gain new knowledge. To sum up, the trends show that planning for lessons that includes culture will differ a great deal from lessons on other topics in the English subject.

What methods are used when teaching American culture and why are these methods chosen?

The theoretical background show that there is a multitude of methods that can be used when teaching culture. Teachers seem to agree with this, as they varied in their answers about methods and activities used when teaching American culture. There is, according to the study, a trend that suggest that individual, pair or group assignments are the most popular methods when teaching American culture. Only one teacher leaned towards using lecturing as the main method when teaching American culture. Assignments were often given out as projects based on the data gathered from the subjects. The teachers became organisers instead of lecturers in most classrooms. All teachers focused their energy on getting the students to talk and communicate in culture lessons. The most popular source material that was used in such lessons were films, film clips and books. Even though the theoretical background suggested pre- and post-activities for the source material in question, very few teachers used these methods based on the data gathered. Some of the teachers in the study use music as well. In these classes they were able to combine both language learning trough using song lyrics and culture learning through focusing on the content of the lyrics or genre of the song. The theoretical background said that planning lessons with activities/methods have to be done properly in order to get the most learning out of the lessons. There are many methods that can be applied to teaching American culture, but the most important factor is that the lesson is well planned. The trends show that activities where the students work individually or with others are the most common method when teaching culture

How can culture teaching have an effect on the dynamics and language learning in the classroom?

There are theories about why students should learn culture in the classroom. If the teacher is able to properly define culture, students will have a bigger effect of the culture teaching. We have also seen that language and culture are closely linked together and it is difficult to teach one without the other. Culture teaching will inform students on how to use language in different contexts. If authentic English is used or shown in the classroom this can have a huge effect on how the students acquire language. We have also seen how different language acquisition theories try to describe how we learn language. Innatist language theory theorizes that humans have a language acquisition device that picks up on linguistic rules, while interactionist theory theorizes that language is learned through communicating with each other and negotiation back and forth using authentic language in real-life situations. In the classrooms of the teachers interviewed both of these theories could take place. It is also important to teach culture in order to avoid stereotyping. This can have a huge effect on the dynamics in the classroom, especially a multicultural classroom. The teachers in this study emphasised that having students with different backgrounds and cultures can be a big resource, which the theoretical background agrees with. To summarize, the trends show that teachers believe culture can have an effect on both the dynamics and language learning in the classroom.

Through these three main issues in this thesis it is difficult to make a conclusion. In a country full of hundreds of English teachers, a sample size of five is too small to draw a conclusion from. We have, however, seen that there are trends when talking about teaching American culture in the classroom. The same goes for the overlying issue of this thesis, *how different teachers might differ in their way of teaching American culture in the English classroom*. It has been shown through theoretical background, methodology, presenting the results and discussing them there are many ways to reach the same destination. The destination will always be to meet the competence aims in the subject curriculum. And the main focus of the teachers will always be to educate wholesome and democratic people that can become “*useful and independent persons in their private lives and society*.” (Utdanningsdirektoratet, 2015, p. 2)

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8 Appendices

8.1

- Hvordan planlegger du timer som omhandler kulturundervisning, og da spesielt amerikansk kultur?
- Hvilke lærebøker blir brukt i klasserommet? Er disse brukt som et verktøy i kulturundervisningen eller brukes også andre kilder?
- Brukes tv-serier, film, klipp eller musikk i klasserommet for å undervise i kultur, i så fall, på hvilken måte brukes dette?
- Hvilke metoder blir brukt i slike timer? (eks. Tavleundervisning eller gruppearbeid)
- Blir begrepet *kultur* definert i klasserommet, (hvis ja, oppfølgspm.: er dette viktig?)
- Har elevene bøker på engelsk de leser, hvilke typer bøker leser elevene?
- Hva er ditt syn på viktigheten av kultur i engelskundervisningen?
- Mange norske klasserom har blitt mer og mer flerkulturelle de siste årene, hva er dine tanker om påvirkningen det kan ha på kulturundervisning i engelsk faget?
- Blir elevene ofte utsatt for autentisk engelsk i undervisningen (f.eks gjennom lydklipp, musikk, film eller ved å snakke med personer som har engelsk som sitt første språk?)

