MASTEROPPGAVE

Literature and teaching methods - a study of students`
attitudes and textbooks

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1. Introduction

In spring 2015 I conducted a pilot project with the purpose to investigate why English teachers use literature in the English classroom and which methods they apply. I collected data through a qualitative focus group interview. By analysing the material, I found that teachers use literature for language learning, for the study of literature, for culture studies and for personal development. Further, I established in this small pilot project that reading and discussion were the most common methods when teaching literature in the English classroom at upper secondary level.

The opportunity to interview experienced teachers with different social and professional backgrounds resulted in knowledge about how some teachers think about their teaching. It could have been fruitful to continue this research by talking to more teachers and investigate the tendency of the results. However, what interested me more than talking to yet more teachers was to talk to the students who at a daily basis experience teaching at the receiving end, so to speak. The teachers` thoughts and reflections from the pilot study resulted in an interest to find out what the students` thoughts and reflections towards the use of literature and teaching methods were.

My research question is therefore: how do students evaluate the importance of literature as part of their education, how do they evaluate teaching methods, and are their attitudes and experiences in accordance with the textbooks they use?

In order to find answers to my research question, a survey, in the form of a questionnaire, was carried out in spring 2016, one year after the teachers` focus group interview. 56 students at third year level at a school in the Eastern part of Norway participated and answered in-depth questions about literature and teaching methods. In addition to the student-based material, textbooks and secondary literature are used to find answers to the questions presented above.

After this introduction, the theoretical framework is presented. Second, research design is described. Third, the results are presented and last, discussion and a conclusion follow.

2. Theoretical Framework

Views on what language teaching should include and what teaching methods to use have shifted constantly, and they have moved from e.g. the grammar-translation method to the audio-lingual method (Tornberg 27). Ulrika Tornberg argues in *Språkdidaktikk* (2012) that theories about language teaching and teaching methods have shifted from activism to formalism ever since the antiquity up to today, only with different political and scientific contexts. According to Ronald Carter and Michael N. Long in *Teaching Literature* (1991) there is surprisingly little theory to be found about the use of literature in language teaching before the 1980`s (Carter and Long 1). They argue that where literature was taught, there was no need for justification because knowledge of classic pieces of literature were considered obvious aspects of the educated person (ibid).

The development of different theoretical aspects about teaching methods and the role of literature in language teaching affects our way of teaching language today. It is of interest to the politician, the teacher, the parent and the student to have knowledge about education quality directly or indirectly. Theory about language teaching involves and affects everybody participating in the system of education and naturally invites different perspectives in discussion.

The answers to the question about which strategies that are needed to create a solid basis for teaching English to learners at upper secondary level in Norway are many and the theoretical framework here only touches upon the theme. Nevertheless, it provides the reader with some ideas for reflection about using literature in the teaching of English. Also, it might provide an understanding of the potential impact exposure of literature at upper secondary level may have and why students believe some methods are more beneficial than others. The link between the theoretical framework and the results will be made clear in chapters 4 and 5, *Results* and *Discussion and Conclusion.*

2.1 Definitions

Let us first look at some definitions of the terms "literature" and "teaching methods". In *Literature and Language Teaching* (1993) Gillian Lazar defines literature as "those novels, short stories, plays and poems which are fictional and convey their message by paying considerable attention to language which is rich and multi-layered" (5). Also, she adds that from a classroom teacher`s perspective literature consists of "contemporary works which recognize that the English language is no longer the preserve of few nations, but is now used globally (ibid). So, literature is traditional genres as like novels and plays in addition to everyday text exposure like news articles. Teachers have the possibility to include a diversity of texts and the strategy of including all types of texts when teaching literature creates possibilities for implementing different teaching methods in a creative and qualitative teaching environment.

Lazar does not define teaching methods specifically in *Literature and Language Teaching* (1993) but she discusses different methodological assumptions and approaches of how literature could be used with students. She presents three different approaches: a language-based approach, then an approach that focuses on literature as content, and last, she approaches literature as a source for personal enrichment (Lazar 23). The language-based approach describes a methodology of analysing the language of a text in order to make meaningful interpretations and evaluations of that text. The objective is to increase students` general awareness and understanding of English by looking at structure. All types of material are relevant within this approach as long as the text illustrates the stylistic features which are of relevance for the student group who needs help to make meaningful interpretations of a text (ibid). The students might be given tasks that enable them to make critical judgements of texts through for example text editing.

The second approach, literature as content, is classified by Lazar as the most traditional one. The student acquires English through a study of a text`s content and its political, historical and social relations. Lazar says that the material used with this approach is traditional and part of the literary canon (24). The last methodological approach described by Lazar is literature for personal enrichment in which literature is used as a tool for further discussions of personal opinions, experiences and feelings. Material is often based on the student`s personal involvement. Group work is described as especially relevant for this approach (ibid).

To sum up, these three approaches to teaching literature can be seen as guidelines towards finding the right teaching methods. The first approach opens up possibilities for grammar teaching, the second approach stimulates reading and writing, and the third approach is a good point of departure for discussions and language practice.

Let us look at another definition of the term "literature" by Signe Mari Wiland in *Reading and Teaching English Literature* (2016). Based on what is emphasised in syllabuses at universities and colleges in Norway she defines English literature as "fiction, poetry and drama for children and young adults written in English in a predominantly British and American cultural context" (Wiland 9). Wiland mainly reflects on the traditional view of what literature is and gives many examples of how to implement different types of literature in teaching of young adults through different didactic approaches. She does not give a concrete definition of "teaching methods" but stresses the teachers` ability to convey a positive reading experience of literature to their students by reflecting on *what* literature is, *how* it can be used in the classroom and *why* some approaches function well in the classroom (Wiland 11).

This reflection about what, how and why as teaching methodology is also found in Ulrika Tornberg`s *Språkdidaktikk* (2000) about language didactics. Similar to Wiland, Tornberg emphasizes the importance of reflecting on education`s what, how and why. She uses the argument that if the teacher does not ask herself these three questions in relation to society`s and school`s primary aims of education, one can be tempted to believe that didactics is about how lessons are organized based on the available resources for the teacher (Tornberg 11).

In order to clarify what teaching methodology is, different definitions can be reflected on. *Collins Cobuild Advanced Dictionary* (2009) defines "Teaching" as "the work that a teacher does in helping students to learn" (1603). "Methodology" is defined as "a system of methods and principles for doing something, for example for teaching or for carrying out research" (Collins 983). So, teaching methodology is the system of principles a teacher uses in her work of helping students to acquire knowledge. This system of principles can also be described as didactics. The two terms didactics and methodology are, according to Tornberg, synonymous in most countries (10). Collins Cobuild Advanced Dictionary only provides a definition of "didactic" in singular form, and describes "didactic" as something that is "intended to teach people something, especially a moral lesson" (425). The perception of what didactics is has

changed over time and the dictionary`s definition is general. Tornberg points at a development from focusing on teaching methods towards researching how learners acquire knowledge (Tornberg 26).

Teaching methods and literature with the aim to teach, are traceable far back in a historical perspective. Fables are examples of literature that were used to tell children that actions have consequences and to watch out for danger that lurks. Fables from the 6th century BC in Europe, India and America aimed to teach children moral lessons (Humphrey and Prichard 173). In addition to fables, there are didactic poems from the same century that told people how to do their duties (Tornberg 10). These are all good examples of literature where the aim was to instruct and teach people something, and are sources to didactic reflections.

The development from focusing on teaching methods towards researching how learners acquire knowledge is a consequence of society`s need for such knowledge (Tornberg 26). A teacher`s proficiency will always be measured by herself, her students, the school and the society and influenced by the time in which they live. It is of importance to the teacher to create a best possible learning environment. In order to succeed she must take into consideration the individuals who are exposed to her teaching, the school and the society which analyse educational quality and results. Individual needs and educational quality must be seen in connection to historical and political environments. The teacher must know society`s overall aim for educating its citizens and students` abilities to achieve the objectives of education. Students must deal with, and manage a large amount of information at a daily basis and need to find strategies in order to do so. It is important for both the teacher and her students to know which strategies and teaching methods that benefit them the most. As Tornberg states, terms like "metacognition" and knowledge about different learning styles are highly valued in settings where learning is discussed (26). To be aware of how learners acquire knowledge is important both for the teacher and the student because it enables the student to explore his own learning style and deliberately use it when learning a language (Tornberg 19).

In the Norwegian national curriculum (2016) oral skills, being able to express oneself in writing, being able to read, numeracy and digital skills are considered as the five most important basic skills when acquiring knowledge (Udir.no). Even though learning styles are

not specifically described in the curriculum it is evident that there is an awareness of the importance of including different approaches when acquiring knowledge.

The curriculum sets a standard of what is expected from a socio-political standpoint and the focus on the five basic skills in all subjects guides the teacher to some extent in her system of principles when teaching English. In the programme subject in programmes for specialization in general studies (English version) the verbs "discuss" and "elaborate" are frequently used when describing the main subject areas. Different aspects are specified, such as linguistic features and genres that need to be discussed and elaborated on in order to achieve good language, communicative and cultural skills. But the curriculum does not give concrete guidelines on how to implement literature. This vagueness in the Norwegian national curriculum of how to implement literature is also reflected on by Teresa Norling in her paper *Aims and objectives in the teaching of English literature at upper secondary school* (2009). Norling investigated two different upper secondary schools in Sweden regarding the teaching of literature, and in her project eight teachers from upper secondary school were interviewed. In her conclusion of the teaching of literature at upper secondary school, Norling describes a feeling of failure experienced by most of the teachers in the study. The teachers felt that it was difficult to know which methods they should use to approach literature in the English language classroom because of the vagueness in the Swedish curriculum. Norling says that "The teachers in the study tended to use literature more as language training and less as an area of study and knowledge, often limiting themselves to old-fashioned methods that did not allow for diversity in other areas" (49).

The difference between using literature as a resource for language teaching and using literature for the study of literature itself is reflected on by Lazar. She stresses the need for an explicit and public statement of what skills students need to acquire as part of their literary competence (Lazar 13). Lazar points out that the skills which makes a literary competence depend on the student group and might differ from recognizing genres to following the plot of a story. She says that teachers would be able to plan their courses better with an explicit list of literary skills and argues that it would be helpful for the students because "students are expected, as if osmosis, to acquire a kind of competence in reading literature" (Lazar 13).

The Norwegian national curriculum emphasises the communicative aspect of language teaching. In the curriculum`s purpose description it says that:

The ability to participate in social life and working life, both nationally and internationally, is becoming increasingly dependent on having a command of English at an advanced high level. Because English is used worldwide in all cultures, intercultural competence is a natural and necessary aspect of language skills (Udir.no)

Future job opportunities demand intelligent, communicative people who can tackle the rapid technological development and communicate with people from all over the world. With a keystroke people from the other side of the world can participate in visual digital meetings and make important national deals within trade and business. It is a national interest that future citizens are educated to possess a high level of English proficiency and are able to communicate across countries. The national curriculum also says that:

English literature and other cultural expressions can be a wellspring of experience, satisfaction and personal growth. The programme subject's broad approach to culture and society in the English-speaking world shall develop one's skills in critical analysis and reflection (Udir.no)

Here, literature is defined as equivalent to "other cultural expressions" as an approach to culture and society. Literature is seen as a part of understanding English culture, a way of learning the language towards the aim of having good communicative skills. It is evident that the Norwegian national curriculum focuses on the communicative aspect as the future will need citizens with a high level of communicative proficiency. Similar to the Swedish curriculum the Norwegian curriculum is vague in specifying literary skills, and the feeling of failure in Norling`s study is understandable. However, the competence aims in the Norwegian curriculum open up possibilities of both using literature as a resource for language learning and for using literature for the study of literature itself. The framework must be vague, or spacious enough, allowing the teacher to make her own decisions towards a specific group of students, even though it might result in differences between English language classrooms at upper secondary level.

Teaching English to second language learners is complex. The perception of literature`s role and which teaching methods that benefit students the most has shifted over time. The current Norwegian curriculum is influenced by the communicative style that emphasizes

communication, which is according to Vivian Cook (2008), the fundamental reason for language teaching (148). In the 1970`s, there was a worldwide shift towards this method of teaching which followed after the academic style and the audio- lingual style. The academic style focused on grammar explanation and translations as teaching techniques (Cook 238). The audio-lingual style emphasized the spoken language through dialogues and drills (Cook 242). The communicative style redefined the objective of learning English and learning grammar was no longer just a drill but also had a communicative aim. As Vivian Cook says in his book *Second Language Learning and Language Teaching* (2008), many teachers have only experienced the communicative style since this has been the traditional method from the twentieth century (248).

2.2 Reasons for using literature

When we now know more about what "literature" and "teaching methods" means, let us look at research which discusses the reasons for using literature. Ronald Carter and Michael N. Long focus on three main models in the teaching of literature: the cultural model, the language model and the personal growth model (2). They say that the three models represent tendencies of pedagogic practices and that they should therefore be reflected on. In the cultural model, literature enables students to understand and appreciate other cultures` traditions of thoughts, ideologies and expressions (ibid). This point of departure for teaching literature is highly valued in the Norwegian National Curriculum which frequently stresses the importance of understanding other cultures, especially in the English-speaking world. In the purpose description for English – programme subject it says that "proficiency in English provides access to sources of information and to international culture and social life" (Udir.no).

The second model described by Carter and Long is the language model. Through language exposure and working with language, students can better understand literature and become better readers. Carter and Long warn against text manipulation and point out that it goes against the "nature of language in literature", that text manipulation might result in demotivation and "have the detrimental effect of spoiling any pleasure the poem or story might have given" (2). The personal growth model is the third model described by Carter and Long. The main objective here is to help students achieve a personal engagement in reading,

help them understand culture and society, and stimulate a lifelong enjoyment of reading literature (3).

Carter and Long`s three models of reasons for teaching literature can to some extent be compared to Lazar`s three approaches for language teaching: the language-based approach, literature as content and literature for personal enrichment (23). However, Lazar does not emphasize the need for understanding other cultures as an objective other than understanding a text`s political, social and historical background. This can of course be explained by the time in which they were written. Both *Literature and Language Teaching* (1993) by Lazar, and *Teaching Literature* (1991) by Carter and Long were written before the explosion of communication technology. In addition to the description of three basic methodical principles Lazar presents eleven reasons for using literature in teaching:

- It is very motivating
- It is authentic material
- It has general educational value
- It is found in many syllabuses
- It helps students to understand another culture
- It is a stimulus for language acquisition
- It develops students` interpretive abilities
- Students enjoy it and it is fun
- It is highly valued and it has a high status
- It expands students` language awareness
- It encourages students to talk about their opinions and feelings

(Lazar 14)

Several of these reasons listed here are also reflected on by the students who participated in the survey on which this thesis is based, and will be discussed in more detail later.

