MASTEROPPGAVE

Improving Reading Skills: Using Graphic Novels in a Norwegian Lower-Secondary ESL Classroom

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ABSTRACT

I remember a young girl who longed desperately for the day when she could start school. When asked what she was going to do there, she replied: "I want to learn to read and write and get homework". On the first day of school, she got books – beautiful, colorful books to draw in and to write in, and she got some homework, so she was happy. She was lucky; she got on well with reading and writing, she had someone to read bedtime stories for her, she had someone who modeled reading for her and who would help her when she felt at a loss with her schoolwork. Over the years, I have seen many pupils like her, and I have seen many quite different pupils, whose visions have got lost on paper, in the struggle to make sense. What happened and what can be done? Children need to feel that they are valued and seen. They need to feel mastery and belonging, just like adults. Therefore I am greatly concerned with what can be done to ensure that reading is a pleasurable, meaningful activity for all pupils.

This thesis is based on research conducted in two ESL classes in a lower secondary school in Norway. Forty-one 10th grade pupils have been involved in a reading project investigating ways of helping pupils to improve reading skills in English, and whether the Graphic novel might be one way of doing so. The research questions were: How can graphic novels be used in the ESL classroom? What attitudes do pupils have toward graphic novels? Can graphic novels motivate students to read more? Are there any differences in motivation between the genders with regard to the use of graphic novels? Can the use of graphic novels help cultivate multiliteracies?

This hands-on research indicates that there are motivational and attitudinal differences that suggest gender differences with regard to reading English. Furthermore, it also suggests that reluctant readers stay put at a pre-fourth grade reading level. During this period, textbooks and other reading materials promote the use of visuals to support text. Later, the number of pictures is reduced. My findings suggest that graphic novels can be helpful in education, and that they can improve motivation and reading abilities as well as helping to cultivate multiliteracies.

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"Research is formalized curiosity. It is poking and prying, with a purpose. It is a seeking that he who wishes may know the cosmic secrets of the world and they that dwell therein."

Zora Neale Hurston[1]

1 Introduction

"Reading is boring!" "I know reading is important but I hate reading!" Reading is something I do for schoolwork." "Reading is something the teachers make us do because they hate us!" This is what some of my 9th grade pupils said when asked: "What does reading mean to you?" Pupils come in all shapes and sizes; they have been brought up differently and have various interests, skills and stamina. They are also motivated by different things. They come to school with different attitudes towards reading English, challenging the ESL/EFL[2] teacher into coming up with plans that will succeed in engaging, motivating and teaching the core ESL curriculum to all the students. This thesis reports on research I have carried out to determine whether the graphic novel might be an important tool in the difficult, but essential work of teaching literacy, and motivating Norwegian students to read more English. Hence my major research question is: Can graphic novels motivate Norwegian ESL pupils to read more in English?

While working as an ESL teacher at lower-secondary school in Norway during the past twenty years, I have been taken aback numerous times by the question of how I can make my pupils really want to read English. How can I encourage them to read beyond the assigned reading they already do; how can I make them more eager readers and more positive towards reading assignments in English in general? Obviously I have had the joy of working with pupils on all levels of reading ability, from the poor readers to the most gifted readers. All of these pupils require teaching methods and materials that will help them reach a higher level of

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[1]**Zora Neale Hurston** (January 7 1891 – January 28 1960) was an American folklorist and author during the time of the Harlem Renaissance, well known for her novel *Their Eyes Were Watching God*.
[2] ESL stands for "English as a Second Language", whereas EFL stands for "English as a Foreign Language". In Norway English is now considered to be a second language, hence I will use ESL from now on.

proficiency, teaching methods that are not easily found in the busy daily life of a dedicated teacher.