8.2

1. Q: Hvordan planlegger du timer som omhandler kulturundervisning, og da spesielt amerikansk kultur?

A: Vi har en del om Amerikansk kultur, og vi har akkurat hatt en måned med gruppearbeid. Vi delte inn i 4er grupper, der de fikk en plakat hver. De fikk hvert sitt tema/emne (musikk, mat, folk, historie og geografi), og de skulle skrive ned på sin plakat alt de kom på om emnet de fikk. De fikk 5-6 minutter før de rullerte videre til neste plakat med nytt emne der de skulle skrive ned alt de kom på om det emnet som ikke stod der fra før av. Alle gruppene var innom alle plakatene og endte opp på sin egen til slutt. Til slutt skulle de lese gjennom hva de andre gruppene hadde skrevet, og plukke ut det de synes var viktig og lage en ny fin plakat basert på det som stod på «brainstorm»-plakaten. Helt til slutt fikk de litt tid til å øve på dette og fremførte deretter foran resten av klassen om sitt emne/tema. Planen min var det organisatoriske der sluttproduktet var det som stod i

fokus. Elevene fikk også i oppgave å vurdere seg selv etter fremføringen med fokus på arbeidsinnsats over hele prosjektet og hvordan de klarte seg under fremføringen.

Q: Hvordan brukes kultur i forhold til språklæring i dette tilfellet?

A: Normalt vil jeg si at språklæring og kultur går hånd i hånd, men i dette tilfellet vil jeg si at hovedfokuset absolutt var på den kulturelle biten av faget. Men samtidig går jeg rundt og veileder underveis, så den språklige delen kommer også inn gjennom det. Jeg vil heller si at språklæring kommer som et resultat av språklæring og ikke motsatt i mine timer.

2. Q: Hvilke lærebøker blir brukt i klasserommet? Er disse brukt som et verktøy i kulturundervisningen eller brukes også andre kilder?

A: Vi bruker Stages som jeg synes har veldig mange gode tekster, som blir brukt som utgangspunkt for lekser, men ellers bruker jeg en del kilder jeg finner på nettet. Dette kan være små klipp, tekster jeg finner som jeg kopierer opp og eventuelle andre kilder som er relevante for undervisningen. Nå vi hadde om Rosa Parks og Civil Rights movement fikk de i oppgave å finne tekster selv på nettet. Her lærer også elevene å være kritiske til kilder, hvilke de ikke bør og hvilke de bør bruke. Vi bruker mange forskjellige typer tekster med andre ord.

3. Q: Brukes tv-serier, film, klipp eller musikk i klasserommet for å undervise i kultur, i så fall, på hvilken måte brukes dette?

A: Vi ser vanligvis en hel film i året. Vi ser blant annet Rabbit Proof Fence når vi har om Australia som handler om aboriginerne, der barn blir tatt hjemmefra og linker dette opp mot andre minoritetsgrupper som f.eks. samene i Norge og indianere i USA. Vi har ikke bestemt hvilken film vi skal se i år, men vi knytter det opp mot landet vi har om.

Q: Hva med klipp?

A: Jeg bruker masse filmklipp, før jul hadde vi om reklamer og da fant jeg masse fine klipp med reklamer som har blitt sendt i engelskspråklige land. Ellers bruker vi klipp til alt mulig slik at elevene får høre engelsk fra noen andre enn meg. Jeg starter også hver time med en sang, der vi hører på mange forskjellige sjangre. Jeg bruker 10 minutter på dette hver time, elevene slapper av, noen synger med. Det gir oss også mulighet til å snakke om hvor i landet denne musikken er populær, hvilke miljøer som hører på hva osv.

4. Q: Hvilke metoder blir brukt i slike timer? (eks. Tavleundervisning eller gruppearbeid)

A: En del gruppearbeid, pararbeid (læringspartner), individuelt arbeid, samtale med meg og eleven, veldig mye forskjellig. De leser også for hverandre. Jeg vil si jeg bruker både tavleundervisning og gruppearbeid om hverandre fordi alle elevene er forskjellige og noen kan falle av dersom det er enten eller. Noen ting føler jeg at jeg må veilede på, så derfor blir det naturlig å variere mellom tavle og gruppearbeid.

5. Q: Blir begrepet *kultur* definert i klasserommet, (hvis ja, oppfølgspr.: er dette viktig?)

A: Ja, det blir definert, det er ikke noe de kan fra før av. Det er en del av dybdelæringa at vi skal definere dette sammen. Jeg kan for eksempel spørre hva tenker dere når jeg sier kultur. Det kommer masse interessante innspill fra elevene som kan gjøre det lettere for dem selv å forstå hva vi snakker om når vi snakker om kultur. Jeg tenker det er viktig å definere vanskelige begreper før man begynner å snakke om det.