This theoretical framework has provided the reader with some ideas for reflection towards the subject of teaching literature. It is something that needs to be discussed because of the vagueness of the curricula. As pointed out, teachers at an upper secondary school in Sweden experienced a feeling of failure when teaching literature because they did not know how to

approach it. Instead, literature became only a device for teaching the language, the literature itself was forgotten about.

At the time, Carter and Long`s *Teaching Literature* (1991) and Lazar`s *Literature and Language Teaching* (1993) represented new and trend- setting reflections on what language teaching should be. Language teaching became no longer only a matter of grammar teaching and translation but from then on it includes also a communicative perspective. Both books discuss the difference between the study of literature versus the use of literature as a resource. Focus here is on an understanding of that several aspects need to function together. Carter, Long and Lazar claim there is no single answer to which approach is the most fruitful one when teaching literature to learners.

3. Methods and Materials

3.1 Questionnaire

A survey in the form of a questionnaire was used as research method as it makes it possible to collect much material from a large group of people within a short period of time. It was important to get information from the graduating students of the year 2016. They had experienced the teaching described by the teachers in the pilot study and could therefore represent the other side of the fence, so to speak. The 2016 graduating students also included a class specializing in English literature and it was interesting to see if those results differed from the other classes.

Researching Second Language Classrooms (2006) by Sandra Lee McKay was used as a handbook for structure when designing the questionnaire. A couple of months before conducting the main research, a pilot survey was handed out to a second-year class to investigate the reliability of the questionnaire. As a result, a problem was discovered with the questionnaire design: many students chose a middle option on one of the questions. McKay writes: "If there is an odd number of options, it may be that students consistently choose the middle option as a way to avoid taking a clear stand on a topic. Because of this, some advocate the use of an even number scale" (38). The problem was corrected by using an even number scale, and so the possibility of using the middle option was excluded and the tendency did not occur in the main research.

The questionnaire consisted of five pages in total and took in average 20 minutes to complete. McKay`s recommendation is that a questionnaire should not be more than four pages and take no more than 30 minutes to complete (40). The questionnaire could have been presented in fewer pages, but there was made generous room for writing for each question. 53 of the 56 students answered all questions, which indicates that the amount of information was satisfactory.

The questionnaire was structured into five parts. The different parts represented a variety in question design that aimed to motivate the participant and maintain interest: open and close-ended questions, fill in- answers and short- answers. The different types of questions provided opportunities to collect and display the results in different ways.

3.2 Textbooks

In order to investigate the students` evaluation of the importance of literature and teaching methods in relation to the English textbooks in use, it was relevant to analyse the textbooks which the students use on an everyday basis. I contacted the school librarian to get access to the same material as the graduating students had been exposed to throughout their three years in upper secondary school. First year students use *Targets Engelsk Vg1* (2009) and second year students use *Worldwide – Programfaget internasjonal engelsk* (2012) from the publishing house H. Aschehoug & Co (W. Nygaard). Third year students use either *Access to English: Literature Vg3* (2008) or *Access to English: Social Studies Vg3* (2008) from the publisher Cappelen Damm AS depending on if they choose literature or social studies as specialization in general studies.

The textbooks are very similar in structure. They all have chapters for different themes and categorize their texts into "text type". There are some small differences in the formulation of terms in the categorization of text types between the different books. One example is that *Worldwide – Programfaget internasjonal engelsk* (2012) uses the term "novel extract", *Access to English: Social Studies Vg1* (2008) uses the term "excerpt from novel" and *Access to English: Literature (2008) Vg1* uses the term "excerpt novel" to describe the same type of text. Therefore, in the tables in chapter 4.2 *Textbooks in upper secondary school* which display textbook results, the book`s own formulation is used to avoid ambiguity. All four books include titles, name of the author and a symbol indicating that there are available audio files. The similarity in structure and content makes it possible to display results in a clear way in this thesis, and to trace connections between books and survey results.

3.3 Getting Access and Permission

Research must be conducted in an ethically responsible way. Since the research involves talking to students at a school institution, permission to work with participants at that particular place must be granted. Also, the participants must be fully informed and aware of the voluntariness of participation (McKay 25)

The principal and the head of the English section were contacted and informed about the purpose of the master project and a written permission was given by the principal (Appendix I). Drawing on Yuko Fukuda (in McKay 46), the information to the students asking for consent of participation was phrased as:

> "Data collected from this anonymous study will be used for the completion of a master`s degree at Østfold University College. The information gathered will be used for research on literature at upper secondary level. The purpose of this questionnaire is to investigate how literature is used through a study of students' attitudes, thoughts and reflections towards the subject. There are no risks or benefits to you from participating and you can stop at any time. The completion and return of the survey indicated your consent to participate in this study. Please do not put your name on this form".

All 56 students who were asked to participate completed and handed in the form.

3.3.1 Participation and Distribution

The questionnaire was handed out to three third year level classes at an upper secondary school in spring 2016 and aimed to investigate how literature is used by collecting data about students` attitudes, thoughts and reflections towards the subject. At the time when the questionnaire was handed out the students had almost finished a three-year line of study and were competent to give reliable answers. Their answers testify how committed and reflected they are towards their own education.

The students who participated in the survey were 56 Vg3- students divided into two social studies classes and one literature class, who also had experience from English at Vg1 - level and International English at Vg2 level. The survey was conducted in April 2016 and was distributed and collected by the English teachers at Vg3 during an English lesson.

In chapter 4 and 5, the three classes will be discussed and labelled as *Literature class*, *Social studies class 1* and *Social studies class 2.*

4. Results

Having looked at the methods and the materials of this thesis, let us move on to the results. In order to find answers to how do students evaluate the importance of literature as part of their education, how they evaluate teaching methods, and if their attitudes and experiences are in accordance with the textbooks they use, questionnaire results and textbooks must be examined and compared. Below follows a presentation of questionnaire and textbook results. Discussion and conclusion of how the parts interrelate with each other are presented in chapter 5.

4.1 Questionnaire results

The questionnaire was divided into "Factual information", "The use of literature", "Methods", The relevance of literature in your education" and "The relevance of teaching methods in your education". Parts 1- 3 consisted basically of multiple-choice answers and part 4 and 5 encouraged the students to give reasons for their opinions. Let us now look at the different parts, one by one.

4.1.1 Part 1: Factual information

"Factual information" aimed to map the participants. Of 56 students, 19 were male and 37 were female, all studying at third-year level at upper secondary. 44 answered that their first language is Norwegian and 12 answered "other". To the question "Have you studied in any English speaking countries? If yes, in which one (s) and for how many years", 27 did not answer at all. The reason might be that there were no multiple- choice alternatives for this question and by not answering the question these 27 students indicated that the question was irrelevant for them. However, 23 answered "no" and 5 answered "yes". The five students who answered positively explained that they had studied in 1) England for one year, 2) in Virginia, USA for one year, 3) in the USA for 4-6 years and the Philippines for 3-4 years, 4) in America for 1 year and 5) one year in the USA. When asked about age, most students indicated that their age was either 18 or 19 years old. The last question was designed to establish for how long they had been studying English in total. Here, the response differed from six to 17 years. Table 1 below display all the results from the questionnaire for the first question.

Table 1

Question	Literature class (21 responses)		Social studies class 1 (15 responses)		Social studies class 2 (20 responses)	
	Answers	Number of responses	Answers	Number of responses	Answers	Number of responses
1. **Gender**	Male	5	Male	6	Male	8
	Female	16	Female	9	Female	12
2. **Student`s level**	Third year	21	Third year	15	Third year	20
3. **Your first language**	Norwegian	13	Norwegian	13	Norwegian	18
	Other	8	Other	2	Other	2
4. **Have you studied in any English speaking countries? If yes, in which one (s) and for how many years?**	Blank	13	Blank	3	Blank	11
	Yes	0	Yes	2 (3*)	Yes	3
	No	8	No	9	No	6
5. **Age**	18	10	18	10	18	14
	19	8	19	5	19	6
	20	1				
	6**	2				
6. **How long have you been studying English in total?**	13 years	10	16 years	1	17 years	1
	12 years	3	13 years	11	14 years	2
	12/13 years	1	12 years	1	12 years	17
	10 years	4	10 years	1		
	8 years	1	3- 8 years	1		
	6 years	1				

* Social studies class 1: One student answered "Yes – in Norway – 8-9-10 klasse". The answer is therefore invalid. The student wrote "other" as first language so it might be that she did not understand the question.
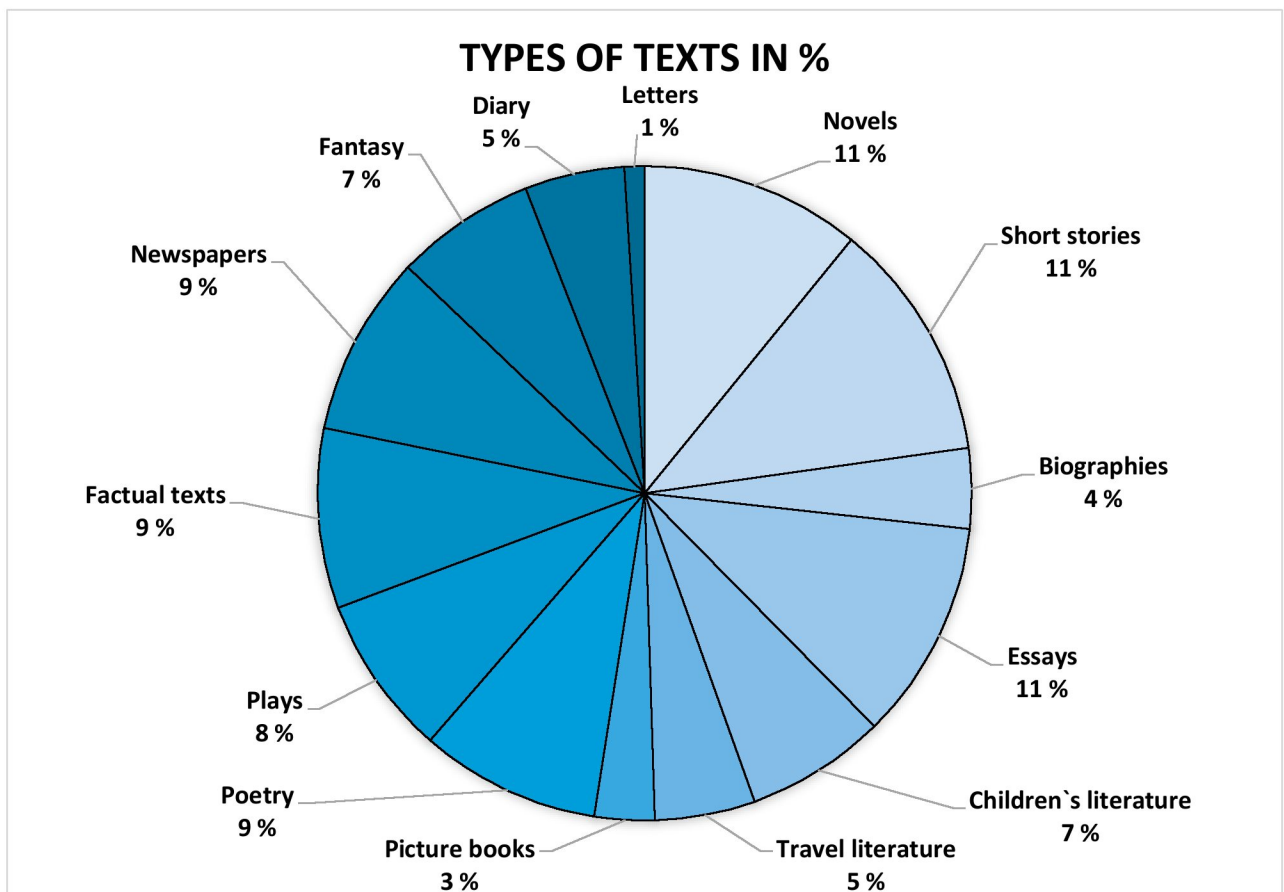** Literature class: two students answered that they are 6 years old. The answers are therefore invalid.

4.1.2 Part 2: The use of literature

The second part of the questionnaire treated the use of literature. The first question was "What types of written texts have you met in school?" and the students were asked to circle either a) Excerpts, b) Whole texts or c) Both. 52 students circled both, 1 student circled "b) Whole texts" and 3 students did not answer at all.

The second question asked what kinds of texts the written literary texts included. The students were asked to underline all relevant answers from a list of 13 suggestions illustrated in table 2 below. They also had the opportunity to fill in other alternatives but only one student filled in another alternative which was "letters". Of 56 students, one student constitutes 0,8 % of the totality and "Letters" consequently appears in the diagram as 1 %. Each student had the opportunity to underline more than one alternative and the 56 responses from the three classes resulted in 478 underlined answers. The results are presented in percentages below to illustrate the relative amount of different types of texts which the students have met through their three years in upper secondary school.

Table 2

TYPES OF TEXTS IN %

Diary 5 %
Letters 1 %
Novels 11 %
Fantasy 7 %
Short stories 11 %
Newspapers 9 %
Biographies 4 %
Factual texts 9 %
Essays 11 %
Plays 8 %
Children`s literature 7 %
Poetry 9 %
Travel literature 5 %
Picture books 3 %

Short stories (11%), essays (11%) and novels (11%) are the three most common types of literature that the students have met with in school. This is compatible with the results found in the pilot project where three teachers answered in a focus group interview that the textbook and novels are commonly used throughout the school year. The textbooks include many short stories and explains why students are frequently exposed to this type of literature. In the pilot project, the teachers also ranked poetry, drama and film as commonly used. This is reflected to some extent in the students` response above. They answered: poetry (9%), newspapers (9%), factual texts (9%) and plays (8%).

A difference between the pilot project and the project for this master thesis is that material such as newspapers and factual texts, was not listed in the pilot project when the teachers were asked about what kind of literature they use in teaching. Another difference is that when the teachers in the pilot study were discussing literature they mentioned film as something they use throughout the schoolyear. However, none of the students in this research mentions anything about film when asked about text exposure.

The textbooks typically include short stories, poetry and factual texts. Essays and newspapers are not frequently represented. One interesting finding here is that essays and newspapers makes up for a large percentage of the types of literature that the students have met in upper secondary. It indicates that students work with other types of texts in addition to the textbooks and that teachers consider essays and newspapers as important material for language learning.