Occasionally I have had the joy of experiencing highly motivated pupils who want to read in English and come to me for advice on what to read, a truly wonderful experience for an ESL teacher. These pupils do not have to be the most gifted ones, but they have in one way or another developed an inner motivation to read English, which is something that I strive to develop in all of my students. This was also my concern a couple of years ago when I carried out a pilot study on some of my pupils, then in 8th grade, for my Method and Project paper in the Master's Programme on Teaching Foreign Languages in School (Aamodt-Brænden 2010), on the research question: What can be done to encourage boys to read English? Findings in that study motivated me to go on and work more with this topic, thinking that there must be a reason why so many more boys than girls are reluctant readers, and believing strongly that it must be possible to change this. When I analyzed the answers I found that no matter how different the boys were they all mutually agreed that reading was for the smart pupils, reading was boring, reading was something they had stopped doing around fourth grade. They believed that reading had to do with interest and they had neither the time or interest for reading in English. My study also indicated that there is a gap between what is expected of the boys in terms of reading and their level of maturity. These findings got me thinking of alternative choices in reading matter for pupils than the literature traditionally used in school. In order to help these reluctant readers I decided to do some further research and to introduce my pupils to graphic novels. Could this be a motivating option?

In my experience, there is a growing number of pupils who are reluctant readers, not necessarily because they have not learned how to read, but merely because they think it is boring, they do not see the point of it, and they come up with all sorts of excuses that can help them get off the hook, so to speak. All of this adds up to one thing; they do not read. This worries me, so what I have become increasingly occupied with is not so much why so many pupils are reluctant and poor readers of English, but rather with what can be done to help them read and enjoy reading. The reason I chose this research area, is my own curiosity and need to figure out how to develop new teaching materials and strategies in order to be successful in converting pupils from reluctant readers into motivated readers. I believe that the key to success in achieving this goal is motivation. In my experience, pupils are fully aware of the importance of reading, but many of them lack the drive and the motivation to put enough time and effort into the art of reading. Building literacy is hard work until it becomes

natural and effortless; therefore it is crucial for educators to choose strategies that support that work.

My impression that Norwegian pupils are weak in terms of reading skills is supported by the results that pupils attain on standardized tests in Norway. In Table 1, we see the distribution of the English reading scores of lower-secondary school pupils in Norway on the 2014 tests.
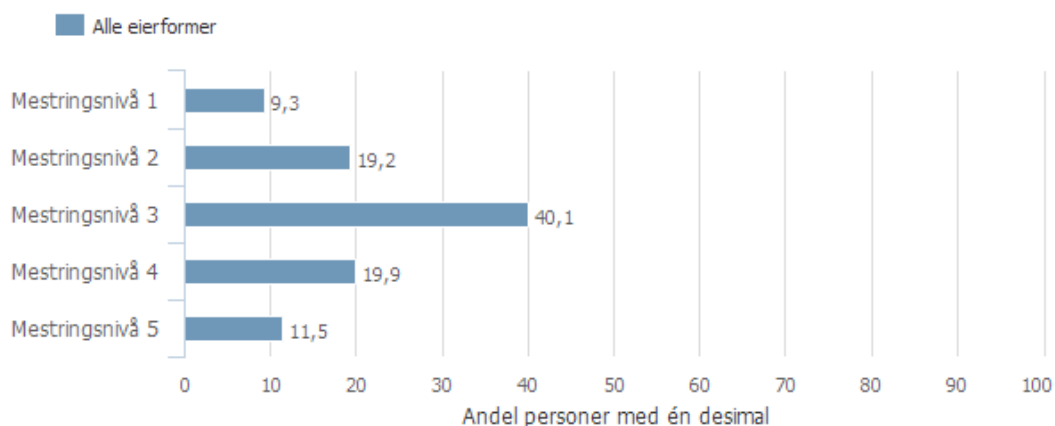
Nasjonalt, Grunnskole, Nasjonale prøver ungdomstrinn 2014, Engelsk, 2014-2015

TABLE 1: "Nasjonale prøver 2014", (Standardized national reading tests for 2014)

As this table indicates, 28, 5 % of the 9th grade pupils are on levels 1 and 2: i.e., they have not acquired sufficient reading mastery. I believe that it is reasonable to assume that a fair share of these students have developed a reluctant attitude towards reading in general and towards reading in English specifically due to their earlier school experiences in the ESL classroom.

