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Faculty of Humanities, Social Sciences and Education

‘I think reading is fun, right up to the point where I have to write something about it’

Action Research on the influence of Extensive Reading on pupils’ relationship towards reading English literature

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Foreword

As we now finish our thesis, five years of education have come to an end. We are grateful for all the knowledge and memories we take with us.

To our supervisor Tove Elinor Holmbukt, thank you for invaluable support, shrewd advice, and for remembering to give praise amongst all the critique. To our co-supervisor Kristin Isaksen, thanks for strengthening our thesis with your endless knowledge on the topic. We would love to credit our teacher supervisor by using his real name, but sadly this would jeopardise the anonymity of our participants. So, to 'James', thank you for battling your colleagues to provide us with time and space to conduct our project, for strengthening the teacher perspective of our discussion, and for always being humorous and brightening our stressed and tired minds.

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Abstract

This study examines lower secondary school pupils' relationship towards reading English literature and how the implementation of Extensive Reading can influence said relationship. The thesis question is: *How may a period of facilitated Extensive Reading influence lower secondary school pupils' relationship towards reading English literature?*

Using Action Research, the thesis question was investigated through an eight-week reading project where 41 lower secondary school pupils spent 15 minutes of every English lesson reading self-chosen English literature. Prior to the project, the pupils answered a questionnaire about their relationship towards reading English literature. Throughout the reading project, all reading sessions were observed, and a log was written. Post project, the pupils answered the same questionnaire again, to see if there had been any changes in their relationship towards reading English literature. The post-questionnaire also consisted of five additional questions regarding the reading project. Finally, 10 pupils were selected for interviews.

Our results indicate that the pupils seem to lack experience with reading English literature prior to our reading project, both at school and at home. They found it boring and difficult and prefer other leisure activities instead. They associated reading literature in class with post-reading assignments, which appeared to be demotivating. Despite the pupils' initial negative attitudes towards reading English literature, our results suggest that their attitudes towards the reading project seemed to be mainly positive. Several of the pupils expressed that they thought it was boring to read at the beginning of the project, but that by the end of the project, they did not want to stop reading. Moreover, several pupils expressed that they would like the reading sessions to continue further than the project period, and some even stated that they wanted reading sessions to always be a part of English class. Based on our findings, we argue that continuous exposure to facilitated Extensive Reading might influence pupils' relationship towards reading English literature.

KEYWORDS

Action Research, Extensive Reading, Intensive Reading, hyper attention, deep attention, reading motivation, reading habits, reading attitudes, pupil experiences

Sammendrag

Denne studien undersøker ungdomsskoleelevers forhold til å lese engelsk skjønnlitteratur, og hvordan implementering av 'Extensive Reading' i engelskundervisningen kan påvirke det. Problemstillingen for masteroppgaven er *Hvordan kan en periode med tilrettelagt 'Extensive Reading' påvirke ungdomsskoleelevers forhold til å lese engelsk skjønnlitteratur?*

Problemstillingen ble undersøkt gjennom et åtte ukers aksjonsforskningsprosjekt, hvor 41 ungdomsskoleelever brukte det første kvarteret av hver engelsktime på å lese selvvalgt engelsk skjønnlitteratur. Før prosjektet svarte elevene på en spørreundersøkelse om deres forhold til å lese engelsk skjønnlitteratur. Gjennom leseprosjektet observerte vi alle leseøktene og skrev en felles refleksjonslogg etter hver økt. Etter prosjektet svarte elevene på den samme undersøkelsen igjen, for å se om det hadde vært noen endring i deres forhold til å lese engelsk skjønnlitteratur. Den andre spørreundersøkelsen inneholdt i tillegg spørsmål om hvordan de syntes perioden med 'Extensive Reading' hadde vært. Til slutt ble 10 elever intervjuet.

Resultatene våre indikerer at elevene mangler erfaring med å lese engelsk skjønnlitteratur før vårt leseprosjekt, både på skolen og hjemme. De mente at å lese var kjedelig og vanskelig, og at de foretrakk å gjøre andre ting enn å lese på fritiden. Å lese i engelskundervisningen forbandt de kun med etterarbeid, som bokrapporter eller analyser. Likevel indikerer resultatene våre at de var positive til vårt leseprosjekt. Noen av elevene uttrykte at de synes det var kjedelig å lese i starten av prosjektperioden, men at de mot slutten ikke ønsket å slutte å lese. I tillegg uttrykte flere av elevene at de skulle ønske leseprosjektet hadde vart lenger, og enkelte sa til og med at de skulle ønske 'Extensive Reading' alltid var en del av engelskundervisningen deres. Basert på resultatene våre, argumenter vi for at kontinuerlig eksponering av tilrettelagt 'Extensive Reading' kan påvirke elevers holdninger til å lese engelsk skjønnlitteratur.

NØKKELOORD

Aksjonsforskning, 'extensive reading', 'intensive reading', hyper attention, deep attention, lesemotivasjon, lesevaner, holdninger til lesing, elevperspektiv

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1 Introduction

The Norwegian Broadcasting Corporation (NRK) recently published an article concerning the rapid decrease in reading habits and skills amongst Norwegian youth. The young students interviewed in the article reported that they find it hard to read longer texts because they are not able to concentrate over time (Schwebs et al., 2023). The students blamed this on high stimuli input, such as smartphones, simultaneously competing for their attention when attempting to read. In the article, university lecturers expressed that students attending university lack adequate skills for reading longer texts (Schwebs et al., 2023). Studies show that children, adolescents, and young adults spend more and more time on screens and less and less time reading literature in their leisure time (Hovden, 2023; Jaavall, 2022, p. 58; Ytreberg, 2023). Consequently, researchers report the state of Norwegian pupils' reading skills as so deteriorated that one out of five will struggle when encountering the level of literacy demanded in higher education and the job market (Heie, 2020).

One of the main mandates of schools is to provide children with the tools and competencies necessary to succeed in society (The Education Act, 1998, §1-1). Being able to acquire knowledge, gather information, and make informed decisions is vital to navigate the massive amounts of information and input our modern digital world provides. As we live in a globalised world with English being the lingua franca, English reading skills are the foundations of digital literacy. Thus, Norwegian pupils need to be skilled readers of English to navigate in their everyday lives, and to strengthen their possibilities in higher education and the job market. To fulfil their mandate, teachers must provide their pupils with the necessary reading skills to succeed in society.

In an attempt to change the diminishing trend of youths reading, the Norwegian government has initiated a strategy to increase the reading habits of adolescents, facilitating more pleasure reading and creating life-long readers (Schwebs et al., 2023). When and how this strategy will come into effect is not yet decided. In the meantime, teachers must determine how to develop skilled readers of English and encourage enjoyment of reading. If teachers manage to create a more positive relationship between adolescents and reading literature, the decreasing trend of reading amongst Norwegian children, adolescents, and students may be changed.

One method for practicing reading in language teaching is Extensive Reading (ER), where pupils read extensive amounts of authentic literature, with the sole purpose of enjoyment, not

followed by any post-reading assignments (Day & Bamford, 1998, p. 5-6). ER has proven to be effective in developing language skills, reading skills, and reading pleasure (Drew, 2018, p. 14; Krashen, 2004, p. 17). Despite this, reading of English literature using an ER approach is reported to have low priority in the English-teaching classrooms in Norwegian schools today (Bakken, 2018, pp. 86-87; Brevik & Lyngstad, 2020, p. 165; Stuvland, 2019, p. 238). Even though facilitation of reading pleasure is mentioned in the Norwegian curriculum for the English subject, instrumental approaches and objective assessments are perhaps more prominent (Ministry of Education and Research, 2019a).

1.1 Background and motivation

Our initial motivation for choosing to focus on ER was our personal love of reading both Norwegian- and English-language literature. We believe that our habits with reading for pleasure have contributed strongly to our current level of language proficiency and the acquisition of both languages. As future teachers of English, we wish to utilise literature in our teaching, valuing reading to be an effective and joyous method for acquiring a second language.

During our practice periods in schools and through working as substitute teachers we have observed little use of ER in second language teaching. Instead, book excerpts and other short passages of literature are used. Consequently, pupils we have met do not seem to be accustomed to reading for longer periods of time in language instruction, and very few of them seem to read outside class as a leisure activity. Our observations match with the results presented in the PISA 2018 survey, which illustrate that more than 50% of Norwegian pupils never read in their leisure time, and only read if they are forced to (Roe, 2020, p. 112 & 115). This strikes us as worrying when the national curriculum commits teachers of English to contribute to create reading pleasure for their pupils and inspire them to become life-long readers (Ministry of Education and Research, 2019c). We question how teachers can facilitate reading pleasure if time is neither used on reading literature in the classroom nor at home. We therefore wanted to investigate a possible way to influence if the negative reading patterns of adolescents.

1.2 Thesis question and research questions

As mentioned in the previous sections, teachers are supposed to create skilled readers who aspire to lifelong enjoyment from reading. Yet, our personal experiences align with research which shows that, despite its proven results of language learning and reading pleasure, ER is scarcely used in English teaching in Norwegian classrooms today. Consequently, this study will examine lower secondary school pupils' relationship towards reading English literature and one

way in which teachers can implement ER in the English subject to see if that can influence said relationship in any way. Our thesis question is:

How may a period of facilitated Extensive Reading influence lower secondary school pupils' relationship towards reading English literature?

The thesis question asks how the pupils' 'relationship' towards reading English literature can be influenced. In the current context, the term 'relationship' includes the pupils' motivation to read English literature, their attitudes towards reading English literature, and their habits with reading English literature.

Three research questions will be used to answer our thesis question:

1. *What do the participants say about their relationship towards reading English literature?*
2. *What do the participants say about the implemented period of facilitated Extensive Reading?*
3. *Has the implementation of Extensive Reading in the English subject influenced the participants' relationship to reading English literature in any way?*

1.3 Limitations

There are several limitations to this study. It may be difficult to gain a thorough picture of pupils' relationship towards reading English literature and what affects it, as it is a highly complex topic. Due to the scope of our thesis, we were forced to narrow our focus to only include motivation, attitudes, and habits. However, we acknowledge the possibility that other aspects also could have been relevant to investigate. For instance, much research allude that reading skills are closely connected to reading pleasure, and thus also to one's relationship towards reading. However, even though testing the pupils' reading skills could have enriched our discussion, we decided not to due to the narrow scope of the thesis. This choice was also made because we suspected that testing their reading skills could affect the pupils' impression of the aim of the reading project – that it was about evaluating their skills, and not about reading for pleasure.

A discussion of the differences in skills, motivation, and attitudes towards reading between boys and girls could also have been relevant to include. Even though the PISA 2018 report states that Norway, together with Finland, is leading internationally in having the largest gap

between boys and girls related to reading (Roe, 2020, p. 116), there was not room to investigate this in the current study.

The narrow size of our selection and the short duration of the project limits our study in terms of generalisability. Also, it can be criticised that the reading sessions in our project, 15 minutes for each English lesson, is too short to call ER. However, we argue that we have practiced an ER approach that was achievable within the time frame that was allotted to us by the teachers of our participants.

Lastly, one further remark must be made. After we had conducted our study, we were informed that our selection of participants was an above average challenging group containing many demotivated pupils. Just after we had finished collecting our data, the school implemented measures to improve social skills and minimising the unfortunate learning environment in the two classes. Our group of participants has later been deselected for research projects at UiT due to their behaviour.

1.4 Outline of the thesis

Chapter 1 introduces the topic of the thesis, the background and motivation for choice of topic, the thesis question and research questions, and limitations to the study. Chapter 2 presents the theoretical framework related to ER and its benefits, reading motivation, reading attitudes, reading habits, and cognitive skills. Chapter 3 outlines the study's research design, methods for data collection and methods for data analysis. Then, the quality of the study and ethical considerations are discussed at the end of the chapter. Chapter 4 presents our results through eight findings. Chapter 5 discusses these eight findings to answer our three research questions. Chapter 6 presents our conclusion, provides a critique of the study, states its relevance to the field, and suggests further research.

2 Theoretical framework

This chapter consists of the theoretical framework of the thesis. In Section 2.1, ER, and its language benefits for second language learners are addressed. Then, the place of ER in the Norwegian curriculum for English is examined in Section 2.2. Related to our conceptualisation of a pupil's relationship towards reading literature, the theory of reading motivation, reading attitudes, and reading habits are presented in Sections 2.3, 2.4, and 2.5, respectively. Finally, Section 2.6 describes the cognitive skills needed to read extensively.

2.1 ER

ER is a well-established theory in teaching. Harold Palmer is credited for being the first in utilising the term in the world of second language education as early as 1921 (Day, 2015, p. 294). For Palmer, ER meant to read literature rapidly, going through book after book, and with the attention of the reader placed on the meaning, not the language used, in the text being read (Day & Bamford, 1998, p. 5). Palmer's definition of ER puts it opposite to Intensive Reading (IR), where a text is studied line by line, the focus being on analysing the language for an explicit learning purpose (Day & Bamford, 1998, p. 5). In the early 1900's, Michael West introduced a concept of reading similar to Palmer's understanding of ER, named Supplementary Reading. The goal of this approach of ER was to develop reading skills in a foreign language to the point where the reader received enjoyment from reading in that language (Day & Bamford, 1998, p. 6). In educational settings today, ER is reckoned to be one of the four main ways of practicing reading in language teaching, the others being Skimming, Scanning, and as the above mentioned, IR (Day & Bamford, 1998, p. 6).

The American linguist and educational researcher Stephen Krashen often uses the term Free Voluntary Reading for ER. When utilising Free Voluntary Reading in the classroom, Krashen calls this teaching approach Sustained Silent Reading. Sustained Silent Reading is a teaching procedure where ER is implemented into teaching through giving pupils a period of 5-20 minutes in class to read any self-selected book silently and individually, without any aftermath of writing book reports or questioning concerning what they have read (Bryan et al., 2003, p. 48; Hunt, 2022, p. 178; Krashen, 1989, p. 442; Siah & Kwok, 2010, p. 168). In Free Voluntary Reading, pupils read solely because they want to, and can change the reading material at any point if they do not like what they are reading (Krashen, 2004, p. 1; Patrick, 2019, p. 80 & 82; Ulrich & Tyndorf, 2018, p. 29).

The terms used for the ER concept and the variations in approaches mentioned above only begin to cover the vast landscape that is the field of ER. We have chosen to use only the term ER for the sake of simplicity. The definition presented by Hafiz and Tudor (1989, p. 4) is suitable to describe our perception and usage of ER in the current context: “the reading of large amounts of material over time for personal pleasure or interest, and without the addition of productive tasks or follow-up language work”. Additionally, Day and Bamford’s (1998, pp. 7-8) 10 characteristics of a successful ER teaching approach have been our theoretical reference points when developing the current ER project (see Section 3.1):

1. Pupils must read as much as possible, preferably outside the classroom as well as inside.
2. The materials available to the pupils must be varied, providing them with a vast scope of topics.
3. Pupils must be free to choose for themselves what to read within the selection of materials and are equally as free to change the reading material whenever they wish if it fails to interest them.
4. The purpose of the reading is to gain pleasure, information, and/or general understanding from the material.
5. The reward of reading is the reading itself. There must not follow any exercises or tests afterwards.
6. The language level of the material must be well enough within the linguistic competence of the reader so that the fluency of the reading is not disturbed by the language barrier and the need to look up words in a dictionary.
7. The pupils read individually and silently, at their own pace.
8. The language level of the material should be easy enough that the reading speed is fast, allowing the reader to read a large quantity of materials in a short amount of time.
9. The role of the teacher should be to inform the pupils of the goals of the program, to keep track of what each pupil is reading, and guide them through the program so that everyone reaches their full potential within the program.
10. Additionally, the teacher must be a reading role model for the pupils, showing them what it means to enjoy reading and which benefits it can yield.

2.1.1 Benefits of ER

The 10 characteristics Day and Bamford (1998, pp. 7-8) present allude to benefits of ER, which include reading proficiency, vocabulary acquisition, grammar and spelling skills, and writing

skills. This claim is backed by a substantial body of evidence (Camiciottoli, 2001; Elturki & Harmon, 2020; Eun-Young & Day, 2015; Krashen, 1982; Lai, 1993; Mason & Krashen, 1997; Puspa & Ragawanti, 2022; Robb & Susser, 1989; Yamashita, 2004). One of the main features that differs ER from other teaching approaches is the reader's incidental vocabulary learning where, despite running into unfamiliar words while reading, the meaning of said words is understood regardless, without any instruction to their meaning (Camiciottoli, 2001, p. 135).

The report "Becoming a Nation of Readers" by Anderson et al. (1985) is still to this day reckoned as highly influential in the field of reading research. The report highlights the benefits that the extensive amount of book reading can yield for pupils. Independent silent reading of books, both in and out of school, is an important source of pupils' vocabulary expansion (Anderson et al., 1985, p. 86; Chang & Hu, 2018, p. 15; Ponniah, 2011, p. 138; Ponniah & Venkatesan, 2018, p. 2). Anderson et al. (1985, p. 86) continue this argument by stating that beyond the initial training in first, second, and third grade, the majority of new words which pupils learn are acquired incidentally, through reading books. In addition to providing vocabulary growth, Grabe and Yamashita (2022, p. 420) report that ER is a strong predictor of subsequent reading fluency development.

In *The Power of Reading: Insights from the Research* (Krashen, 2004), ample evidence that high levels of language proficiency can be reached through ER is presented. Krashen reports that in-class approaches with ER result in better reading comprehension, vocabulary, spelling, writing skills, and development of grammatical skills than IR (2004, p. 17). Mol and Bus (2011, p. 271) attribute the higher levels of language and reading development from ER compared to IR to the fact that through reading books, the pupil experiences the act of reading in its completeness. Moreover, reading books allows the continuous practice of recognising new words resulting in an automatised skill in word recognition. However, our intention is not to disparage IR and state that ER is the only way to teach pupils to read in a second language. As emphasised by Goctu (2016, p. 75), both ER and IR prove to result in improved language skills, merely using disparate measures. Thus, a more distinct contrast between the two approaches is the level of reading pleasure occurring for the ones that practice them (Goctu, 2016, p. 75; Krashen, 2004, p. 151). ER is meant to practice fluency and general understanding rather than detailed language knowledge and comprehension (Charboneau, 2016, p. 11; Daskalovska, 2018, p. 34). Thus, as ER appears to be a stress-free, low-effort, and fun way of improving your language skills, IR requires, however, conscious work on the language items through drilling

rules and exercises to reach a certain grade or test score (Goctu, 2016, p. 75; Grabe & Yamashita, 2022, p. 430).

2.1.1.1 ER and second language learners

All the above-mentioned language benefits from practicing ER also apply for second language learners, in addition to developing an understanding for the culture of the target language (Mikulecky, 2008, p. 2). Day and Bamford (1998, p. 6) state that even though conducted with minor differences, the overall goal of any second language ER approach is the same: to make pupils read in their second language and to *enjoy* it. They further explain that ER can be utilised both outside and inside the second language classroom to develop skills in the second language (Day & Bamford, 1998, p. 6). The pupils can be encouraged to take books home to read in their spare time, and time to read any book they wish can be given within class, such as with the Sustained Silent Reading approach (Day & Bamford, 1998, p. 7). According to Krashen (2004, p. 74), it is pivotal that learners of a second language access prime literature in the target language. The use of authentic reading material allows pupils to experience the target language in a natural way, which proves to be effective for acquiring the language (Bjørke, 2018, p. 180).

Reading vast amounts of authentic English literature proves very effective to develop second language learners' vocabulary, grammar, and syntax skills, while simultaneously enhancing their reading comprehension skills (Daskalovska, 2018; Day & Bamford, 1998; Jennifer & Ponniah, 2018; Ponniah & Venkatesan, 2018; Sinar, 2018). Despite these proven benefits, the reading of entire books seems to be underutilised in second language teaching (Charboneau, 2016, p. 153; Grabe & Yamashita, 2022, pp. 419-420; Vierma, 1991, p. 54), as the traditional approach seems to be working through textbook materials and assignments, i.e. IR (Bamford & Day, 1997, pp. 2-3). Due to this, pupils do not read much in the target language, which serves to be a substantial problem for the pupils' language acquisition (Bamford & Day, 1997, pp. 2-3). According to Bamford and Day (1997, pp. 2-3), the ability to read, as any other skill a human must learn, improves only through practice: "The more you do it, the more fluent and skilful you become". This statement may signal that until pupils read extensively, they will struggle to become fluent readers. Goctu (2016, pp. 75-76) explains that the extensive exposure to reading makes the task easier for the reader, which in turn makes it more enjoyable. This is an accumulative process, because when experienced as easy and fun, the reader will tend to read even more, which in turn enhances the effect. This concept of cumulative development is called the Matthew Effect, commonly known as the 'rich-gets-richer' effect, and works similarly in the negative sense, namely the 'poor-gets-poorer' effect (Altun et al., 2022, p. 568; Stanovich,

2009, pp. 36-38), wherein those who do not experience reading as easy and fun will read less, in this case.

One possible reason for why teachers of second language learners often withhold ER until late stages of second language programs is the misconception that a broad vocabulary is required to be able to read in the target language (Krashen, 2004, p. 150; Vierma, 1991, p. 49 & 54). Vierma (1991, p. 49 & 54) claims this to be inaccurate and contends that teachers of second language pupils seem to protect their pupils from reading in the target language, as they perceive that pupils dread this. Instead of shielding them from the task, these language teachers should encourage, motivate, and guide their pupils in reading in the second language, providing them with texts they can comprehend at their individual language level (Krashen, 2004, pp. 150-151; Vierma, 1991, pp. 54-55). Multiple studies demonstrate that second language learners who consistently read for pleasure in their second language instruction score *better* on not only vocabulary tests, but all other language abilities as well, compared to the second language learners that do not read for pleasure but are taught in other, more traditional ways (Grabe & Yamashita, 2022, p. 430; Sparks et al., 2014, pp. 209-210; Vierma, 1991, pp. 114-115). As Krashen (2004), Vierma (1991), Goctu (2016), and others have found in studies on reading comprehension, ER results in better scores on reading comprehension than coursebook excerpt reading.

The evidence presented in Section 2.1.1 and 2.1.1.1 alludes that ER can result in a greater learning outcome than IR, in addition to resulting in reading pleasure. This elevates the importance of implementing such an approach into language teaching. When determining what and how to teach, teachers use the national curriculum as a reference point. Thus, the following section will look at the Norwegian Curriculum, to investigate the room for ER in the subject of English in Norwegian lower secondary schools.

2.2 ER in the Norwegian English curriculum

The current national curriculum (LK20) was created based on an Official Norwegian Report (ONR) carried out between 2014 and 2015 (NOU 2015:8). ONR's are a series of governmental reports that are created by competent committees constituted by the government, with the objective of discussing possible strategies for development and solutions to various societal challenges (Hansen, 2020). The ONR emphasises that the development of reading competency requires that students read often and a lot, and that reading facilitate a gradual development of students' knowledge, skills, strategies, attitudes and the ability to interact with their

environment (NOU 2015:8, p. 28 & 48). Additionally, the report states that motivation and interest cause students to engage in reading in a manner that advances understanding, and is thus viewed as part of their reading proficiency (NOU 2015:8, p. 28).

The Norwegian Curriculum is built on this ONR and should consequently convey its view on reading. The core elements in the curriculum for the English subject state that “language learning takes place in the encounter with texts in English” and that pupils shall be given the opportunity to interact in authentic situations with the language (Ministry of Education and Research, 2019b). As claimed by Vierma (1991, p. 57), written texts are an accessible source of authentic input from the second language. She emphasises the importance of reading literature in English as contact with the target language is otherwise difficult to achieve. Thus, reading literature is one way pupils can fulfil the curricular goal of interacting in “authentic situations” with English. As in the other subjects, reading has been foregrounded in the current curriculum in English, and is considered a *basic skill*. A further examination demonstrates that the *basic skills* of reading in English entails “understanding and reflecting on the content of various types of texts on paper and on screen and contributing to reading pleasure and language acquisition” (Ministry of Education and Research, 2019c). One of the competence aims after year 10 states that the pupils should be able to “read, interpret and reflect on English-language fiction, including young people’s literature” (Ministry of Education and Research, 2019a). Additionally, the *basic skill* of reading entails that the pupils should be able to use “reading strategies to understand explicit and implicit information” and read “varied and complex texts with fluency and comprehension” (Ministry of Education and Research, 2019c).