Q: Hva er din definisjon av kultur?

A: Jeg tenker det handler om tradisjoner som innebærer alt fra mat, musikk, sedvaner og normer.

6. Q: Har elevene bøker på engelsk de leser, hvilke typer bøker leser elevene?

A: De varierer litt, noen leser fakta bøker og andre leser skjønnlitterære bøker, men alle elevene leser en bok eller tekst på en eller annen måte. Jeg synes vi har litt for lite bøker tilgjengelig på biblioteket så skulle gjerne ønske at vi hadde litt mer utvalg.

7. Q: Hva er ditt syn på viktigheten av kultur i engelskundervisningen?

A: Jeg synes det er kjempeviktig at de skal få en forståelse av både historiske ting som er like i forskjellig land som minoriteter som gjerne er mennesker som har bodd i land som Australia og USA der de blir invadert av andre land og at vi har en historie vi ikke nødvendigvis trenger å være stolte av vi som kommer fra Europa og at de ser det er likhetstrekk samtidig som der er særegenheter rundt forbi. Knytte dette opp mot rettigheter, rettferdighet og toleranse.

8. Q: Mange norske klasserom har blitt mer og mer flerkulturelle de siste årene, hva er dine tanker om påvirkningen det kan ha på kulturundervisning i engelsk faget?

A: Altså du får barn som har ulike erfaringer og kulturer de kan dele med oss andre, jeg tenker dette bare er positivt.

9. Q: Blir elevene ofte utsatt for autentisk engelsk i undervisningen (f.eks gjennom lydklipp, musikk, film eller ved å snakke med personer som har engelsk som sitt første språk?)

A: De får jo dette som vi snakket om gjennom klipp, musikk og film, men de har ikke snakket med noen engelske personer i klasserommet, men de sier de gjør dette når de er på ferie, men vi har ikke gjort dette i klasserommet selv om det er noe vi skulle ønske vi kunne ha gjort.

Q: Dras deres erfaringer fra utlandet opp i fellesen i klasserommet?

A: De vil gjerne fortelle hva de har snakket om, f.eks at de har vært på en butikk eller restaurant og funnet frem til det de skal ha eller har bestilt. De forteller også at de har snakket med den og den og hva de har opplevd når de har vært der. Da er man jo inne i kulturen med en gang.

8.3

1. Q: Hvordan planlegger du timer som omhandler kulturundervisning, og da spesielt amerikansk kultur?

A: Jeg bruker en del fakta fra studiene kombinert med egne opplevelser. Jeg tenker det er viktig å gjerne supplere med egne anekdoter og erfaringer. Vi tar som regel utgangspunkt i tekster vi leser, men ofte blir det en del improvisering ut fra disse tekstene alt etter hva vi har om. Det er også forskjell på hvordan jeg planlegger for forskjellige trinn. Det er ofte mer eldre historie i starten av ungdomstrinnet, mens det er mer moderne kultur i 10 klasse. De er veldig interessert i Trump i tiende klasse og spør ofte hva jeg mener om hva han sier å gjør, så slike timer blir veldig vanskelige å planlegge og går ofte veldig av seg selv. I og med at jeg bodde 3 år i USA har jeg også et utgangspunkt for å snakke om hvordan de jeg traff tenker og hvilken virkning det har på hvorfor han ble valgt. Jeg var også der under presidentvalget før Trump ble valgt, noe jeg også føler er en erfaring jeg tar med meg inn i timene. Det blir jo som om hele Europa skulle stemme på en president, der det alltid var en fra Frankrike som ble valgt. Dette er jo noe andre land hadde reagert på. Det å sitte på slike erfaringer tenker jeg er veldig viktig i disse timene.

Q: Legger du mye vekt på språklæring i kulturtimene?

A: Jeg synes det viktigste er kommunikasjon. Vi snakker engelsk i alle timer uansett tema, så språklæring kommer som et resultat av dette, men det er ikke noe vi bevisst fokuserer på.

2. Q: Hvilke lærebøker blir brukt i klasserommet? Er disse brukt som et verktøy i kulturundervisningen eller brukes også andre kilder?

A: Vi bruker Stages sitt læreverk. Bruker veldig mye andre kilder, spesielt i kulturundervisningen. Her bruker jeg mye meg selv og mine erfaringer og artikler fra aviser. Jeg synes også det gjerne kan være litt kjedelig å bruke boken mye, samtidig som jeg synes det er nødvendig å supplere underveis.