4.1.3 Part 3: Teaching methods

The third part aimed to illustrate the frequency of teaching methods used in the English classroom. The students were asked about which methods that typically had been used in upper secondary school. Presupposing that the students understood the alternatives as approximations, they answered by circling the most appropriate alternative for each claim: always (100%), usually (80%), sometimes (60%), occasionally (20%) and never (0%). There were 10 claims in total and 5 alternatives for each claim.

Table 3

	Results/number of responses (56 students).				
Claim	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
1.We (the students) are given a text to read. Afterwards we discuss it with the teacher.	9	25	19	3	0

25 students answered "Usually" and 19 answered "Sometimes" on claim 1. The response illustrates that the majority of students say this is a method which is rather often used. None of the students answered "never". That means that all students have experienced this type of method.

	Results/number of responses (56 students).				
Claim	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
2.We are given a text to read. Afterwards we discuss it in groups.	1 1 blank	16	25	13	0

On the second statement, one student did not answer. It is most likely just a mistake since it occurs only one time. Most students feel that this is a teaching method which is commonly used. However, 13 students say it occurs "occasionally". The results differ a bit and a reason might be that there are individual differences between the classes. None of the students answered "never". This means that reading a text and then afterwards discussing it in groups is something that all students have experienced.

	Results/number of responses (56 students).				
Claim	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
3.We listen to texts on audio files in class.	0	1	12	39	4

Claim no 3 was designed to establish whether the students had experienced teaching methods where the teacher use audio files in class. Here, the majority of students replies "Sometimes" and "Occasionally". This corresponds to the result of the focus group interview in the pilot project where only one teacher described a teaching method using audio files in class. The students` opinion is that this teaching method is something they do not meet very often, but

rather have experienced from time to time. Four students reply that they have never experienced listening to audio files during their three years in upper secondary school. This is an interesting result as it indicates a discrepancy between what the textbooks recommend and actual classroom practice. While the textbooks urge teachers to use audio files, the reality is that few teachers actually do so. Many of the texts in the textbooks have attached audio files and it is evident that the textbooks emphasise the importance of listening. Listening is also a part of one of the five basic skills in the Norwegian national curriculum, oral skills, and may therefore be the reason for the publisher`s choice of structure. However, none of the 56 students expressed that they need this teaching method to develop their language skills. The results indicate that listening to audio files is a teaching method that is not in focus neither for teachers nor for students.

	Results/number of responses (56 students).				
Claim	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
4.We listen to audio files independently on our computer.	0	0	5	30	21

Similar to claim number three, the results show a low frequency of students who listen to audio files in class. Further, as illustrated above, 21 students have never listened independently to audio files on their computers. Most students ranked the frequency of exposure to be either 0% or 20% in English lessons for this teaching method. Listening independently to audio files rarely or never occurs.

	Results/number of responses (56 students).				
Claim	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
5.After working with a text we are given oral tasks.	2 1 blank	13	31	9	0

2 students say that they are always exposed to this teaching method. 13 say this occurs 80% of the time and 31 reply that it happens 60 % of the time. The answers illustrate that to give oral tasks after working with a text is common in the English language classroom.

	Results/number of responses (56 students).				
Claim	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
6.After working with a text we are given written tasks.	11	21	18	6	

A clear majority state that this is a teaching method very commonly used. 11 students claim that the method has been used in every English lesson. 21 say that this occurs 80 % of the time and 18 students say 60%. The findings show that to work with a text and give written tasks afterwards is a teaching method very commonly used in upper secondary school. This is a tendency in all of the textbooks where most of the texts have written tasks attached to them.

	Results/number of responses (56 students).				
Claim	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
7.We work with different types of texts each lesson.	6	25	18	7	

The majority of students say that they often work with different texts each lesson and the result reflects claim 8 below where the students respond that working with texts for a longer period of time is not that common.

	Results/number of responses (56 students).				
Claim	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
8.We typically work with a text for a longer period of time (a week or more).	0	1	17	38	

	Results/number of responses (56 students).				
Claim	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
9. There are often projects attached to the texts we work with.	1	9	18	27	1

Here, the results differ. 9 students say that projects often are attached to the texts they work with. 18 say that they are exposed to this teaching method for about 60% of all English lessons, while 27 respond that this only occurs 20% of the time. The different results may be explained by individual differences between classes. Some teachers are fond of project-based teaching methods while others are not. The results illustrate that there are differences in the frequency of exposure.

	Results/number of responses (56 students).				
Claim	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
10.Pre-knowledge is typically activated before the introduction of a text.	7 1 blank	17	24	7	0

The response on the tenth claim is that pre-knowledge typically is activated before an introduction of a text. 7 students say that this is a teaching method they meet every English lesson. 17 state that they are exposed to this method 80% of the time and 24 students say it happens 60% of the time. This is a very clear indication of the frequency of the teaching method and all students in the study say that they have been exposed to this method to varying degrees.

Summing up, the five most common teaching methods which students have been exposed to throughout their three years in upper secondary school are: 1) the students are given a text to read. Afterwards they discuss it in class with the teacher. 2) After working with a text they are given written tasks, 3) The students work with different types of text each lesson. 4) Pre-knowledge is activated before the introduction of a text and 5) After working with a text students are given oral tasks. Listening to audio files independently on their computers is the teaching method which occurs with lowest frequency. Listening to texts on audio files in class is also a rarely used teaching method.

4.1.4 Part 4: The relevance of literature in your education

This part of the questionnaire aimed to investigate the students` attitudes towards and reflections about the relevance of literature in their education. The questionnaire included 5 statements which the students answered by circling "A: Strongly agree", "B: Agree", "C: Disagree" or "D: Strongly disagree". In addition, the students were asked to fill in which types of literature they consider that they benefit the most from when developing their language skills. Questions 1, 2 and 6 encourage the respondents to write their own opinions. Most students answered this question and this provided much relevant material. The tendency of answers differs in accordance with the connection to their in-depth line of study. The results are therefore divided into *Literature class*, *Social studies class 1* and *Social studies class 2*.

1. **Literature is an important part of my education.**

Table 4
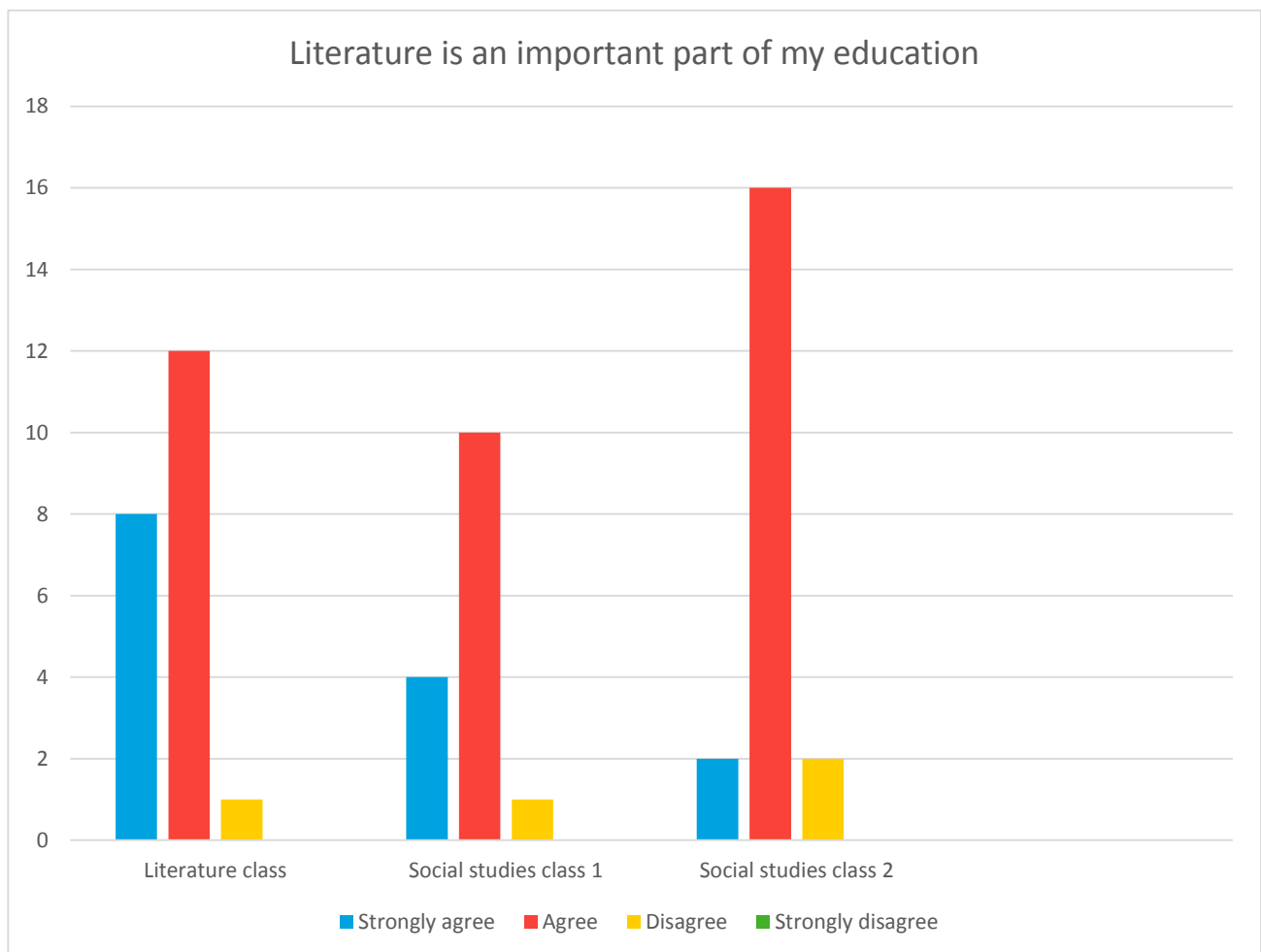
As illustrated, students from all three classes agree that literature is an important part of their education. Over half of the students replied "Agree". Fewer students strongly agreed with the statement. Here, the literature class represents the highest number of people who strongly agreed. Some students disagree that literature is an important part of their education but this number is low, only 4 of 56 students disagree with the claim and none of the students strongly disagree with the statement. Summing up, most students reply that literature is an important part of their education.

Reasons for this state of affairs are presented below. The letter after each comment indicates whether the student selected "A: Strongly agree", "B: Agree", "C: Disagree" or "D: Strongly disagree". In that way it is easier to understand the statement. The list below includes three comments from each class. All comments can be found in appendix III.

Comments:

Literature class
- "Because I will be prepared for the adult world where I can communicate with other countries" (A)
- "Because we [learn] about different periods, and how they have affected our time" (B)
- "I need to learn English but I don't think I need the literature part" (C)

Social studies class 1
- "We have to read a lot of different novels/short stories. And we use what we have read in the future years to come" (A)
- "To know more about English language and countries" (B)
- "Literature is one of the best ways to increase your knowledge and the use of the English language" (B)

Social studies class 2
- "Literature is important to learn how to write better texts" (B)
- "We work with literature in almost every class" (A)
- "Don't know" (C)

2. **Literature is an important part of my personal development.**

Table 5
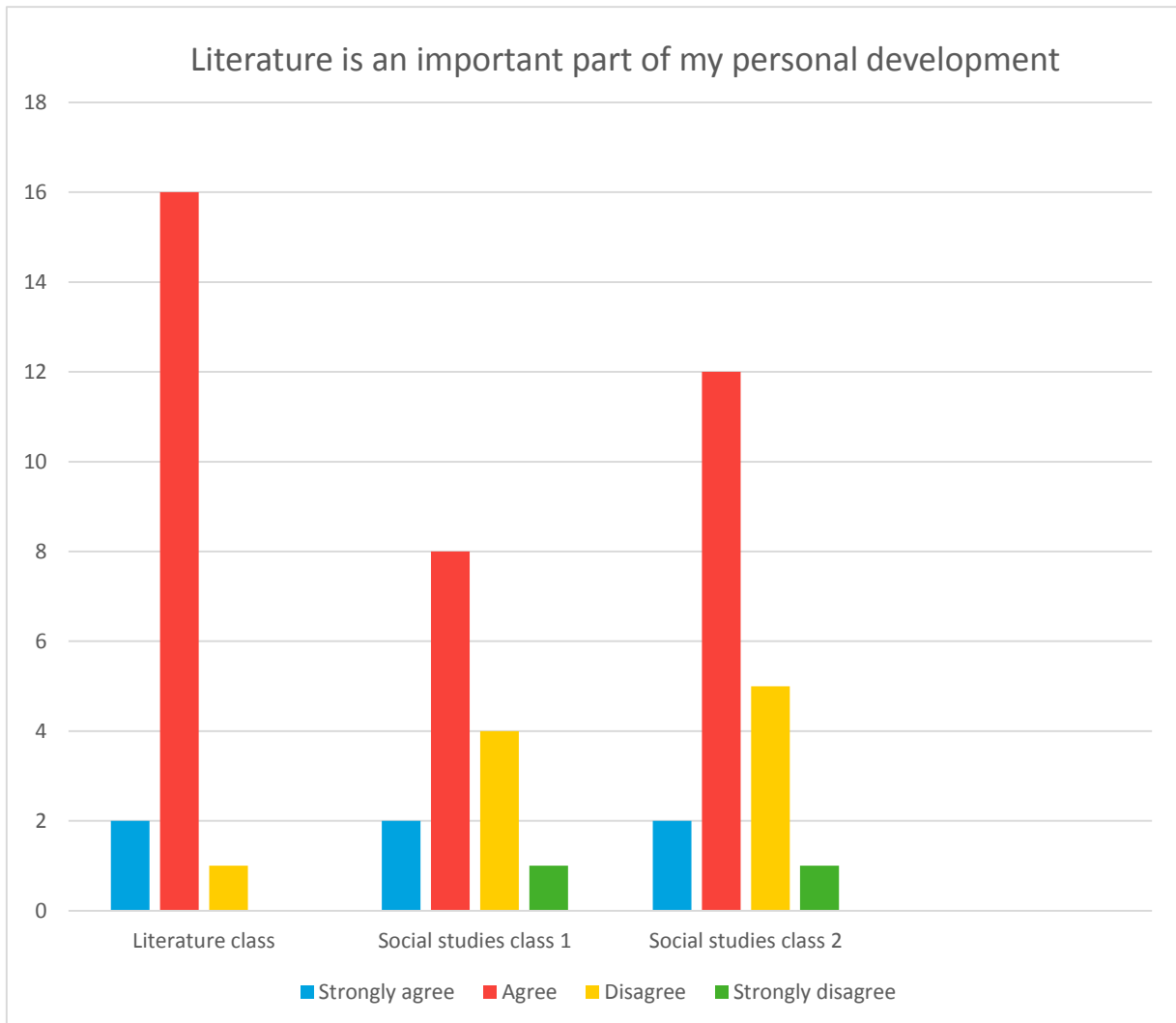
The majority of students feel that literature is an important part of their personal development. 36 students answered "B: Agree" and 6 students answered "A: Strongly agree". So the majority feel that it is important. An interesting finding is that the number of students who disagree with statement number two is higher than for statement number one. There are also two students who strongly disagree with the claim that literature would be important for their personal development. In total, 12 students are negative towards the claim. A reason might be that the students who have chosen social studies as their in-depth study consider other elements than literature as more important in their line of study. All comments can be found in appendix III.