Despite the proven advantages of using authentic material from English literature, most teachers in lower secondary English classrooms in Norway only use the literary text excerpts included in their course textbooks (Brevik & Lyngstad, 2020, p. 169). Teachers of English are not required to use textbooks, as this is not specified in the competence aims (Ministry of Education and Research, 2019a). It is, however, specified that they should provide their pupils with reading experiences with English-language fiction, and specifically, young adult literature (Ministry of Education and Research, 2019a). Despite this, Brevik and Lyngstad (2020, p. 164) find meagre evidence of extensive use of English literature in Norwegian English teaching today.

To summarise, according to the curriculum, teachers are supposed to facilitate reading pleasure and language acquisition within their pupils. Furthermore, pupils are meant to read English-language fiction, including young adult fiction, *on paper*. Moreover, teachers are not required to use textbook materials to fulfil the competence aims, though they often do, and often without supplementing with additional literature beyond the coursebooks. Collectively, this underscores the importance of ER in English teaching because, as previously stated by Anderson et al (1985, p. 87), increased independent reading subconsciously yields benefits in reading skills, and thus, increased reading pleasure.

2.3 Reading motivation

Section 2.3 through 2.5 will address the operationalisation of the pupils' 'relationship' towards reading English literature in this study, namely through reading motivation, reading attitudes, and reading habits.

Guthrie and Wigfield (2000, p. 406) claim that motivation is the outset to initiate any activity. Ryan and Deci (2000, p. 54) support this by explaining that "to be motivated means *to be moved* to do something". They continue by describing how motivation is different for every individual, both related to the levels of motivation one has, and the kind of motivation one is driven by. This can vary from situation to situation. It is common to differentiate between *intrinsic* and *extrinsic motivation*. *Intrinsic motivation* is when an individual acts because the activity in itself is a reward (Ryan & Deci, 2000, p. 56). An intrinsically motivated person therefore acts simply to fulfil an inner need or wish to do the task. A person driven by *extrinsic motivation* acts, however, to gain some sort of reward other than the act itself, be that from external pressures, rewards, or incentives (Ryan & Deci, 2000, p. 60). Ryan and Deci (2000, p. 60) argue that *intrinsic motivation* seems to be more powerful than *extrinsic motivation*. However, they emphasise that few actions are solely intrinsically motivated.

In simple terms, and related to reading, it may be suggested that when motivated intrinsically, reading is done because the act of reading is enjoyable and rewarding in itself, while when motivated extrinsically, the act of reading is done due to external demands or external incentives (Khan et al., 2017, p. 42). However, this does not mean that any action driven by *extrinsic motivation* is necessarily done to please someone else. For instance, pupils who read because they know it is beneficial for their language proficiency are extrinsically motivated (Ryan & Deci, 2000, p. 60). The reading is not done because it is rewarding in itself, but because it yields

positive consequences which can help the pupils reach their future goals (Ryan & Deci, 2000, p. 60).

Wang and Guthrie (2004, p. 165) define eight factors of reading motivation which systematises the different aspects that can influence the reader's motivation to read. Under *intrinsic motivation* they define the components of *curiosity*, *involvement*, and *challenge*, and under *extrinsic motivation* they present *competition*, *compliance*, *recognition*, *grades* and *social*. The element of *curiosity* relates to the urge to read about a certain topic due to personal interest, to stimulate a desire to learn and to better understand the world one lives in. Through *involvement* the reader is motivated by the feeling of pleasure from reading and immersing in the text. The last component of *intrinsic motivation*, *challenge*, relates to motivation through overcoming the challenge of reading a complex text and managing to decipher its meaning. The first component of *extrinsic motivation* is *competition*, which relates to the wish to outshine your peers in reading skills. When motivated by *compliance*, the reader reads to obey instructions given, or to follow the classroom rules. The component of *recognition* relates to the desire to be recognised by the teacher or others, and gratified, for being successful at reading. When motivated by *grades*, the reader craves a good grade or other academic reward. Lastly, if motivated by the *social* component, the reader wants to read so as to share it with his or her social network of fellow readers.

One of the most influential motivation theories is the *self-determination theory*. *Self-determination theory* builds on the idea that fulfilling the three basic human needs of *competence*, *relatedness*, and *autonomy* is essential for enhancing *intrinsic motivation* (Deci & Ryan, 2000, p. 228; Printer, 2021, p. 288). Deci and Ryan (1985, p. 58) describe that with the need of *competence*, it is important to feel as if you can master the task, while it also must be at the optimal level of challenge and stimuli to be able to convey a sense of earning said competency. If the activity is too easy and demands no effort to master it, it will not be motivating, even though you are able to master it and therefore competent in it. The need of *relatedness* refers to feeling attached to the group you are situated in (Deci & Ryan, 2000, p. 231). Simply put, this is the need to be cared for and to care for the ones around you, so as to feel like you belong. Perhaps even more prominent is the need for *autonomy*. Haukås et al. (2022, p. 3) explain that the feeling of *autonomy* is the human experience of having a choice, and they stress that pupils' feeling of *autonomy* is a prerequisite for learning motivation. When the act is perceived as *autonomous*, *intrinsic motivation* is facilitated through the freedom of choice (Deci & Ryan, 1985, p. 38).

Also influential in the field of motivation is the concept of *self-efficacy*, introduced by Bandura (1997). He defines *self-efficacy* as an individual's judgement of their ability to organise, execute and master a task presented to them (Bandura, 1997, p. 21). Kelley and Decker (2009, p. 467) state that if the evidence presented by Bandura is true, then one's belief of *self-efficacy* is more determinative than one's true abilities as to whether one succeeds at a task. However, Kelley and Decker (2009, p. 467) argue that in addition to *self-efficacy*, outcome expectations and how much value one attributes to the task determine the level of success at that task. If a pupil is to maintain engagement and uphold focus on a task for a longer period of time, it is crucial that they value it to be important (Kelley & Decker, 2009, p. 469). The pupil's expectations of the outcome have great power over what that outcome will be, regardless of whether they expect to fail or succeed (Kelley & Decker, 2009, p. 470). It is self-explanatory that you will not work as hard if you expect to fail as you will if you expect to succeed. If you expect to fail, you might quit the task when challenged, never experience success, and thus never know if mastery of the task was possible. If you expect to succeed, you will continue to try when challenged and consequently master the task eventually.

2.3.1 Reading motivation amongst adolescents

Guthrie (2008, p. 2) states that most high school pupils are demotivated, passive, and reluctant to read in class. These unmotivated pupils report that they struggle with maintaining their concentration in class, and that they view reading as irrelevant (Guthrie, 2008, p. 2). Moreover, these pupils report that they seldom read in class, and when they do, most of them view the textbooks used in class to be above their proficiency level. Further they report that even more scarcely do they read for enjoyment (Guthrie, 2008, p. 2).

As pupils advance from elementary school, *intrinsic motivation* seems to decline as *extrinsic motivation* simultaneously seems to incline and influence most actions (Guthrie & Wigfield, 2000, p. 408). Guthrie and Wigfield (2000, p. 408) suggest that this correlates with the decreasing belief children have in their own competence, and the value they place on completing the tasks given to them by teachers. The increased focus on performance goals also seem to increase *extrinsic motivation* (Guthrie & Wigfield, 2000, p. 408). Kelley and Decker (2009, p. 467) support this by stating that pupils are gradually presented with more challenging texts and the amount of pleasure reading usually decreases.

McKenna et al. (1995, p. 939) suggest that adolescents' motivation to read books is connected to their attitudes towards reading books, and their attitudes towards other activities than reading

books. They explain that one's expectations about the outcome of reading books – if it is going to be joyous, rewarding, difficult, or boring, for instance, determines one's motivation to read. Moreover, if one expects that another leisure activity is going to be more joyous or useful, one is likely to choose that activity instead (McKenna et al., 1995, p. 939). As they grow older, the competition between reading books and other, perhaps more tempting, pastimes grows stronger. Today, the amount of time teenagers spend with their smartphones, the Internet, social media, gaming, and other digital, high-stimuli activities continues to rise while the time spent on reading books concurrently shrinks (Baba & Affendi, 2020, p. 109; Reid-Chassiakos et al., 2016, pp. 2-3). Accordingly, technological pastimes have taken the place of reading literature for most adolescents today, as they are more tempted to the activities that provide high-tempo stimuli.

2.4 Reading attitudes

Guthrie and Wigfield (2000, p. 405) distinguish between reading motivation and reading attitude, stating that the former encompasses a range of factors that determine whether someone chooses to read or not, while the latter represents a singular factor such as a preference for (or aversion to) reading. Conradi et al. (2014, p. 154) support this distinction, stating that attitude can be seen as a set of acquired feelings about reading that consistently influence one's inclination to engage in reading or avoid it, a decision that indirectly feeds back to influence one's reading attitudes. McKenna is considered one of the leading researchers within the field of reading attitudes and has developed the widely supported McKenna Model of Reading Attitude Acquisition (Conradi et al., 2013; Klauda, 2009; McKenna, 1994; Park, 2020; Petscher, 2010; Sainsbury & Schagen, 2004). As per the McKenna model, an individual's attitude towards reading is believed to be formed over time due to three primary factors: personal reading experiences, beliefs regarding the outcome of reading, and normative beliefs concerning reading (McKenna et al., 1995, p. 939).

These factors are complex, susceptible to modification, and have a mutual impact on each other. The first factor concerns one's own past reading experiences and involves immediate impact on attitude, whether it be positive or negative (McKenna, 1994, p. 35). Krashen (2004, p. 85) supports this by expressing that a pupil who has had a positive reading experience reads more than one who has not. The second factor involves one's beliefs about the probable outcomes of reading, as was mentioned in Section 2.3.1, whether it will lead to a positive experience, like enjoyment and reward, or a negative experience, like boredom and frustration. Klauda (2009,

p. 329) reasons that both factors predict that multiple successful and interesting text interactions will lead to an accumulating positive attitude towards reading, and conversely, that multiple negative and stressful text interactions will lead to increasingly negative reading attitudes. However, more positive attitudes are dependent on positive environmental factors, in addition to positive experiences (Akhmetova et al., 2022, p. 2; McKenna et al., 1995, p. 939). McKenna et al. (1995, p. 939) argue that when reading is perceived to have low value within a specific social context (e.g. the classroom), it can limit the progress of developing reading abilities, and strengthen the belief that reading has little value in the first place. This interdependent process of normative and predictive beliefs indicates the genuine complexity related to reading attitudes.

The third factor in McKenna's model concerns one's beliefs about how much reading is valued by significant others one is influenced by, such as family, friends, ethnic group or gender, and importantly, how strongly one feels compelled to conform to said values (McKenna, 1994, p. 32). For instance, a child does not necessarily feel compelled to adhere to their parents' beliefs about reading despite perceiving that their parents value reading. In that case, the parents' stance on reading may not have any impact, either positive or negative, on the child's attitude towards reading. However, McKenna (1994, p. 18) states that parents' attitudes towards reading often play a significant role in influencing the children's reading attitudes. Children that come from print-rich environments, where parents read extensively for themselves and aloud for them, assist them in their reading, encourage and talk positively about reading, and make books easily available in the home, are more likely to show a higher level of reading readiness (Altun et al., 2022; Greaney & Hegarty, 1987; Mol & Bus, 2011; Morni & Sahari, 2013; Shapiro & Whitney, 1997). Furthermore, parents' positive attitudes towards reading are considered more important – and have a greater significance on children's attitudes towards reading – than social characteristics, such as social class or parents' education (Altun et al., 2022, pp. 574-575). However, parents' attitudes towards reading might nevertheless be impacted by such social characteristics, such as if they do not value reading (ref. education) or do not have the necessary skills themselves (Altun, 2013, pp. 131-132; Greenwood & Hickman, 1991, p. 282). Consequently, such attitudes towards reading literature will affect the value children place on reading literature themselves.

Although many pupils state that they most often get interested in and excited about reading because of their families or teachers, their choice of books is, however, often influenced by the opinions of friends (Klauda, 2009, p. 350). Sharing books and telling peers what they have read,

either through formal or informal methods, proves to be a motivating factor for adolescents, and has greater impact than a teacher's suggestions (Edmunds & Bauserman, 2010, pp. 419-420). According to Krashen (2004, p. 90), some adolescents may even ignore their own interest in order to comply with the suggestion of their friend.

Despite that friends have a greater impact on book choice than teachers, McKenna (1994, p. 35) accentuates the indirect positive influence teachers can have on adolescents' intentions to read. By providing reading opportunities, and by making books easily accessible in the classroom, the teacher may contribute to promote positive reading attitudes (Altun et al., 2022, p. 574; McKenna, 1994, p. 35; Morni & Sahari, 2013, p. 417). Dwyer and Dwyer (1994, pp. 67-68) further underscore that high teacher expectations concerning levels of achievements and attitudes towards learning abilities of students can foster greater learning. Related to reading, this entails that teachers may influence pupils' attitudes towards reading literature by conveying their beliefs in the pupils' reading abilities, while aiding the development of these.

2.5 Reading habits

Shen (2006, p. 560) identifies reading habits as how often, how much, and what the readers read. Florence et al. (2017, p. 106) expand on Shen's definition, stating that reading becomes a habit when it is carried out frequently. Furthermore, Chettri and Rout (2013, p. 13) emphasise that a person develops a reading habit when they repeatedly engage in reading activities *voluntarily for leisure*, in which they accentuate that the genre or topic of the literature should be of the reader's choice. Cultivating a strong reading habit can aid in the enhancement of reading speed, fluency, vocabulary, general knowledge, intercultural competence, and academic achievement (Anderson et al., 1985, pp. 77-78; Noor, 2011, p. 3). In relation to the 'rich-gets-richer' effect (Stanovich, 2009, pp. 36-38), the development of these skills may mutually enhance a strong reading habit if reading is perceived easier and more enjoyable, thus creating a self-enforcing process.

Baba and Affendi (2020, p. 110) point to four factors that can help develop children's reading habits. These are: the influence from avid readers in the child's social circle, such as friends and family; the presence of books at home, or access to a nearby appealing library; the influence of invested teachers; and schoolwork that is closely related to library reading (Baba & Affendi, 2020, p. 110). Additionally, the pupil's habits are, similarly to attitudes in Section 2.4, greatly affected by their home environment. Anderson et al. (1985, pp. 26-27) contend that pupils of parents who are avid readers are more likely to develop a habit of reading, because the parents

lay the foundation for learning to read and to continue doing it. This entails, amongst other things, easy access to literature in the home, influence of others who read, regulation of other leisure activities and encouragement of reading (Anderson et al., 1985, p. 26). Consequently, public and school libraries are particularly important for children in the opposite situation, with minimal modelling of consistent reading habits in the home environment (Anderson et al., 1985, p. 78; Krashen, 2004, p. 70). In this case, the accessibility of literature in public and school libraries can provide pupils with the encouragement of reading habits that they lack at home.

Teachers also play an important part in the development of pupils' reading habits, however, not as influential as parents and friends (Chettri & Rout, 2013, p. 14). According to Baba and Affendi (2020, p. 10), teachers are responsible in relating school work to library reading in order to create reading habits. To inspire reading habits amongst pupils, Anderson et al. (1985, p. 79) emphasise the importance of setting aside time for independent reading, including activities to spark pupils' interest in reading literature, and knowing the pupils and guiding their book choices accordingly. Carlsen (2018, pp. 124-125) explains that as the status in Norwegian schools today is that most pupils are unaccustomed to reading often and for longer periods of time, teachers must work to create a habit of reading for them. The only way to teach them how to read extensively, on their own accord, is through modelling this activity (Brevik & Lyngstad, 2020, p. 183). By implementing reading sessions of 15-20 minutes each English lesson, or even just each week, they are exposed to literature and consequently, their reading habits are trained (Brevik & Lyngstad, 2020, p. 183).

However, for teachers to succeed in giving their pupils positive reading experiences and modelling reading habits themselves, the type of reading material presented is crucial. Carlsen (2018, pp. 124-125) emphasises that the books must be engaging, and the pupils must not associate these reading periods with follow-up school-work. Krashen (2004, p. 92) adds that an important acknowledgement is that reading of light material often results in joyous reading experiences, and that such reading materials must therefore not be underestimated. Reading materials such as comic books, graphic novels, youth romance, and magazines accustomed to the reader's personal interests are examples of light reading. The language proficiency obtained from light reading tend to include relatively sophisticated language, and a broad vocabulary can be acquired implicitly from such reading (Krashen, 2004, p. 99).

2.6 Cognitive skills of hyper and deep attention

There are many possible reasons behind the persistent decreasing trend of adolescents' literature reading. In Section 2.1.1.1, we explained that reading must be practiced regularly if one is to master it. Thus, if a child does not read, then reading will be difficult for that child. Consequently, reading will have low priority as other activities appear easier and more enjoyable. However, other explanations exist as to why reading books is difficult for children and young adults today, which will be presented in this section.

Hayles (2007, p. 187) explores the hypothesis that a generational shift in cognitive modes is on our steps. She explains that this cognitive shift is rooted in the difference between *hyper attention* and *deep attention*. As its name alludes, the cognitive style *hyper attention* is characterised by focusing on several different tasks at the same time by rapidly shifting focus between them, preferring the exposure to several sources of information simultaneously (Hayles, 2007, p. 187; Lee, 2020, pp. 377-378). As a contrast, *deep attention* is characterised by being able to concentrate deeply on one single source of information, emerging oneself in one task for an extended time period without being affected by periphery distractions (Hayles, 2007, p. 187). Related to reading, *deep attention* has been increasingly discussed in terms of *deep reading* (Gordon, 2023, p. 29). *Deep reading* of literature involves bringing the story world to life in one's mind, a process that has the potential to enhance various cognitive functions and increase engagement with the text (Bland, 2020, p. 73).

The contrast between *hyper* and *deep attention* can also be related to the tolerance for boredom. A person who is used to the cognitive style of *hyper attention* will easily be bored or impatient when given a task that requires *deep attention*, such as the act of reading a novel or solving a complex math problem, due to the lack of variety of stimuli (Hayles, 2007, pp. 187-188). There are benefits and disadvantages connected to both cognitive modes. Hayles (2007, p. 194) makes a case that *hyper attention* is better suited than *deep attention* to overcome the everyday tasks of the high-speed and technologically developed world. However, *deep attention* is required in many situations to succeed in the educational system as it stands today, she states (Hayles, 2007, p. 187). This argument is a reinforcement of why the present generation is accustomed to *hyper attention* poses a problem for every level of education from elementary school to university (Hayles, 2007, p. 187; Stiegler, 2010, pp. 377-378). Hayles (2007, p. 194) depicts a gap where educators expect their students to master *deep attention* and, more importantly, value it as the superior cognitive mode, while their students prefer *hyper attention* as they are not

trained in *deep attention*. As mentioned in Section 1, Norwegian university lecturers express that their students lack adequate skills for reading longer texts, i.e. *deep attention* skills (Schwebs et al., 2023).

The most likely reason for this generational shift in cognitive modes is perhaps obvious: the increasing role of high stimuli media habits of young people. Hayles (2007, p. 192) states that the type and amount of media stimulation it is exposed to affects our brain. She elaborates that our brain develops to master the things that it practices, so if you practice activities that demand *hyper attention*, your brain will be trained in that type of cognitive style. Accordingly, if you practice activities that demand *deep attention*, your brain will be trained in that style. Consequently, children who grow up with extensive amounts of media exposure have brains developed accordingly, as opposed to people who did not grow up under such conditions, as the adult/elderly generation of today (Hayles, 2007, p. 192). The studies presented in Section 2.3.1 show that high stimuli media requiring *hyper attention* dominates the leisure time of adolescents while reading print books is the activity they least often practice in their spare time. It is not surprising therefore, that they prefer high levels of stimulation, and when presented with the task of reading longer texts such as a novel, many adolescents will easily be bored and search for higher amounts of stimuli (Stiegler, 2010, p. 73).

3 Methods

In this chapter, the current study's research design, methods for data collection, and analysis used to answer our thesis question *How may a period of facilitated Extensive Reading influence pupils' relationship towards reading English literature?* will be described. Section 3.1 provides a brief description of the project conducted to collect data, to make the following sections more understandable. In Section 3.2, the research design of the current study, Action Research (AR), is explained. Section 3.3 outlines the mixed methods approach of this study, before our data collection methods are described in Section 3.4 through 3.7: pre- and post-questionnaires, observation, log, and pupil interviews. The process of data analysis is described in Section 3.8. Finally, Section 3.9 reflects upon validity and reliability, before Section 3.10 discusses the ethical considerations connected to the current study.

3.1 Brief description of data collection project

Before proceeding with this chapter, it will be useful for the reader to obtain an overview of the ER project conducted to collect data. To investigate how pupils' relationship to reading English literature could be influenced, we conducted an eight-week AR project, where 41 pupils at a lower secondary school in the North of Norway spent the first 15 minutes of every English lesson reading a self-chosen book written in English. Consequently, the "period of facilitated ER" in our thesis question is 2x15 minutes of reading literature in English class each week for eight weeks. The pupils chose which book to read themselves from a selection of approximately 80 books presented to them by us, which will be described further in Section 3.2.2.2. To collect data, the pupils answered a questionnaire about their relationship towards reading both at the start and at the end of the reading project, to see whether said relationship had been influenced by the intervention. Additionally, all reading sessions throughout the project were observed, and observation schemes and log were used to systematise our observations. Finally, 10 pupils were selected for interviews post-project.

3.1.1 The LAB-TEd project and selection of participants

We are participants in the LAB-TEd research project, which is a cooperative research project between UiT the Arctic University of Norway and Norwegian University of Science and Technology (NTNU). The project is based on a tripartite cooperation between teacher educators, lower secondary school practice teachers, and student teachers, with the aim to ultimately reduce the current gap between what students are being taught at university and the reality of teaching. The LAB-TEd-project aims to develop the cooperation between these three

parts, by creating “practice-based, professionally-oriented research in teacher education” (Norwegian University of Science and Technology, 2019).

A practical consequence of our participation in LAB-TEd is that we have three supervisors on our thesis, two teacher educators at UiT and one lower secondary school teacher, who for the sake of his anonymity is given the fictive name James in this thesis. The participants in the current study were pupils from James’s two English classes, and thus pre-determined due to our already established collaboration with him. Consequently, our participants are 41 pupils from two different classes at one lower secondary school in the North of Norway. A further elaboration on our cooperation with James throughout the AR project will be provided in Section 3.2.1.1.

3.2 Research design

The research design of our thesis is AR. According to Cohen et al. (2018, p. 440), AR can be used as a measure to solve almost any problem or develop improvement in any situation. To specify this statement, they add that AR is a research design traditionally used by teachers acting as researchers to investigate their own institution in search of areas which can be improved, and consequently take necessary action to improve those said areas. Further, Cohen et al. describe the various areas in which AR can be used in school settings, which include: “[...] the improvement of teaching methods, learning strategies, assessment procedures, attitudes and values of colleagues or pupils, professional development of teachers, management and control, and school administration” (2018, p. 441).

According to Mills (2007, p. 3) and Cain (2011, p. 13), positivistic research aspires to control all the different variables affecting the outcome of the research. In this regard, AR is different as action researchers acknowledge the impossibility of controlling these variables (Mills, 2007, p. 3). Rather than just reporting their findings, action researchers want to investigate them further, and make improvements based on what they find (Mills, 2007, p. 3). Mills (2007, p. 12) points out that traditionally, teachers have been sceptical towards educational research as it is often viewed as unrealistic to apply to classroom practices. This experienced disparity in educational research is called “the theory-practice gap” (Munn-Giddings, 2012, p. 85; Somekh, 1995, p. 340). Cain (2011, p. 3) adds that since AR involves the practitioner, it is a form of research that is more relevant for educational use and more suitable for dissemination to other teachers, as results and conclusions are more likely to be relevant to the reality of teaching.

Because of this, AR can be used to bridge “the theory-practice gap” (Munn-Giddings, 2012, p. 85; Somekh, 1995, p. 340).

Traditionally, AR is done by teachers, principals, or other actors in a school setting, acting simultaneously as educators and researchers (Somekh, 1995, p. 340). In this regard, the current project is slightly different. We are not practicing teachers, but student teachers conducting an AR project as a part of our Master’s thesis. However, it can be argued that our role as researchers in the current project could also have been conducted by us as teachers as a part of our practice. Further, findings from such a project could have been used to make changes and improvements in our teaching rather than being used to answer our thesis question.