3. Q: Brukes tv-serier, film, klipp eller musikk i klasserommet for å undervise i kultur, i så fall, på hvilken måte brukes dette?

A: Når vi har om innvandringen til USA bruker vi f.eks et klipp fra Gudfaren der han kommer gjennom Ellis Island. Musikk bruker jeg ikke så mye, men bruker gjerne en del tekstene i musikk. Vi har også sett filmer, vi så blant annet Forrest Gump som dekker et bredt spekter av hvordan folk lever i USA. Jeg følger klassen fra 8-10 så det er mye utskiftninger for hver periode. Dette er nok litt pga. det alltid kommer noe nytt som kanskje er bedre.

4. Q: Hvilke metoder blir brukt i slike timer? (eks. Tavleundervisning eller gruppearbeid)

A: Ganske mye samtaler i klasserommet. Ofte er det utgangspunkt i noe litterært som starter en samtale der spørsmålene kommer så tar vi det derfra. Nå høres det ut som jeg ikke planlegger, men det er en slags plan blant alt vi gjør.

Q: Er det slik at du har en plan for hvordan du underviser som er veldig fleksibel?

A: Det tror jeg er en god måte å si det på, dette skaper en del gode diskusjoner som jeg ikke føler jeg nødvendigvis ville fått dersom det var faste oppsatte aktiviteter som vi skal gjennom i løpet av timen.

5. Q: Blir begrepet *kultur* definert i klasserommet, (hvis ja, oppfølgsp.: er dette viktig?)

A: Jeg har samfunnsfag og, så jeg er ikke helt sikker på om jeg definerer det i engelskfaget, men i samfunnsfagstimene definerer vi begrepet kultur i og med at det er et eget tema. Jeg liker nok å tro at det gjerne blir dratt over fra samfunnsfag til engelske. Jeg tror ikke det er spesielt viktig å definere kultur for elevene, men vi snakker mye om hva kultur er, men som sagt gjerne mer i samfunnsfag enn engelsk der jeg ikke er så bevist på det. Jeg tenker nok ikke bevist at nå skal jeg formidle kultur, men mer om at elevene skal tilegne seg kunnskaper om historie osv.

6. Q: Har elevene bøker på engelsk de leser, hvilke typer bøker leser elevene?

A: Ja, de har selvvalgte skjønnlitterære bøker, og vi pusher nok mer dette enn faglitteratur.

7. Q: Hva er ditt syn på viktigheten av kultur i engelskundervisningen?

A: Kjempeviktig, fordi den overordna delen av læreplanen som handler om å skape gagnlige mennesker og demokratiske mennesker som forstår andre kulturer er viktig slik at man forstår at det finnes en del likheter og at vi har mye til felles.

Q: Merker du noe innflytelse av amerikansk kultur i den norske skolen?

A: Nesten alle elevene har amerikansk aksent utenom gjerne et par stykker som synes britisk aksent er kulere og derfor snakker med den.

8. Q: Mange norske klasserom har blitt mer og mer flerkulturelle de siste årene, hva er dine tanker om påvirkningen det kan ha på kulturundervisning i engelsk faget?

A: Den «flerkulturelheten» som jeg møter i klasserommet er jo ofte kulturer jeg ikke kjenner så godt, og jeg bruker det ofte til å trekke linjer for å se forskjeller mellom kulturene. Blant annet bruker jeg utvikling fra britisk engelsk til amerikansk engelsk til å sammenligne hvorfor vi fikk nynorsken som var vårt eget skriftspråk som ikke hadde noe med andre å gjøre. Jeg bruker de som en ressurs, men prøver å ikke være påtrengende fordi det er få som har lyst å vær representant for sitt land foran hele klassen, de vil gjerne være seg selv litt. Dette er bevist i og med at jeg ikke likte å snakke om Norge når jeg selv bodde i USA, jeg ville heller være meg selv uten å hele tiden snakke om bakgrunnen min. Jeg gikk for eksempel i to år når jeg bodde i USA før jeg skjønnte at man skulle tipse frisøren, og dette bruker jeg slik at elevene skal vite at jeg også vet hvordan det er å være utlending i det landet man er.

9. Q: Blir elevene ofte utsatt for autentisk engelsk i undervisningen (f.eks gjennom lydklipp, musikk, film eller ved å snakke med personer som har engelsk som sitt første språk?)