1.1 Research question

My pilot study of the reading habits of pupils has led me to believe that they need texts that are more motivating in order to develop their reading skills in English. After reviewing theoretical materials on reading, I asked myself whether reluctant readers might be stimulated by graphic novels. I decided to design a teaching project in order to answer my main research question:

Can graphic novels motivate Norwegian ESL pupils to read more in English?

These are some of the sub-questions I decided to focus on prior to, and while working on the reading project.

    1. How can graphic novels be used in the ESL classroom?

2. What attitudes do pupils have toward graphic novels?

3. Can graphic novels motivate students to read more?

4. Are there any differences in motivation between the genders with regard to the use of graphic novels?

5. Can the use of graphic novels help cultivate multiliteracies?

In order to answer my main research question and investigate my sub-questions I have carried out a project using reading circles in two classes of tenth graders, in a lower-secondary school in rural Norway, using a graphic novel version of Khaled Hosseini's novel *The Kite Runner* (2011).[3] Some pupils read both the original novel and the graphic novel version. All pupils viewed the film version.

In the article "Graphic Novels in the ESL Classroom" (2009), Bill Templer states that there is a need for more classroom-based research on the use of graphic novels to promote reading. He goes on to mention Stephen Krashen's conclusion: "There is no current research that I know of on the use of graphic novels, but there is evidence suggesting that comic book reading can be a conduit to 'heavier' reading." I can relate my research to this, keeping in mind my main question which is how to motivate children and students to read, guiding them on to "heavier" literature from there.

Based on the research I have carried out in this project, I would argue that using the graphic novel on its own is not sufficient if we are to reach an efficient level of literacy; it is merely a stepping stone. Comics and graphic novels can be regarded as a conduit leading to more reading and to the understanding of more demanding texts (Hayes and Ahrens, qtd. in Krashen 2004:103). This implies that readers will hopefully reach a point where graphic novels have completed their motivating mission, and helped readers to develop a more educated vocabulary consisting of lexical words beyond the level of basic words. ESL pupils have to go on to read other, more demanding literature.

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[3] Khaled Hosseini's novel was first published in 2003 and soon became a best-seller. The graphic novel version was published in 2011 by Riverhead Books, New York. The illustrations were made by Fabio Celoni and Mirka Andolfo. A film version of the novel was released in 2008 by DreamWorks, directed by Marc Foster, and starring Khalid Abdalla as Amir, Homayoun Ershadi as Baba and Ahmed Khan Mahmidzada as the boy Hassan.

Templer quotes Carter on research in this area: "What is needed is more evidence from researchers that graphic novels improve literacy skills" (Carter, qtd. in Templer, 2009). There is a need for more hands-on experience in this matter; therefore I hope that my findings can provide useful information concerning what Norwegian ESL students think of graphic novels and how they respond to them.

The organization of this research paper is as follows, it consists of five sections with the introduction as section one. Secondly, in section two, I have chosen to discuss different aspects of theoretical literature on reading, both in general, according to tests measuring reading as well as the literature used for the reading project. Thirdly, in section three, I will address the methodology and research design guiding the reader through the various stages of the reading project. In section four I will show and discuss information gathered from various types of questionnaires and diary entries. In the last section, section five, I will draw conclusions of my findings.

2 Literature Review

2.1 The Importance of Reading

Educators and curriculum designers all over the world argue that reading is important. In this section I will define reading before going on to present what is said about reading in the Norwegian National Curriculum (K06), and PISA. I will also present the results of the Norwegian National Standardized Reading Tests 2014 (*Nasjonale Prøver i Lesing 2014*) to establish the current situation in Norway.

Reading is an important part of our daily lives, so much so that to some extent we are valued according to how well we read, according to our literacy skills. Children rank one another, as do young adults and adults. The school system evaluates the students according to various measures, where reading becomes a major part of the evaluation criteria. In short, reading affects us every day and everywhere. Reading is also one of the basic skills in every subject taught at school.