3.2.1 Characteristics of AR

The stages of the AR process have developed over time, and the theories, models, and figures to describe this cyclic process are many. The four stages of *planning*, *acting*, *observing*, and *reflecting*, constitute the most common model to use when conducting AR. However, in the current study, there was a need to include an initial step to highlight the comprehensive process of identifying and discussing the ‘problem’ before the planning of the intervention started. The five-stage model introduced by Moroni (2011, p. 3) includes this step, and has consequently been used as the AR model in the current study. Moroni (2011, p. 3) sets forward the AR process as follows: 1) *diagnosis*, 2) *planning*, 3) *action*, 4) *assessing*, and 5) *critical reflection and communication of learning*.

An important characteristic of AR is its circular quality, the constant reflection post-intervention which can lead to the development of a new practice or new causes of action. However, we argue that the various models described thus far do not depict this circularity very clearly. The pragmatic model of the “look-think-act” cycle (Figure 1) created by Stringer (2008, pp. 4-5) depicts the cyclic character of AR in a simple but accurate manner. The continuous cycle of observation, reflection and action depicted in Figure 1 is a simple explanation of the main principles in any AR process.

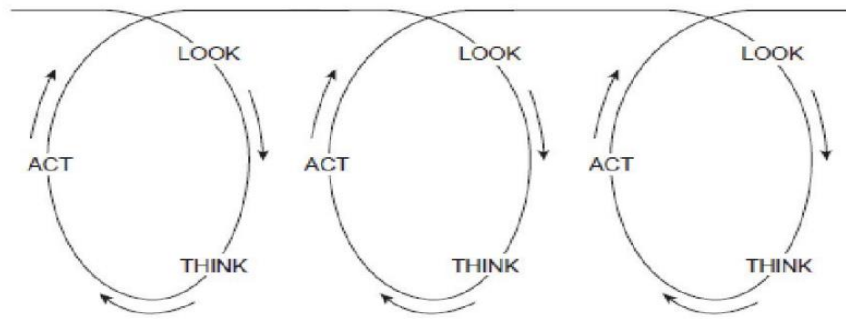


Figure 1: The “look-think-act” cycle (Stringer, 2008, p. 4)

As a consequence of its research design being AR, this study is positioned within social constructivism. Tjora (2018, p. 32) describes that social constructivism dissociates itself from the understanding that reality is an objective and static entity that is not influenced by society. Rather, in social constructivism, reality is viewed to be created by society, as it is believed that humans perceive reality based on their personal experience. In that way, reality is a unique entity for each human being, and no one understands the world in the same way. According to Cohen et al. (2018, pp. 453-454), reflection and reflexivity is important in AR, and must occur in every stage of the AR process. As action researchers are both participants and practitioners, they must acknowledge and investigate how they affect the social world they are researching and include that realisation in the report of the research. Reflexivity in AR also encapsulates the recognition of any potential biases on the researchers’ behalf, which will be elaborated further in Section 3.9.

3.2.1.1 Our partnership with James and Mary

Before proceeding to describe the different stages of our AR, there is a need to outline our partnership with the practice-teachers involved in the project. At the school where our project was to be conducted, there was a two-teacher system in the main subjects Norwegian, Maths and English. Accordingly, James was responsible for the English teaching together with his colleague (given the fictive name Mary in this thesis) who consequently would be involved in conducting the project as well. James and Mary participated in the planning of the project and provided time and space for us to dictate two months of their school year. They have been our bridge to 41 pupils to whom we did not have any relationship, providing us with all necessary inside information.

As we aspired to minimalise our impact on the pupils’ natural learning environment, our only role was to observe, while James and Mary conducted every reading session. Reasons for this choice are presented in Section 3.9. Additionally, they have guided pupils in choosing and

switching reading materials, and not to mention, observed the lessons alongside us, taken notes, and added them to our joint log. In this way, they have also collected data and been researchers alongside us. After leaving the practice school and finishing the data collection, we asked them to collect late answers to the post-questionnaire from pupils that were absent when it was conducted, which enhanced the quality of our dataset given that data would otherwise have gone undocumented.

3.2.2 The current AR process

This section will describe the AR process conducted in the current study by using the five-step model introduced by Moroni (2011), in addition to the “look-think-act” cycle (Figure 1). The continuous cycle of observation, reflection and action depicted in the “look-think-act” cycle is a simple explanation of the constant reflection process which we underwent during the project, not solely after, as the five-step model alludes to. As mentioned, Moroni (2011) divides the AR process into five stages: 1) *diagnosis*, 2) *planning*, 3) *action*, 4) *assessing*, and 5) *critical reflection and communication of learning*.

3.2.2.1 Step one: Diagnosis

In the first of the five steps, the ‘problem’ to be addressed in the AR needs to be diagnosed (Moroni, 2011, p. 3). This includes deciding what is to be investigated, and for which purpose: to improve practice, to answer a research question, or some other reason. For us, this process commenced with conversations about what topic to immerse ourselves in. Promptly, it became evident that we were both interested in how teachers can use ER to inspire pupils to read more. Several reasons plead for deciding on this topic, for instance the decreasing trend in adolescents reading extensively compared to the documented benefits of ER (see Section 1.1). When sharing our ideas with James in the first LAB-Ted-project meeting of the autumn, he confirmed that there was a need for an intervention that could make his pupils more positive towards reading English literature. James’ interest for the topic made us persist with the chosen topic.

3.2.2.2 Step two: Planning

The second step of Moroni’s model (2011, p. 3) is to plan the intervention that will address the problem in question. Both defining the topic of research and planning the project in detail turned out to be two comprehensive steps regarding time and effort. To mitigate the challenge of planning the project, a tentative research question was established, so that the following process had a starting point. Several studies conducted on second language acquisition and ER in classroom settings were read to gain an overview of the topic.

During the second step, several meetings were held with our supervisors. These meetings were helpful as we discussed all necessary decisions with our supervisors. Additionally, our supervisors challenged our choices and the values behind our project, which forced us to thoroughly consider these. For instance, we did not want there to be any post-reading assignments for the pupils, as this would contradict the principles of successful ER, presented by Day and Bamford (1998, pp. 7-8). This wish was constantly challenged by James as he, understandably, wanted this time-consuming reading project to result in a product of assessment.

The starting time, duration, and ending point of the project were determined together with James and Mary, according to what was possible with their semester schedule. The duration of the project was determined to be eight weeks because we wanted the period of reading to be as longitudinal as possible, to enable the possibility of change in the pupils' relationship to reading. The duration of the reading sessions was broadly discussed with our team of supervisors. James was eager to begin with 30-minute sessions, and rather shorten them if observations insinuated that the pupils did not manage to concentrate this long. However, he demanded that if the reading sessions were to be 30 minutes instead of 15, the project period had to be shorter. We valued a longer period of exposure to literature over longer reading sessions. We would rather have the pupils wish for longer reading sessions rather than have the negative experience of reading for too long and losing interest.

The second step also includes the determination of which data to collect and how to collect it (Moroni, 2011, p. 3). We established that the best way to assess if the pupils' attitudes and habits with reading English literature had been influenced during the project was to use pre- and post-questionnaires (see Section 3.4). It was also determined that we were to observe every reading session, to stay aware of how the project was evolving, and to be able to make changes along the way (see Section 3.5). To keep track of the progress in each reading session and of alterations made along the way, we decided to write a log after each session (see Section 3.6). To complement the data received from the questionnaires, we decided to conduct personal interviews with a small selection of the respondents, to obtain a more thorough picture of their opinions (see Section 3.7). The observations made during the project were used to determine the selection of interviewees.

Step two included distributing consent- and information forms (see Appendix 8). We also created a form (see Appendix 2) for James to distribute prior to the project start, to map pupils'

literary preferences so that suitable reading material could be provided. However, the process of locating enough English books so that 41 pupils could have a wide and varied selection to choose from, proved to be the greatest challenge yet. We sought to find approximately 80 books, with a range related to difficulty, genre, length, and topic. As few of the local schools possessed English young adult literature, these books were time-consuming and difficult to locate. At last, we found one lower secondary school which most generously put forward their ample collection of English literature. The City Library also contributed with a selection of books. Our selection included young adult fiction, fantasy, romantic novels, action and thriller novels, comic books, graphic novels, historical and fact-based books, and humorous books. As presented in Section 2.5, it is crucial to provide a broad range of light reading material for ER programs to be successful.

3.2.2.3 Step three: Action

In the third step, the intervention is applied to practice (Moroni, 2011, p. 3). The original plan was to conduct 30 reading sessions over the span of eight weeks. That plan did not consider that teachers often lose lessons to cross-curricular projects and other school projects. As we should have anticipated, 10 of the reading sessions were cancelled due to unforeseen schedule alterations, five per class. Additionally, two reading sessions were rescheduled to a later date. Thus, only 20 reading sessions were conducted, 10 per class. An overview of the intervention conducted is presented in Table 1. To separate them, the two classes are labelled Class 1 and Class 2. Each session in the intervention is labelled with its date and content.

Date	Class 1	Class 2
24.10	Pre-questionnaire was conducted. Chose books.	
25.10		Pre-questionnaire was conducted. Chose books.
26.10	Reading session 1.	Reading session 1.
31.10	The planned reading session was rescheduled to 09.11.	
01.11		The planned reading session was rescheduled to 09.11.
02.11	Reading session 2.	Reading session 2.
07.11	Reading session 3.	Reading session 3.
09.11	Double reading session (4 and 5) due to the rescheduled reading session.	Double reading session (4 and 5) due to the rescheduled reading session.
14.11	The planned reading session was not conducted due to schedule alterations.	
15.11		The planned reading session was not conducted due to schedule alterations.
16.11	Reading session 6.	Reading session 6.
21.11	The planned reading session was not conducted due to schedule alterations.	
22.11		The planned reading session was not conducted due to schedule alterations.
23.11	The planned reading session was not conducted due to schedule alterations.	The planned reading session was not conducted due to schedule alterations.
28.11	Reading session 7.	Reading session 7.
30.11	Reading session 8.	Reading session 8.
05.12	Reading session 9.	Reading session 9.
07.12	Reading session 10.	Reading session 10.
12.12	The planned reading session was not conducted due to schedule alterations. Post-questionnaire was conducted.	
13.12		The planned reading session was not conducted due to schedule alterations. Post-questionnaire was conducted.
14.12	The planned reading session was not conducted due to schedule alterations. Interviews with 5 pupils were conducted.	The planned reading session was not conducted due to schedule alterations. Interviews with 5 pupils were conducted.

Table 1 Overview of the eight-week intervention conducted

After each reading session we reflected over what had happened, discussed our separate observations, wrote in the log together, and discussed if any alterations were necessary before conducting the next lesson. If there was a need to discuss something with James and Mary, we did so during these reflection sessions. The continuous assessment of the project done after every reading session is explained further in the following section.

3.2.2.4 Step four: Assessing

According to Moroni (2011, p. 3), the fourth step in the AR model is to assess how successful the intervention has been in improving the situation or problem in question. In this step, analysis and interpretation of the collected data is done. In the current project, step three and four were constantly intertwined during the eight-week-intervention by interpreting and discussing observations made after every lesson, thus implementing the “think-look-act” cycle (see Figure 1). James and Mary were always involved in our reflections and consulted in any changes made.

In a sense, there are two dimensions to the fourth step in this AR project. The first dimension is, as described above, the continuous assessment and analysis of whether the pupils immersed themselves in their reading material, and possible measures the teachers could take to ensure this. The second dimension is the analysis of the entire dataset after the end of the reading project, where we look at how the intervention influenced the pupils’ relationship towards reading in English. The process of analysing the complete dataset is described in Section 3.8.

3.2.2.5 Step five: Critical reflection and communication of learning

The fifth and last step in the model is where one reflects on which experiences have been obtained through the research and thus what has been learnt from them (Moroni, 2011, p. 3). Moroni (2011, p. 3) adds that it includes deciding on how to promulgate the findings and thus share the learning profit from the AR with others. In the current context, this is done in the thesis’ discussion and conclusion, and the learning profit will be promulgated through the publication of our thesis. Additionally, we have shared our findings and conclusions with James and Mary and discussed how they can be incorporated into further practices at their school. Moreover, we are scheduled to present our study and its findings for their colleagues. Learning from the findings and implementing them into the practice that is desired to improve is the core element of AR (Munn-Giddings, 2012, p. 85), and thus the continuous communication with James and Mary is important to ensure the learning outcome of this thesis.

3.3 Mixed methods

Munn-Giddings (2012, p. 87) state that in AR, researchers will utilise any method that can answer their research question. Thus, a mixed methods approach is frequently used in AR, as such approaches allow researchers to use both quantitative and qualitative methods depending on what is pertinent for which part in their study (Munn-Giddings, 2012, p. 85). Accordingly, the current study utilises a mixed method approach. The basis of both quantitative and qualitative methods, in addition to how they are combined in the current project, will be described below.

According to Hennink et al. (2020, p. 10), qualitative research is referred to as the interpretative approach. They explain that qualitative research allows researchers to identify issues- and understand meanings from the perspective of their participants. Consequently, qualitative research is characterised by containing a small number of participants and using open-ended questions (Creswell, 2014, pp. 189-190). In-depth interviews, observation, focus group discussions, and logs can be used to collect data (Creswell & Guetterman, 2021, p. 41 & 43). Quantitative research is defined by Brown (2011, p. 192) as “any research that focuses on counting things and on understanding the patterns that emerge from those counts”. Creswell and Guetterman (2021, p. 37) adds that quantitative research is utilised to explore trends in the field and to explain why they occur. Traditionally in quantitative data collection, researchers select a random sample of a relatively large selection of the population and collect data in the form of numbers, through close-ended questions, to provide the ability to generalise a population (Creswell, 2014, p. 158). To measure the variables in a sample, survey questionnaires, standardised tests, and checklists can be used when observing (Creswell & Guetterman, 2021, p. 38).

In response to the divisive debate of superiority between these two dominant research paradigms, mixed methods research has been established as “the third research paradigm” (Johnson & Onwuegbuzie, 2004, p. 14). Johnson et al. (2007, p. 123) describe mixed methods research as “the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches [...] for the broad purposes of breadth and depth of understanding and corroboration”. By combining the two research methods, Cohen et al. (2018, pp. 31-32) emphasise that they reinforce and cross validate each other so that the entirety is greater than either approach on its own. The data collected in the current project includes both quantitative questionnaires, and qualitative interviews,

observations, and logbook, and will be collected concurrently. How the data was analysed will be described in Section 3.8.

3.4 Pre- and post-questionnaire

The thesis question inquires whether pupils' relationship towards reading English literature is possible to influence using ER. It is widely supported that questionnaires are the most appropriate and least time-consuming method to use when collecting data on the opinions of a large amount of people (Cohen et al., 2018, p. 471; Denscombe, 2003, p. 145; Gleiss & Sæther, 2021, p. 143; Mills, 2007, p. 67). Thus, to investigate a change in their relationship towards reading, the participating pupils answered a questionnaire (see Appendix 3 and 4) both before and after the reading project, entailing questions regarding their relationship towards reading English literature.

When creating the questionnaires, operationalising the term 'relationship' was our first step. Operationalisation is described by Christoffersen and Johannessen (2012, p. 32) as a way of resolving and delimiting the phenomenon that is being investigated, in order to make it researchable. Thus, to make the term *relationship* more researchable, it was operationalised into *motivation*, *attitudes*, and *habits*, and we created questions that regarded these three factors. The questions addressing their reading habits, reading attitudes, and reading motivation were identical in both questionnaires. The post-questionnaire also contained four questions regarding the conducted period of ER.

The pre-questionnaire consisted of 15 questions, whereof 12 of them were closed questions and three were open-ended questions. The post-questionnaire was identical except for four additional closed questions regarding the ER period. Gleiss and Sæther (2021, p. 151) describe that combining open- and closed-ended questions allows the respondent to elaborate on the closed-ended question. Thus, we chose to combine the two to obtain a deeper understanding of their answers. The closed-ended questions had rating scales from one to six, which according to Cohen et al. (2018, p. 480) facilitates the analysis process. The rating scales were different variations of the Likert scale, which is used to determine the respondent's agreement to a statement, the alternatives being for instance: strongly agree, agree to some extent, neutral, disagree to some extent, strongly disagree (Mills, 2007, p. 75). (See Appendix 3 and 4 for the different questions and alternatives used).

The questionnaires were tested by our university supervisors, James and Mary, and fellow master students. They all gave us feedback on format and wording which we utilised to refine the questionnaires. Time was not prioritised to pilot the questionnaires, although, in retrospect, we realise that this could have enhanced their quality. As the questionnaires were created through the digital platform <http://nettskjema.no>, the respondents were provided with a digital link and answered the questionnaires on their computers. As pointed out by Gleiss and Sæther (2021, p. 144), a successful questionnaire will both give the researcher the desired data and the respondent can easily answer it without misunderstanding the questions. As our respondents were lower secondary school pupils, we decided to write the questionnaires in Norwegian, applying simple, clear language to prevent misunderstandings.

3.5 Observation

We wanted to see whether the pupils' relationship towards reading English literature was observable through their behaviour in the reading sessions. Semi-structured observations were conducted, which are observations that follow and illuminate an agenda of issues, but in which the collected data is responsive to what is observed (Cohen et al., 2018, p. 543). Consequently, we used an observation scheme containing open categories that focused on the dynamic nature of the reading sessions, and which could note possible patterns over time (See Appendix 5). This included one category that could indicate if the reading sessions had become a habit, such as start-up time, if pupils had their books with them, if they started to read on their own accord, etc. Another category regarded observations which could indicate their level of concentration or interest, such as how much time they spent reading during the session, if they disturbed others, etc. The last category was open, where we could note specific observations on different pupils, regarding anything we found interesting to note.

We conducted direct observations and took on the roles of *observer-as-participant* (Cohen et al., 2018, p. 543). This entailed that our positions as researchers in the classroom were clear and overt. Each reading session was observed and registered in the observation scheme, using both complete field notes and shorthand notes that were supplemented directly afterwards. We were always seated in the back, on each side of the classroom, to not attract the pupils' attention and to take advantage of being two observers. Cohen et al. (2018, p. 543) state that several observers may create inconsistency in the results. However, we experienced that it allowed us to observe multiple occurrences simultaneously, which we valued as an asset. Together, we

read through both our observation schemes after each reading session, to ensure collective awareness of all observations.

3.6 Log

Throughout the entire AR project a digital logbook was written. Bjørndal (2011, p. 65) values logs as a method which can lead to a deeper level of understanding of what has been observed, through the process of written reflection. The logbook was continuously updated in the reflection meetings after each reading session. It included reflections on what had been done during the reading sessions, how it went, and any changes that were to be implemented. James, Mary, and our university supervisors could read the logbook at any point. This ensured that everyone was always abreast of the project. Notes made of observations of participants were of course anonymised in the log. The logbook proved to be essential in our analysis process, as it enabled us to remember as many aspects as possible of the conducted intervention.

3.7 Pupil interviews

The responses on the pre- and post-questionnaires gave us a broad picture of the pupils' relationship towards reading English literature and enabled us to map any possible changes in said relationship. However, Mills (2007, p. 67) points out that it can be useful to complement questionnaires by conducting follow-up interviews with a representative sample of the participants afterwards, to reach an even higher level of understanding. Thus, to properly understand the experiences and thoughts of the participants, we chose to complement the quantitative data from the two questionnaires with 10 qualitative pupil interviews. We chose to conduct in-depth, semi-structured interviews, as they enable the researcher to create follow up questions, allowing the interviewee to elaborate on information shared (Cohen et al., 2018; Gleiss & Sæther, 2021, p. 80).

An interview guide was created based on what we wished to investigate further from the answers in the questionnaires and the observations made during the project (see Appendix 6). During this process, several criteria were followed. These criteria include using a simple and appropriate vocabulary, being clear to avoid ambiguity and misunderstandings, avoid leading questions, and avoid double-barrelled questions (Arksey & Knight, 1999, pp. 93-95). All the questions for the interview guide were open-ended. The interview guide was divided into two parts, the first regarding the pupils' opinions towards reading, and the second regarding their opinions towards the ER project. A draft of the interview guide was sent to our supervisors, and alterations were made based on their comments.

The sample of participants chosen for interviews entailed pupils we perceived to have positive, indifferent, and negative relationships towards reading, in an attempt to cover the span of different opinions. Our perception of which pupils fit into each category was determined based on their answers to the questionnaires and observations made during the reading sessions. An example of one observation that was used to choose a pupil who we believed had a positive relationship towards reading, was that this pupil asked if he could hang on to the book that he was reading even though the project was over, because he wanted to finish it. He was also observed reading his book before the teacher gave notice that the reading session had started and continued reading even though the reading session was over. An observation used to choose a pupil who we suspected had a negative relationship towards reading was a pupil who in almost every session uttered negative responses to reading and spent most of the reading sessions talking to his classmates instead of reading.

We conducted five interviews each, to save time. The duration of each interview was approximately 10-12 minutes. The interview guide was our common outset for all 10 interviews, but the questions were slightly altered for each interviewee depending on their answers in the pre- and post-questionnaires and observations we had made on them. In their consent to participate in the project, the pupils had consented to the possibility of being asked to participate in a personal interview. We ensured them that participation was voluntary, and that they did not have to say yes when asked. Nonetheless, every pupil asked to participate consented.

3.8 Analysis of the data set

As mentioned in Section 3.2.2.4, our observations were continuously analysed throughout the eight-week project period, to assess the necessity of alterations to the intervention. Additionally, after the end of the project, we conducted an initial round of analysis of the pre- and post-questionnaires, our observations, and the research log to create the interview guide. This was done by reading through all the data and looking for elements that we wanted to understand better or investigate further. For the full analysis process, the quantitative data from the pre- and post-questionnaires was analysed in SPSS, and the qualitative data from the interviews, observations, and log was analysed using thematic analysis.

3.8.1 Thematic analysis

Thematic analysis is a method of data analysis used to recognise, analyse, and present patterns, i.e. themes, within the data collected, which facilitates systematisation and description of the

data set in question (Braun & Clarke, 2006, p. 79). Through applying thematic analysis, the researcher attempts to identify the themes that cut across the entire data set instead of focusing solely on the themes which occur within a single data item (Braun & Clarke, 2006, p. 81). Furthermore, a theme refers to a certain aspect of the data that can be related to the overall research question and which identifies a certain reoccurring pattern across the data set (Braun & Clarke, 2006, p. 82).

Braun and Clarke (2006, p. 83) identify two different approaches to thematic analysis, the two being inductive or deductive thematic analysis. They explain that when using an inductive approach, the themes are identified based on the data set, and not derived from previously conducted research (Braun & Clarke, 2006, p. 83). With a deductive approach, the researcher may already have defined themes from theory prior to looking at the data, attempting to locate the data items within the already existing themes (Braun & Clarke, 2006, p. 84). Thus, one main difference between the two approaches can be related to when the researcher engages with literature. When using an inductive approach, the researcher will hold off reading theory until the late stages of analysis, which is opposite to when analysing deductively, where early engagement with theory is essential for the analysis process (Braun & Clarke, 2006, p. 86).

Contrary to the beliefs that analysis is either inductive or deductive, Gleiss and Sæther (2021, p. 171) state that thematic analysis often is abductive. It entails moving back and forth between theory and empiricism, as well as between the phases in the analysis, and utilising triangulation of methods (Gleiss & Sæther, 2021, p. 171). Tjora (2018, p. 14) explains that when applying an abductive approach, the researcher starts the analysis based on the data, but theory can also be used before, during, and after the analysis. We have applied an abductive approach to our data analysis. Braun and Clarke (2006, p. 81) state that even though thematic analysis is not connected to any specific theory of epistemological position, researchers cannot escape their theoretical position regardless of effort. Thus, it is important that the researcher states their theoretical position to the reader (Braun & Clarke, 2006, p. 84). This study's epistemological position within social constructivism has been outlined in Section 3.2.1.

Braun and Clarke (2006, p. 87) set forward six phases of thematic analysis, which are: *familiarising yourself with your data*, *generating initial codes*, *searching for themes*, *reviewing these themes*, *defining and naming the themes*, and *producing the report*. An account of how we have done these six steps will be presented in the following.

3.8.1.1 Phase 1: familiarising ourselves with the material

The first phase entails to transcribe audio data, reading through the entire data set several times, and taking notes of what appears interesting (Braun & Clarke, 2006, p. 87). The 10 interviews with pupils were recorded through the recorder application in 'Nettskjema', which was evaluated to be the most ethical approach (see Section 3.10). The interviews were conducted in a closed off room and the sound was clear and easily audible. The interviews were transcribed and then controlled twice, by re-listening to the interviews individually while reading the completed transcripts, to check that they were verbatim. Gleiss and Sæther (2021, p. 98) list some of the different choices the researcher must make when transcribing, one being if one should write down sounds like 'uhm', and how to note the pauses in the informants' utterances. If the interviewee's pauses or fill-words were noticeable in the sense that the informant seemed unsure of their answer, they were included in the transcript. If not, they were omitted to make the transcript easier to read and analyse. The same choice was made related to laughter, as was the suggested approach by Gleiss and Sæther (2021, p. 98). The transcript was made in the standard written Norwegian language, not the dialect used by the interviewers and interviewees, to make them easier to analyse.