Comments:

Literature class

- "English is becoming the nr1 international language" (A)
- "We learn to back up our own thought and meanings and we use more advanced vocabulary" (B)
- "Literature has affected me less than other mediums" (C)

Social studies class 1

- "I love to read different books, particularly from the fantasy sections like Harry Potter" (A)
- "I like reading books in my spare time" (B)
- "Doesn't really like literature" (C)

Social studies class 2

- "Learn different types of texts. New words. Different perspectives" (A)
- "You can learn important life lessons and learn more about yourself by reading literature" (B)
- "I have social studies, so literature won`t help me as much" (C)

### 3. Literature helps me understand different cultures

Table 6

Literature helps me understand different cultures
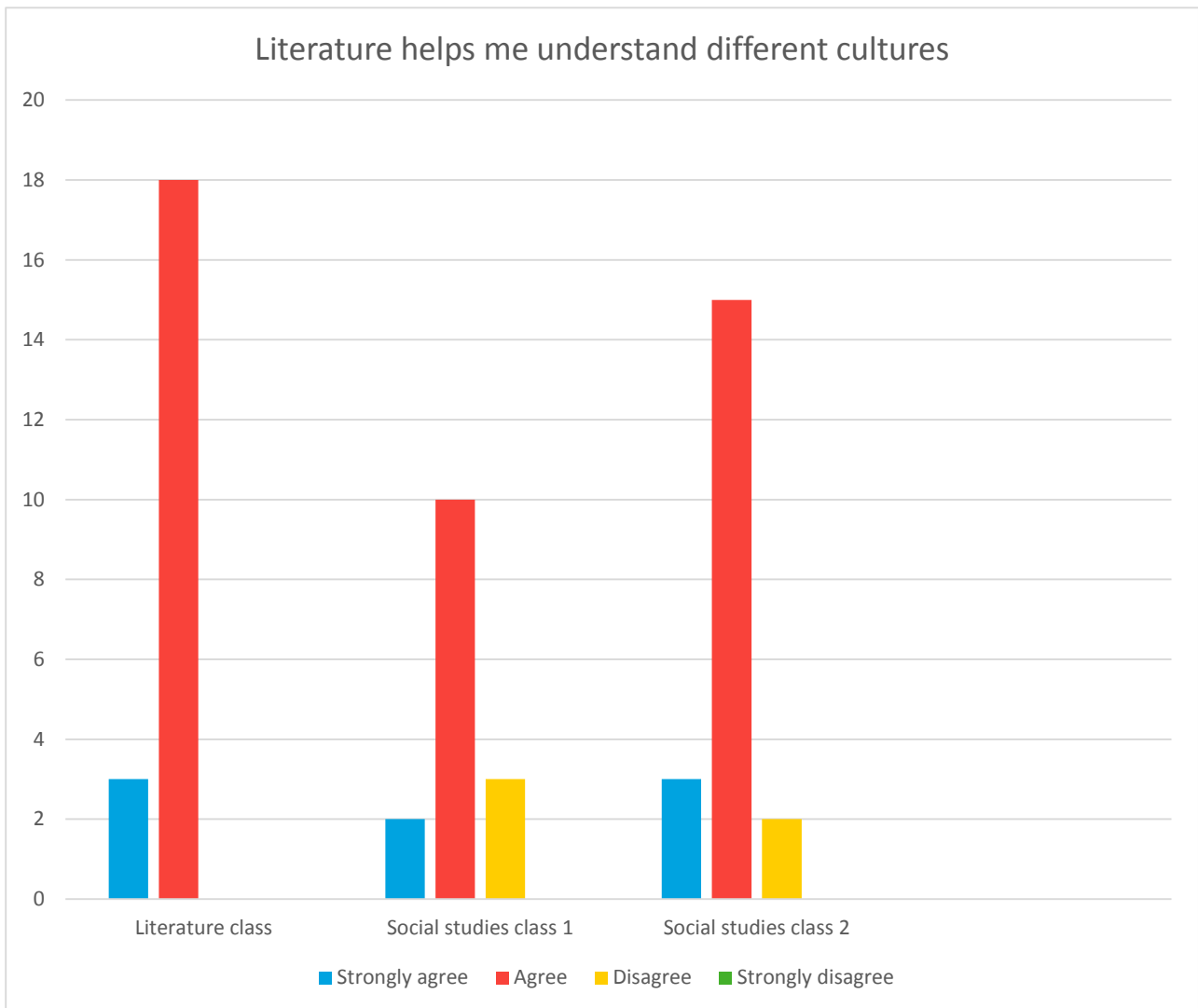
43 students circled "B: Agree" as response to the statement of whether or not literature helps them understand different cultures. 8 strongly agreed and 5 disagreed with the statement. None of the student strongly disagreed. In the literature class, all students were positive to the claim.

4. **Literature helps me understand society**

Table 7
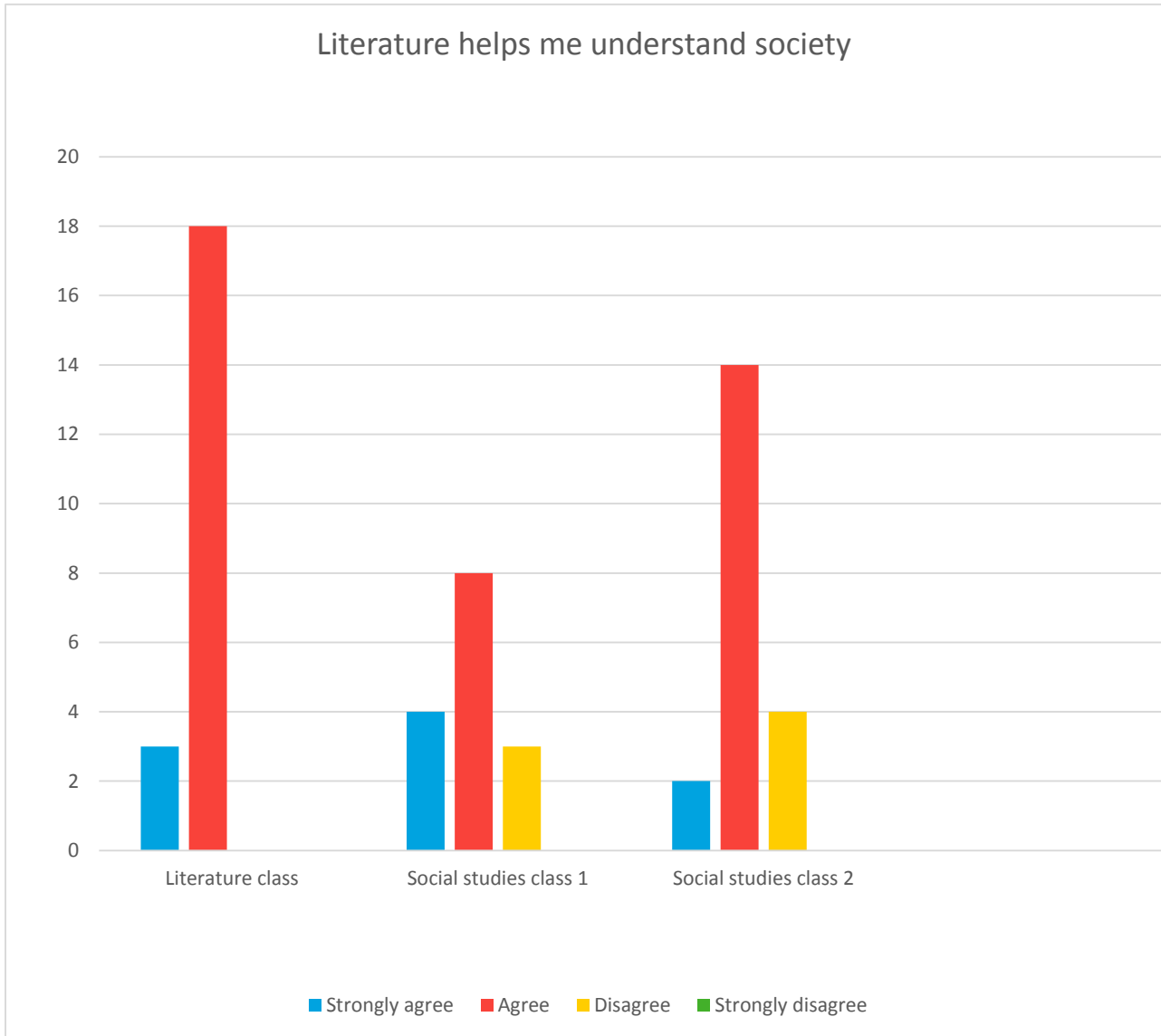
The majority of students says that literature helps them understand society. 40 students circled "B: Agree" and 9 circled "A: Strongly agree". The remaining 7 circled "C: disagree" but none strongly disagreed with the statement. Again, all students in the literature class were positive to the claim.

5. **Literature provides me insight into other people`s behaviour**.

Table 8
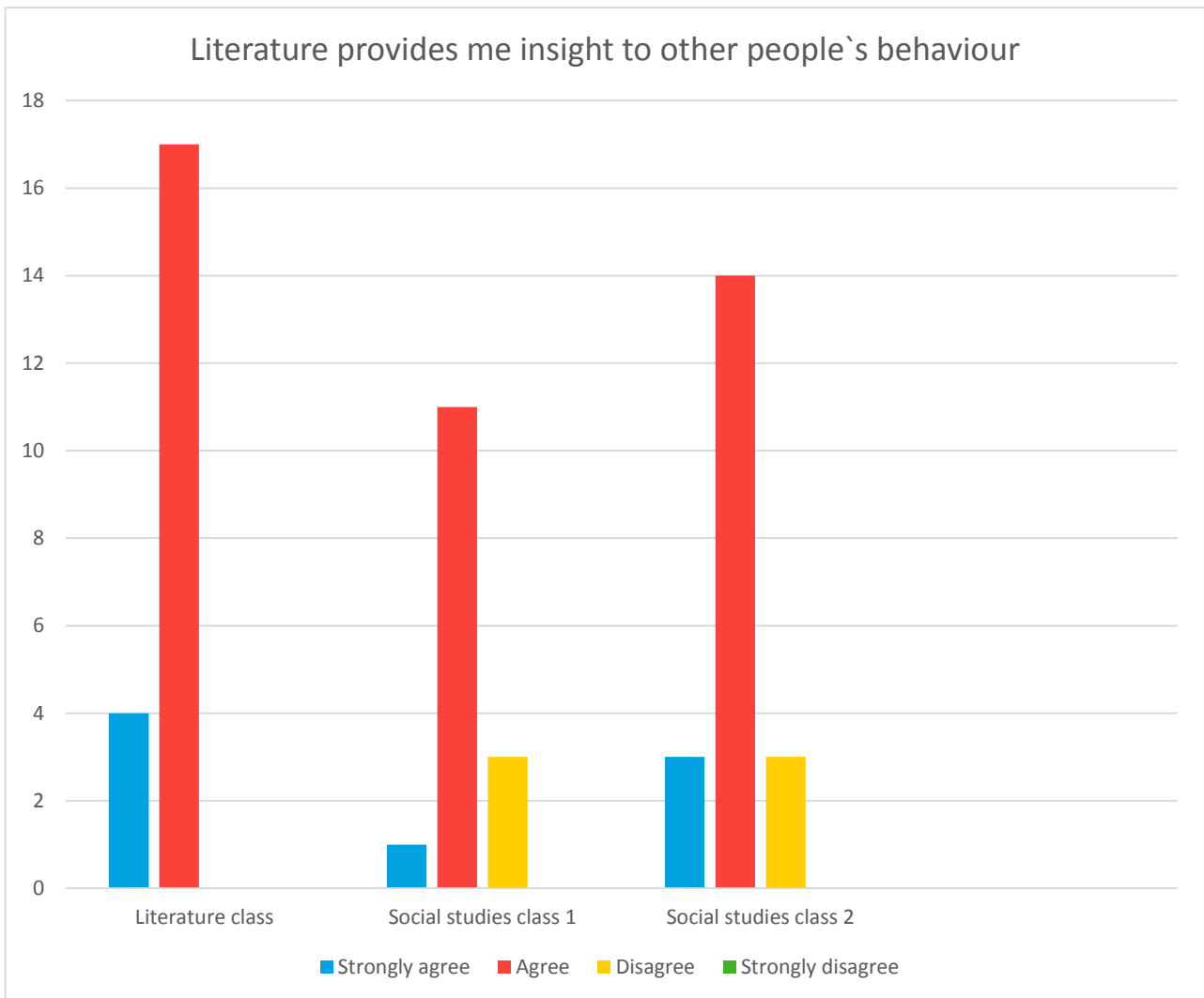
The majority say that literature provides them with insight into other people`s behaviour. 42 persons agreed and 8 strongly agreed. 6 students disagreed with the statement but none of them strongly disagreed.

6. Which types of literature do you benefit the most from when developing your language skills?

The students were asked to comment on which types of literature they benefit the most from when developing their language skills. The number of comments is not identical to the number of students because each student had the opportunity to write several suggestions. Most students wrote 1-3 suggestions while 10 students did not answer at all.

There were no multiple- choice questions so the frequency of the students` comments has been divided into categories based on their own phrasing of answers to give a best possible picture of their personal opinions. If a student wrote "novels" and "newspapers" the two comments were put into two different categorizations. If another student wrote "novels" and "news" these two comments were put into the same two categorizations as the first student. Most of the categories are very similar to the ones found in the textbooks. However, there are some differences like "Coming of age" and "Psychological". All comments are included. Table 9 below illustrates the different categories and the number of suggestions in the last part of the investigation of students` attitudes towards literature in their education.