2.2 Definition of Reading in the Norwegian National Curriculum

The Norwegian Directorate for Education and Training 2012 – Framework for Basic Skills[4] defines reading as follows: "Reading means to create meaning from text in the widest sense. Reading gives insight into other people`s experience, opinions and knowledge, independent of time and place: The reading of texts on screen and paper is a prerequisite for lifelong learning and for active participation in civic life" (8). Furthermore, reading "involves engaging in texts, comprehending, applying what is read and reflecting on this. In the context of this Framework, texts include everything that can be read in different media, including illustrations, graphs, symbols or other modes of expression. In addition: Knowledge about what characterizes different types of texts and their function is an important part of reading as a basic skill" (8).

According to the Norwegian National Curriculum (K06), reading is one of the five basic skills, along with: writing skills, oral skills, numeracy and digital skills. Reading involves both decoding and metacognition, and it is important that teachers use various teaching strategies when teaching reading, along with a focus on teaching their pupils different reading strategies. Under the title "Ungdomstrinn i utvikling"[5] (Strategy for the lower secondary school) the Norwegian Directorate for Education and Training, UDIR, addresses different aspects of reading that should be focused on in the different subjects taught at lower secondary school (http://www.udir.no).

I have not yet met anyone, whether an adult or a pupil, who argues that reading, is not important. I would say that there is an overall consensus that developing reading skills is one of the most important aims of education. People refer to reading on a daily basis as a skill learned in school, and as many of my pupils have often said: "I know it is important to read, and I know how to do it, but I choose NOT to read". When I ask my students from time to time to explain what reading really is, they simply say that it is being able to put words

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[4] The Norwegian Directorate for Education and Training 2012 – Framework for Basic Skills.
http://www.udir.no/Stottemeny/English/Curriculum-in-English/_english/Framework-for-Basic-Skills/

[5] "Ungdomstrinn i utvikling" (Strategy for the lower secondary school) the Norwegian Directorate for Education and Training, UDIR, http://www.udir.no

together to form meaning. This brings me to the core goal of this master's dissertation: namely to investigate whether the graphic novel can be of any help, or function as a useful tool, in the work of teaching English reading literacy to Norwegian ESL/EFL students.

2.3 The PISA Surveys

While looking at reading in the second language or L2 (English here), I find it interesting to compare the target language of the pupils to their first language or L1, in this case Norwegian, since I believe that motivation for reading springs out of early initial language learning. Therefore I choose to focus on some results found in the PISA surveys on reading.

The international OECD (Organization for Economic Co-operation and Development) initiated a survey in 2000 to compare the educational systems in different countries. It is called the Programme for International Student Assessment, or PISA, and since 2000 surveys have been conducted every three years within the OECD community. In 2012, 510 000 students from 65 countries took part, out of which 34 countries were members of the OECD. PISA measures the abilities of 15-year olds in reading, mathematics and scientific literacy. The key findings are regarded as being representative for 28 million pupils. One important factor to mention here is that there are pupils who have been excluded from the PISA surveys because they are considered as not measurable due to learning difficulties. In Norway, for example a number of immigrant children have not participated as they have not yet acquired measurable language proficiency. Schools hesitate to include them as they tend to skew the results. There has been an increase in the number of these students. Even though many Norwegian educators have been highly critical towards this survey, and to a certain extent still are, the survey has taken place in Norway since 2000 comparing Norwegian 15-year olds with pupils in the rest of the OECD-world. The language tested in PISA, is each country's mother tongue.

Any change or development in Norway can only be correlated back to the early results of 2000. Therefore I maintain that all the results can only be regarded as tendencies, rather than truths, since one can question the construction of the surveys. There will always be alternative ways of interpreting the scores. There are, in my opinion, some shortcomings in this sort of survey, primarily because the Norwegian subject curriculum in the National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training (K06), differs somewhat from the curricula of the other countries participating in the survey. To my

knowledge little has been said about this, and little attention has been focused on similarities and discrepancies.