Further, the interviews, log, and observations were read through. To utilise the benefit of having two different perspectives on the same data material, it was decided to do this separately. After having read and marked interesting aspects separately, we looked at our comments together. Then, the automatically generated reports in 'Nettskjema' were used to gain an overview over the answers to the pre- and post-questionnaires. The reports were first read and marked separately before being discussed together. Using the automatic codebook-function in 'Nettskjema', the answers from the questionnaires were then transformed from Likert scale alternatives (see Section 3.4) into scales from one to six and imported to SPSS. In SPSS, the analysis continued by generating graphs for each question to make the spread of answers on each question visible.

Due to certain complications regarding the post-questionnaire, phase 1 turned out to be more time consuming than anticipated. For instance, several respondents had entered fake names, and one pupil's name was entered twice, in two different replies. This led to a hazardous task of detecting which entries were usable, ultimately resulting in six fewer responses. Additionally, three pupils did not consent to participate. Our dataset therefore consists of 41 pupils instead of the total of 50 pupils in the two classes. We realised this error after already having spent much time discussing the data and were forced to generate new reports and charts

of the questionnaires. After discussing the renewed data material and deleting the notes on the replies that were no longer a part of the dataset, we moved on to the next phase.

3.8.1.2 Phase 2: generating initial codes

The second phase is where one systematically codes all the interesting data items, collocating the similar items from different parts of the data set (Braun & Clarke, 2006, p. 87). In the process of generating the initial codes from our dataset, we systematised the notes made in phase 1. Three different tables were made, one for the data from the questionnaires, one for the data from the interviews, and one for the data from the log and observations. All the data items that regarded the same topics were gathered in codes in each of the three tables. For example, every data item from the interviews that regarded experiencing vocabulary growth from reading literature was gathered in a code named ‘vocabulary growth’ in the table with data from the interviews. Additional examples of how data items were systematised in codes are presented in Appendix 7. We continued this process until every data item from the different methods of data collection were placed in a table, within a code. Some codes only contained one or two data items, while other codes contained numerous data items.

After having coded 82 questionnaires, 10 transcribed interviews, observations from 20 reading sessions, and the log from the eight weeks of intervention, we moved to phase 3.

3.8.1.3 Phase 3: searching for themes

The third phase entails looking over all the codes, collocating all the coinciding codes in groups, and identifying the resulting initial themes (Braun & Clarke, 2006, p. 87). To be able to generate themes from the dataset, we first needed to figure out how to view all the codes simultaneously, to see which of them related to each other. We decided upon printing out all the tables with the coded data material from the interviews, questionnaires, and observations, and cut them into separate pieces, one piece for each individual code. In this process, numerous codes were merged as they were too alike to be separate codes. For instance, one code was named ‘other activities than reading are more tempting’ and another was named ‘would rather do other things than read’. As they regarded the same aspect, they were merged into the same code. Codes that contained only one data item, or were viewed to have little relevance, were either merged with a similar code or left out from the further process. Consequently, it was necessary to alter some of the names of the codes, slightly narrowing the number of codes. Then, the different codes were arranged into possible themes depending on the patterns that emerged. For example, the theme ‘Motivational factors for reading’ consisted of the codes ‘immersion in the material’,

‘appropriate reading material’, ‘benefits from reading’, ‘book series’, ‘rewards’, and ‘reading habit’.

After phase 3, we decided to gain an even deeper theoretical knowledge before moving further in the analysis process. So far, an inductive approach had dominated our analysis process, all codes and themes being generated from the data set. However, we wanted to see if reading more literature would generate any additional ideas for relevant themes, thus, applying a more abductive approach to our further analysis.

3.8.1.4 Phase 4: reviewing themes

After further readings, we began the fourth phase of analysis, where one reviews the themes to check if they work together as one thought, and create a thematic map of them all (Braun & Clarke, 2006, p. 87). When reviewing the themes with newfound theoretical perspective, some themes were merged into one, and some new themes were created. For instance, having read more theory on how parents and friends could influence their reading habits, a new theme named ‘influence by significant others’ was created. In it, codes such as ‘book recommendations from friends’, ‘book recommendations from parents’, ‘availability of books at home’, and ‘encouragement from parents’ were located. One new table was then created for each research question, containing the reviewed themes with the belonging codes, serving as our thematic map going forward.

3.8.1.5 Phase 5: defining and naming themes

In the fifth phase, one defines and names the themes reviewed in the previous phase (Braun & Clarke, 2006, p. 87). As the entire thematic map was too comprehensive to include in our thesis, we chose eight themes to be pertinent for answering our thesis question, those being the final themes presented as our findings in Chapter 4.

3.8.1.6 Phase 6: producing the report

The sixth phase entails selecting the most significant and compelling examples from the data set to report your findings, relating them to the research question, and producing the final report of your analysis (Braun & Clarke, 2006, p. 87). For us, this entailed producing this thesis.

3.9 Reliability and validity

In any study, it is crucial that the researcher evaluates and reflects upon the quality of the research conducted. This entails being aware of strengths and weaknesses of the different aspects of one's research, and thus how reliable and valid the study is.

Assessing the reliability of research means to reflect upon how trustworthy its results are (Cohen et al., 2018, p. 268). This encapsulates evaluating the processes of collecting, analysing, and reporting the data. Assessment of how reliable a study is differs in relation to if the research is done through a positivistic or a constructivist tradition (Gleiss & Sæther, 2021, pp. 201-202). The current research is within the paradigm of social constructivism (see Section 3.2.1). Gleiss and Sæther (2021, p. 203) state that constructivist researchers believe that their research will be affected by their subjectivity, regardless of efforts to be objective. Thus, in social constructivist research, reliability is not measured through being as objective as possible (Gleiss & Sæther, 2021, p. 203). Instead, the researchers must reflect upon possible biases and make sure their representation of the study is transparent and includes all perspectives of the analysis (Gleiss & Sæther, 2021, p. 203). As AR is the current research design, the study aspires to improve the situation being researched. Consequently, all aspects of the current research may be influenced by our subjectivity.

The possible underlying biases of the current study relate to our strong beliefs that ER is an effective and beneficial way of achieving second language proficiency and reading pleasure. Thus, we may be prone to look for observations and feedback from the pupils supporting our beliefs. We must consider that the strong value we attribute to reading literature implicitly affects all our actions and utterances. Other aspects of our influence on the current research can be that certain observations from the reading sessions indicate that pupils were affected by our presence, even though we aspired to be invisible. Answers from the questionnaires and interviews could have been affected by the power imbalance as well, that pupils only said what they thought we wanted to hear in order to please us. However, we argue that awareness of our possible impact on the research and our interpretation of it can contribute to mitigating said impact. Moreover, we have included and displayed all perspectives of our analysis, not just the ones that accord with our beliefs. For instance, by omitting results like the ones illustrated in Figure 9 and Figure 10 (Section 4.8), our intervention could have seemed more influential than it really was.

Denscombe (2003, p. 132) states that triangulation of data collecting methods can enhance the reliability of a study, as combining methods attenuate their weaknesses and reinforce their strengths. Thus, triangulation between questionnaires, observation, log, and interviews, as methods of data collection, may elevate the possibility of obtaining a nuanced answer to our thesis question. Weaknesses of questionnaires, such as the superficial manner of the questions and the possibility of respondents misunderstanding them, have been mitigated by using observations and interviews. To enhance the quality of our observations, log has been used to write down observations in full and reflect upon them directly after observing. To ensure that the interviews would result in appropriate data to answer the thesis question, observations and log were used when creating the interview guide. Additionally, triangulation of all data collection methods was utilised in the thematic analysis.

In the attempt to ensure the reliability of the pupils' answers, several conscious choices were made regarding how we interacted with them. We aspired to minimise the relationship between researchers and informants through being as distanced from them as possible. Our belief was that if they viewed us as strangers and not as their teachers, they might dare to answer honestly, without fearing that their answers would result in any negative consequences. It was mentioned explicitly to each interviewee that their answers would not reach their teachers, and that we were looking for their honest opinions, no matter what they might be.

Another concept to consider when assessing the reliability of a study is transferability. Within positivistic research, it refers to the likelihood of another researcher conducting the same study and obtaining the exact same results (Gleiss & Sæther, 2021, p. 204). According to Gleiss & Sæther (2021, p. 204), constructivist researchers do not believe this to be possible, as they believe that research will always be affected by the researcher. Instead, they aim to be as transparent as possible regarding how data has been collected and analysed, so that the reader can personally determine how reliable the study is (Gleiss & Sæther, 2021, p. 204). We believe that our rich descriptions of our data collection process and data analysis process ensures the transparency of this study, in addition to being aware of our biases previously mentioned in the current section.

According to Gleiss & Sæther (2021, p. 207), generalisability must also be considered related to validity. They explain that generalisability refers to whether the results of research are possible to generalise to other contexts and situations. In the current study, the selection of participants is assessed as too narrow for the results to be generalised to all lower secondary

pupils. However, we argue that the results indicate a tendency which might be reflected in a larger population of pupils, as the theoretical framework of the national curriculum, benefits from ER, and relationship towards reading can potentially be applicable to any selection of lower secondary school pupils. A larger study would be needed, however, to fully determine this.

3.10 Research ethics

All researchers are responsible for ensuring compliance with research ethics (Gleiss & Sæther, 2021, p. 43). In Norway, researchers are obliged to follow the national research ethics guidelines developed by the National Committee for Research Ethics in the Social Sciences and the Humanities (NESH) (2021). To conduct our research, we primarily applied to the Norwegian Centre for Research Data (NSD) for ethical approval of the project. This entailed a thorough description of the methods we intended to use, why said methods were chosen, and how the participants' anonymity would be ensured. Approval was received prior to our project start (see Appendix 1).

Mills (2007, p. 104) states that the most basic and prominent aspect of ethical research is that the participants have given their informed consent and that they are protected from harm in every way. In relation to informed consent, NESH (2021, p. 18) states that ethical consent to participate in research should not only be informed, but voluntary, unambiguous, and documentable. However, if the research subjects are children, the decision is often made by the parents. In said case, it is of great significance that the research is useful- and does not lead to any negative consequences for the ones involved (Postholm & Jacobsen, 2018, pp. 247-248). Cohen et al. (2018, p. 454) further underscore the ethical aspects of the power imbalance that arises from researching one's own pupils. Consequently, it proves debatable if consent can be truly voluntary when consent forms are collected from the pupils' teachers, who hold authoritative power over their pupils. In the current study, informed consent was maintained through an information- and consent form (see Appendix 8) distributed to pupils and parents. The form was neutrally formulated not to exercise any pressure for participation. Three pupils did not consent to participate.

Protecting the participants from harm entails maintaining their anonymity and confidentiality (Denscombe, 2003, p. 134). According to Mills (2007, p. 105), anonymity requires that the participants' identities remain unknown, whereas confidentiality involves anonymisation of the participants in the analysing process and in the thesis. The questionnaires were not anonymous

as it was necessary to compare each pupil's response before and after the reading project, and to connect observations made on each pupil to their questionnaire responses. However, we argue that anonymity and confidentiality is still maintained as we ensured that it was solely us who knew which answers and observations were connected to each pupil, as will be explained in the following paragraph.

To keep track of which pupil had done what in each session, their names were written down connected to the observations noted. However, directly after each reading session, their names were replaced by individual codes of four digits in the observation schemes. The table of what names were connected to which code was stored on our computers, protected by passwords, and deleted after the submission of the thesis. The interviews were conducted with the use of audio recordings for the most accurate data. As mentioned in Section 3.8.1.1, we used the recorder application in 'Nettskjema'. This was assessed as the safest option as the application encrypted each interview directly on our phones and uploaded them to 'Nettskjema' once each interview was ended. The interview could only be replayed from there, not from our phones. All interviews were deleted after the analysis process was terminated.

4 Results

This thesis investigates the thesis question *How may a period of facilitated Extensive Reading influence lower secondary school pupils' relationship towards reading English literature?* As our data set was of an incongruous size, the process of selecting which data to present in our report was laborious. However, we consider the eight findings presented in this chapter to contain the elements of our dataset that are most suitable to answer our thesis question, while simultaneously encompassing the breadth of the dataset. Every data item containing pupil answers has been translated by us from Norwegian to English, and we acknowledge the possibility that meaning to some extent may have been lost in translation.

The aspiration behind using pre-and post-questionnaires was to measure if there had been any change in each pupil's relationship towards reading, due to our intervention. However, it was not possible to detect any substantial difference in the responses to questions regarding their relationship towards reading before and after the project. Thus, for the sake of simplicity, results will only be presented from the post-questionnaire, except for Figure 8, 9, and 10, which compare their initial relationship towards reading literature and their attitudes towards the reading project.

4.1 Finding 1: The pupils find it 'boring' to read books

Finding 1 indicates that the pupils find it 'boring' to read books, and consequently, find it hard to concentrate while reading. As a result, they rarely read literature at home as they would rather do other things than read in their leisure time.

On the open-ended question in the questionnaire "Elaborate further on what you think about reading books", 52% (21) of the pupils used the word 'boring' to describe how they find reading books. Several of these responses emphasised that reading is less boring if the book is interesting, but that this seldom is the case. For instance, one pupil answered that "In reality, I don't like reading that much, but if I were to read a really good book, then I might enjoy it more".

Some answers suggest that a result of the pupils viewing reading literature as boring, is that they find it hard to concentrate while reading. On the question in the questionnaire "Do you experience it as difficult to concentrate when reading books?", the responses were:

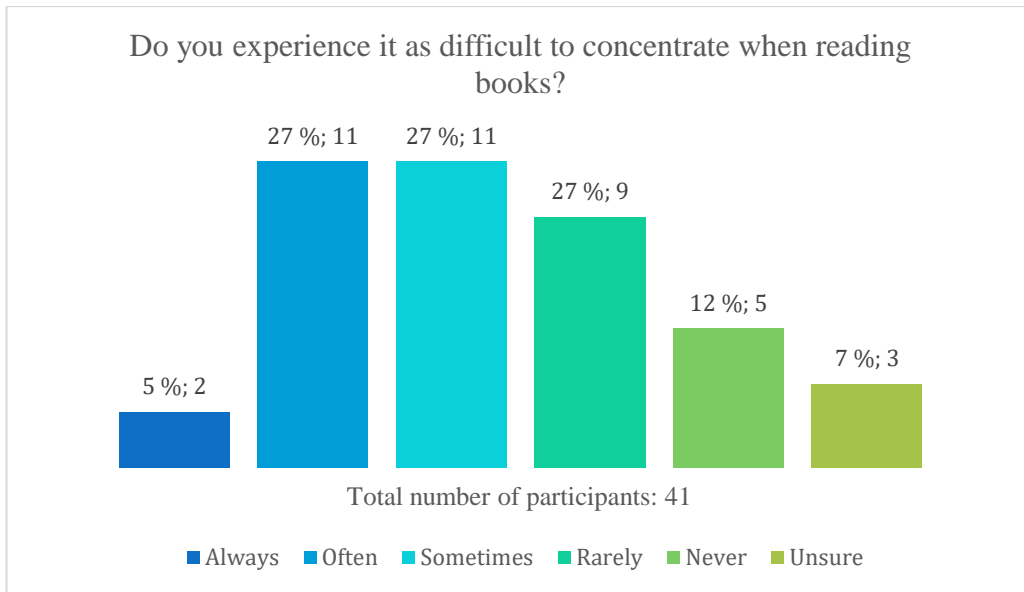


Figure 2: "Do you experience it as difficult to concentrate when reading books?"

For those who answered 'always', 'often' and 'sometimes', a follow-up, open-ended question appeared where they were asked to elaborate what they think is the reason they find it hard to concentrate when reading books. On this question, many answered that it is because they find it boring. One pupil answered, "because I would rather look at my phone, so maybe it is hard to concentrate because I still haven't found a book that is more interesting than looking at my phone". Another pupil answered that "I find it (reading) boring, and I have better things to do in my leisure time". When asked in the interview why she had stopped reading when she grew older, one pupil answered, "I mean, it is perhaps, when I was younger, I didn't have a phone, and now I would rather be on my phone or do other things than read". Another interviewee was asked "What is your motivation to read then, when you do it?", and she answered, "Maybe, it is because, we don't have Internet when we go camping and stuff".

The answers above indicate that the pupils would rather do other things than read. This can be connected to their responses on the question "How often do you read books written in English at home?" in the questionnaire:

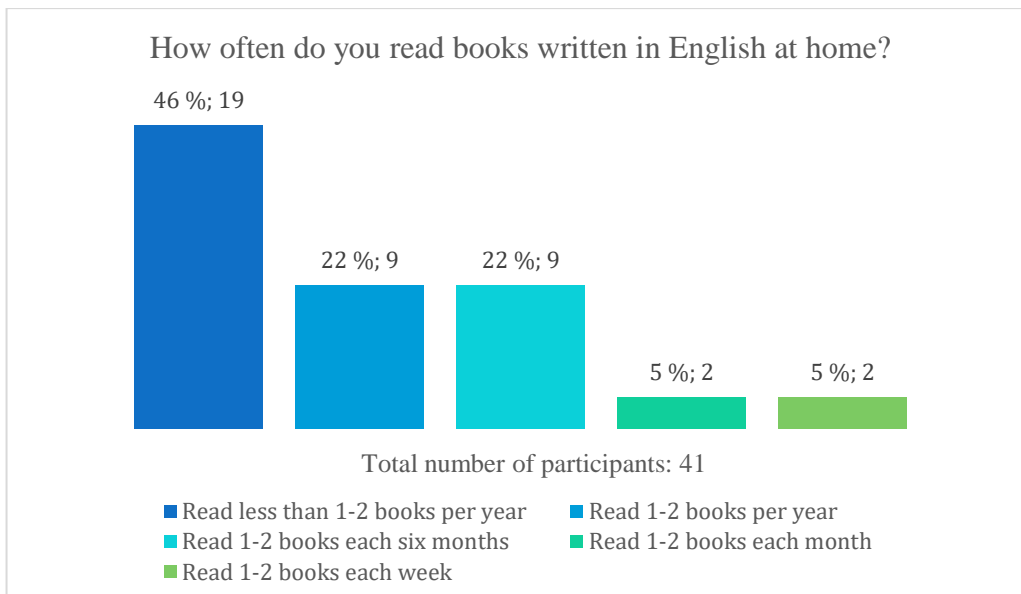


Figure 3: "How often do you read books written in English at home?"

Figure 3 shows that few of them read often at home, which can be connected to the answers that suggest that they find reading so boring that they would rather do something else instead.

4.2 Finding 2: The pupils' relationship towards reading is influenced by people around them

Finding 2 indicates that their relationship towards reading seems to be greatly affected by the ones around them, both directly and indirectly. The number and types of books they read seem to be directly affected by recommendations, either from their friends, family, or both.

In the interviews, when asked how they come across the books that they read, several of them stated that their friends and/or families recommends books to them. One interviewee answered that, "It's from my friends, they have recommended them to me". Another interviewee answered that, "If my dad has read a book and recommends it to me, and I like, read it, then we can discuss it, and it becomes something we have in common". A third interviewee answered:

"I hated to read when I was younger [...] but then I saw that my sister read this book series, so I tried to read one and I loved it [...] and I ended up reading like 13 of them."

On the question "What is your reason for reading at home when you do?", one interviewee answered, "It is that someone, that my mom, tells me to quit gaming and read something", and another interviewee answered, "Sometimes my dad takes me to the library, and we look at the books there and try to find a book that interests me". Another interviewee mentioned that, "My mom bought loads of books for me when I was a kid, which I did not like back then, but later I

have found them again and enjoyed reading them”. When asked “Do you think that your parents affect how much you read?”, an interviewee answered, “Yes, because we have a lot, a lot of books at home”.

In addition to their reading habits being affected, the pupils’ reading attitudes also seem to be affected by the people around them. In the interview, we asked “Do you think you are affected by what your friends feel about reading?”. One interviewee answered:

“Well... I guess so. Because none of them likes to read. If they had loved it and had, like, read during our breaks, then I would not have anyone to hang out with, and I would probably have started to read myself because they did so.”

An interviewee, who reads a lot, and mostly in English, answered, “My friends like to read too, and many of them prefer to read in English as well”. Another interviewee, who does not like to read, answered, “Well, I don’t think my friends like to read either”. These results indicate that their attitudes may often correspond with the attitudes of their friends.

We observed that one of our interviewees chose to read the same book as one of his friends. When asked in the interview if this was on purpose, he answered:

“Well, yes [...] we just said to each other that we would not read much anyways, so we just picked a book [...], because we knew from the start that we would not read that much, considering that we are the people we are.”

In other words, they had decided before the project that they did not want to read. This indicates that both attitudes and habits might be affected by friends.

4.3 Finding 3: The pupils are aware of the benefits of reading

Section 4.1 displays that the majority of the pupils’ attitudes towards reading is that it is boring, and that they would rather spend their leisure time doing other things than read. Despite those negative attitudes and habits, Finding 3 indicates that most of them seem to be well aware of the extensive benefits of reading, and that this can function as motivation for them.

On the question “Do you experience that your English skills improve from reading in English?” in the questionnaire, the responses were:

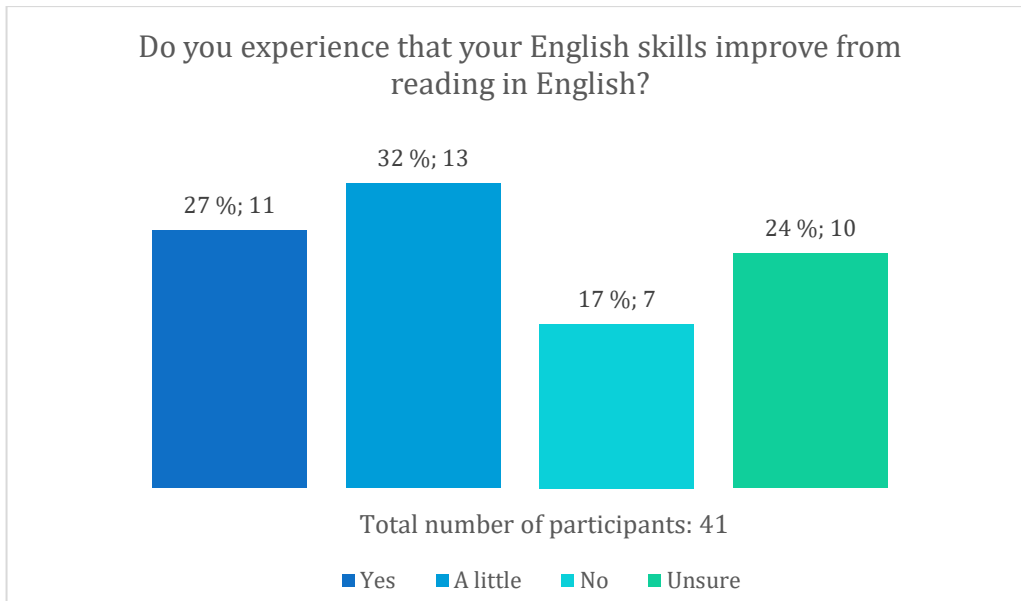


Figure 4: "Do you experience that your English skills improve from reading in English?"

Figure 4 illustrates that 59% (24) of the pupils responded positively to this statement, whereas only 17% (7) of the responses were negative. For the pupils who answered 'yes' or 'a little', an open-ended question appeared where they were asked to elaborate on their answer. On this question, every single response emphasised that reading in English develops their vocabulary, grammar, and/or syntax skills. For instance, one response was "I learn new words and terms, and I see how sentences and texts are built up"; another was "I learn new words because if the new word is repeated throughout the book, then I recognise it"; and a third was, "When I read in English I get accustomed to the language and their way of writing, it improves my writing skills and my grammar and stuff".