Table 9

Categorization	Number of comments
Novels	12
Short stories	10
Factual texts	8
All kinds/ a mixture	8
Essays	6
News/newspapers	5
Articles	3
Fantasy	3
Books	3
Shakespeare	3
Chatting/interacting on internet	2

Authentic literature	2
Historical texts	2
New literature (1900→)	1
Blogs	1
Coming of age *	1
Psychological	1
Poems	1
Excerpts	1
Biographies	1
I don't know	1

* "Coming of age" is defined as "something that reaches an important stage of development and is accepted by a large number of people" or "become legally an adult" (Collins 297).

Summing up the students` attitudes to and reflections about the relevance of literature in their education, the majority agreed that literature is an important part of their education. It is an important part of their personal development, it helps them understand different cultures and society, and provides them with insight into other people`s behaviour. However, there was a higher number of students who disagreed with the statement that literature would be important for their personal development.

When the students were asked to write down which types of literature they benefit the most from the five most frequently mentioned types of texts were 1) novels, 2) short stories, 3) factual texts, 4) news/newspapers and 5) all kinds/ a mixture. As shown in sub-chapter 4.1.2 students are often exposed to these types of texts. The fact that students believe they benefit the most from these texts when developing their language skills, and that they are frequently exposed to such texts, indicates that teachers adapt their teaching to what the students feel is important. It also indicates that students respond to and gain from these types of texts. There is also another interesting finding in this material. In part 2, which deals with the use of literature, students also report that they are frequently exposed to essays. However, only 6 students believe this is a type of literature that they benefit the most from when developing their language skills.

4.1.5 Part 5: The relevance of teaching methods in your education

The last part of the questionnaire contained 4 fill-in questions and aimed to investigate which teaching methods the students have been exposed to during upper secondary school and their opinion about their relevance. Question 1-3 ask which teaching methods the students like, which methods they dislike and which methods they benefit the most from when developing their language skills. The answers to questions 1-3 are displayed together in table 10 below while question 4 is analysed separately.

Table 10

The relevance of teaching methods

- Which methods in teaching do you like?
- Which methods in teaching do you dislike?
- Which methods do you benefit the most from when developing your language skills?
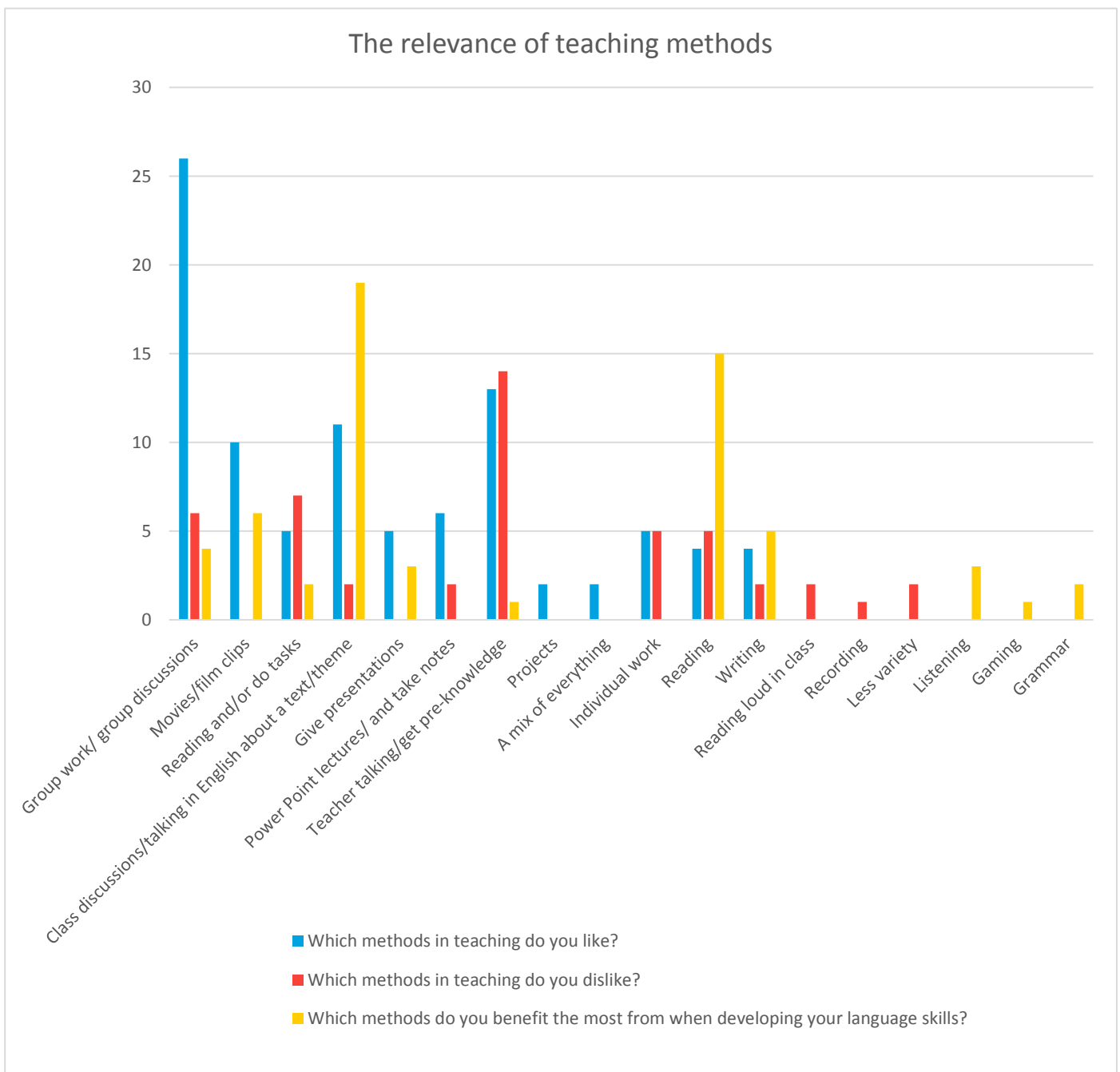
The results in table 10 indicate the number of responses. If one student wrote that he likes group work and class discussions, his opinion is registered in both graph bars. Most students listed 1-3 different activities that they like. For that reason, the number of responses differs from the number of students. However, basing the results on the number of response gives a more nuanced picture of what the students actually prefer in their education. The categorizations are based on the students` own phrasing of answers to give a best possible picture of their reflections.

As shown, group work or group discussion are the most preferred teaching methods among the participating students. Reasons for this are according to the students that it is interesting to hear other people`s opinions, it is fun and that they learn a lot from discussions. However, there is also a number of students who dislike group work. These students argue that groups tend to get unfocused, talk about other things and that participants start speaking Norwegian, although they should be speaking English. All in all, since the majority of the respondents like group work it is most likely a good teaching method if the teacher takes an active role and keeps the groups motivated and focused. Students also say that they benefit from this method when developing their language skills. However, they claim that it is not the method they benefit the most from.

Class discussions and reading are clearly the methods they feel they benefit the most from when developing their language skills and these are mentioned frequently in the students` response. Watching movies/film clips or documentaries about a relevant topic is also mentioned as a very good method several times in my material. Other preferred teaching methods that the students list are writing, reading and doing tasks, listening, giving presentations, gaming and grammar teaching. Besides class discussions, the teaching methods students believe they benefit the most from are not equally classified as the most popular ones. So, the students are well aware of the fact that the teaching methods they like may not be the best when it comes to learning outcome.

Another tendency that needs explanation is that the bar graph which illustrates that the number of students who like the teacher giving lectures is almost the same at the number of students who dislike this method of teaching. When the students were asked about which methods in teaching they dislike, most gave reasons that they disliked when the teacher talked for too long or gave too long presentations. Therefore, the results show, many students enjoy

listening to their teacher talking, but this must be within a restricted time limit in order to keep the class focused and motivated.

The last and fourth question in part 5 was: "Are there other types of literature or teaching methods you would prefer in your education?". The objective of this question was to include opinions which may have been excluded previously in the questionnaire. Of 56 students, 25 answered this question. It may be assumed that the rest of the group felt that their contribution was sufficient at this stage and that there was no need for further comments. Out of 25, 13 students answered that there was no other literature, or teaching methods, that they would prefer to have included in their education. The remaining 12 participants answered:

- Reading group
- Class discussion, read together
- Reading techniques, reading while taking notes
- Analysis of song lyrics, or more present day texts
- Should have a say in which longer texts (books) we are going to read
- I don't know
- Fantasy
- More talking and discussing in class
- Novels, write essays, oral presentations
- Multiple choice tests, less writing, more speaking
- Multiple choice tests
- Book reports. Reading a book and having a presentation

The results indicate that 44 of 56 students feel that there are no other types of literature, or teaching methods, that they would prefer to have included in their education. Of the 12 students who responded the majority argue for more oral activity and for more writing. Teaching methods which are mentioned here and that have not been discussed previously in this thesis include reading groups, reading techniques and multiple choice tests. A text type that is mentioned here and which has not previously been discussed in this thesis is book report. Book report is not mentioned in the textbooks either and might be considered as a natural part of reading and class discussions at upper secondary level.

4.2 Textbooks in upper secondary school

Below is a description of the textbooks with references to the questionnaire results. The tables give an overview of text types or genres. The categorizations of the different text types, in tables 11, 13, 15 and 17, are based on the textbooks` own wording. In that way, the results are not contaminated or changed by the researcher's subjectivity. Tables 12, 14, 16 and 18 show the relationship between the different types of texts in percentage by a division into fact and fiction, whole texts and excerpts. Here, all texts have been examined. Note that the bar graphs labelled "fact" in tables 12, 14, 16 and 18 include several text types, which were factual, in addition to the textbooks` own categorizations of "fact texts" and "factual texts".

4.2.1 Targets – Vg1

Targets - Engelsk Vg1 (2009) by Haugen et al. is divided into 6 chapters and a reference section. Under "Contents" there is an overview over chapters, authors, titles, text types and audio files. The textbook provides 77 texts divided into text types in addition to tasks and self-assessments. 47% of the texts are factual and 53% of the texts are fictional. 18% of the texts are excerpts or contain excerpts. The remaining 82% of the texts are whole texts and indicates that the textbook emphasises whole texts as part of the textbook structure. The excerpts can be categorized into novel extracts, extracts from films and excerpts from audio files. The book provides audio-files to 43 of the 77 texts. "Poem", "short story" and "fact text" represent the majority of the text types in total.

Table 11

Targets – Engelsk Vg1	
Text types	
Poem	12
Short story	18
Fact text	23
Story	2
Listening	5
Film script	4
Film review	2
Play	1
News reporting	2
Song lyric	3
Novel extract	4
Autobiography	1
In total	**77**

Table 12

Text types (%) in *Targets* (2009)

FACT: 47
FICTION: 53
EXCERPTS: 18
WHOLE TEXTS: 82
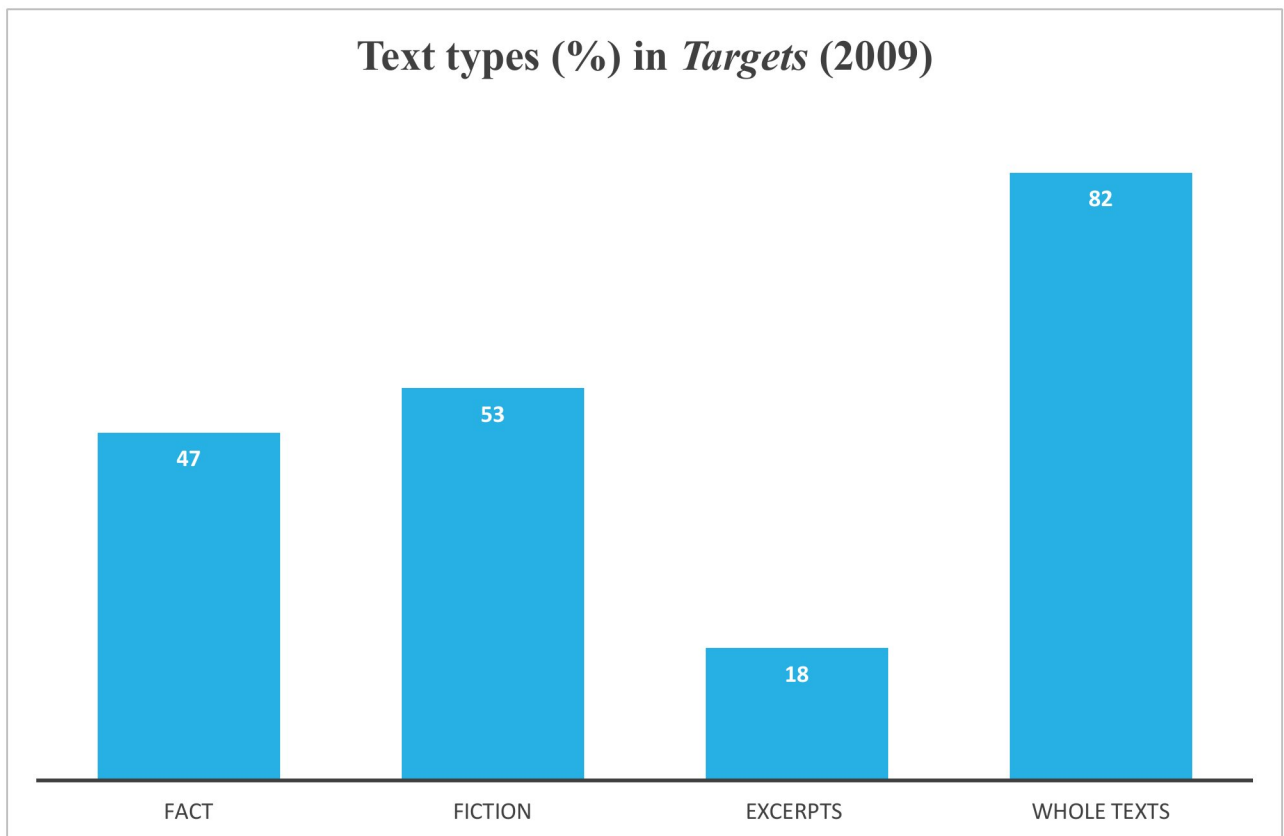
4.2.2 Worldwide – Vg2

Similar to *Targets* (2009), *Worldwide - Programfaget internasjonal engelsk* (2012) by Haugum et al. contains 6 chapters and a reference section. There is an overview over 59 texts in addition to other material like tasks, self-assessments and writing assignments aimed at Vg2 students who study international English. The student can easily find different chapters, text types and audio files. Authors and the title of the texts are always presented. The book provides audio files to 35 of the 59 texts which indicates that audio files is an important part of the textbook. After each text there are writing tasks and after each chapter there are self-assessment schemes.