A: De er dømt til å høre veldig mye på meg. Jeg bruker ikke innspilte tekster med mindre det er noe som hører til Stages. Jeg vil nok si at det er autentisk engelsk i og med det er et levende menneske som snakker på lydsporet. Vi bruker jo også filmklipp og sanger der de ofte blir utsatt for autentisk engelsk.

8.4

1. Q: Hvordan planlegger du timer som omhandler kulturundervisning, og da spesielt amerikansk kultur?

A: Det kommer mest an på emnet. På niende har vi om New York og i tiende har vi jobbet mye med historie, da om emigrasjon, Ellis Island, turen over og The American Dream. Etter det gikk vi videre til slaveriet, borgerkrigen og Civil Rights Movement. Det er jo tekster fra boka eller andre bøker vi har lest vi tar utgangspunkt i. Handler mye om å lese og bite seg merke i fakta, da gjerne ting de ikke vet fra før. Vi har også brukt en del film om båtturen slavene hadde over. 12 years a slave er en annen film jeg gjerne ville ha brukt. Vi viser også minnesmerker og lignende som midler slik at de ser at dette faktisk er noe som skjedde og ikke bare påfunnet historie. Civil Rights Movement hadde de presentasjoner om forskjellige emner innenfor dette som Ku Klux Klan og Martin Luther King. Når en hadde presentasjon satt de andre med PCen og tok notater. Den som holdt presentasjonen hadde også gjort klar 5 spørsmål de skulle stille til klassen etter presentasjonen slik at de måtte følge med og at de fikk en liten oppsummering av alt på slutten. Det ble kanskje litt mye snakking fra min side i begynnelsen. Vi har også eksperimentert med talestyrt skriving med begreper som de skulle definere. Dette ga dem også en utfordring til å uttrykke seg med egne ord og uttale.

2. Q: Hvilke lærebøker blir brukt i klasserommet? Er disse brukt som et verktøy i kulturundervisningen eller brukes også andre kilder?

A: Det heter Searching, vi bruker dette ganske mye, men jeg har begynt å bruke mer kilder som jeg finner selv fordi læreverket er gammelt og vi begynner å bli litt lei av

det. Det er mye kilder fra nettet og kopier vi har tatt fra prøveeksemplarer vi har fått på kurs og lignende.

3. Q: Brukes tv-serier, film, klipp eller musikk i klasserommet for å undervise i kultur, i så fall, på hvilken måte brukes dette?

A: Ja, de brukes for å gi elevene et visuelt bilde av hva vi snakker om.

4. Q: Hvilke metoder blir brukt i slike timer? (eks. Tavleundervisning eller gruppearbeid)

A: Vi bruker ikke så mye gruppearbeid, det burde nok vært mer. Vi bruker mye tavleundervisning og individuelt og pararbeid. Problemet er at vi ikke kan sette dem i grupper når vi skal ha om temaer de ikke kan så mye om. Vi kan aktivere forkunnskaper, men samtidig må de få litt kunnskap før de kan jobbe sammen i grupper alene. De har gjerne lest blader eller sett filmer fra Disney, men disse stereotyper ofte indianerne, derfor er det viktig at de tilegner seg kunnskap før de kan snakke sammen om det.

5. Q: Blir begrepet *kultur* definert i klasserommet, (hvis ja, oppfølgspn.: er dette viktig?)

A: Nei, egentlig ikke, jeg burde gjerne gjort det når du spør om det. Vi har nok gjerne snakket om hva den amerikanske kulturen er, men ikke nødvendigvis definert begrepet i seg selv. Det blir jo ofte overflaten av hva kultur er vi snakker om.

6. Q: Har elevene bøker på engelsk de leser, hvilke typer bøker leser elevene?

A: Ja, i niende valgte de seg en engelsk bok de skulle lese. Jeg hører fra andre skoler at de har en bok hvert år de skal lese, enten en felles i klassen eller en de leser selv. Jeg føler vi henger litt etter. Elevene velger som regel skjønnlitterære bøker, og de er flinke på å velge bøker som er på deres nivå. John Green og Roald Dahl er typiske eksempler på hva de velger, da ofte fordi de har sett filmene og «safer» det litt.