When given the statement "I think reading English literature is a good way to learn the language" in the questionnaire, the answers were:

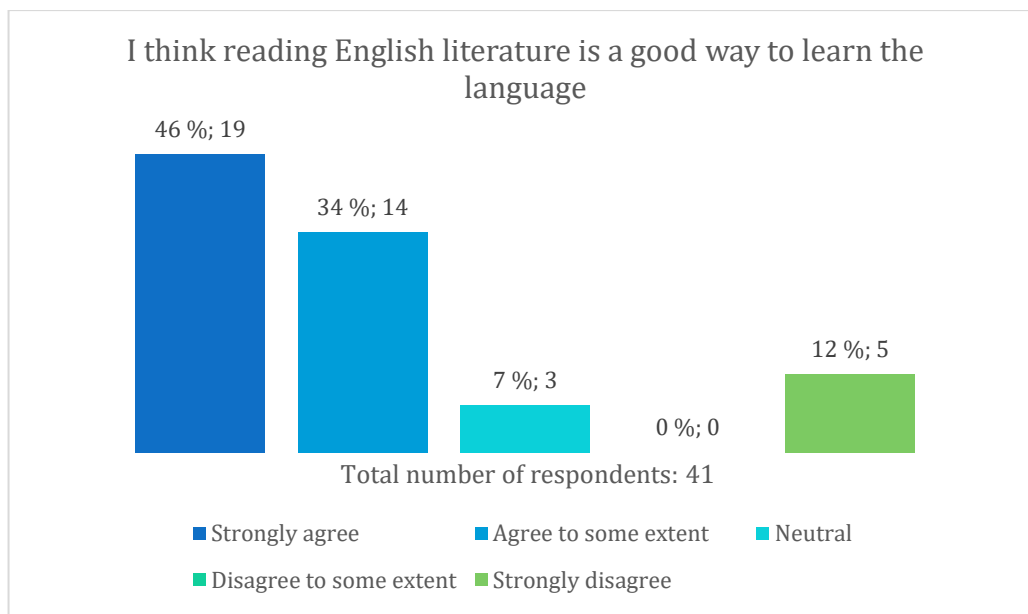


Figure 5: "I think reading English literature is a good way to learn the language"

The answers to both this question and the previous one show that the pupils are aware of the benefits that can result from reading. Even though Finding 1 suggests that they are not especially fond of reading, the current finding proposes that the positive outcomes from reading could still function as a motivating factor for them. When asked what motivated him to read, one interviewee, who initially expressed a dislike for reading, answered “Well, I know that it (reading) can help with, kind of, my grammar and everything like that”. Another interviewee who was asked “What is it that gives you the urge to read?”, answered, “Well, [...], the fact that I know that I can get something out of it, [...] one can make less writing errors and stuff, one can get better at writing and better at school and stuff”.

Additionally, they seem aware that the more you read, the better your reading and language skills will become. One interviewee said, “I think that the longer we had kept on doing this (ER sessions), the better we would have become (at reading)”. Moreover, the pupils acknowledged that the more you read, the more you might enjoy it. When asked the question “What do you think will make you enjoy reading more than you do at present?”, one interviewee said: “Maybe if I just keep on reading new, even *more* books”. On the same question, another interviewee answered “I don’t know, I just... I think just, reading *more*”.

4.4 Finding 4: Reading for pleasure was new to them, and they enjoyed it

Finding 4 indicates that the pupils were not used to reading for pleasure in English class. For them, reading literature in school was associated with post-reading tasks, and they seemed to

enjoy being allowed simply reading to read, not read to produce. Many of the pupils emphasised that they were demotivated to read when they knew that they had to write book reports or answer questions about the reading material afterwards.

In the questionnaire, when asked to elaborate upon what they thought about reading books, one pupil answered, “I think reading is fun, right up to the point where I have to write something about it”. In an interview, one pupil explained that for her, reading in school settings was associated with book reports and analyses, which could be one reason that she was negative towards reading:

Interviewee: “Reading is boring if one has to write reports or stuff after reading, because I cannot bear it, I hate writing analyses and stuff, I am so bad at it [...]”

Interviewer: “So, that is what you associate reading with, at school?”

Interviewee: “Yes, we always have to write analyses when we read in the Norwegian subject for instance [...] I thought this (the ER project) was much better, when we were allowed to read just to read, not to analyse the book afterwards or write a book report.”

In the interview, when asked the question “What can the teacher do differently so that you would enjoy reading in English class more?”, one interviewee said, “Well [...] maybe that we are not forced to write book reports. That we can simply read just to read”.

Many pupils emphasised that the ER period was different to their regular English teaching, and that they enjoyed the reading sessions. In the questionnaire, they were asked to elaborate their opinion of the reading project, and several of the answers regarded this. Examples of their answers are:

- “I think the period of reading sessions have been educational and something out of the ordinary. I think it has been nice to do something different, and not the things we usually do in English class.”
- “I think it has been nice that we got to try something new, I found it fun [...]”
- “[...] it was nice not to have to write all the time.”
- “I think it has been good since we have not had to sit in front of the screen and write every English lesson. I liked that we got to choose our own books, so that we got to read something we found interesting.”

- “It has been OK. I think it has been nice to get to read without having to write a book report or analysis. Then it is more fun, compared to if you read and know that a book report awaits you when you are finished.”

All the responses listed above emphasise that the reading sessions were something they were unaccustomed to. Moreover, they seemed to enjoy simply reading to read in English class.

One pupil emphasised in her interview that she was excited to read an entire book in the reading project, as they usually only read excerpts from books in class:

Interviewee: “[...] I have looked forward to reading books in class, since it is something we kind of never have done before.”

Interviewer: “Would you prefer if you read more at school than what you do now?”

Interviewee: “Yes, actually [...] or rather, the stuff we read at school is another kind of... More like texts we find online and stuff.”

Interviewer: “Like, excerpts?”

Interviewee: “Yes.”

This also emphasises that the ER approach to literature was new to this pupil.

4.5 Finding 5: Their attitudes towards the ER project changed during the period

Finding 5 indicates a change in attitude towards the ER project during the period for several of the pupils. Results presented in this section may indicate that this change in attitude might be caused by the development of a reading habit, an experience of improvement in reading and language skills, and/or the realisation that the project did not contain post-reading tasks.

In the interviews, we asked the question “Do you think your attitude towards the reading project changed in any way during the project?”. Several of the interviewees expressed that their attitudes towards the reading project had improved during the period. For instance, one interviewee answered:

“Yes, I think so. I think that in the beginning I thought that it would be boring, that you just had to sit there and wait for the time to pass. But at the end (of the period) it was more like, you did not want the time to be up, because you just wanted to continue to read.”

Similarly, another interviewee stated that:

“I mean, like, usually, we don’t read, you know, so in the beginning (of the period) I found it kind of boring, I would rather do something else, but later, it became better, then it was not as boring anymore.”

These answers indicate that the positive development in their attitudes towards the reading project changed because they became more accustomed to reading.

When given the statement “I experienced that it became easier to read in English during the reading project” in the questionnaire, the pupils’ responses were:

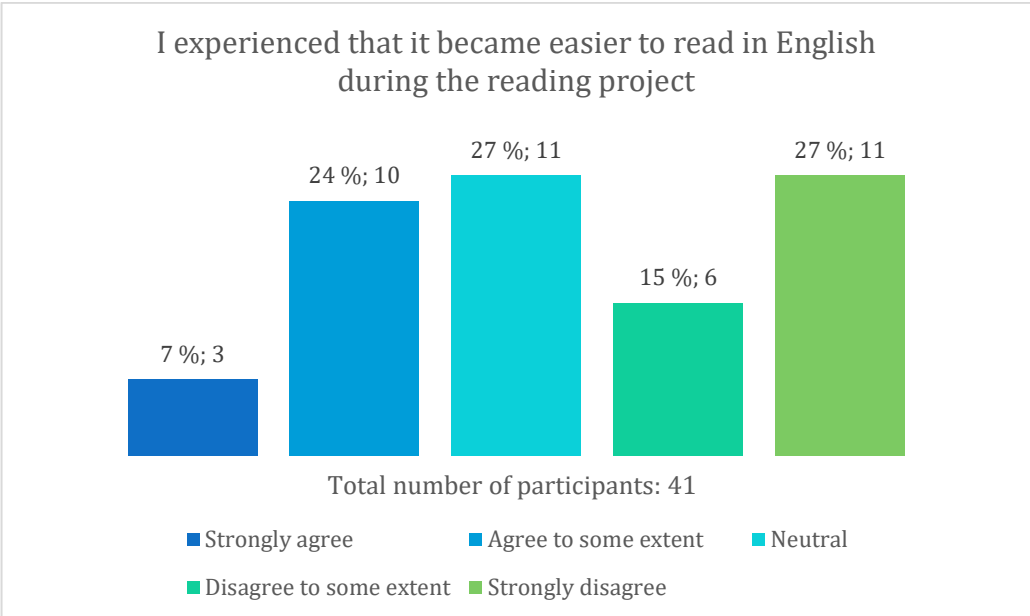


Figure 6: "I experienced that it became easier to read in English during the reading project"

Figure 6 shows that 31% (13) of the pupils experienced that it became easier to read during the project. 27% (11) of the pupils were neutral, and 42% (17) of the pupils were negative to this statement. In contrast, the interviewees were more unanimous to whether they experienced reading to become easier during the project. In response to the question, “Have you experienced any improvement in your English reading skills during the period of ER?”, one interviewee said, “I experienced that I got a little better at reading in English”. Another interviewee stated:

“[...] After a while it was better [...] because I hadn’t read in a while, so I noticed that in the beginning it was heavy to read, but after a while, when I got the hang of it again then it was easier to read the book.”

In the questionnaire, when presented with the statement “I experience that my English skills have improved from reading during the reading project” the responses were:

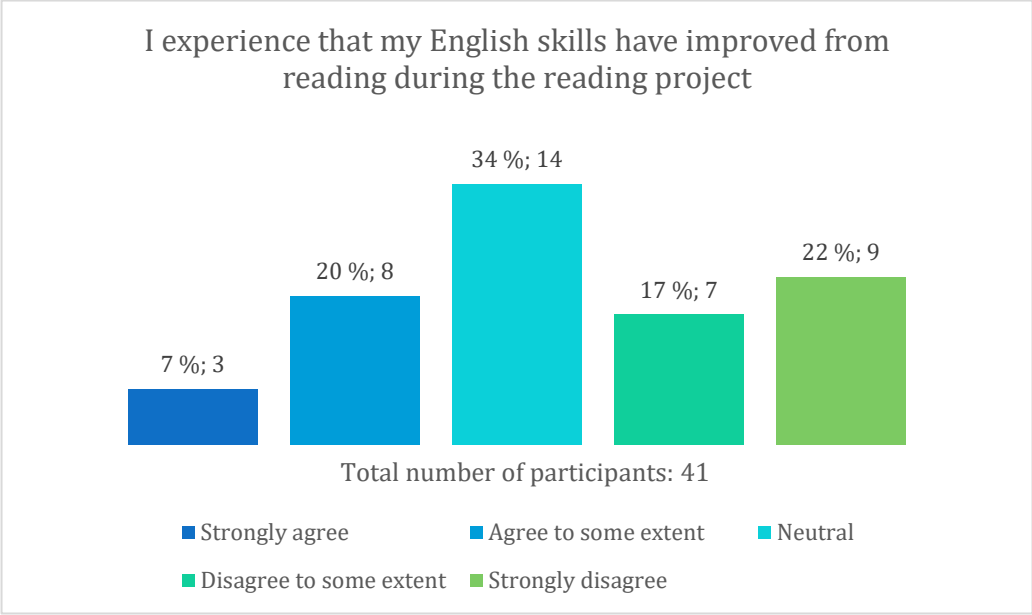


Figure 7: "I experience that my English skills have improved from reading during the reading project"

Figure 7 shows that 27% (11) of the pupils experienced improvement in their English skills due to the ER period. 34% (14) were neutral, and 39% (16) were negative to this statement. Several of the interviewees stated that they were unsure if they had experienced improvement in English skills during the current reading project, but that they had previous experience with this. On the question “Have you previously experienced language benefits from reading?”:

“Yes. I mean, I think of reading as something that can also be good for the subject because I have noticed through the reading that I have done through the years, that I got a much greater vocabulary because of it.”

On the question “Have you experienced language benefits from reading during the reading project?”, one interviewee answered, “Maybe not during this period, but earlier when I have read a little in English, I definitely think that I got better in English”. Another interviewee answered, “No, not that I have noticed. But it is probably something that comes without one noticing”, which indicates that the pupil is aware that reading can result in implicit development of language skills.

Even though they were unsure if they had experienced improvement in reading skills and language skills during the current project, they seemed to acknowledge that with longer

exposure to reading, this might occur. For instance, one interviewee stated that, “I think that the longer we had kept on doing it (ER), the better we would have become (at reading)”, while another interviewee stated: “If we had continued this reading project for longer, I think it would have been more fun, because it (reading) was something new, so we were not used to it [...]”.

Another aspect that might have caused a change in attitude towards the reading project regards the prospect of post-reading assignments. One pupil expressed in her interview that:

“[...] at first, I thought that we would have to write something after, like we usually do, but when I saw that we did not have to do any assignments about it or something like that, I thought it (the period of ER) was very OK.”

The quote above indicates that this pupil’s attitude towards the reading project improved during the period as she realised that she would not have to do any post-reading activities and could just enjoy the reading itself.

4.6 Finding 6: The pupils felt positively towards choosing their own reading material

Finding 6 shows that the pupils had positive feelings towards the choice of reading material being autonomous. In the open-ended question in the questionnaire where they could write two sentences about their opinion of the reading project, several of the pupils commented on the autonomy in choosing reading material. For instance, one response was, “I liked that we got to choose books ourselves. In that way the topic made it more interesting for me”, another one was “I think it was nice that I got to choose a book about football”, and another one was “I enjoyed the book I chose, I had fun with it”.

When asked if they thought it was good or bad that they were allowed to choose which book to read themselves in the project, all 10 interviewees said that they thought it was a good thing. One interviewee said:

“I think it was a very good thing, that it was not decided for us within a certain topic or something, or that we were handed a book to read, but that it was more like ‘find yourself a book that suits you the best’.”

Another interviewee answered:

“I think it is a good thing, because if it were like, everybody had to read one book, then at least half of the class would not like that book, because it is so difficult to find one book that everybody enjoys.”

However, some of our results indicate that the autonomy in choosing reading material may not solely be a good thing. For instance, one interviewee said, “[...] my choice of book was bad because I just took one without considering it because I knew that I would not read that much in the reading sessions anyway”. Another interviewee said: “I was not happy with the book I chose, I did not care which one I took, so I did not like it either”. From early on in the project period, we made observations which could indicate that several pupils were unsatisfied with their reading material, even though they had chosen it themselves. This was discussed in our reflection sessions, where it was decided that they were to be given the opportunity to choose a new book in their fourth reading session. Approximately 10 pupils changed books in the fourth session. It was further decided that the book selection should be present in every reading session to facilitate the change of reading material. Nevertheless, when asked to elaborate on what they thought about the ER period in the questionnaire, some pupils insinuated that they were still discontented with their choice of books. One response was “I think it has been boring because I chose the wrong book related to my taste. But if I had chosen a different book, it might have been fun”, and another was “I mean, it has been a vibe. I probably could have chosen a different book, a more interesting one, which would have made it more exciting”.

4.7 Finding 7: Their attitudes towards the reading project were more positive than their initial attitudes towards reading English literature

Finding 7 indicates that the pupils’ attitudes towards the period of ER were surprisingly positive considering their negative attitudes towards reading before the ER project (see Section 4.1). The difference in their attitudes towards reading literature in general and their attitudes towards the reading project can be interpreted from comparing the two charts below:

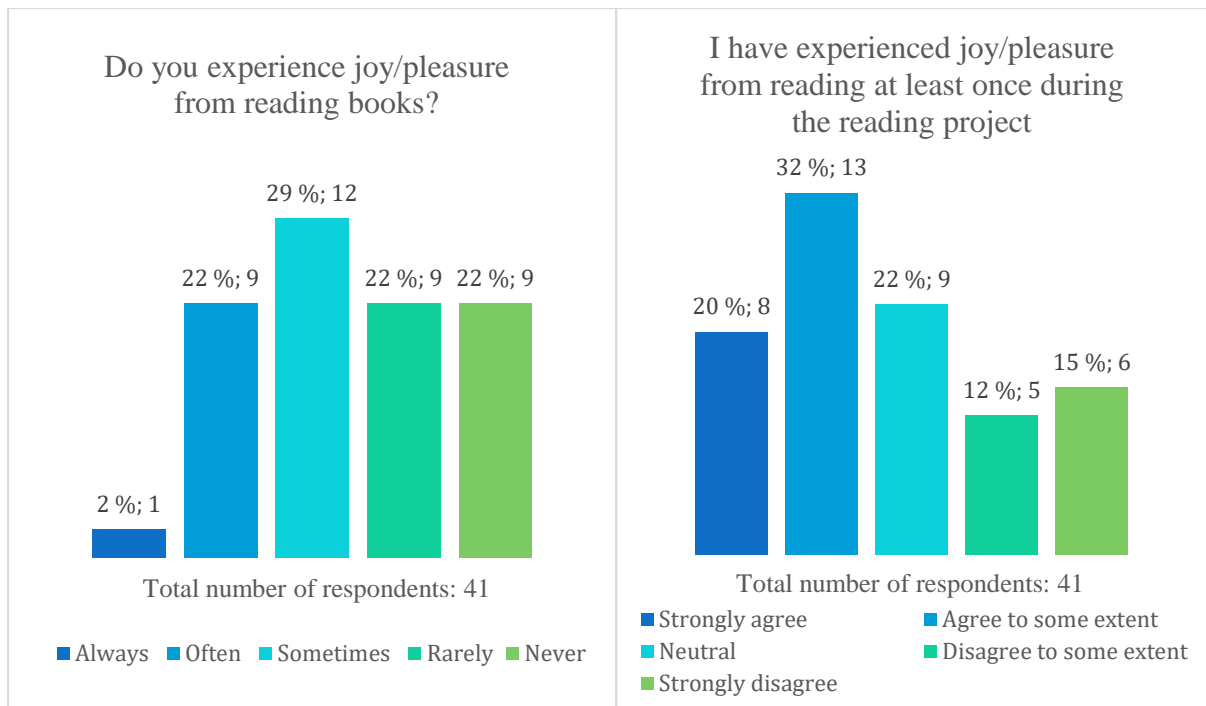


Figure 8: Comparison of experienced reading pleasure from before and after the reading project

These charts illustrate the answers to the question in the pre-questionnaire “Do you experience joy/pleasure from reading books?” and the answers from the statement in the post-questionnaire “I have experienced joy/pleasure from reading at least once during the reading project”. The variable ‘unsure’, which constitutes 2% (1) of the respondents, has been omitted from the first diagram for the sake of a perspicuous comparison of the two questions. The two charts are not fully comparable as one of them is a question while the other is a statement, and they inquire slightly different things. Additionally, the Likert-scale alternatives are not identical.

However, we argue that a comparison is relevant despite these differences. Only 24% (10) pupils said that they experience reading pleasure before the ER project. In comparison, 52% (21) of the pupils said that they had experienced reading pleasure during the ER project. More than twice as many pupils answered that they had experienced reading pleasure during the project than the number of pupils who answered that they experienced reading pleasure from reading before the project.

However, 27% (11) pupils disagreed to having experienced reading pleasure during the project. The last question in the questionnaire asked them to write two sentences about how they thought the period of reading sessions had been. The examples presented below depict the variation of negativity and positivity in the pupils’ opinions of the project:

- “I think the project has been fun and good, I have learnt new words and got better at reading. It feels easier to read English books now than before.”
- “I think it has been boring, I could not concentrate, so I just sat there with my book and stared in front of me until the session was over.”
- “It has been OK, even though I am not a fan of reading. I liked to spend a little bit of English class on it.”
- “It has been good. I feel like I have become a little bit better at reading English.”
- “Good with a variation in class. Has been fun, but sometimes a bit boring as well.”

To the same question, one response was, “I think the project has influenced a little how I think reading has been, that it has been a lot more fun [...]”. This pupil directly states that the project has influenced his attitude towards reading English literature.

As a contrast to the responses in the questionnaire listed above, the interviewees were unanimous in their opinions about the reading project. Illustrated below are some examples of their answers when asked what they thought about the reading project:

- “I think it has been nice, a good way to start the day.”
- “I think it has been nice to be allowed to read in school, to get a little time each lesson. And it might make it easier to like, start to read more at home, having read some in school.”
- “I think it has been so nice, to finally do something I like to do in class, to, yeah, just get those 15 minutes you know, it’s relaxing.”

Even though their initial attitudes towards reading English literature before the project did vary, all the 10 interviewees were exclusively positive towards the reading project.

4.8 Finding 8: Some of them wanted to continue with ER after the reading project had ended

Finding 8 indicates that several of the pupils wished that the reading project would continue further, and that they wanted ER sessions to be included in their English teaching in the future as well.

When asked, “Do you wish that the period of ER could continue further?” in the interview, five of the interviewees said ‘yes’, five of them were neutral, and none of them said ‘no’. One interviewee said, “I could wish that we would always have it like this (the reading project)

[...].” It is worth mentioning that this pupil was negative towards reading before the project and connected reading in school solely to post-reading tasks. When another interviewee was asked, “Is there something the teacher can do so that you will enjoy reading books more?”, he answered, “Yes, for instance by continuing this period of reading longer, also after this”.

Several observations made during the ER period might indicate that the pupils enjoyed reading during the reading sessions. For instance, on several occasions, pupils continued to read after the teacher announced that the reading session was over. One example of a quote regarding this from the observation schemes is: “Pupil continues to read for 3-4 minutes after reading session is over”. In another reading session, this observation was made:

“Four pupils continue to read after reading session is over. One of them continues to read even though half of the class stands up to walk to another classroom. Does not put down the book until teacher tells him to follow the rest of his group out of the classroom.”

In the last reading session, when we terminated the reading project, one pupil came to us after the lesson and said, “Oh, but I was in the middle of my reading, I don’t want to hand in my book...”. We told him that he could keep the book until the week after to finish it. He replied, “Oh, do you mean it? Thank you so much!”. Shortly after, another pupil asked us if she could use the rest of the English lesson that day to continue reading her book as she was finished with the assignment that they were supposed to spend that lesson doing. The teachers allowed her to, and she seemed pleased. The same pupil said: “My sister has this book at home, so I will keep on reading it at home even though I cannot read it at school anymore”.

Several of the interviewees expressed that because of the reading project, they had been positively motivated, and even inspired, to read more at home than what they had done in the past. For instance, one interviewee said:

Interviewer: “Do you think that because you have read some in school during the project can lead to that you want to read more at home?”

Interviewee: “Yes. At least English books I think.”

Interviewer: “Why do you think so?”

Interviewee: “Well, because now I have kind of seen that there are many fun books and that, yeah [...]”

Interviewer: “That it is something you can do at home?”

Interviewee: “Yes.”

Another interviewee said, “It maybe makes it easier to start reading more, that you have, like, read a little in school”, and another one said:

“Yes, maybe for me. [...]. I don’t know, maybe if I get the book home with me, like read it in school and ‘oh this story was very exciting’, and then you take it home with you and then you read at home.”

Even though results from the interviewees and our observations indicate that some pupils wanted the project to continue further, and that some pupils wanted to read more at home due to the project, certain comparisons of the pre- and post-questionnaires do not indicate the same.