51% of the texts are factual and 49% of the texts are fictional and shows that the textbook divides its material half-and-half into factual and fictional texts, so to speak. 22 % of the texts are excerpts or contain excerpts and include novel extracts, extract from an autobiography, extracts from films and excerpts from audio files. The remaining 78% of the texts are whole texts which indicates, as in *Targets* (2009), that the textbook emphasises whole texts as part of

their textbook structure. Also here, "poem", "short story" and "factual text" represent the majority of the text types in total.

Table 13

Worldwide – programfaget internasjonal engelsk	
Text types	
Poem	11
Short story	10
Factual texts	10
Listening	8
Novel extract	4
Humorous text	1
Blog	2
Film script	1
Review/film review	3
Memoir	1
Article	7
Web site	1
In total	**59**

Table 14

Text types (%) in *Worldwide* (2012)

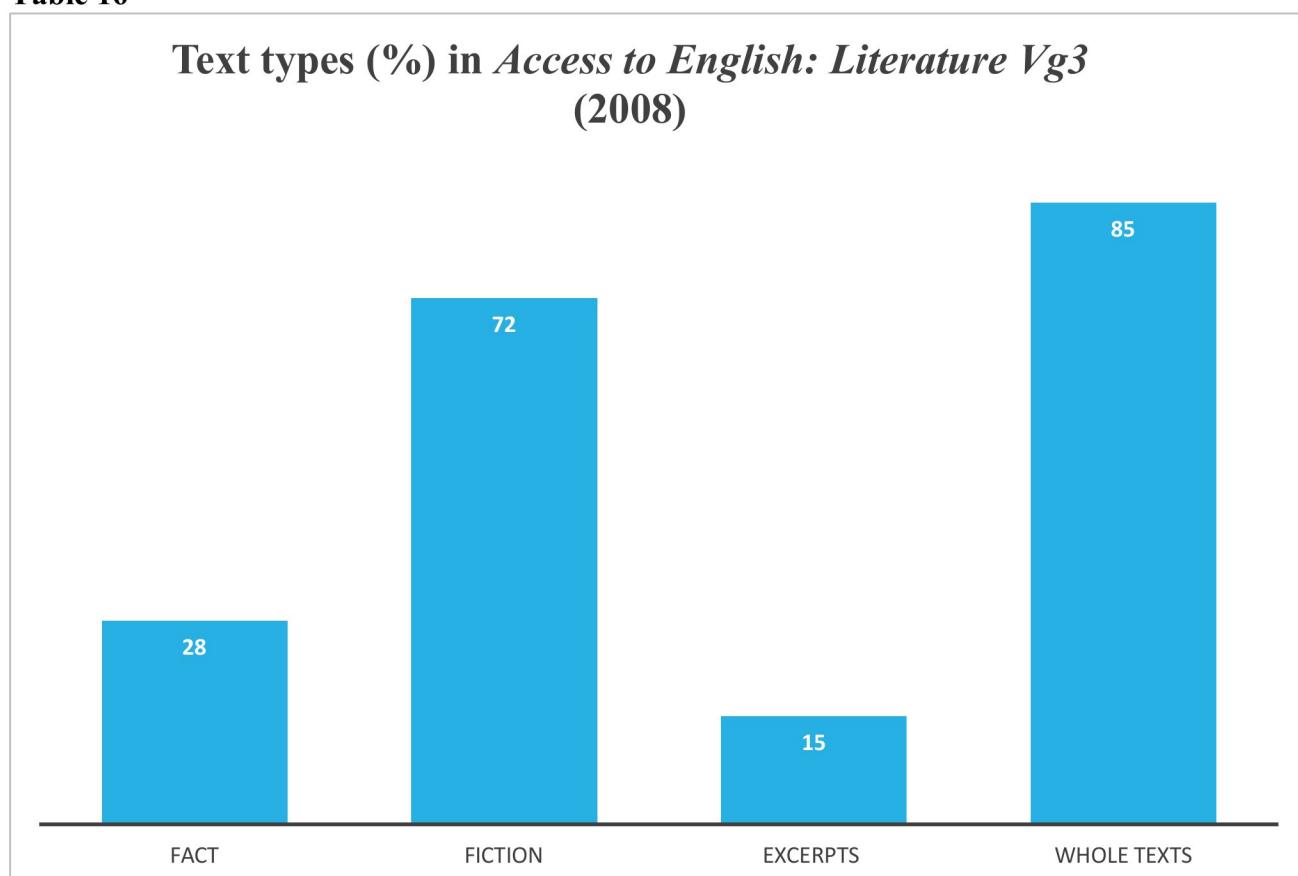| FACT	FICTION	EXCERPTS	WHOLE TEXTS
51	49	22	78
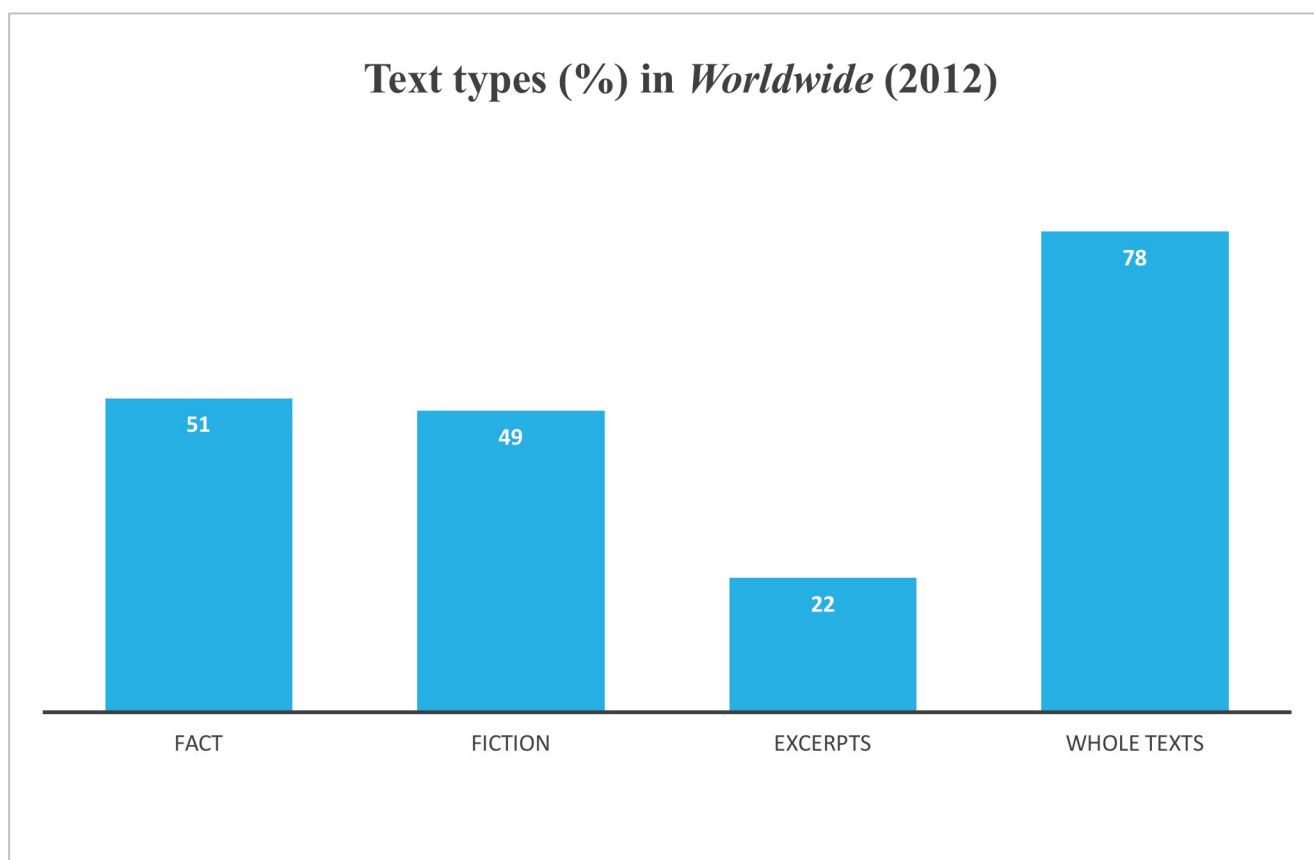
4.2.3 Access – Vg3

At Vg3 level students can either study literature or social studies. There are therefore two course books in use at the target school: *Access to English: Literature Vg3* (2008) and *Access to English: Social Studies Vg3* (2008) by Anthony et al. The two course books are differently structured. *Access to English: Literature Vg3* (2008) divides the different chapters into historical periods of literature while the course book *Access to English: Social Studies Vg3* (2008) is divided into different themes, mostly with connections to either the United Kingdom or the USA. As for the course books provided at Vg1 and Vg2 level there are overviews of chapters, text types, titles, authors and audio files.

In *Access to English: Literature Vg3* (2008) 28 % of the texts are factual and 72% of the texts are fictional. The textbook`s focus is on fiction, and the results show a difference between *Access to English: Literature Vg3* (2008) and the other course books which emphasise the two categories practically equally. 15 % of the 87 texts are excerpts or contain excerpts. The remaining 85 % are whole texts, and show as in *Targets* (2009), *Worldwide* (2012) and *Access to English: Social Studies Vg3 (2008)* that the textbooks` focus is on whole texts. The book provides audio files to 10 of the 87 texts. The majority of text types are "poem", "short story" and "factual text".

In *Access to English: Social Studies Vg3* 50 % of the texts are factual and 50 % are fictional, and the results show an equal focus on both categories. 18% of the 68 texts are excerpts or contain excerpts. The remaining 82% are whole texts. The book provides audio files to 14 of the 68 texts. Similar to the other course books, "factual text" and "short story" represent the majority of text types. However, a difference is that *Access to English: Social Studies Vg3* focuses on listening comprehension and articles instead of poems.
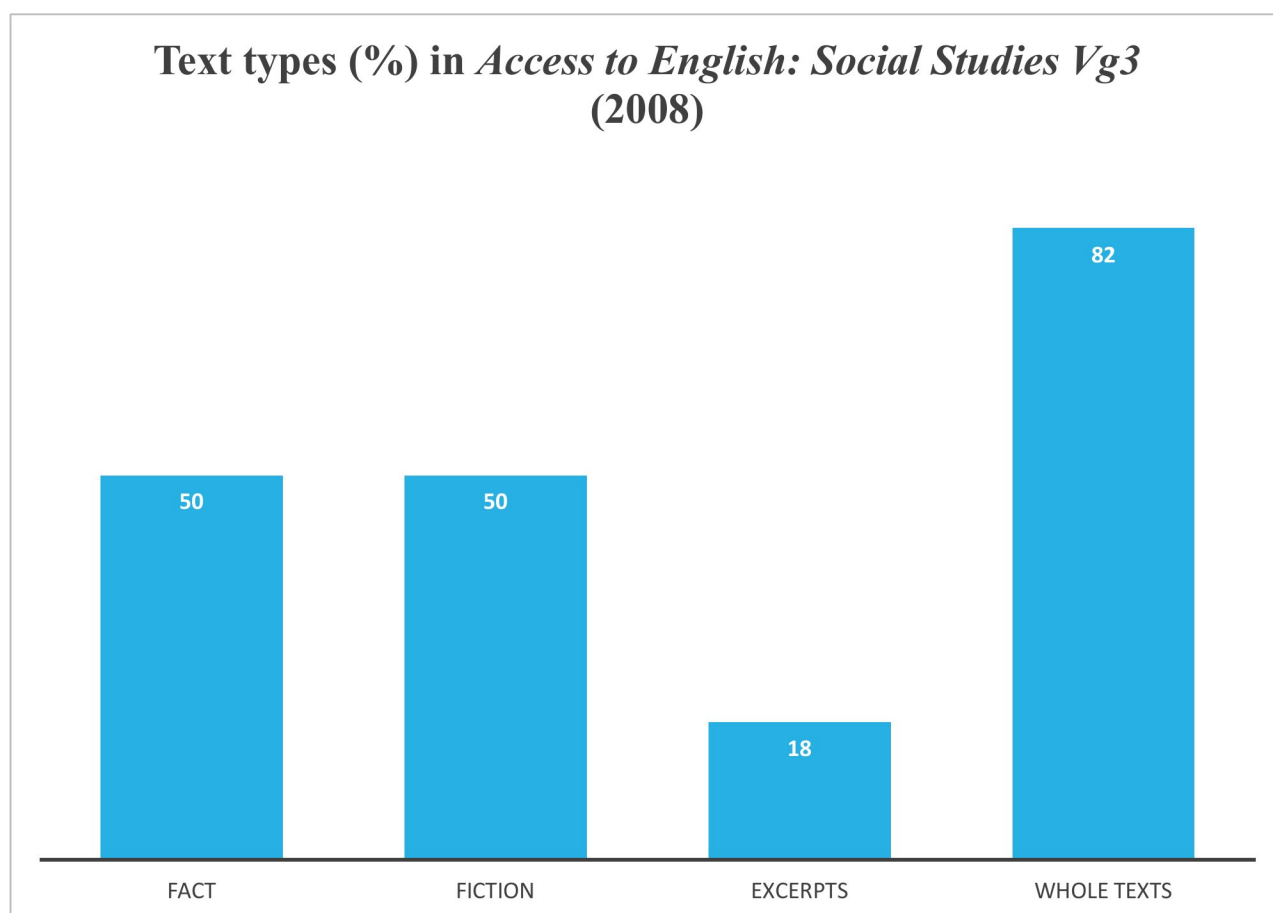
Table 15

Access to English: Literature Vg3	
Text types	
Factual text	23
Short story	16
Play	1
Poem	25
Song	6
Excerpt prose	3
Excerpt novel	6
Screenplay	1
Listening comprehension	4
Radio journalism	1
Sketch	1
In total	**87**

Table 16

Text types (%) in *Access to English: Literature Vg3* (2008)

FACT: 28
FICTION: 72
EXCERPTS: 15
WHOLE TEXTS: 85

Table 17

Access to English: Social Studies Vg3	
Text types	
Factual text	18
Listening comprehension	14
Poem	3
Excerpt from novel	7
Short story	8
Introductions/web text	2
Article	8
Excerpt from play	1
Newspaper column	1
Excerpt from autobiography	1
Excerpt from book	1
Song	3
Speech	1
In total	**68**

Table 18

Text types (%) in *Access to English: Social Studies Vg3* (2008)

FACT	FICTION	EXCERPTS	WHOLE TEXTS
50	50	18	82

As shown in the tables above, poems, short stories and factual texts clearly represent the majority of the texts in three of the textbooks (*Access to English: Social Studies Vg3* emphasises listening comprehension and articles rather than poems). This finding mirrors the questionnaire results where students report that these text types are frequently used in teaching. One irregularity is that students state that they also are frequently exposed to novels, essays, newspapers and plays. These text types are poorly represented, or not represented at all in the textbooks, apart from novel extracts. This indicates that (novels), essays, newspapers and plays are considered by the teachers as important and brought into the language classroom as supplement to the textbook used.