The results show the following:

> [I]n 2006 the Norwegian students performed for the first time significantly below the OECD average in all of the three subject areas, and the decline from 2000 was statistically significant in reading literacy. From 2006 to 2009 this development has been reversed, and the results are back at the level they were in 2000. In reading literacy the average improvement is as much as 19 points during this latest period. (PISA: http://www.pisa.no/english/index.html)

Furthermore, the PISA results of 2012 show that girls score on average over time higher than boys in reading skills.

The Norwegian National Standardized Reading Tests 2014[6] also give evidence that supports the PISA results; girls do score higher in reading than boys also in Norwegian schools. This implies that reading skills must be worked with in new ways within the educational system to reach higher levels of reading skills, also for the boys.

2.4 The qualities of the graphic novel

Since I introduced a graphic novel to my pupils in the teaching intervention used in this study to investigate whether it might motivate them to read more in English, it is appropriate to report what scholars say about the format. What are its advantages and disadvantages? How does the graphic novel differ from a traditional novel, and how can it be used in the ESL classroom? In this section I will also describe the GN used in this study and give a brief story synopsis.

Perry Nodelman and Mavis Reimer argue in *The Pleasures of Children's Literature* that children *need* pictures and children *like* pictures (274). This is how they address the qualities of picture books and paraphrase people's general answer to the question of why we should use picture books to teach children to read. Krashen explains why we should use the graphic

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[6] The Norwegian National Standardized Reading Tests 2014.
http://www.udir.no/Upload/Nasjonale_prover/2014/Analyse%20NP%20ungdomstrinnet%202014.pdf

novel in the ESL classroom to teach reading: "it is fun and it develops literacy skills" (qtd. in Rimmereide 131). Does this imply that the traditional novel as we know it has none of these qualities? As my pilot project showed, the traditional novel may present too much of a challenge for reluctant readers. Perhaps a graphic novel can create a bridge between the more familiar picture book of childhood and the traditional novel.

Beth Cormier and Bill Glaister write in *The Curriculum Laboratory* (Feb. 2013) on the graphic novel: "The term Graphic Novel refers to a format, not a genre. Historical fiction, mystery, memoir, non-fiction, realistic fiction etc. can all be represented in graphic format, allowing for a rich exploration of literature. Because the work's message is communicated partly (or wholly) through sequential art, graphic novels add an exciting layer to the enjoyment of literature". This extra layer may be a motivating factor for reluctant readers. However, I believe that the main issue in teaching reading in an ESL classroom is not what to use or not use, but that this is rather a part of a complementary discussion on how we can guide children into reading. It is therefore vital to look for types of literature that children and young adults like and appreciate.

The web based educational site "GetGraphic" (http://www.getgraphic.org/teachers.php) lists the advantages of the graphic novel as follows:

> - *Engages reluctant readers & ESL students.*
>
> - *Increases reading comprehension and vocabulary.*
>
> - *Can serve as a bridge between low and high levels of reading.*
>
> - *Provides an approach to reading that embraces the multimedia nature of today's culture, as 2/3 of a story is conveyed visually.*
>
> - *Provides scaffolding for struggling readers.*
>
> - *Can serve as an intermediary step to more difficult disciplines and concepts.*
>
> - *Presents complex material in readable text.*
>
> - *Helps students understand global affairs.*
>
> - *Helps to develop analytical and critical thinking skills.*
>
> - *Offers another avenue through which students can experience art.*

GetGraphic, 2007

The difference between the graphic novel (GN) and the comic book is that whereas the comic book usually consists of several short stories, most often with some humor and irony, the GN contains one independent story; it is a "standalone- piece of literature that tells a full story" (web: Language and Literacy Theory). The form of the GN relates it to the comic book in the sense that they share visual elements, where text in combination with pictures generates joy and pleasure, and hopefully helps improve motivation for reading. As Hege Rimmereide (2013, 14) points out, graphic novels "employ several modalities especially the verbal and the visual". Readers might find it less frightening and overwhelming to read a GN as opposed to a regular novel / book where visuals are non-existent and the amount of text is discouragingly dense. For ESL pupils struggling to grasp the entire concept of reading, having nothing but text on every page might lead to a feeling of distress and demotivation, making them less willing to spend time on reading activities. Rimmereide cites Eisner (133), who describes the graphic novel like this: "the arrangement of pictures or images and words to narrate a story or dramatize an idea". This means that pictures and images function as aids in the reading process, and many reluctant readers need this type of support.