7. Q: Hva er ditt syn på viktigheten av kultur i engelskundervisningen?

A: Det er jo veldig viktig egentlig, men nå tok vi oss selv på at nå i tiende hadde vi kanskje fokusert litt for mye på kultur. På prøvemuntlig slet vi med å finne noveller de kunne snakke om. Kultur har nok kanskje tatt litt over. Vi hadde et prosjekt som fokuserte på kunst, og mange av elevene valgte malerier fra Civil Rights Movement osv.

8. Q: Mange norske klasserom har blitt mer og mer flerkulturelle de siste årene, hva er dine tanker om påvirkningen det kan ha på kulturundervisning i engelsk faget?

A: Vi gjør jo det. Det er jo ikke så mange som kommer fra tidligere britiske kolonier osv. men når vi hadde om koloniene snakket vi mye om hvordan det er å være ny i et fremmed land med andre språk og møter folk som er veldig ulike dem selv.

9. Q: Blir elevene ofte utsatt for autentisk engelsk i undervisningen (f.eks gjennom lydklipp, musikk, film eller ved å snakke med personer som har engelsk som sitt første språk?)

A: De blir utsatt for autentisk engelsk både gjennom film, klipp, musikk og også gjennom tekster de finner på nettet som er skrevet for et engelsktalende publikum. Mange av elevene sliter ofte med disse tekstene fordi de inneholder mange ord og begreper som er veldig vanskelige så da må vi gjerne tilpasse litt ved å gå gjennom gloser og begrepene felles slik at de fortsatt kan bruke disse kildene. Det er vanskelig å bare gi en tekst og forvente at dette skal dere kunne. Vi bruker kilder med autentisk engelsk også tilpasser vi det.

Q: Tenker du bevist på språklæring i kulturundervisningen?

A: Jeg gjør det i den grad det gjelder å påpeke uttrykk og gloser som dukker opp i temaet.

8.5

1. Q: Hvordan planlegger du timer som omhandler kulturundervisning, og da spesielt amerikansk kultur?

A: Normalt så planlegger vi timene sammen, vi er to engelsklærere på trinnet. Som regel er det ikke det ene eller det andre vi planlegger, men vi prøver gjerne å kombinere både kultur og språklæring i timene. Ofte har vi også lange arbeider som går over flere uker, der vi f.eks har et prosjekt om USA som går over 4 uker der de da har valgt en stat de vil fordype seg i der de får punkter eller problemstillinger de vil innom. De får ikke velge samme stat som andre slik at de får lære gjennom hverandre.

2. Q: Hvilke lærebøker blir brukt i klasserommet? Er disse brukt som et verktøy i kulturundervisningen eller brukes også andre kilder?

A: Vi har et læreverk som var nytt når forrige læreplan kom, men vi er ikke så veldig fornøyde med det nå lenger pga. det er utdatert. Key English er det vi bruker. Etter hvert som det blir utdatert bruker vi mer og mer andre kilder. En ser også etter å ha brukt det noen ganger at det er mangler i det.

3. Q: Brukes tv-serier, film, klipp eller musikk i klasserommet for å undervise i kultur, i så fall, på hvilken måte brukes dette?

A: Ja vi gjør det, men sliter litt hvis jeg skal tenke mer konkret. Nå vi har om USA har vi gjerne noen filmer vi liker å vise, og det har jo vært en del Forest Gump opp gjennom årene. Finner også litt klipp på YouTube. Det er ofte en del rene «faktaklipp», trailere eller klipp fra filmer vi bruker.

Q: Når du bruker film, hvordan er opplegget for det?

A: Jeg prøver gjerne å gjøre litt utav det. Prøver å ikke bare sette på film å la dem se, men at de gjerne skal skrive en liten tekst om noe fra filmer. Vi har også et

arbeidsprogram på itslearning vi bruker i forbindelse med film der elevene har noen spørsmål de skal svare på underveis.

4. Q: Hvilke metoder blir brukt i slike timer? (eks. Tavleundervisning eller gruppearbeid)

A: Vi bruker mindre og mindre tid på tavleundervisning etter hvert. Det har blitt veldig lite av det faktisk. Vi bruker en del co-operative learning som elevene har blitt mer kjent med etter hvert. Der har de flere strukturer som f.eks ekspertkarusell der de som gruppe skal bli kjent med og bli eksperter på ulike deler av stoffet, så ruller de og forteller hverandre.