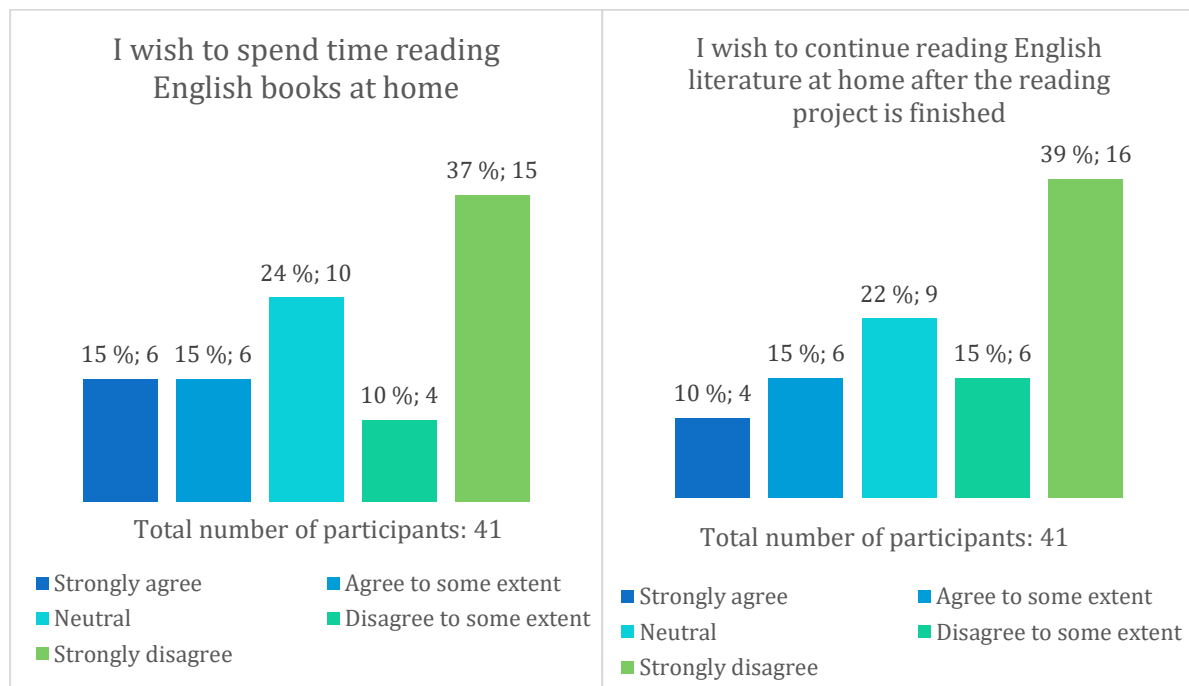


Figure 9 Comparison of attitudes towards reading English literature at home

The two charts above display the answers to the question from the pre-questionnaire “I wish to spend time reading English literature at home”, and the answers to the statement in the post-questionnaire “I wish to continue reading English literature at home after the reading project is finished”. Before the project, 30% (12) pupils were positive to reading books at home, while

after the project, only 25% (10) pupils were positive. As illustrated, their opinions regarding if they wished to read English literature at home were slightly more negative after the project.

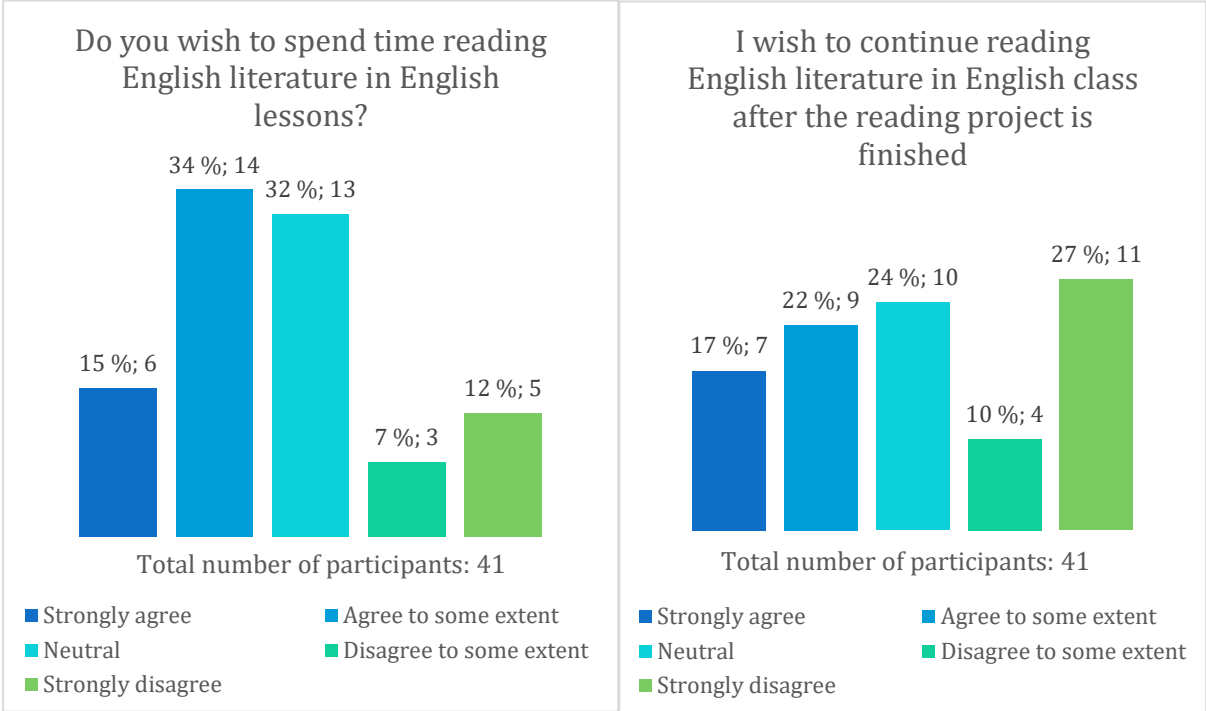


Figure 10 Comparison of attitudes towards reading English literature in English class

The two charts above illustrate the answers to the question from the pre-questionnaire “Do you wish to spend time reading English literature in English lessons?”, and the answers to the statement from the post-questionnaire “I wish to continue reading English literature in English class after the reading project is finished”. Before the project, 49% (20) pupils were positive, while after the project, only 39% (16) pupils were positive towards continuing to read English literature in English class. Comparing these two charts, one can see that their attitudes towards this were in fact more negative after the project.

Through comparing Figure 9 and Figure 10, it is visible that the percentage of pupils wanting to continue to read English literature at school (39%) is higher than the percentage of pupils wanting to continue to read English literature at home (25%). In other words, even though they were not more positive towards reading English literature at home or at school after the project than before the project, they were more positive towards continuing to read literature at school than at home.

5 Discussion

This study investigates the thesis question *How may a period of facilitated Extensive Reading influence lower secondary school pupils' relationship towards reading English literature?* To answer the thesis question, we have investigated three research questions, which will be addressed in this chapter:

1. *What do the participants say about their relationship towards reading English literature?*
2. *What do the participants say about the implemented period of facilitated Extensive Reading?*
3. *Has the implementation of Extensive Reading in the English subject influenced the participants' relationship towards reading English literature in any way?*

In the following, the research questions will be discussed and answered in the order presented above. After this, some further reflections are presented.

5.1 The pupils have little experience with reading English literature

The first research question is: *What do the participants say about their relationship towards reading English literature?* Overall, our results seem to indicate that most of the pupils have little experience with reading English literature, both at home and at school. The following sections will display the various implications this may cause for their relationship towards reading English literature.

5.1.1 The pupils think of reading literature as 'boring'

As Finding 1 shows, the pupils find reading English literature to be boring. Hayles (2007, p. 194) argues that today's youth is more accustomed to *hyper attention* tasks than *deep attention* tasks. Individuals accustomed to the cognitive style of *hyper attention* are likely to become bored or impatient when given a task that requires *deep attention* (Hayles, 2007, pp. 187-188). As reading literature is an activity that typically demands the skills of *deep attention* (Stiegler, 2010, p. 73), one reason the pupils find it boring to read literature may be that they search for higher amounts of stimuli. Hayles (2007, 192) presents research that proves the human brain develops mastery for the tasks that it practices. The extensive exposure to screen media has possibly made the pupils' brains into experts on handling rapid stimuli, making the activity of ER appear boring in comparison. If the pupils had been more accustomed to reading longer texts for pleasure, their brains might become more trained for *deep attention*, which would

enhance their *deep reading* skills (Gordon, 2023, p. 29). Consequently, the pupils might find reading to be more pleasurable.

Several pupils expressed that when they read literature in class, it always resulted in post-reading assignments. They emphasised that the prospect of writing book reports or answering questions about the reading material afterwards was demotivating. The association of reading literature with reading for production, rather than for pleasure, may serve as another reason why they view reading as boring. This was confirmed by two of our interviewees, who explained that for them, reading in class was associated with writing book reports. Carlsen (2018, pp. 124-125) argues that for teachers to successfully give their pupils positive reading experiences, it is crucial that the pupils do not associate reading periods with follow-up schoolwork. Therefore, allowing the pupils to read without the prospect of post-reading assignments, might make reading a more positive experience for them.

Another reason the pupils find reading literature to be boring might be that entire works of literature are never used in their English teaching. As stated by one interviewee, only text excerpts were used when they read literature in English class. Studies show that the use of text excerpts is overutilised in second language teaching despite the reported benefits of using entire works of literature (Charboneau, 2016; Grabe & Yamashita, 2022; Vierma, 1991). Our results align with the studies of Brevik and Lyngstad (2020), Carlsen (2018), and Krashen (2004), which show that teachers often rely on intensive approaches to reading literature in class. Several studies suggest that IR does not result in the same amount of reading pleasure as ER (Bamford & Day, 1997; Goctu, 2016; Krashen, 2004). Thus, as our participants are mostly exposed to IR and the usage of excerpts in IR, they might not have experienced the reading pleasure that ER may provide. This can serve as another reason why they view reading literature to be boring. If the pupils had been more exposed to ER in English class, they might be more accustomed to *deep reading*, which is reported to increase the reader's engagement with the text (Bland, 2020, p. 73).

In other words, whether teachers choose to utilise IR or ER might impact the amount of reading pleasure pupils experience, which in turn can impact their relationship towards reading literature (Anderson et al., 1985; Baba & Affendi, 2020; Chettri & Rout, 2013; Dwyer & Dwyer, 1994; McKenna, 1994). Moreover, the core elements in the curriculum for the English subject state that pupils shall be given the opportunity to interact in authentic situations (Ministry of Education and Research, 2019b). Vierma (1991, p. 57) emphasises that 'authentic

situations' with the second language is difficult to achieve, but that literature can be an accessible source of such. We value this to be another important argument for teachers to prioritise reading entire works of literature over using solely excerpts of literature.

5.1.2 The pupils lack a developed reading habit

Finding 1 shows that few of the pupils read literature in their leisure time at all. If reading habit is to be understood as defined by Chettri and Rout (2013, p. 13) "repeatedly reading literature voluntarily in their leisure time" then it can be claimed from our results that only three pupils had a developed reading habit. Bamford and Day (1997, pp. 2-3) express that, as with any other human skill, the ability to read improves only through practice. According to our results, most of the pupils seem to lack practice with reading extensively, both at home and at school. If the ability to read improves only through practice, the lack of it might lead to an accumulative 'poor-gets-poorer' effect (Altun et al., 2022, p. 568; Stanovich, 2009, pp. 36-68). The less they read, the less fluent and skilful they will be, and the less pleasurable the task of reading will be. Thus, the pupils' lack of reading habit is a significant concern related to their relationship towards reading. Our results also show that several of the pupils find it hard to concentrate when reading books. As the pupils' struggle with concentration may be both a result of, and a cause for, their lack of reading habit, it is another factor of the accumulative effect.

Our results align with the results of PISA 2018, which found that more than 50% of Norwegian pupils never read in their leisure time, and only read if they are forced to (Roe, 2020, p. 112 & 115). The cultivation of a strong reading habit can develop reading speed, fluency, and vocabulary, while simultaneously providing general knowledge and intercultural competence (Bamford & Day, 1997, pp. 2-3). To compensate for their lack of reading habits in their leisure time, we highlight the importance of teachers prioritising reading of literature in class to gain the aforementioned benefits. This view is supported by Baba and Affendi (2020, p. 110), who argue that schoolwork closely related to library reading, e.g., ER, is an important factor in developing pupils' reading habits.

5.1.3 Other activities than reading literature are more tempting

Finding 1 indicates that many of the pupils emphasise that they would rather spend their leisure time using their phones, computers, or playing video games, than read literature. This aligns with studies which show that technological pastimes requiring *hyper attention* dominate the leisure time of adolescents, while reading print books is the activity they least often practice in their spare time (Baba & Affendi, 2020; McKenna et al., 1995; Reid-Chassiakos et al., 2016).

One pupil answered that, “I seldom find reading fun because it is only text”. The phrasing “only text” may indicate that the low pace stimuli of reading literature bores her. Thus, *hyper attention* activities seem to be a more tempting pastime than the *deep attention* activity of reading literature. According to McKenna et al. (1995, p. 939), adolescents’ level of reading motivation is a result of their attitudes towards reading compared to their attitudes towards activities other than reading. In relation to our results, this can explain why activities that stimulate their highly developed skills of *hyper attention* are chosen over reading literature in their leisure time.

Moreover, McKenna et al. (1995, p. 939) explain that pupils’ expectations about the outcome of reading determines their motivation to read, and their attitudes towards reading. If the pupils’ expectancy towards reading is that it will be boring, their motivation to read might consequently be low. Likewise, if they expect other leisure activities to be more joyous, useful, and important to them, they might choose said activities instead of reading. Several pupils mentioned this. For instance, one interviewee said: “I would rather look at my phone, so maybe it is hard to concentrate on reading because I still haven’t found a book that is more interesting than looking at my phone”. If a pupil is to maintain engagement and uphold focus on a task for a longer period of time, it is crucial that they value it as important (Kelley & Decker, 2009, p. 469). Thus, to cultivate reading habits for the pupils, it is necessary to give them more positive reading experiences, so that the prospect of reading pleasure might make reading literature a more tempting pastime.

5.1.4 The pupils’ extrinsic reading motivation

Even though the pupils have little experience with reading literature, Finding 3 indicates that the pupils acknowledge the development ER can cause for their vocabulary, grammar, and syntax skills. Additionally, they think reading English literature is an effective teaching approach to learn the language. Several studies support that the benefits of ER include reading proficiency, vocabulary acquisition, grammar and spelling skills, and writing skills (Camiciottoli, 2001; Elturki & Harmon, 2020; Eun-Young & Day, 2015; Krashen, 1982; Lai, 1993; Mason & Krashen, 1997; Mikulecky, 2008; Puspa & Ragawanti, 2022; Robb & Susser, 1989; Yamashita, 2004). The prospect of benefits from reading seems to motivate the pupils even though their general attitudes towards reading literature are negative. An intrinsically motivated pupil reads because the act of reading is enjoyable and rewarding in itself, while an extrinsically motivated pupil reads due to external demands or external incentives (Khan et al., 2017, p. 42; Ryan & Deci, 2000, p. 60).

Wang and Guthrie (2004, p. 165) define *grades* to be one of the elements within *extrinsic motivation*. They explain that the prospect of a high grade or another kind of reward, makes the task in question motivational to do for the pupil, because it is viewed as a way to improve their skills or reach their goals. Being motivated to read due to the prospect of improved language skills may therefore be an *extrinsic motivation*, as it might help them reach their academic goals. As the focus on performance tends to increase as pupils advance from elementary school, *extrinsic motivation* seems to influence most actions while *intrinsic motivation* consequently fades (Guthrie & Wigfield, 2000, p. 408; Khan et al., 2017, p. 42; Ryan & Deci, 2000, p. 60). Kelley and Decker (2009, p. 467) support this by stating that pupils are gradually presented with more challenging texts as well as the amount of pleasure reading usually decreases. Our participants, being lower secondary school pupils, might be inclined to focus on how to enhance their performance and reach a higher grade.

As our results show that most of the pupils seldom read literature in their leisure time, their *extrinsic motivation* to read literature seems insufficient. This relates to Ryan and Deci's (2000, p. 60) argument that *extrinsic motivation* may be less powerful than *intrinsic motivation*. Most of the pupils are motivated to read because of the reward of language proficiency development, not the reward of reading pleasure. As Finding 4 show, the pupils' relationship towards reading literature in school is mainly instrumental. However, three of the pupils did read extensively in their leisure time, and reported that they read because they enjoyed it. Wang and Guthrie (2004, p. 165) define *involvement* to be a factor within *intrinsic motivation*, where the pupil is motivated to read by the feeling of pleasure from reading and immersion in the text. The three pupils thus seem to be more intrinsically motivated to read than the rest of the participants. However, Ryan and Deci (2000, p. 60) emphasise that few actions are solely intrinsically motivated. It may be claimed that if the pupils are motivated by *involvement* rather than, or in addition to, *grades*, their motivation to read might be stronger. We argue that pupils can be given opportunities to experience reading pleasure through implementing ER in English class, which might aid the development of a more *intrinsic motivation* to read literature.

5.1.5 Some of the pupils view themselves as 'non-readers'

As a consequence of their lack of experience with reading literature, some of the pupils seem to view of themselves as 'non-readers'. Some of the pupils expressed that they do not enjoy reading, that they never will, and that reading is not "for them." Both the theory of *self-efficacy* and *self-determination theory* can be connected to these results. Bandura (1997, p. 21) identifies

self-efficacy as the individual's own perception of their ability to master the task presented to them. In relation *self-determination theory*, the need to feel that you can master the task, is essential for the level of motivation to do said task (Deci and Ryans, 1985, p. 58). Our results indicate that the pupils who did not think of themselves as 'readers', viewed reading literature as something they were not able to master, and were consequently demotivated to read.

Moreover, some of them believed that one's attitude towards reading was unchangeable. One pupil expressed in his interview that "[...] to enjoy to read books I think you have to be born with it, because [...] It is a personality trait, kind of". According to this pupil, you are either capable of reading and enjoying it, or you are not. Another interviewee said this when asked why he and his friend chose to read the same book in the project:

"[...] We just said to each other that we would not read much anyways, so we just picked a book [...], because we knew from the start that we would not read that much, considering that we are the people we are."

The quote above suggests that the decision not to read was made before the project, because they 'were the people they were', which indicates that they view themselves as 'non-readers'. Kelley and Decker (2009, p. 467) argue that *self-efficacy* is more determinative to whether one succeeds at a task than one's actual abilities to succeed. The two boys did not believe that they would enjoy or master reading English literature in the ER project, and therefore did not attempt to either, making it irrelevant whether or not they were capable of mastering or enjoying reading English literature. The pupils' expectations of the outcome have great power over what that outcome will be, regardless of whether they expect to fail or succeed (Kelley & Decker, 2009, p. 470). If you expect to fail, you may quit the task when challenged, never experience success, and may never know if mastery of the task was possible. The pupils who viewed themselves as 'non-readers' did not seem to give the reading project a chance to become a positive reading experience, even though it might have been, and therefore it was not for them. High teacher expectations concerning their pupils' learning abilities can foster greater learning (Dwyer & Dwyer, 1994, pp. 67-68). We believe that through continuously conveying their beliefs in the pupils' abilities to read, and that they might enjoy it, teachers might influence the pupils' negative belief that they are unable, and unwilling to read.

5.1.6 The influence of friends and family

Finding 2 indicates that the pupils' relationship towards reading English literature is affected by their friends and family. McKenna et al. (1995, p. 939) and Akhmetova et al. (2022, p. 2) confirm that individuals' reading attitudes are formed by their surrounding environment. Our results show that book recommendations from friends seem to determine what, and how much, the pupils read. Klauda (2009, p. 350) state that adolescents are often influenced by the opinions of friends. During the reading project, we made observations which support that several of the pupils are affected by their friends. Especially one group of four boys was found interesting in this regard. The four boys were always seated next to each other, and we observed that one of them functioned as the 'leader' of the group, and that his attitude seemingly affected the others'. If he decided that he wanted to read, then the rest of the friend group also read. However, if the 'leader' was unfocused and wanted to chat instead of reading, then the other boys followed. Moreover, our observations indicate that when the 'leader' of the group was present, the other boys did not concentrate as well as when he was absent. These observations imply that their friends affect the pupils in relation to both attitudes and habits.

Our results also show that parents influence the pupils' relationship towards reading literature. This accords with McKenna's (1994, p. 18) statement about how parents' attitudes towards reading play a significant role in determining their children's reading attitudes. Several pupils said that, in addition to the pressure or encouragement from parents, availability of books at home affected how much they read. One interviewee pointed out that, "My mom bought loads of books for me when I was a kid which I did not like back then, but later I have found them again and enjoyed reading them". This alludes that simply having books available at home can cause the pupils to read more. Several studies support this by showing that children who grow up in print-rich homes, where parents encourage and aid their reading and make books easily available are more likely to become avid readers (Altun et al., 2022; Greaney & Hegarty, 1987; Mol & Bus, 2011; Morni & Sahari, 2013; Shapiro & Whitney, 1997).

To the question "Do you think that your parents affect how much you read?", one interviewee answered, "Yes, because we have a lot, a lot of books at home". In McKenna's Model of Reading Attitude Acquisition, McKenna (1994, p. 18) emphasise that *normative beliefs*, i.e., how much value significant others (parents, siblings, friends, teachers) put on reading, is essential for pupils' reading attitudes. We argue that through providing print-rich environments, parents indirectly convey that they perceive reading literature to be important, which in turn

might cause positive reading attitudes for their children. Anderson et al. (1985, pp. 26-27) describe that parent regulation of other leisure activities and encouragement of reading can influence how much a child reads. This was pointed out by one interviewee, who said that his reason for reading at home was “[...] that my mom tells me to quit gaming and read something”. Few of the pupils seem to read in their leisure time and encouragement from parents appears to affect their attitudes and habits with reading literature. Thus, it becomes crucial for developing their reading habits and attitudes that parents encourage them to read voluntarily in their leisure time, as well as teachers ensuring such opportunities exist in class. Teachers’ influence on pupils’ relationship towards reading literature will be elaborated in Section 5.2.1.

5.1.7 Answer to research question 1

The first research question we asked is: *What do the participants say about their relationship towards reading English literature?* The overarching answer to this question is that most of the participants have little experience with reading English literature, either at school or at home. Consequently, they find reading English literature to be boring and difficult, as they are more accustomed to activities that provide higher levels of stimuli. They also associate reading literature in school with the resulting post-reading assignments, which makes them view reading literature in a negative lighting. Nevertheless, they are aware of the benefits of reading, and this creates an *extrinsic motivation* to read literature. However, to make them read more in their leisure time, our understanding is that *intrinsic motivation* is necessary. Because of their lack of experience with reading, many of them do not view themselves as ‘readers’, which seem to stop them from trying to read. Additionally, both their attitudes and habits with reading English literature seems to be affected by their friends and family.

5.2 The pupils reacted positively towards the period of facilitated ER

The second research question is *What do the participants say about the implemented period of facilitated Extensive Reading?* The answer to this, contrasts to the answer to the first research question. Even though they expressed negative attitudes towards reading English literature before the project, our results show positive attitudes towards the reading project. Moreover, their attitudes seemed to improve during the period. The following sections will put forward possible reasons why the pupils seemed positive towards the period of ER, and why their attitudes seemed to improve during the period.

5.2.1 The pupils were used to reading for production, not reading for pleasure

Finding 4 indicates that the pupils had minimal experience with reading for pleasure in English class prior to the current study. As presented in Section 5.1.1, the pupils associate reading literature in school with reading to produce, not reading for pleasure. According to them, reading in school always resulted in post-reading assignments. This corresponds with Bamford and Day's (1997, pp. 2-3) statement, that pupils seldom read extensively in second language teaching, and that the common approach to literature teaching is IR. The pupils reported that they enjoyed reading simply to read in the ER project, and some of them even said that if they always had ER reading sessions in their English teaching, they would enjoy reading literature more. Thus, the absence of post-reading activities in the reading project seems to be one of the reasons why the pupils reacted positively towards the reading project, despite their initial negative attitudes towards reading literature. Numerous studies emphasise the importance of not mixing reading literature with aftermaths of writing reports or answering questions, if the goal is to experience reading pleasure (Bryan et al., 2003, p. 48; Hunt, 2022, p. 178; Krashen, 1989, p. 442; Siah & Kwok, 2010, p. 168). The value of reading itself is one of the main criteria of ER (Day & Bamford, 1998, pp. 7-8), and the importance of no post-reading tasks is evident considering the pupils' reports on how important this was for their amount of reading pleasure in the current ER project.

Finding 5 indicates that several of the pupils' attitudes towards the reading project positively changed during the ER period. The pupils' initial expectations of having to do post-reading assignments at the end of the reading project might have caused negative attitudes towards the ER period at the beginning of the project. This is illustrated in the following quote from an interviewee:

“[...] at first, I thought that we would have to write something after, like we usually do, but when I saw that we did not have to do any assignments about it or something like that, I thought it (the period of ER) was very OK.”

Consequently, the gradual realisation that the ER sessions would not result in post-reading tasks may have contributed to the positive shifts in some pupils' attitudes towards the ER project. The positive attitudinal effects of reading simply to read, is evident in the quote presented above. ER can appear as a stress-free, low-effort, and fun way of improving your language skills, whereas IR requires conscious work, drilling rules, and doing exercises (Goctu, 2016, p. 75; Grabe & Yamashita, 2022, p. 430). It is not surprising that the pupils enjoy the opportunity

to experience literature in a more pleasurable way through ER when, as the results show, they are mostly accustomed to IR.