Using the GN also seems appropriate when addressing multiliteracies[7] which obviously play a greater role in the lives of young adults now than ever before since they live in the age of the Internet and other new media. In their world it is crucial to be able to understand and read images and understand the way they interact with words. Young people focus their attention not only on the teacher and the textbooks in the classroom, as was the case twenty years ago, but on a greater variety of different media: computers, televisions, smartphones, email, videogames, online magazines and games, and the Internet. All of these require different types of literacies, or multiliteracies that belong to the 21st century, according to Monnin in *Teaching Early Reader Comics and Graphic Novels* (2011). Therefore I see the inclusion of graphic novels not simply as an option, but as a necessity in teaching reading.

Another result of the increase in reluctant readers of English is the growing number of secondary school "drop-outs". According to the Ministry of Education (UDIR Skoleporten)

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[7] The term multiliteracy refers to what ten scholars in 1996, known as the New London Group, came up with as they argued that the multiplicity of communication channels and increasing cultural diversity in the world today called for a much broader view of literacy than portrayed by traditional language-based approaches. A part of the discussion of New Literacy takes up the different media young people use today: things like SMS, Google, Instant Messaging, MySpace, and blogs. Broader concepts like 'visual literacy' are said to be part of the way that young people communicate. (http://www.newliteracies.com.au/)

12.1% of all secondary school pupils do not finish secondary education. Could there be a link between these non-readers and those who drop out of school? In addition to this, many of those who struggle with reading today will be dependent on mastering English in the future. I will elaborate on this; car mechanics, electricians or those in many other vocations will have instruction manuals that must be read and understood in English. There will be times when they will need to write an e-mail or answer one in English and of course it might be crucial to be able to interpret the information given in English correctly. Just imagine a car mechanic unable to read and comprehend car manuals? English is just as much a lingua franca for craftsmen as it is for scholars and university students and thus equally important to focus on in all levels of education. Obviously the early stages of reading education are and will be crucial for the future reading habits of the students.

2.5 Graphic novels in teaching

In the following I will try to focus on possible ways of using the graphic novel in ESL teaching and justifications for doing so. There have been some obstacles along the path to having graphic novels recognized as an important or natural part of teaching literacy, and some barriers remain. But recently it seems as if the GN has become more commonly accepted among scholars. This might have something to do with the quality of the newest GNs; they include more images and less text than regular novels. Furthermore, earlier GNs were designed specifically for the young reader, according to Chase, Son and Steiner in "Sequencing and Graphic Novels with Primary-Grade Students" (*The Reading Teacher* 2014). I also believe that the major reason why educators are negative about these types of books is that the GN has often been mistakenly compared to comic books, and therefore not regarded as "real" literature as opposed to the canonical works of the world, due to its comic book format, layout and to some extent its content. However, educators today seem to have grasped the concept of and the qualities of the GN, and evidence shows that "mythical" obstacles have been overcome which can be illustrated by this example: the "GN does not have to be short, in fact while an average comic book might contain somewhere around thirty pages a graphic novel might have as much as six hundred pages" (Robin Brenner in *The Horn Book Magazine* 2006).