5. Q: Blir begrepet *kultur* definert i klasserommet, (hvis ja, oppfølgspm.: er dette viktig?)

A: I år har jeg ikke det, men har tidligere gjort det en del i norsk og samfunnsfag. Men kan ikke si at jeg definerer det veldig tydelig. Jeg gjør det gjerne litt implicit da, men jeg setter ikke opp kultur på tavla og definerer selve begrepet. Jeg tror ikke det er viktig å definere selve begrepet, men det er viktig at de vet hva det innebærer.

6. Q: Har elevene bøker på engelsk de leser, hvilke typer bøker leser elevene?

A: Vi hadde akkurat et prosjekt, da fikk vi bøker fra biblioteket, det var hver sin roman. Det er mye bøker ut fra populære tv-serier. Mye John Green, *Thirteen Reasons Why*, men også en del krim og fantasy.

7. Q: Hva er ditt syn på viktigheten av kultur i engelskundervisningen?

A: Jeg synes jo det er viktig, men det blir gjerne en del nedtonet. Slik som imperialismen fra Storbritannia blir nedtonet mer og mer. Globalisering blir jo mer og mer aktuelt.

8. Q: Mange norske klasserom har blitt mer og mer flerkulturelle de siste årene, hva er dine tanker om påvirkningen det kan ha på kulturundervisning i engelsk faget?

A: Det var vanskelig og svare på, men ja klasserommet har jo blitt mer flerkulturelt så det må jo være en påvirkning der. Jeg kan ikke si det er noe jeg tenker mye over eller bruker inn mot min undervisning

9. Q: Blir elevene ofte utsatt for autentisk engelsk i undervisningen (f.eks gjennom lydklipp, musikk, film eller ved å snakke med personer som har engelsk som sitt første språk?)

A: Mange av elevene chatter jo en del, og de blir nok veldig utsatt for det mye hjemme. Som nevnt tidligere får de jo litt drypp fra klipp og filmer. De snakker ikke med noen engelskspråklige mennesker på skolen, men jeg tror mange av dem gjør det hjemme.

8.6

1. Q: Hvordan planlegger du timer som omhandler kulturundervisning, og da spesielt amerikansk kultur?

A: Jeg bruker som regel samme prinsippet på de fleste timer. Jeg har vært i USA en del, så jeg bruker mye informasjon som jeg sitter på selv. Men i tillegg til det handler det for min del mye om å finne gode bilder, filmer og binde opp til det som læreboka legger opp til. Men som sagt bruke mye av den kunnskapen jeg har for å gjøre det interessant for elevene. Jeg bruker også mye tid på å få elevene i tale, nylig hadde jeg to elever som hadde vært i USA og da bruker jeg dem som ressurs der de gjerne får lov å fortelle litt om hva de opplevde og gjorde for å få det ned på de andre elevenes nivå. Vi har også hatt en del fokus på britisk og amerikansk engelsk for å se på forskjellene og hvorfor de er så forskjellige.

2. Q: Hvilke lærebøker blir brukt i klasserommet? Er disse brukt som et verktøy i kulturundervisningen eller brukes også andre kilder?

A: Stages, de blir som regel brukt som et utgangspunkt og en base, men jeg bruker også mange andre kilder for å gjøre det mer interessant.

3. Q: Brukes tv-serier, film, klipp eller musikk i klasserommet for å undervise i kultur, i så fall, på hvilken måte brukes dette?

A: All of the above. Jeg er jo musikk lærer også som gjør at det faller meg naturlig å finne sanger som handler om det vi skal ha om i timen. Vi bruker også sangtekster til arbeid slik at elevene skal finne ut hva ord og uttrykk betyr. Vi bruker en del filmklipp men da ofte som små drypp for å sette samtalen i gang, og amerikanske og britiske filmer slik at elevene skal høre forskjeller på språk og væremåte. Musikkvideoer er ofte også noe som blir brukt, elevene lytter gjerne bedre etter etter min erfaring. Mange av elevene spiller også en del på data og dette er noe jeg gjerne skulle ønske jeg visste mer om slik at jeg kunne bruke dette. Jeg har brukt disse elevene til å forklare litt hvordan man snakker/chatte i slike spill også.