When reading is perceived to have low value within a specific social context such as the classroom, it can affect the pupils' reading attitudes, because they consequently place little value on it themselves (McKenna et al., 1995, p. 939). We argue that teachers indirectly communicate to their pupils that reading has low value by not prioritising it in English class. Had the teachers valued it highly, and fully acknowledged ER's language benefits, they would have made sure to provide the pupils with ample reading opportunities in class. McKenna (1994, p. 35) accentuates the indirect positive influence teachers can have on adolescent's intentions to read, by providing reading opportunities in the classroom, and promoting positive attitudes. Krashen (2004, p. 70) adds that teachers must strive to provide their pupils with access to literature to inspire them to become readers. As pupils' negative attitudes towards reading English literature may indirectly be a result of the low priority teachers put on reading literature, teachers have the power to influence said attitudes by providing more time for ER in class. It is a paradox that teachers tend to rely on IR when ER prove to be more effective related to learning outcome (Grabe & Yamashita, 2022, p. 430; Sparks et al., 2014, pp. 209-210; Vierma, 1991, pp. 114-115). Moreover, the curriculum for the English subject emphasises that teachers should facilitate reading pleasure for their pupils (Ministry of Education and Research, 2019c). However, we acknowledge the difficulties for teachers choosing ER over IR, which will be elaborated in Section 5.4.2.

5.2.2 Autonomy in choosing reading material

Finding 6 indicates that, autonomy in choosing reading material, was one of the reasons the pupils seemed to enjoy the reading project. Brevik and Lyngstad (2020, p. 182) state that pupil participation in choosing reading material is necessary for reading sessions of ER in language teaching to be successful. The pupils elevated choosing their own reading material as important for their motivation to read in the ER project, which can be explained through Deci and Ryan's (1985, p.38) *self-determination theory*. According to Haukås et al. (2022, p. 3), pupils are motivated by the feeling of having a choice, and by being able to influence and make decisions regarding their own learning. This seems to correspond with the experiences of our participants. Several of them positively expressed that the autonomy in the reading project ensured that they had control over finding a book they thought interesting to read. Not only is the autonomy in choosing which books to read important for their motivation to read (Deci & Ryan, 1985, p. 38;

Haukås et al., 2022, p. 3; Printer, 2021, p. 288), it is also specified in the competence aims that they must choose reading materials themselves (Ministry of Education and Research, 2019a).

One pupil expressed that if the teacher chose which book the class was supposed to read, then at least half of them would not like that book. These results can be connected to previous personal experiences the pupils have to reading literature in class. According to McKenna's Model of Reading Attitude Acquisition, personal reading experiences form an individual's attitude towards reading (McKenna et al., 1995, p. 939). If the pupils have previous experiences with their teachers choosing books that they did not enjoy, it may be likely that they will expect this to happen again. In turn, this can lead to negative attitudes towards reading literature in class. Consequently, the autonomy in choosing reading material might have been positive for their attitudes towards the reading project.

However, our results allude that for some pupils, it may not be true that the autonomy in choice of reading material led to a more positive reading experience, than if the teacher had chosen for them. Rather, the autonomy appeared to be negative and even disadvantageous for some pupils, as they did not consider their book choice thoroughly. Our main aspiration behind the ER project was to provide the pupils with literature they found interesting and exciting. As Carlsen (2018, pp. 124-125) and Krashen (2004, p. 92) state, such literary experiences might result in reading pleasure. Therefore, the idea was that the pupils' relationship towards reading English literature could be influenced accordingly. However, our results indicate that several of the pupils did not experience literature in the way that we aspired, as they did not put in the effort, or could not manage, to choose a book they enjoyed. Becoming a competent reader requires training (Day & Bamford, 1997, 2-3), and choosing appropriate reading material is a skill within this. We suggest that the pupils' inexperience with reading literature may have caused difficulties for them when choosing reading material. When reading literature in a second language, the guiding from teachers in choice of reading material is essential (Krashen, 2004, pp. 150-151; Vierma, 1991, pp. 54-55). Thus, even though autonomy in book choice is important for pupils' reading motivation, it is also important to guide the book choice according to their interests and language level, to facilitate a positive reading experience. We argue that continuous exposure of literature through ER sessions in class could make the pupils more competent to make appropriate literary choices. Accordingly, teachers could gradually reduce the support in choosing reading material, as the pupils become more experienced readers.

5.2.3 Developing a reading habit and training the reading skill

Finding 5 insinuates that an incipient reading habit may be one reason that the pupils' attitudes towards the reading project improved during the period. One interviewee expressed that:

“[...] in the beginning I thought that it would be boring, that you just had to sit there and wait for the time to pass. But at the end (of the period) it was more like, you did not want the time to be up, because you just wanted to continue to read.”

This quote indicates that his attitude towards the reading project improved during the project period, and that one reason may be that he experienced reading as easier once his reading habit began to develop. Accordingly, 31% (13) of the pupils experienced that it became easier to read during the project. As discussed in Section 5.1.2, the skill of reading is trained only through exposure to reading, which can explain why some of the pupils experienced reading to become easier during the reading project. This enhances the importance of teachers providing their pupils with repeated reading experiences, working to develop their reading habit, and thus create more skilled readers. As emphasised by Carlsen (2018, pp. 124-125), pupils in Norwegian schools today are unaccustomed to reading. We argue that teachers must consequently work to aid the creation of reading habits. Brevik and Lyngstad (2020, p. 183) state that the only way to teach them how to read extensively and to obtain pleasure from reading is through modelling this activity. The quote presented above serves as an example that the current study may have contributed to developing a reading habit for the pupils through exposing them to 15 minutes of reading twice a week.

Another explanation why their attitudes towards the project improved during the period, may be the exposure to English language literature and thus an experienced improvement in reading skills. As reading extensively in class was new to several of the pupils, one interviewee pointed out that:

“[...] usually, we don't read, you know, so in the beginning (of the period) I found it kind of boring, I would rather do something else, but later, it became better, then it was not as boring anymore.”

The quote above shows that the pupil thought the task of reading literature was less boring after a while, and that the urge to do something else instead (most likely something with higher stimuli) slowly decreased. Through extended exposure to reading literature for pleasure, the pupils' brains may slowly become more trained in the skill of *deep attention*, i.e., *deep reading*

(Gordon, 2023, p. 29; Hayles, 2007, p. 192). It may be interpreted that due to exposure to *deep reading* during the reading project, it became slightly easier for them, and in turn was experienced as less boring. According to Day and Bamford (1998, p. 6), the goal of ER is to develop the reading skills of the reader to the point where pleasure is experienced from reading. The insinuated change in attitude towards reading literature highlights the importance of providing them with opportunities to read for pleasure. We argue that a prolonged ER period, or a more permanent implementation of ER in English class, might positively influence their attitudes towards reading English literature.

We acknowledge that eight weeks may be a short period for developing reading skills and reading habits. However, as our results indicate an incipient development of these aspects, we argue that if the project had endured for longer, the development could have continued. This is supported by Grabe and Yamashita (2022, p. 420), who report that continuous ER can cause development in reading fluency. One interviewee mentioned that “I think that the longer we had kept on doing it (ER), the better we would have become (at reading).” This indicates that the pupil acknowledges the positive effects of continuous quantity reading. Accordingly, Goctu (2016, pp. 75-76) explains that an extensive exposure to reading makes the task easier for the reader, which makes it more fun. This statement was illuminated by one interviewee: “If we had continued this reading project for longer, I think it would have been more fun, because it (reading) was something new, so we were not used to it [...]. This pupil acknowledges that since they are not accustomed to reading, it is difficult. However, he recognises the positive effects continuous quantity reading might have on their reading skills and, in turn, on their reading motivation.

As our results show that the pupils had little experience with reading English literature, this reading project may have been the first positive reading experience for some of them. According to McKenna’s Model of Reading Attitude Acquisition, pupils’ attitudes towards reading is affected by their previous reading experiences (McKenna et al., 1995, p. 939). Thus, if not accustomed to reading for pleasure, the pupils might not inhabit the personal experiences that reading can be pleasurable. Consequently, their attitudes towards reading literature for eight consecutive weeks would likely be negative. Their improved attitudes towards the reading project may be due to the experience of reading pleasure for the first time. The two pupil quotes presented above allude the possibility that pupils’ reading motivation can evolve to be *intrinsic*, as well as *extrinsic*, due to positive reading experiences. When motivated intrinsically, reading is done because the act of reading is enjoyable and rewarding in itself (Khan et al., 2017, p. 42).

Thus, by mentioning that reading can be fun, the pupils allude to *intrinsic* reading motivation. Krashen (2004, p. 85) states that a pupil who has had a positive reading experience reads more than one who has not. If the interpretation that they experienced reading pleasure through the reading project is correct, then implementing ER in English teaching may contribute to them reading more literature.

5.2.4 Answer to research question 2

The second research question is: *What do the participants say about the implemented period of facilitated Extensive Reading?*. Overall, the answer to this question is that they seemed positive towards the implemented period of facilitated ER. They were more negative at the beginning of the project, but their attitudes towards the project seemed to positively change during the project period. Many factors seem to have caused this, such as; the realisation that the ER sessions would not result in post-reading tasks, being allowed to choose their own reading material, experiencing the effects of developing a reading habit, improving their reading skills due to continuous reading, encountering a positive reading experience for the first time, and developing a more *intrinsic motivation* to read.

5.3 Facilitated ER may have influenced the pupils' relationship towards reading English literature

The third research question is: *Has the implementation of Extensive Reading in the English subject influenced the participants' relationship towards reading English literature in any way?*. When comparing the answers to research question one and two, it may seem like our implemented intervention has influenced their relationship towards reading English literature. Finding 7 indicates that the pupils' attitudes towards the period of ER were surprisingly positive compared to their general attitudes towards reading before the project. As illustrated in Figure 8, 52% (21) of the pupils said that they had experienced reading pleasure during the ER project. In comparison, only 24% (10) pupils said that they experienced reading pleasure before the ER project. This may be an indicator that the period of facilitated ER has positively influenced their relationship towards reading English literature to some extent.

Several factors can explain why the reading project may have influenced the pupils' relationship towards reading English literature, one of them being continuous exposure to literature. As shown by Goctu (2016, pp. 75-76), extensive exposure to literature will make reading easier for the pupil, and as a result, reading will be more enjoyable, namely, the 'rich-gets-richer' effects (Altun et al., 2022, p. 568; Stanovich, 2009, pp. 36-38). Hayles (2007, p. 192) supports

that pupils' brains can develop to master reading over time if they are exposed to it. As the pupils had little experience with reading literature for longer periods of time prior to the intervention, their brains were not accustomed to the cognitive skills required. However, through continuous exposure to reading in the project, the possibility of accustoming them to said cognitive skills was opened. When asked in the questionnaire to elaborate on what they thought of the reading project, one response was: "[...] I have learnt new words and got better at reading. It feels easier to read English books now than before". It seems like the exposure to reading during the ER project has made it easier for this pupil to read, which in turn may have resulted in this pupil viewing reading to be more pleasurable than before. This can also be explained by Grabe and Yamashita's (2022, p. 420) statement that the extensive exposure to reading in ER can develop the pupils' reading fluency.

Finding 1 shows that few of the pupils had a habit of reading literature in their leisure time prior to the reading project. However, Finding 7 shows that several of the pupils were positive towards reading in their leisure time after the ER project. For instance, one interviewee stated that "[...] it might make it easier to like, start to read more at home, having read some in school." This pupil insinuates that the modelling of reading for pleasure in the current project has facilitated the act of reading literature in her leisure time. The modelling of reading extensively in school is, according to Brevik and Lyngstad (2020, p. 183), the only way to teach them how to read voluntarily. Several interviewees also expressed that through the reading project, they had been motivated, and even inspired, to read more at home than what they had done in the past. Thus, the results suggest that the ER project, to some extent, has influenced their relationship towards reading English literature at home.

In contrast, Finding 8 indicates that they would rather continue to read literature in class than read literature at home after the project. It might be that it is easier for them to prefer reading literature in class over other teaching approaches, than it is to prefer reading literature over other leisure activities at home. As previously explained, adolescents are prone to choose other leisure activities over reading literature as these appear more tempting to them (Baba & Affendi, 2020, p. 109; McKenna et al., 1995, p. 939; Reid-Chassiakos et al., 2016, pp. 2-3). The tempting, digital, high-stimuli activities such as smartphones, social media, and gaming, are easily available at home, whereas in class, they are not. Mol and Bus (2011, p. 271) state that the act of reading in its completeness, obtained from reading entire books, results in more positive reading experiences than the ones obtained from IR. Thus, if the pupils experience ER to be more enjoyable than IR, they might prefer reading literature in class over the instrumental

approaches they are accustomed to. It may be that a newfound expectation of the outcome of reading can lead to the pupils attributing more value to reading literature, than they did before. If they value reading to be more important than before, they might be more engaged and more able to concentrate on reading for a longer period of time (Kelley & Decker, 2009, p. 469).

As our results have shown, our participants were accustomed to IR prior to the current reading project, where the only goal of reading was to produce something afterwards for assessment. In the ER project, they experienced a new approach to reading literature, where the goal was simply to read, and enjoy it. Our results show that they thought it was pleasurable to be free of post-reading assignments, which is mirrored by several studies that confirm that ER yields a greater amount of reading pleasure than IR does (Bamford and Day, 1997; Goctu, 2016; Krashen, 2004). Kluda (2009, p. 329) stresses that enjoyable and interesting literature interactions can result in positive reading attitudes and positive expectations of the outcomes of reading. According to her, negative reading experiences will lead to the opposite. As reading for pleasure was new to them, the current project may be the first positive reading experience for some of the pupils. If so, they might have obtained another reference point as to what reading literature can be, which in turn can influence their relationship towards reading.

Finding 8 indicates that several of the pupils wished that the project could continue further. Additionally, some even expressed that they wanted the ER sessions to always be a part of their English lessons. One of the interviewees said: “I could wish that we would always have it like this (the reading project) [...]”. This pupil was negative towards reading before the project. Thus, we argue that a desire for ER sessions to always be a part of English class, is a strong indication that this pupil’s attitude towards reading English literature has been positively influenced by the ER project. We argue that the aforementioned indicators of positive influence on their relationship towards reading literature represents the reported benefits of ER (Camiciottoli, 2001; Elturki & Harmon, 2020; Eun-Young & Day, 2015; Krashen, 1982; Lai, 1993; Mason & Krashen, 1997; Puspa & Ragawanti, 2022; Robb & Susser, 1989; Yamashita, 2004). Another interviewee said: “I think the project has influenced a little how I think reading has been, that it has been a lot more fun [...]”. This pupil supports our interpretation, by stating that the reading project has influenced his relationship towards reading English literature.

As mentioned in Section 4.8, several observations were made of pupils who continued to read even though the 15 minutes of reading were over. Additionally, two pupils wanted to keep their books after the reading project was terminated, so that they could finish them. Pupils continuing

to read despite the reading sessions being over and pupils wanting to finish reading their books after the end of the project period, are both indicators that the ER sessions in English class had been a positive experience for them. Krashen (2004, p. 85) emphasises that pupils who have had positive reading experiences read more than the ones who have not. Thus, it might be suggested that having had positive reading experiences in the ER project may cause the pupils to read more in the future.

5.3.1 Answer to research question 3

Several pupils reported that they thought it became easier to read during the project, which in turn, made the task of reading more pleasurable. Prior to the project, few of the pupils had a habit of reading literature in their leisure time. After the project, some of the pupils insinuated that they might begin to read at home due to the project. However, they seemed more positive towards reading literature in class than at home, which might relate to them finding ER more pleasurable than IR, which they were used to. Several pupils expressed that they would like the reading sessions to continue further than the project period, and some even stated that they wanted ER sessions to always be a part of English class. Thus, the answer to research question 3 is that the period of facilitated ER has positively influenced some of the pupils' relationship towards reading English literature.

5.4 Further reflections

Before proceeding to the next chapter, some further reflections that are important to give nuance to our discussion, will be presented. First, it is important to reflect on the conduction of our intervention, to highlight the weaknesses with the project that form the basis of our discussion. Second, we realise that urging teachers to step away from instrumental approaches to teaching is easier said than done.

5.4.1 Future alterations to the intervention

The methodology of this study is AR. Thus, it is relevant to reflect on how our intervention could have been implemented differently if repeated, to achieve a greater outcome than what we experience that the current intervention has achieved. Our observations and log highlight several aspects of possible changes to be made in a future intervention, which will be discussed in this section.

Several reading sessions were not conducted as planned, which interrupted the continuity of the current project on several occasions. Unforeseen changes in the time schedule is a common

obstacle when conducting longitudinal projects in a classroom setting. This resulted in an intermittent reading experience for the pupils. Our aspiration was to allow them the experience of continuous reading over a longer period of time. However, the way the intervention was conducted in the end, did not match our intentions. In a future intervention, it could have been fortunate to continue the project longer than eight weeks, to enhance the opportunity of developing a reading habit, reading skills, language skills, and experiencing reading pleasure. Thus, creating a more thorough basis for the participants' answers.

In our role as *observer-as-participants*, we distanced ourselves from the pupils as much as possible, by leaving the classroom management to the teachers. However, our observations indicate that James and Mary could have been stricter, for the pupils to have read more during the sessions. In almost every reading session, there were pupils talking with each other, being unfocused and disturbing others, without the teachers interfering. This may signal that if the pupils had been 'forced' to concentrate more during the sessions, some of them might have tried harder to read. Moreover, our observations indicate that the seating of the pupils in the classroom could have been more thoroughly considered, to make it easier for some of the pupils to concentrate. This was confirmed by one of our interviewees, who stated that: "If I am seated beside people that I am friends with, it can be that I talk with them instead (of reading) [...]".

Additionally, we realise that the book choice was too free, related to their inexperience as readers. Had they been more experienced readers, they might have been more prone to choose appropriate books. In the future, the level of guiding in the choice of reading material must be more adapted to the pupils' level of reading experience and proficiency.

5.4.2 Obstacles for teachers to implement ER

In Section 4.4, results indicating that the pupils' teachers usually practised IR were presented. We argue that this is a result of teachers not acknowledging the true extent of the learning outcome of ER. They rather prioritise IR which results in more rapidly visible development for documenting assessment. Although ER does not result in assessable learning outcome in the short term, we believe that teachers should prioritise ER, and trust the process that the benefits of reading will result in language development in the long term. However, we acknowledge that several reasons cause difficulties for teachers in this regard.

Section 2.2 outlines how ER can be used as a teaching approach to fulfil goals of the curriculum. However, Section 2.2 is a result of a thorough examination of the curriculum, and on its surface,

an instrumental approach to reading English literature is most evident. On a superficial level, competence aims tend to emphasise the instrumental part of the assessment. Examples of such competence aims are “read, interpret and reflect on English-language fiction, including young people’s literature” and “read, discuss and present content from various types of texts, including self-chosen texts” (Ministry of Education and Research, 2019a). In Section 2.2, these aims were interpreted to enable the use of ER to fulfil them, as they mention, “reading young people’s literature”, and “self-chosen texts”. However, the aims are more inviting to IR, as they specify “interpret and reflect”, and “discuss and present”. Thus, for teachers pressured by the obligation to achieve all competence aims while collecting the necessary assessment material to document learning outcome, instrumental approaches may be most tempting to choose.

Furthermore, if teachers receive complaints on a grade, they must be able to document the assessment underlying the grade to the headmaster. Moreover, they must always be prepared to document assessment of all aspects of learning outcome for every pupil if inspected. Thus, the current system makes it frightening for teachers to step away from assessable assignments. IR approaches are easily objectively measured. Even though ER proves to yield rich learning outcome, it does not assess easily, especially not in the short term. Additionally, the final exam after the 10th grade measures intensive skills, where pupils are to analyse, interpret and decipher information from short texts. Consequently, teachers are prone to teach these skills. We argue that if teachers are expected to apply teaching approaches such as ER, their demands from higher level decision-makers may have to be altered first.

The difficulty of locating appropriate English language literature to use in the current project sends a clear message that conducting ER in English class is not easy for teachers. It is alarming that schools seem to have little English literature appropriate for adolescents available, considering the importance of print-rich environments for pupils’ reading motivation, reading attitudes, and reading habits.

6 Conclusion

The aim of the current study was to investigate lower secondary school pupils' relationship towards reading English literature, and AR has been used to see if implementing ER in the English subject can influence said relationship in any way. Our thesis question is: *How may a period of facilitated Extensive Reading influence lower secondary school pupils' relationship towards reading English literature?*

Many pupils seem to lack experience with reading English literature, both at school and at home. The lack of training makes the task of reading and maintaining concentration difficult, and consequently, reading literature is perceived as boring. Because of this, other, digital, high-stimuli pastimes are often chosen over reading literature. Pupils often associate reading literature in class with post-reading assignments, as IR seems to be the customary approach to literature teaching. This may cause some pupils to view reading literature negatively. Thus, experiencing literature in a more pleasurable and stress-free way, might make reading literature more tempting. Despite their initial negative attitudes towards reading English literature, our participants seemed to enjoy the ER project, and some of them even expressed that they wanted ER sessions to always be a part of English class. This indicates that the implementation of facilitated ER may influence some pupils' relationship towards reading English literature.

The absence of post-reading assignments, being allowed simply reading to read, seems to be enjoyable for pupils. Additionally, autonomy in choosing reading material can serve as a motivating factor for them. Many pupils seem demotivated or mainly extrinsically motivated to read. For instance, through the prospect that language development from reading literature may aid the achievement of a higher grade. As they have little experience with reading literature, an ER project might serve as a first positive reading experience. If so, the experience that reading can be pleasurable might lead to a more *intrinsic* motivation to read. During a longitudinal period of implemented ER sessions in English class, pupils may begin to experience benefits of continuous reading. Developing a reading habit may improve pupils' reading skills, which in turn can make reading an easier and more pleasurable experience. A period of facilitated ER models how pupils can read literature in their leisure time, which may facilitate reading as a pastime activity.

Pupils' relationship towards reading literature seem to be greatly influenced by their friends and families. However, teachers also seem to have the opportunity to influence said

relationship, for instance through how they choose to work with literature in class and the value they place on literature in the classroom. However, even though implementing ER proves to result in reading pleasure, rich learning outcome, and various skill development, it seems to be hard for teachers to prioritise it over instrumental approaches because of the difficulty of obtaining assessment material. The focus in the curriculum and the demands of documenting pupils' learning outcome makes conducting ER difficult for teachers. We argue that the current study demonstrates one way of positively influencing lower secondary school pupils' relationship towards reading English literature, without jeopardising achieving competence aims and measuring learning outcome for final assessment grades. An ER approach such as the current one 'only' lasts 15 minutes each English lesson, leaving the remaining part of the English lessons available for other activities providing necessary measurable assessment material.

NRK recently published an article concerning the rapid decrease in reading habits and skills amongst Norwegian youth. In our modern, technological, globalised society, reading is an essential skill to master. As teachers are obligated to provide pupils with the tools and competencies necessary to succeed in society, they have a responsibility in investigating how the deteriorated reading habits of Norwegian youth can be positively influenced. Based on our results, we argue that exposing pupils to positive reading experiences through facilitated ER in English class may contribute to positively influence the pupils' relationship towards reading English literature. Over time, this might contribute to change the diminishing trend of literature reading adolescents.

6.1 Critique of the current study

We emphasise that our conclusion is derived from the findings of the current study. The generalisability of these findings must be considered in relation to the narrow scope of the study. Several additional aspects of the study can also be criticised.

This study investigates whether ER could be used as a teaching method to influence pupils' relationship towards reading English literature. We acknowledge that the intensions of a study may determine which results one derives. For instance, had this study investigated whether IR could be used to positively influence pupils' relationship towards reading English literature, we might have obtained results which supported such teaching methods instead. Results can always be interpreted in both positive and negative directions, depending on what the focus of the researcher is.

Our results are mainly the pupils' own perceptions. We realise that many of the questions in the questionnaires and in the interviews ask the pupils about their experienced effect from the ER project on aspects like reading pleasure, development in reading skills and language skills, and development of reading habits. Simultaneously, we have presented evidence proving that the benefits of ER are not noticeable or measurable in the short term. Thus, without realising it, we have asked them questions about aspects they may not have been able to answer truthfully.