When students were asked about what kind of literature they consider important when developing their language skills novels, short stories, factual texts and a mixture of different texts were ranged as the most important sources. The text types students range as important are in accordance with the textbooks in use. An interesting finding concerning the importance of literature for the development of language skills is that of 56 students, only one consider poems important when developing language skills, despite that poems are frequently used in teaching and actually represents a large amount of the text types in *Targets* (2009), *Worldwide* (2012) and *Access to English: Literature Vg3* (2008). The fact that poetry is frequently used in teaching and focused on by the textbooks indicates that this text type is not in accordance with what the students evaluate as important and the textbooks in use.

Tables 12, 14, 16 and 18 above illustrate the percentage of fact and fiction, excerpts and whole texts. They supplement tables 11, 13, 15 and 17 and provide a clear picture of the literature presented in the textbooks. The division between factional and fictional texts was not reflected on by the students, but the division between excerpts and whole texts corresponds to the findings in section 4.1.2 where 52 of 56 students circled "both" when asked about what types of texts they have met in school. Textbook and questionnaire results indicate that both excerpts and whole texts are used in the English classroom.

5. Discussion and Conclusion

The pilot study from 2015 where four English language teachers were interviewed about their teaching practice indicated that those teachers use literature for language learning, the study of literature, culture studies and personal development. This pilot study testified to an awareness of the distinction between using literature as a resource for language learning and using literature for the study of literature itself and reflects the possibilities found in the Norwegian curriculum`s competence aims which open up for both aspects. I argued that the curriculum is vague in this distinction, and must be vague, allowing the teacher to develop her own teaching approach in the classroom. The vagueness may result in differences between English language classrooms at upper secondary level, but vagueness may also result in a great learning environment.

I did not separate between using literature as a resource for language learning and using literature for the study of literature in its own right when carrying out the questionnaire, so therefore the questionnaire was not designed to gather input on this.

The 56 students who participated in this study evaluated literature to be important for their education, their personal development, their understanding of different cultures, their understanding of society and for understanding other people`s behaviour. However, there was a higher number of students who disagreed with the view that literature was important for their personal development. One reason might be that literature is no longer the most important medium used to convey attitudes and beliefs to people. Literature has, for a long time, played an important role in voicing social criticism and influencing peoples` attitudes and reflections. It still has such a role, but the channels for discussion and social interaction are many in todays` technological society. Students may consider literature more as a way of accessing knowledge about something, rather than as something that influences their personal development.

Students evaluated the most important types of literature to be novels, short stories, factual texts and a mixture of different types of texts. This evaluation is in accordance with the textbooks in use which represents these types of texts. An interesting finding here was that only one student evaluated poetry as important despite that students are frequently exposed to poetry and despite the textbooks` emphasis on this type of literature. Further, students reported an experience of the most frequent text exposure to be short stories, essays, novels,

poetry, newspapers, factual texts and plays. The findings showed that essays, newspapers and plays were poorly represented or not represented at all in the textbooks. So the students` experience of text exposure is not in accordance with the textbooks in use and indicates that teachers bring additional material into the classroom.

Discussing teaching methods, students clearly expressed that the methods they feel they benefit the most from when developing their language skills are class discussions and reading. This is very interesting because these methods are also ranged as the two most frequently used teaching methods described by the teachers in the pilot study. It indicates that teachers adapt their teaching to what the students feel they benefit the most from and are most likely teaching methods that function well in the English language classroom at upper secondary level. Class discussion and reading as teaching methods are also in accordance with the students` experience of the most common teaching method: "the students are given a text to read. Afterwards they discuss it in class with the teacher".

Even though students expressed that they benefit the most from class discussions and reading, these are not the methods they like the most. Group work is reported as the most popular teaching method even though only four students believe they benefit the most from this method. The similar tendency is true for reading. Many students say they benefit much from reading despite the fact that only four students like this teaching method.

Another interesting finding about teaching methods was that listening to audio files in class or independently on their computers were rarely or not experienced at all by students, despite the textbooks` emphasis on listening. The students did not evaluate listening to audio files as beneficial when developing their language skills and the findings indicate a discrepancy between textbooks, classroom practice and students` attitudes. The textbooks encourage the use of audio files while neither teachers nor students use this method for language learning. The fact that listening as teaching method does not constitute a larger part of language teaching practice at upper secondary level is surprising since oral skills, which includes listening, is one of the curriculum`s five basic skills. There might be many reasons for the low frequency of exposure. One reason might be the accessibility of the technological devices which makes it possible to perform listening to audio files as teaching method. A teacher is dependent on a time schedule and if the technological devices are not available it can be difficult to actually implement the method during a lesson.

The last finding to be discussed here concerning teaching methods is that students argued for both more talking and more writing. The questionnaire results clearly show that methods commonly used are discussions in which the entire class participate and also discussions in smaller groups. There is a discrepancy between the students` argumentation for more talking and the results which show that talk, or class and group discussions, often occur. Reason might be that there are differences between classes, that some classes might prefer talking activities more than others or that students might evaluate talking as something else than class or group discussions. These are only speculations and should be investigated further.

Writing as a teaching method was briefly mentioned in the 2015 pilot study as an activity used in connection to reading a novel or a book. Teachers described good experiences of using literature, and writing as an activity attached to reading was one of them. Also, the teachers believed that reading literature makes the students better writers. However, writing was not highlighted as a teaching method frequently used in the pilot study. So the fact that students ask for more tasks in writing may indicate that teachers do not give enough priority to writing in the English language classroom. The questionnaire results demonstrate that students very often work with a text and then do written tasks afterwards. Therefore, when students ask for more tasks concerned with writing, they might refer to creative writing or writing longer texts.

The circumstances should be in favour of writing when using the textbooks. All textbooks have writing assignments attached to most of their material. *Targets* (2009), *Worldwide* (2009) and *Access to English: Social Studies Vg3* (2008) have writing assignments after most chapters, here writing is understood as writing a longer text and not just answering questions. *Access to English: Literature Vg3* (2008) has another structure but offer suggestions for essay topics after each chapter and guidance of how to improve an essay.

Even though my master`s thesis provides interesting results, there are some weaknesses which became evident during the research process. The questions concerning "The relevance of literature in your education" could have been more specific, as the phrasing of the question might have led students to give positive feedback. Needless to say, the pilot study about teachers` point of view is too small for results to be generalizable. However, this master`s

thesis provide an insight into 56 students` reflections about literature and teaching methods in their education.

In conclusion, students evaluate literature to be an important part of their education as a way of developing their language skills, as a way of developing as persons and as a way of understanding culture and society. Reading and discussing are evaluated as the most important teaching methods. However, students ask for more talking and more writing in their English classroom. The fact that they assess novels, short stories, factual texts and a mixture of different types of texts to be most beneficial for developing their language skills, is in accordance with the textbooks they use. The literature that they are frequently exposed to are not, however, fully identical with the textbooks, and further research into this mismatch would be worth pursuing.

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Appendices

Appendix I   Søknad om tillatelse

Søknad om tillatelse   14.01.16

I forbindelse med masterstudier i engelsk søker jeg med dette om tillatelse til å gjennomføre
en spørreundersøkelse og et intervju på Vg3-nivå i faget engelsk.

Skolen og deltagerne anonymiseres og det er frivillig å delta. Hensikten med undersøkelsene
er å studere bruken av litteratur på videregående nivå, og få innsikt i elevenes tanker,
holdninger og refleksjoner rundt deres eget utdanningsprogram.

Mvh Anette Finsrud

*Anette Finsrud gis herved
tillatelse til å gjennomføre en spørreundersøkelse
og intervju på Vg3-nivå i engelskfaget.*

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*Vigdis Gjerberg
rektor*

Appendix II   **Questionnaire for students**

Questionnaire for students

Purpose

Data collected from this anonymous study will be used for the completion of a master`s

degree at Østfold University College. The information gathered will be used for research on

literature at upper secondary level. The purpose of this questionnaire is to investigate how

literature is used through a study of students` attitudes, thoughts and reflections towards the

subject. There are no risks or benefits to you from participating and you can stop at any time.

The completion and return of the survey indicates your consent to participate in this study.

Please do not put your name on this form.

Factual information.

1. Gender (circle the appropriate letter)

A: Male   B: Female

2. Student`s level (circle the appropriate letter)

A: First year   B: Second year   C: Third year

3. Your first language (circle the appropriate letter)

A: Norwegian   B: English   C: Other

4. Have you studied in any English speaking countries? If yes, in which one(s) and for how many years? (Fill in)

   _____

   _____

5. Your age (fill in)

   _____

6. How long have you been studying English in total? (fill in)

   _____years

The use of literature

The following questions are meant to investigate the exposure of literature throughout upper secondary school. Please include information concerning all school years at upper secondary level (3 years if you are a third year student).

1. What types of written texts have you met in school? (circle the appropriate letter)

   a) Excerpts from texts

   b) Whole texts

   c) Both (excerpts and whole texts)

2. What kinds of texts have the written literary texts included? (Underline all relevant answers. Fill in if necessary)

   a) Novels
   b) Short stories
   c) Biographies
   d) Essays
   e) Children`s literature
   f) Travel literature
   g) Picture books
   h) Poetry
   i) Plays
   j) Factual texts
   k) Newspapers
   l) Fantasy
   m) Diary
   n) Others? Please fill in:

   _____
   _____
   _____
   _____

Methods

1. Which methods have typically been used throughout upper secondary? Circle one alternative for each claim. The percentages indicate the frequency of exposure: "Always (100%)" indicates that the method has been used in every English lesson, "Sometimes (60%)" indicates that the method has been used in 60% of the English lessons etc.

We (the students) are given a text to read. Afterwards we discuss it with the teacher.	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
We are given a text to read. Afterwards we discuss it in groups.	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
We listen to texts on audio files in class.	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
We listen to audio files independently on our computer.	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
After working with a text we are given oral tasks.	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
After working with a text we are given written tasks.	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
We work with different types of texts each lesson	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
We typically work with a text for a longer period of time (a week or more)	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
There are often projects attached to the texts we work with.	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)
Pre-knowledge is typically activated before the introduction of a text.	Always (100%)	Usually (80%)	Sometimes (60%)	Occasionally (20%)	Never (0%)

The relevance of literature in your education

1. Literature is an important part of my education (circle the appropriate letter and fill in)

A: Strongly agree   B: Agree   C: Disagree   D: Strongly disagree

Why?
_____
_____

2. Literature is an important part of my personal development (circle the appropriate letter and fill in)

A: Strongly agree   B: Agree   C: Disagree   D: Strongly disagree

Why?
_____
_____

3. Literature helps me understand different cultures (circle the appropriate letter)

A: Strongly agree   B: Agree   C: Disagree   D: Strongly disagree

4. Literature helps me understand society (circle the appropriate letter)

A: Strongly agree   B: Agree   C: Disagree   D: Strongly disagree

5. Literature provides me insight into other people`s behaviour (circle the appropriate letter)

A: Strongly agree   B: Agree   C: Disagree   D: Strongly disagree

6. Which types of literature do you benefit the most from when developing your language skills? Please fill in.
_____
_____
_____
_____

The relevance of teaching methods in your education

1. Which methods in teaching do you like? Why? (fill in)

_____
_____
_____

2. Which methods in teaching do you dislike? Why? (fill in)

_____
_____
_____

3. Which methods do you benefit the most from when developing your language skills?

_____
_____
_____
_____

4. Are there other types of literature or teaching methods you would prefer in your education programme? Please feel free to elaborate.

_____
_____
_____
_____

Thank you for participating! I greatly appreciate it.

Anette Finsrud
Østfold University College

Appendix III   Part 4 - Results

Part 4 – Results - The relevance of literature in your education

Literature Class – Results

1. Literature is an important part of my education.

8 students answered "Strongly agree", 12 answered "Agree", 1 answered "Disagree". None of the students answered "Strongly disagree".

They were encouraged to give reasons why they answered the way they did. The comments were:

* Because I will be prepared for the adult world where I can communicate with other countries (A)
* I need to learn English but I don't think I need the literature part (C)
* Because we [learn] about different periods, and how they have affected our time (B)
* Because we learn about different literary periods because we take an English literature and culture class (B)
* It gives me an opportunity to reflect, and it gives me the ability to get better insight (B)
* Because it is the basics behind knowledge, how to link knowledge up against an example (A)
* It is mainly important because I chose English literature (B)
* It is important because we have to understand why literature is the way it is today and before (B)
* Because it also has literature in Norwegian so knowledge goes into each other (B)
* The more you read the more knowledgable you get (B)
* Extend vocabulary, expand knowledge (B)
* No clue, greater vocabulary maybe? (B)

2. Literature is an important part of my personal development.
    2 students answered "A: Strongly agree", 16 answered "Agree", 1 answered "Disagree" and 2 did not answer at all. None of the students answered "D: Strongly disagree".

The students were asked to give reasons. The comments were:

* Because I can expand my vocabulary and be understood in many countries (B)
* It is a good way to learn the language (B)
* Because I extend my vocabulary and helps me understand society and cultures (B)
* Because it extends my vocabulary (B)
* We learn to back up our own thought and meanings and we use more advanced vocabulary (B)
* Literature has affected me less than other mediums (C)
* More extended vocabulary (B)
* Because I like to read a lot and to learn more literature (B)
* English is becoming the nr1 international language (A)

3. Literature helps me understand different cultures.

3 students answered "Strongly agree" and 18 answered "Agree". None answered "C: Disagree" or "D: Strongly disagree".

4. Literature helps me understand society.
3 answered "A: Strongly agree" and 18 answered "B: Agree".

5. Literature provides me insight into other people`s behaviour.
4 answered "A: Strongly agree" and 17 answered "B: Agree". 1 student did not answer the question.