4. Q: Hvilke metoder blir brukt i slike timer? (eks. Tavleundervisning eller gruppearbeid)

A: Jeg bruker definitivt lite tavle i forhold til individuelt og gruppearbeid. Jeg vil gjerne aktivisere elevene, da gjerne gjennom at de får bevege seg rundt i klasserommet og prater mye ved hverandre. Lapper som henger på veggen som de skal pare med sine egne lapper er f.eks en metode jeg bruker en del for å få dem opp å gå litt. Ofte kommer det frem mye produktiv prat elevene mellom også ved slike oppgaver. Dersom elevene sitter ved pulten sin og svarer på spørsmål blir de gjerne nervøse og mindre villige til å svare på spørsmål. Mange kan gjerne også tro at fordi de ikke klarer å skrive ord så klarer de heller ikke å si dem, så jeg prøver å få til at det skal være en lav terskel for prating elevene mellom. Læringspartner er også veldig nyttig i slike tilfeller. Vi har også brukt metoder som onion ring der man har 2 ringer der den innerste ringen har spørsmål mens de i den ytterste har svar som skal samsvare med spørsmålet. Poenget er å gå rundt helt til man finner den som har svaret som passer med deres spørsmål. Vi har også brukt tongue twisters en del der elever går ut på gangen og lærer seg en tongue twister mens de andre venter i klassen. Når elevene kommer inn skal de lære sin tongue twister til de andre. Vi leser en del og forteller til hverandre. Fluesmekkeren der en skal finne det rette uttrykket på tavla og slå på det

før man springer tilbake og veksler med neste person. Vi har også brukt miming, at de skal springe og finne ting.

5. Q: Blir begrepet *kultur* definert i klasserommet, (hvis ja, oppfølgspm.: er dette viktig?)

A: Jeg definerer begreper, men kultur er ikke et av dem. Men jeg føler at de lærer definisjonen på kultur gjennom undervisningen, uten at man nødvendigvis trenger å forklare det for dem. Så nei, jeg ser ikke på det som noe som er superviktig.

6. Q: Har elevene bøker på engelsk de leser, hvilke typer bøker leser elevene?

A: De har ikke egne bøker, men jeg var innom biblioteket og tok med det jeg fikk lov til å ta med slik at de skulle få et bredere utvalg. Roald Dahl har blitt brukt en del, John Green er også ofte brukt. Hunger Games og Holes er bøker også noen de flinkeste leser. Elever blir etter min erfaring ikke så opptatt av hvor lange bøkene er fordi det er vanskeligere på engelsk, så de er flinke til å velge noe som er på deres nivå. Vi har ikke så mange bøker tilgjengelig på skolen, men vi er i gang med å kjøpe en del bøker på engelsk slik at vi har bedre utvalg.

7. Q: Hva er ditt syn på viktigheten av kultur i engelskundervisningen?

A: Jeg tenker at det som er mitt viktigste mål er å få dem inn på noe som de liker og er interessert i, da får man ofte nådd gjennom slik at de lærer alt det man ønsker de skal lære så lenge man klarer å gjøre det relevant. De synes det er veldig interessant å lære om byer, stater, mat og gjerne hva som er forskjellen mellom Norge og USA. USA er jo et veldig takknemlig tema å undervise om, de har superstjerner og Hollywood mye som elevene interesserer seg for. På grunn av min kunnskap om landet synes jeg også det er lettere å gjøre det mer interessant for elevene.

8. Q: Mange norske klasserom har blitt mer og mer flerkulturelle de siste årene, hva er dine tanker om påvirkningen det kan ha på kulturundervisning i engelsk faget?

A: Jeg har ikke tenkt på at det har så stor påvirkning, men flere elever som kommer fra andre land sliter ofte veldig med engelskfaget. Men dersom man har de rette elevene er det jo viktig å bruke disse som en ressurs uten at man over bruker dem og får dem til å føle seg utilpass.

9. Q: Blir elevene ofte utsatt for autentisk engelsk i undervisningen (f.eks gjennom lydklipp, musikk, film eller ved å snakke med personer som har engelsk som sitt første språk?)

A: Jeg har en del familie på besøk, men det er som regel i ferien, men jeg har hatt amerikanske venner på besøk i klasserommet og sett på når jeg hadde undervisning. De fikk snakket litt med elevene, men ikke i veldig stor grad. Men de blir nok ikke utsatt for veldig mye autentisk engelsk fra personer, men de får jo en del fra filmer, musikk, klipp og lignende. I og med at jeg er norsk-amerikaner får de jo litt interaksjon med autentisk engelsk fra meg også og jeg prøver ofte å tulle litt med engelsk slik at elevene skal åpne seg litt mer opp når de snakker. Min filosofi er at jo mer engelsk man snakker, jo mer utbytte har elevene av engelskundervisningen.