In *The Power of Reading* (2004), Stephen Krashen writes about how one can use comic books to produce adequate readers who voluntarily choose to read. In the process he also includes the GN and says that both the comic book and the GN are essential in the development of

"adequate levels of reading comprehension, writing style, vocabulary, grammar and spelling" (Krashen 57). He advocates the importance of Free Voluntary Reading, aka FVR, as a key element in developing reading skills, and argues that the use of the GN most certainly has a place in this effort. FVR simply, yet challengingly, means to read because you want to, not because you have to. Taking part in FVR relieves pupils from the tension of having book reports or questions at the end of the chapter or the book. Pupils decide what to read, and also if they want to finish the book or not. FVR is the foundation of language education. FVR will not in itself produce the highest level of reading competence, but it can bridge the gap between the reluctant and non-reluctant reader, and thus function as a stepping stone onto more advanced reading.

According to Jan Baetens and Hugo Frey in *The Graphic Novel: An Introduction*, the graphic novel as such, does not necessarily direct itself towards young adults, but is to be considered a medium of storytelling, with features similar to that of a comic book or a newspaper cartoon such as form and content, the sequential art is the same: the combination of text, panels and images in addition to storytelling. The graphic novel "as a medium is part of other, more-encompassing cultural fields and practices (graphic literature, visual storytelling), and that within these fields and practices there are rarely clear-cut definitions between types and categories, but rather more commonly scales of differences, that are known by creators and publishers, that are often deliberately exploited to achieve resonance with readers/consumers" (7). Yet it must not be mistaken as a comic book, but can be recognized by four key features: "form, content, publication format and production and distribution aspects" (7).

First of all, addressing the feature of "form"; the GN does not vary too much from the comic book, but it tries to develop an individual style that is recognizable as a GN, it tries to "break the basic grid structure" (9) and "the narrator is much more present, both verbally and visually than in a comic book" (10). Secondly, the GN differs in content; it is more "adult" in the sense of seriousness and sophistication. This means that the GN might be uninteresting or incomprehensible for the young adult justifying what I mentioned above: the GN is not primarily aimed at a young adult audience, but rather at a more "adult" audience. The GN offers realistic themes, more than fiction, they can be "autobiographical or semiautobiographical claiming to be documentaries, reportage or history" (12), making it suitable material for educators, especially those working with young adults. Thirdly, the GN differs from the comic book in terms of "publication format". We can see that the GN resembles the traditional book format in: size, cover, paper, number of pages and so on, and

that it is easily recognized as something other than a comic book (14). The GN can be bought in bookstores, which obviously contributes to its legitimization as a "serious" piece of literature. Another aspect pertaining to content is that the GN is not serialized but presents a single story, making it more book-like (15). The last aspect pointed out by Baetens and Frey, is the conditions of the GN's "production and distribution". They address its early existence; in the beginning the format was entirely dependent upon small independent publishers, after a do-it-yourself period (16-17). Literally speaking, the "birth" of the graphic novel was a strenuous period for the authors and creators of the genre. Still, there is no one true definition of the graphic novel, it is "something that changes all the time, although not always at the same rhythm, and that is characterized moreover by strong cultural variations, it is context-sensitive to both space and time" (21). Baetens and Frey also mention that the GN has developed within three different traditions: the American, the European, and the Japanese (22).

How does one read a graphic novel? Reading a graphic novel is not a simple task; it requires a "high level of mastering literacy skills" Krashen (102-103). It requires reading skills and text competence, since there is text in a GN. The reader needs to interpret pictures, see the relationships between the panels, understand who says what, be able to interpret the various signs for mood and so forth. In comparison to the traditional novel, where all we can see is text, most of the text in a GN lies in the graphics themselves.

The magic in reading a GN lies in the "gutter" between the panels. That is where the meaning-making takes place, according to David E. Low in *Children's Literature in Education* 2012 (43:368-385). Furthermore, he argues that it is vital for educators not only to use comics in their classrooms, but to focus explicitly on these gutters in order to exercise the medium's full potential. I agree with this argument, mainly because children as well as students, need not only to look at the pictures in the panels, but they also need to be made aware of the transition between each panel since that is where the reader is left alone to imagine what is happening. Having said that, I also believe that pupils who are able to interpret the gutter will find the reading process even more interesting, since this positions the reader in the role of a co-author (Low, 370). Low refers to this notion as the "gutterance" - the active communication between the author and the reader. Everybody knows, more or less consciously, that even though the space between the panels is empty, there is something taking place there, and that part *speaks* to the reader (Low, 372). Low puts a lot of emphasis

on the gutter, and argues that as students spend time on speculating about the gutter this creates "a greater understanding of the coherence of the story" (372).