6.2 Relevance to the field and suggestions for further research

This thesis is our contribution to an important and current debate regarding the challenges of inspiring youths to read more literature and increase their reading skills. Little research has been done on ER programs in Norwegian schools, and especially in the English subject. Additionally, little research has been done where the pupils have been asked about their opinion on how successful ER programs have been. We view it to be crucial that the pupils are satisfied with the teaching method for it to have the desired effect. Thus, investigating the opinions of pupils related to reading English literature and how they respond to one example of implementing ER in teaching is our contribution to the field. Research show that ER is scarcely used in English teaching in Norwegian schools, which makes the current study an interesting contribution to the field. Teachers are required to inspire their pupils to read for pleasure, and this study suggests one way which might achieve this.

We believe that the current project was too short and intermittent to provide the pupils with a proper ER experience. Thus, there is a need to investigate what effects a prolonged implementation of ER could have, preferably with a larger, more representative selection of pupils. That is therefore our suggestion for further research.

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Appendix 1 – NSD approval

Vurdering av behandling av personopplysninger

Referansenummer
621253

Vurderingstype
Standard

Dato
07.10.2022

Prosjekttittel

Masteroppgave i engelsk didaktikk, fremme leseglede hos ungdomsskoleelever

Behandlingsansvarlig institusjon

UiT Norges Arktiske Universitet / Fakultet for humaniora, samfunnsvitenskap og lærerutdanning / Institutt for lærerutdanning og pedagogikk

Prosjektansvarlig

Tove Elinor Holmbukt

Student

Maren Langseth Pedersen

Prosjektperiode

10.10.2022 - 15.05.2023

Kategorier personopplysninger

Alminnelige

Lovlig grunnlag

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

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 15.05.2023.

[Meldeskjema](#)

Kommentar

OM VURDERINGEN

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

Personverntjenester har nå vurdert den planlagte behandlingen av personopplysninger. Vår vurdering er at behandlingen er lovlig, hvis den gjennomføres slik den er beskrevet i meldeskjemaet med dialog og vedlegg.

VIKTIG INFORMASJON TIL DEG

Du må lagre, sende og sikre dataene i tråd med retningslinjene til din institusjon. Dette betyr at du må bruke leverandører for spørreskjema, skylagring, videosamtale o.l. som institusjonen din har avtale med. Vi gir generelle råd rundt dette, men det er institusjonens egne retningslinjer for informasjonssikkerhet som gjelder.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 15.05.2023.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om ungdom 13-15 år. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte/foresatte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være foresattes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

Personverntjenester vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at foresatte får tilfredsstillende informasjon om og samtykker til behandlingen

formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål

dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet

lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Personverntjenester vurderer at informasjonen om behandlingen som de registrerte og deres foresatte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18) og dataportabilitet (art. 20).

Vi minner om at hvis en registrert/foresatt tar kontakt om sine/barnets rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

Ved bruk av databehandler (spørreskjemaleverandør, skylagring, videosamtale o.l.) må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29. Bruk leverandører som din institusjon har avtale med.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:

<https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema>. Du må vente på svar fra oss før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

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

Kontaktperson hos oss: Anne Marie Try Laundal

Lykke til med prosjektet!

Appendix 2 – Literature preference form

Navn:

Hvilke interesser har du/hva interesserer deg?

Gi eksempler på bøker du har lest tidligere selv/sammen med andre (felles høytlesning):

Likte du noen av dem? I så fall, hvilke?

Hvis du i et leseprosjekt kunne valgt selv hvilken type bok du skulle lese, hva ville du valgt? (Eks. fantasi, eventyr, krim, science fiction, romantikk, historie, biografi, drama, sport, fakta-tekster, tegneserie/bildebøker). Nevn flere hvis du vil.

Har du eventuelt noen konkrete ønsker?

Appendix 3 – Pre-questionnaire



Elevens forhold til lesing av engelsk skjønnlitteratur

Hva heter du (fornavn og etternavn)?

Liker du å lese bøker skrevet på norsk?

- Liker det godt
- Liker det litt
- Vet ikke
- Misliker det litt
- Misliker det sterkt
- Har ikke lest noen bøker skrevet på norsk

Liker du å lese bøker skrevet på engelsk?

- Liker det godt
- Liker det litt
- Vet ikke
- Misliker det litt
- Misliker det sterkt
- Har ikke lest noen bøker skrevet på engelsk

Hva liker du best å lese: bøker skrevet på norsk eller bøker skrevet på engelsk?

- Bøker skrevet på norsk
- Bøker skrevet på engelsk
- Liker begge deler like godt
- Liker ingen av delene
- Vet ikke

Hvor ofte leser du bøker skrevet på norsk hjemme?

(Kryss av på det alternativet som er nærmest)

- 1-2 bøker i uka
- 1-2 bøker i måneden
- 1-2 bøker i halvåret
- 1-2 bøker i året
- Sjeldnere enn 1-2 bøker i året

Hvor ofte leser du bøker skrevet på engelsk hjemme?

(Kryss av på det alternativet som er nærmest)

- 1-2 bøker i uka
- 1-2 bøker i måneden
- 1-2 bøker i halvåret
- 1-2 bøker i året
- Sjeldnere enn 1-2 bøker i året

Opplever du selv at du blir bedre i engelsk av å lese på engelsk?

- Ja
- Litt
- Nei
- Vet ikke

Kan du beskrive nærmere hva du mener med at du blir bedre i engelsk av å lese på engelsk?

Dette elementet vises kun dersom alternativet «Ja eller Litt» er valgt i spørsmålet «Opplever du selv at du blir bedre i engelsk av å lese på engelsk?»

Opplever du glede av å lese bøker?

- Alltid
- Ofte
- Noen ganger
- Sjelden
- Aldri
- Vet ikke

Kan du beskrive nærmere hvordan du syns det er å lese bøker?

Opplever du at det er vanskelig å holde konsentrasjonen når du leser bøker?

- Alltid
- Ofte
- Noen ganger
- Sjelden
- Aldri
- Vet ikke

Kan du beskrive hva det er som gjør at det er vanskelig å holde konsentrasjonen når du leser bøker?

Dette elementet vises kun dersom alternativet «Alltid eller Ofte eller Noen ganger» er valgt i spørsmålet «Opplever du at det er vanskelig å holde konsentrasjonen når du leser bøker?»

Opplever du at det er vanskelig å lese bøker skrevet på engelsk?

- Ja
- Litt
- Nei
- Vet ikke
- Har ikke lest bøker skrevet på engelsk

Under kommer det noen påstander. Kryss av for det alternativet som passer best for deg.

Jeg har lyst til at vi skal lese engelske bøker i engelsktimene

- Helt enig
- Litt enig
- Hverken uenig eller enig

Litt uenig

Helt uenig

Jeg har lyst til å bruke tid på å lese engelske bøker hjemme

Helt enig

Litt enig

Hverken uenig eller enig

Litt uenig

Helt uenig

Jeg synes at å lese engelske bøker er en god måte å lære språket på

Helt enig

Litt enig

Hverken uenig eller enig

Litt uenig

Helt uenig

Appendix 4 – Post-questionnaire



Elevers forhold til lesing av engelsk skjønnlitteratur 2

Hva heter du (fornavn og etternavn)?

Liker du å lese bøker skrevet på norsk?

- Liker det godt
- Liker det litt
- Vet ikke
- Misliker det litt
- Misliker det sterkt
- Har ikke lest noen bøker skrevet på norsk

Liker du å lese bøker skrevet på engelsk?

- Liker det godt
- Liker det litt
- Vet ikke
- Misliker det litt
- Misliker det sterkt
- Har ikke lest noen bøker skrevet på engelsk

Hva liker du best å lese: bøker skrevet på norsk eller bøker skrevet på engelsk?

- Bøker skrevet på norsk
- Bøker skrevet på engelsk
- Liker begge deler like godt
- Liker ingen av delene
- Vet ikke

Opplever du selv at du blir bedre i engelsk av å lese på engelsk?

- Ja
- Litt
- Nei
- Vet ikke

Beskriv nærmere hva du mener med at du blir bedre i engelsk av å lese på engelsk

Dette elementet vises kun dersom alternativet «Ja eller Litt» er valgt i spørsmålet «Opplever du selv at du blir bedre i engelsk av å lese på engelsk?»

Opplever du glede av å lese bøker?

- Alltid
- Ofte
- Noen ganger
- Sjelden
- Aldri
- Vet ikke

Beskriv nærmere hvordan du synes det er å lese bøker

Opplever du at det er vanskelig å holde konsentrasjonen når du leser bøker?

- Alltid
- Ofte
- Noen ganger
- Sjelden
- Aldri
- Vet ikke

Beskriv hva det er som gjør at det er vanskelig å holde konsentrasjonen når du leser bøker

Dette elementet vises kun dersom alternativet «Alltid eller Ofte eller Noen ganger» er valgt i spørsmålet «Opplever du at det er vanskelig å holde konsentrasjonen når du leser bøker?»

Opplever du at det er vanskelig å lese bøker skrevet på engelsk?

- Ja
- Litt
- Nei
- Vet ikke
- Har ikke lest bøker skrevet på engelsk

Under kommer det noen påstander. Kryss av for det alternativet som passer best for deg.

Jeg har lyst til at vi skal lese engelske bøker i engelsktimene

- Helt enig
- Litt enig
- Hverken uenig eller enig
- Litt uenig
- Helt uenig

Jeg har lyst til å bruke tid på å lese engelske bøker hjemme

- Helt enig
- Litt enig
- Hverken uenig eller enig
- Litt uenig
- Helt uenig

Jeg synes at å lese engelske bøker er en god måte å lære språket på

- Helt enig
- Litt enig
- Hverken uenig eller enig
- Litt uenig
- Helt uenig

I denne perioden med "lesekvarter" har jeg opplevd glede av å lese minst én gang

- Helt enig
- Litt enig
- Hverken uenig eller enig
- Litt uenig
- Helt uenig

Underveis i perioden med "lesekvarter" opplevde jeg at det ble lettere å lese på engelsk

- Helt enig
- Litt enig
- Hverken uenig eller enig
- Litt uenig
- Helt uenig

Jeg opplever at jeg har blitt bedre i engelsk av å lese i denne perioden med "lesekvarter"

- Helt enig
- Litt enig
- Hverken uenig eller enig
- Litt uenig
- Helt uenig

Jeg ønsker å fortsette å lese bøker i engelsktimene etter at perioden med "lesekvarter" er over

- Helt enig
- Litt enig
- Hverken uenig eller enig
- Litt uenig
- Helt uenig

Jeg ønsker å fortsette å lese bøker skrevet på engelsk hjemme etter at perioden med "lesekvarter" er over

- Helt enig
- Litt enig
- Hverken uenig eller enig
- Litt uenig
- Helt uenig

Skriv to setninger om hvordan du syns perioden med "lesekvarter" har vært

Appendix 5 – Observation scheme

Observation scheme, with examples of observations:

Klasse 1

Dato	Åpen kategori/Spesifikt på elev	Oppstart/Tidsbruk <ul style="list-style-type: none"> - Komme i gang - Ha med utstyr - Lese hele kvarteret 	Konsentrasjon/interesse <ul style="list-style-type: none"> - Gjøre andre ting - Forstyrre andre
5.12	«Må vi lese»? – elev Veldig god konsentrasjon på hele gjengen.	I gang med lesing 3 min etter start.	<i>Ingen ser opp fra bøkene sine når elev kommer inn i klasserommet.</i> 0000 forstyrrer 2307 som sitter ved siden av. Men: hun begynner kjapt å lese igjen. 3267: Ser på meg når jeg ser på henne. (er bevisst på at jeg ser på henne). 2100 og 3267 kommuniserer med hverandre via «tegnspråk». 2100 mister konsentrasjonen de siste 5 min (som vanlig). Siste fem min: boken er lukket, «snakker» med rosa genser. 2265: fortsetter å lese etter at lesekvarteret er over!

7.12	3267(!) og 2523 har begynt å lese før Mary har satt i gang timen. 5557 byttet til Narnia. Syns cap <u>cap</u> underpants var grei, men ville nå ha en med mer tekst og mindre bilder. <u>5537</u> er ferdig med boken sin, men er bare 5 minutt igjen, og siden det er siste økt med lesing bytter vi ikke. Han venter. <i>Note to self: Vi må kommentere på at vårt nærvær har hatt innvirkning på mange av elevene. Ikke de som sitter fremst kanskje, men de som sitter bakerst.</i>	I gang med lesing 3 min etter timestart. Musestille her også. Mange leser! Litt mer uro de siste 2 minuttene.	3267, bevisst på meg denne økta også. 2100 – ser opp tidligere enn hun pleier. 2484 er snudd bak til 2309 – snakker absolutt hele kvarteret. 2386 fikler med noe inni boken sin. 2100 og 3267 snakker sammen, 2100 ser bak på meg før hun sier noe til 3267. Snakker med hverandre siste 5 minuttene.
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Appendix 6 – Interview guide

Del 1: Forhold til lesing

Holdninger

Hvilke tanker har du om å lese bøker?

Er det forskjellig om boken er på norsk eller engelsk?

Vil du si at tankene dine om å lese bøker har endret seg noe?

Hvis ja: hvordan da? Og hva er grunnen, tror du? Er lysten for å lese annerledes?

(Hvis de syns det er vanskelig å svare på kan man spørre: **var det tidligere mer eller mindre viktig/artig å lese**)

Hva tror du din familie og dine venner synes om å lese?

Tror du at du blir påvirket av andres (familie/venner) holdninger til lesing? På hvilken måte, i så fall?

Vaner

Leser du noen gang bøker på fritiden?

Hvis ja: hvor ofte/hvor mye?

Hvis ja: engelske eller norske?

Hvis ja: hvordan har du funnet disse bøkene?

Hvis ja: hva er grunnen din for å lese dem? (motivasjon)

Hvis ja: syns du det er annerledes å lese bøker på fritiden og på skolen? I så fall: hva er det som er annerledes?

Hvis nei: Hva er grunnen til ikke/ hva er grunnen til det? / kan du forklare meg

Motivasjon

Hva er det som gir deg lyst til å lese?

Hva tror du skal til for at du skal like å lese bøker (bedre)?

Er det noe læreren kan gjøre for at du skal like å lese bøker (bedre)?

Del 2: Forhold til lesekvarter

Synspunkter om metoden

Kan du beskrive hvordan du syns denne perioden med lesekvarter har vært?

Hvorfor mener du dette? Endret meningen din seg underveis?

Endret tankene dine om å lese seg noe underveis? (forskjellig fra gang til gang, og eyt hvorfor?)

Er lesekvarter noe du kunne tenke deg at dere fortsatte med i engelsktimene?

Hvorfor/hvorfor ikke?

Forklar at vi har observert øktene, men det er jo vanskelig å observere om de leser eller bare later som

Hvordan har dette vært for deg, har du lest i lesekvarterene?

Hvor mye av kvarteret vil du si at du har lest?

Hva er eventuelt grunnen til at du ikke har gjort det?

Tror du at ved å ha lest litt på skolen, kan gjøre at du kommer til å lese mer hjemme?

Hvis nei: hva er det som gjør at du ikke vil lese hjemme?

Konsentrasjon

Hvordan syns du det har vært å holde konsentrasjonen i lesekvarterene?

Hvorfor? Hva trenger du/er viktig for at du skal kunne holde konsentrasjonen?

Bokvalg

Syns du det var bra eller dårlig at dere fikk velge bok selv?

Hva var det som gjorde at du valgte den boken du valgte? (Gjennomtenkt eller ikke?)

Språkferdighet

Opplever du at du har blitt bedre til å lese på engelsk i løpet av perioden med lesekvarter?

Syns du det har vært vanskelig å forstå det du har lest? Hvordan var nivået på det du leste, valgte du rett nivå følte du?

Syns du at det ble lettere å lese i løpet av perioden?

Hva gjorde du hvis det var ett eller flere ord du ikke skjønte?

Klarte du å skjønne handlingen selv om det var ord du ikke forsto?

Kunne prosjektet ha vært annerledes?

Hva kunne blitt gjort annerledes for at du skulle være mer fornøyd med å lese i engelsktimene?

Hva ville du ha endret på i dette leseprosjektet hvis du kunne ha endret på noe?

Hva likte du, hva likte du ikke?

Appendix 7 – Examples of coded data material

	<i>What do secondary school pupils say about their relationship towards reading English literature?</i>
Kode	Sitat/eksempel
Konsentrasjon	
Vanskelig å konsentrere seg	<p>1-3:</p> <ul style="list-style-type: none"> – Jeg vet ikke. Ofte ender det med at jeg må lese samme side om og om igjen bare fordi jeg ikke greide å konsentrere meg. Derfor leser jeg ikke så ofte. – Noen ganger sitter jeg og leser også etter at jeg har lest ferdig siden så føler jeg at jeg ikke har fått med meg noe av det den handlet om – Jeg ender ofte opp med å gjøre noe helt annet når jeg skal lese, men hvis jeg prøver veldig hardt å konsentrere meg om boka, kan jeg klare det – Ofte i bøker er ordene og linjene så nære så det blir vanskelig å lese boka og da blir jeg ukonsentrert
Lesing er kjedelig	<p>1-3:</p> <ul style="list-style-type: none"> – Av og til kan jeg begynne å kjede meg og stoppe å lese – Fordi det er kjedelig – Det er kjedelig – Det er vanskelig å holde konsentrasjonen fordi det er kjedelig å lese bøker – Jeg synes det er kjedelig å lese, derfor er det vanskelig å holde konsentrasjonen – Det er noen ganger at jeg synes det kan bli litt kjedelig eller at jeg blir lei av å lese – Hvis det er en bok som er kjedelig kan det være vanskelig å følge med og da mister jeg litt konsentrasjonen – Kanskje det ikke er riktig bok. At den er kjedelig eller noe sånt. – Lyder/boken er kjedelig (2)

<p>Å lese for å lese</p>	<p>4,38: [...] så var det jo litt deilig å slippe unna skriving hele tida [...]</p> <p>8,24: [...] jeg kunne ønske at vi alltid hadde det sånn egentlig, og bare, fordi at først så tenkte jeg at vi kom til å måtte skrive, at det ble sånn som på leselyst at vi måtte ha sånn der skriving, men så når vi ikke måtte gjøre noen oppgaver om det eller sånn, så syns jeg det var veldig greit</p> <p>H: Hva kunne ha blitt gjort annerledes for at du skulle være mer fornøyd med å lese i engelsktimene?</p> <p>8,42: At man ikke må skrive bokanalyse. At du bare kan lese for å lese</p>
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<p>Ringvirkninger av prosjektet</p>	
<p>Positive effekter av lesing</p>	<p>3,28: [...] og nå har vi lest, og så når jeg leser bøker så kan jeg finne ut hvordan vi kan skrive tekster bedre, eller ja.</p> <p>4,38: [...] jeg tror at jo lengre vi hadde hatt det (lesekvarter) jo bedre hadde vi blitt nesten</p> <p>7,20: [...] fordi da blir vi jo kanskje bedre på engelsk eller norsk, eller lese og få begreper og sånne ting til å sitte. Det tror jeg kanskje er en ganske bra måte å lære på.</p> <p>9,51: [...] før da jeg også leste litt engelsk, da tror jeg at jeg definitivt ble bedre på engelsk</p> <p>10,53: Ja. Altså, jeg tenker på lesing som en ting som også kan være bra for faget fordi jeg får større ordforråd, som jeg selv har merket gjennom lesing som jeg har gjort gjennom årene, at jeg har fått mye større ordforråd på grunn av at jeg har lest</p> <p>2,52: Nei, jeg har egentlig ikke merket noe. Men det er jo sikkert noe som kommer uten at man merker det.</p> <p>4,33: Ikke som jeg har lagt merke til i hvert fall. Det kan jo hende at jeg har blitt bedre, men jeg tror ikke det.</p>

Appendix 8 – Information and consent form

Vil du delta i forskningsprosjektet ”Ungdomsskoleelevers holdninger til lesing”?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hva som skjer med elevers holdninger til lesing av engelsk skjønnlitteratur gjennom å legge til rette for lesing i engelsktimene. I dette skrevet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Vi er to studenter som går 5. året på grunnskolelærerutdanning|5.-10.trinn og dette forskningsprosjektet er datagrunnlaget vår masteroppgave. Opplysningene som innhentes i prosjektet vil kun bli brukt til dette formålet.

Formålet med prosjektet vårt er å undersøke elevers holdninger til å lese skjønnlitteratur skrevet på engelsk. I prosjektet skal elevene bruke 15 minutter av hver engelsktid på å lese i selvvalgte bøker, uten at de skal gjøre noen oppgaver i ettertid. Målet er rett og slett at de skal lese bøker de finner interessante, og at bøkene skal være på engelsk.

Problemstillingen skal analyseres i prosjektet er: «Hvordan kan lærere tilrettelegge for mengdelesing av engelsk skjønnlitteratur, og i hvilken grad kan en periode med mengdelesing endre elevenes forhold til lesing av engelsk skjønnlitteratur?» (oversatt fra engelsk).

Hvem er ansvarlig for forskningsprosjektet?

UiT Norges Arktiske Universitet er ansvarlig for prosjektet.

Hva innebærer det for eleven å delta?

Alle elevene i klassen skal delta i leseprosjektet uansett om man velger å delta i forskningen eller ikke. Den eneste forskjellen hvis eleven deltar i prosjektet er at eleven da skal fylle ut et spørreskjema både i starten og i slutten av leseprosjektet vi skal gjennomføre. Spørreskjemaene vil ikke ta mer enn ca. 15 minutter til sammen å fylle ut. Spørreskjemaene inneholder spørsmål om hvilke lesevaner eleven har, hvilke holdninger eleven har til lesing osv. Svarene blir registrert elektronisk og er beskyttet via nettsiden skjemaet er lagret i.

Hvis eleven velger å delta i prosjektet godtar du også at vi observerer det som foregår underveis i leseøktene.

Hvis eleven velger å delta i prosjektet kan det også hende at vi spør om å ha et kort intervju i slutten av prosjektet. Intervjuet vil ikke ta mer enn 20 minutter. Der vil vi ta utgangspunkt i svarene som er avgitt i spørreskjemaene, og ønsker bare å høre elevens meninger om hvordan leseprosjektet har vært. Intervjuet vil bli tatt opp med lydopptaker som er koblet til et sikkert lagringssted, og lydopptaket vil bli slettet etter at det er transkribert av oss.

Det vil ikke bli registrert noe informasjon som kan spores tilbake til hvem eleven er. Foresatte kan få tilgang til spørreskjema og intervjuguide på forhånd om ønskelig, ved å ta kontakt med oss.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis eleven velger å delta, kan samtykket trekkes tilbake uten å

oppgi noen grunn. Alle personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for eleven hvis den ikke vil delta eller senere velger å trekke seg.

Personvern – hvordan vi oppbevarer og bruker elevens opplysninger

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

- Det er kun vi og våre veiledere som vil ha tilgang til behandlingen av informasjon som dukker opp i forbindelse med dette prosjektet.
- For å sikre at ingen uvedkommende får tilgang til personopplysningene, vil navnet og kontaktopplysningene erstattes med en kode som lagres på en egen navneliste adskilt fra øvrige data. Skolens navn vil også anonymiseres og erstattes med et annet navn, slik at det ikke kan gjenkjennes når masteroppgaven vår publiseres.
- Intervjuene vil bli tatt opp med Nettskjema-diktafon, som er en nettdatabase hvor lydopptaket automatisk blir kryptert umiddelbart etter innspilling, og filen lagres trygt uten å bli lastet ned til våre personlige datamaskiner.
- Alt annet nedskrevet data vil bli lagret på en ekstern harddisk som oppbevares i et låsbart skap etter endt arbeidsdag.

Hva skjer med personopplysningene når forskningsprosjektet avsluttes?

Prosjektet vil avsluttes når masteroppgaven vår blir godkjent, som etter planen er juni/juli 2023 [Prosjektslutt 15. mai 2023]. Etter prosjektslutt vil datamaterialet med elevens personopplysninger slettes.

Hvis du/dere har spørsmål til studien, ta kontakt med:

- UIT Norges Arktiske Universitet v/ veileder Tove Holmbukt, biveileder Kristin Isaksen eller studenter Maren Langseth Pedersen & Hildur Grann.

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- Vårt personvernombud:
Joakim Bakkevoild
personvernombud@uit.no

Hvis du har spørsmål knyttet til Personverntjenester sin vurdering av prosjektet, kan du ta kontakt med:

- Personverntjenester på epost (personverntjenester@sikt.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Tove Holmbukt
(Forsker/veileder)

Maren Langseth Pedersen & Hildur Grann
(Masterstudenter)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «*ungdomsskoleelevers holdninger til lesing*», og har fått anledning til å stille spørsmål. Jeg samtykker til at _____ får delta i prosjektet:

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

(Signert av foresatt, dato)