6. Which types of literature do you benefit the most from when developing your language skills? Comments:
- Fantasy
- Factual text and novels from different periods of time
- All kinds of texts, but I do think that I am personally paying more attention to the language in poems, novels and short stories as these genre is one of my favourites
- Texts that interests me. It can be different texts
- A mix of everything
- Factual texts, essays and books
- Reading authentic literature
- Essays, fantasy (since it is less limited)
- Authentic literature
- Shakespeare
- Shakespeare
- Shakespeare
- Different kinds of literature, so we get known with every kinds of gender [genre?]
- Literature that I find interesting
- I think all types of literature helps developing my language skills so therefore it is important to use different types
- Literature who are written understandable and sometimes more from 1900 and new literature
- Novels, historical, coming of age, psychological
- Novels and short stories
- When I`m chatting and interacting with other people

Social Studies Class 1 – Results (15 students)
1. Literature is an important part of my education.
4 students answered "Strongly agree", 10 answered "Agree", 1 answered "Disagree". None of the students answered "Strongly disagree".

When they were asked to give reasons the comments were:
- We have to read a lot of different novels/short stories. And we use what we have read in the future years to come (A)
- The books are important for my learning (A)
- To know more about English language and countries (B)
- For our understanding (B)

- Literature is one of the best ways to increase your knowledge and the use of the English language (B)
- I come across literature in English, Norwegian and German (A)
- We need it (B)
- Because it is very educational (B)
- We need to understand the language better (B)
- To understand society and develop my reading skills (A)

2. Literature is an important part of my personal development.

2 students answered "A: Strongly agree", 8 answered "Agree", 4 answered "Disagree" and 1 answered "D: Strongly disagree".

Comments:
- I love to read different books, particularly from the fantasy sections like Harry Potter (A)
- I like reading books in my spare time (B)
- It makes me relax (B)
- By reading you increase your mental capacity (B)
- I can learn from literature (B)
- Doesn't really like literature (C)
- I don't care about literature (D)
- Helps me understand stuff better (B)
- To understand society and for joy (A)

3. Literature helps me understand different cultures.

2 students answered "Strongly agree" and 10 answered "Agree". 3 answered "C: Disagree" and none answered "D: Strongly disagree".

4. Literature helps me understand society.
   4 answered "A: Strongly agree", 8 answered "B: Agree" and 3 answered "C: Disagree".

5. Literature provides me insight into other people`s behaviour.
1 answered "A: Strongly agree", 11 answered "B: Agree" and 3 answered "C: Disagree".

6. Which types of literature do you benefit the most from when developing your language skills? Comments:
- I believe the types I will benefit the most from are factual text like newspapers.
- Novels I like to read.
- Dan Brown`s books. They are interesting and funny to read, At the same time I learn a lot about history, religion and Mr. Brown is good with language and descriptions when he is writing.
- Newspaper articles, historical texts from text books and the internet.
- Factual texts, novels and short stories.
- Probably articles (newspapers), books.
- Factual literature
- Factual, but also fantasy etc.
- Factual texts and novels
- Essays

Social Studies Class 2 – Results (20 students)
1. Literature is an important part of my education.

2 students answered "A: Strongly agree", 16 answered "B: Agree" and 2 answered "C: Disagree". None answered "D: Strongly disagree".

Comments:
- It is very important to learn and improve my English (B)
- Literature is important to learn how to write better texts (B)
- To get a good grade (B)
- Don't know (C)
- We work with literature in almost every class (A)
- Because a lot of it is history and well known writers. Personal development (B)
- It is for everyone (B)
- Because I get to learn better English (A)
- Depends, literature is an important part of any education due to it being sometimes educational etc. (B)
- Literature is not important for my education (C)
- It is hard to learn anything without any type of text (B)
- Literature is important to an extent, however, social studies is the main focus (B)
- Fordi jeg trenger det videre i utdanningen

2. Literature is an important part of my personal development.

2 students answered "A: Strongly agree", 12 answered "Agree", 5 answered "C: Disagree" and 1 answered "Strongly disagree". This result differs from the results in the literature class. Below are the comments:

- You can learn important life lessons and learn more about yourself by reading literature (B)
- I have social studies, so literature won`t help me as much (C)
- You learn more and develop as a person (B)
- Fordi engelsk er rundt meg hele tiden. Internett, tv og i hverdagen, noen gnager på jobb.
- I am more interested in the social aspect of English (C)
- I am not a big fan of reading. If I want to learn something I would rather watch a video (C)
- There can be ok sometimes to read from now or then, but rather watch a movie (B)
- From some types of literature we can learn more about ourselves and our interests, Lets you build up (B)
- My vocabulary gets better (B)
- I never read literature my myself in my freetime (D)
- It`s entertaining (B)
- Learn different types of texts. New words. Different perspectives (A)
- Fordi jeg lærer mer om samfunnet of folk (B)
- I don`t read much (C)
- Because I get to see insights about other stuff, and I can improve my English skill with reading literature (A)
- It helps me communicating when I`m out traveling (B)

- Helps my language get stronger (B)

3. Literature helps me understand different cultures.
3 students answered "Strongly agree" and 15 answered "Agree". 2 answered "C: Disagree" None answered "D: Strongly disagree".

4. Literature helps me understand society.
2 answered "A: Strongly agree", 14 answered "B: Agree" and 4 answered "C: Disagree".

5. Literature provides me insight into other people`s behaviour.
3 answered "A: Strongly agree", 14 answered "B: Agree" and 3 answered "C: Disagree".

6. Which types of literature do you benefit the most from when developing your language skills? Comments:

- Excerpts from texts, short stories, essays etc.
- I feel like there should be a mixture of fictional text. In that way you may read fictional texts that are more exciting and also read factual texts where the language might be a little more difficult and therefore you would hopefully, eventually learn to use more difficult language
- Short stories
- Novels
- Stories based on true stories
- All English texts
- Short stories
- Novels
- Articles
- Articles
- Novels, biographies, essays, newspapers, factual texts
- Newspapers and magazines
- Novels and short stories
- Short stories and novels. They help me when writing texts, but they don't help me with my English (words, expressions etc.)
- Blogger, nyheter, faktatekster

Appendix IV   Part 5 - Results

Part 5 – Results - The relevance of teaching methods in your education
Language Class

Questions	Answers
1. Which methods in teaching do you like? Why?	- Discussions in groups - Discussing/talking about what we read. Reading one on one and then sit in groups - Learn about a period (powerpoint), read texts and do tasks. And finish with discussion in class together. - Talking and discussing in small groups. It is much more comfortable to speak with a few others. - Working in groups (discussing, sharing opinions) - Group work, because I like to discuss and understand better. - I like to read and sometimes do tasks, because I concentrate better then. - Group work, show through film. - To discuss in groups or just doing tasks individually and quite [quiet] - Questions - Discussion, group work, oral speaking from the teacher, presentations. - Group discussions are usually very beneficial, more interesting, provide oral outlot - Preparing a presentation for a smaller group of students and the discuss the subject after everyone has had their presentation (on a different subject). - When the teacher gives presentations. Because I learn the most. - Oral lessons, discussions and group tasks - A little bit of everything - I like it when we get the pre-knowledge before working on a text or a period of time. Then discuss the text afterwards. - I like group work, discussion and reading. Because then I can extand [expand] my vocabulary and learn from others as well - I like to watch powerpoints or read about it and take notes. - Group work, projects
2. Which methods in teaching do you dislike?	- Reading for others (loud) - I dislike taping a discussion, because it is so fake discussion and it is hard to make it natural - I am not a big fan of monotone teaching in general. Not only power-point presentations, or not only reading without discussion - Mostly written task like long essays etc. - Very long presentations - Too long presentations, because I have trouble paying attention in the end.

	- Long presentations from the teacher and 100% individual work. - Presentations, uncomfortable for me personally - Too many texts that we have to read - Groups - To do tasks in pairs - Ordinary presentations without a film clip, and tasks - I dislike the oral tasks, but I think they are very important - Only doing tasks by myself, because it`s heavy and I lose motivation - Presentations. Easy to forget the material after the presentation. - Reading loud in class. I do not like being the centre of attention. - Learn everything by myself - Group presentations with random people - Power Points
3. Which methods do you benefit the most from when developing your language skills?	- Talking and listening - Movies and reading. When I bump into words I don't know I usually look them up. - Read books. I feel like everything is easier because I can read how sentences is build up and se [see] - Talking in small groups - Reading. Writing. - Discussion and writing - I benefit the most when I read, not when I listen. - Talking in groups, and reading something to extend my vocabulary - To discuss in groups - Oral and writing - Oral tasks - Reading and noting words I don't understand - Reading books or text - Discussions - Interact with English people - The discussions after the readings or learning of new info. It is interesting to hear other opinion than my own. - Discussions and reading - I learned most of the English I know through games I play/played whoe [where] you interact with other people - Talking
4. Are there other types of literature or teaching methods you would prefer in your	- Reading group - No - Class discussion and read text together - No, the programme are changing, and we have explored possible studies. - Reading techniques, reading while taking notes - Analysis of song lyrics, or more present day texts

	- We should have a say in which longer texts (books) we are going to read
education programme?	- We should have a say in which longer texts (books) we are going to read - I don't know - I am very satisfied with my education programme

Social Studies Class 1

Questions	Answers
1. Which methods in teaching do you like? Why?	- When we discuss about the different things in class and what is right and what is wrong. - Getting explanations by the teacher, working and reading alone and in groups. - I prefer group work or just doing notes while the teacher is speaking. - To write essays - Movies - Watching films that connects to the theme: And doing tasks. - Don't know - Group projects and oral presentations - Teaching on the blackboard, working with my own texts - When the teacher explains. When the teacher writes notes on the blackboard. - Working in groups - Group projects - Groups, presentations, teacher talking, writing texts - Reading a text and discussing it. I learn from discussion
2. Which methods in teaching do you dislike?	- When the teacher just speaks and speaks without showing us how she/he came to that point. - Writing longs texts. - Reading texts and the do tasks afterwards. - Oral tasks with teacher - Read books in English. To [too]much information - Reading, because I feel like I don't collect that much information. - There is nothing I dislike - Lessons consisting of only written tasks - When the teacher talks way to [too] much - When the teacher talks too much - Working alone - Whiteboard education - Don't know - Reading a text and doing tasks. I get unfocused.
3. Which methods do you benefit the most from when developing your	- When I have to speak and discuss with other people in English. - Reading. - When I am writing an assignment and get feedback from my teacher, then I can learn by my own mistakes. - Speaking and discussing in groups. I feel like I learn a lot more then. - Speaking English in class

language skills?	-	Presentations, discussions
	-	Teaching on the blackboard, working with my own texts
	-	Reading a lot
	-	Speaking loud in classes
	-	Listening to other people talk
	-	Talking
	-	Talking, participating in discussion.
4. Are there other types of literature or teaching methods you would prefer in your education programme?	-	No, I don't think so.
	-	I prefer it like we have it today.
	-	Can`t think of anything
	-	No
	-	No
	-	No
	-	I like to read fantasy, like Harry Potter and stuff like that
	-	No
	-	Talking and discussing more in class.

Social Studies Class 2

Questions	Answers
1. Which methods in teaching do you like? Why?	- When the teacher speaks without a PowerPoint. Then I can take notes and I learn a lot - Working in groups - Group tasks, discussions - I like learning by listening to a teacher speak about the subject, and also by erading on my own and either answering questions by myself or discussing them with others - Som regel alt, men variert - Writing texts and working on oral projects. Watching movies that are relevant to the subject at hand. - Working on my own in class because that's what I learn the most from. - PowerPoints and take notes, because I`d like to know the most important content from a teachers point of view. Also watch movies. - Tasks. Working together with neighbour/in groups, when the teacher includes the pupil/class - Watching videos and movies, reading news articles to get an insight in whats going on in the world. I remember better from watching movies/videos. - I learn a lot from documentaries or relevant movies, but also a lot from PowerPoints. - Watching movies, reading texts and then to answer tasks about that text. For me its just easier that way. You test yourself about something you just watched or read about. - Listening to the teacher while taking notes - Working in groups, because it`s fun. - Group work and doing tasks alone - I like when we watch movies because I learn more from watching a movie than reading.

		- Power Points with facts that I can write down in short periods. - Working in groups, with presentations - I like when the teacher talks about a subject loud in class and we answer the question we ask. - Watching movies, working in groups, when the teacher is doing a power point presentation. Because it is exciting.
2.	Which methods in teaching do you dislike?	- Reading texts and doing tasks, because it becomes hard to concentrate. - None - When the teacher is going to talk the whole lesson - I don't really like group work that is graded, or to make posters. - Long classes with "lecturing". I also dislike when the teacher brings the English down multiple levels because someone in class isn't caught up or in the topic. - Group discussions or group project. Never learn anything when working in groups. - When the teacher is just talking - Presentations/fremføringer, when the teax\cher speaks/presents and doesn't include the class. - Reading poetry, plays and old literature, because it gets boring. - Reading poetry, plays and old literature. - Tasks from the book - Tasks after reading a text, because it`s boring. - When the teacher talks too long - Power Points - Too long/much of the same thing - Working at home with hand – ins - Group work. It`s boring and groups tend to go off topic and talk about unrelated things and start speaking Norwegian. - Reading texts and answering questions about it, because it can be quite boring if we do that a lot.
3.	Which methods do you benefit the most from when developing your language skills?	- Speaking with other students. - I don't know - Hearing oral presentations and discussions - Listening probably…watching movies or documentaries help a lot. Reading is alos good. - Grammatikk og muntlig. Diskusjoner og selvfølgelig lese tekster. - Reading or watching movies/TV-series on my own. I alos enjoy writing texts in class. - I watch videos on youtube and movies and TV series. - Jobbe med skjemaer med grammatikk, for eksempel. Eller rett og slett lese tekster. Ord jeg ikke forstår. - Oral, answering question, working with texts/tasks. - Discussions and orher oral activities. - Oral presentations, discussions and so on. - Read texts and answering them.

		- Anything oral - Oral presentations. - Presentations - Speaking with the teacher or watching movies. - Reading, writing and watching TV/movies.
4.	Are there other types of literature or teaching methods you would prefer in your education programme?	- No - Novels…Also like to write essays, and having oral presentations. - Tror ikke det, kanskje dratt på en tur som det ikke ble noe av I går. - No - Multiple choice tests, less writing, more speaking. - Multiple choice tests. - No - Book reports. Reading a book and having a presentation about it. - No