Why go graphic in teaching? Educators around the world are growing gradually more aware of the advantages of the GN, which seem to outweigh the disadvantages. Here I will focus more on the advantages than on the disadvantages, although I will briefly mention some disadvantages of using the GN in teaching.

Graphic Novels have undergone a great evolution; the early days of the GN are exemplified in the early work of Art Spiegelman.[8] His graphic novel *Maus* (1986) relates Spiegelman's story of being a Polish Jew who survives the Holocaust in graphics. A more recent GN is Amazon's best-selling horror GN, the post-apocalyptic *The Walking Dead* by Robert Kirkman[9] (2009).
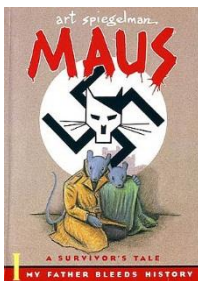
Pictures of the graphic novels *Maus* and *The Walking Dead* (GoogleImages)

Other examples of recent GN works are: "The Kite Runner" by Khaled Hosseini (Paperback – September 6, 2011) addressed later in this dissertation and "Coraline" by Neil Gaiman[10] (Hardcover – 2002) a juvenile fiction novella for children aged 8 and up.

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[8] Art Spiegelman; (born Feb. 15, 1948, Stockholm, Swed.), American author and illustrator whose Holocaust narratives *Maus I: A Survivor's Tale: My Father Bleeds History* (1986) and *Maus II: A Survivor's Tale: And Here My Troubles Began* (1991) helped to establish comic storytelling as a sophisticated adult literary medium. http://global.britannica.com/EBchecked/topic/681048/Art-Spiegelman

[9] Robert Kirkman is a *New York Times* bestselling author known for representing the cultural zeitgeist of the comic book industry. He maintains one prerogative in every undertaking: quality. It is Kirkman's belief that good people who produce good writing and good ideas make comics people love. https://imagecomics.com/creators/view/robert-kirkman

[10] Neil Gaiman; is an extraordinarily imaginative writer who works in a variety of formats, writing graphic novels (or, book-length comics), short stories, novels, children's books, and scripts for television and films.

Pictures of the graphic novel *Coraline* (GoogleImages)

Reading graphic novels in school, introducing pupils to the elements of the format, and having them read GNs can be an alternative way of offering reading material rather than as a replacement. GNs are as varied as any other literature (Brenner, 2006:125), and they always involve reading. One myth about the GN is the belief that it lacks a rich vocabulary. This of course depends on what you compare it with. Compared to an average children's book, the average graphic novel has a vocabulary twice the size. In addition it has "three times the conversation between an adult and a child" (Brenner, 125).

In contrast, Jacquelyn McTaggart (qtd. in Low, 2008: 375) questions the importance of comics, including graphic novels, by saying that reading comics can only be seen as a stepping stone towards "real" reading, implying that reading a GN or comics is not real reading. Low, as we have seen, advocates the use of comics in education, including the GN. He strongly believes that the process of closing the gaps between the panels and thus reading the gutters is important. It is a procedure which is: "repeated over and over again throughout any given comic, and in this way, comics become a kind of extended gestalt, whereby the reader's mind works continually to complete the picture" (Versaci, qtd. in Low, 2008: 376). I agree with Low; in order to develop literacy pupils need to read all types of literature, even those types that are not traditionally considered to comprise worthwhile reading. They also need to be able to read and interpret images.

His works are classified in a number of different genres, from horror to fantasy to science fiction, and often he jumps from one genre to another within a single work.

http://www.notablebiographies.com/news/Ca-Ge/Gaiman-Neil.html#ixzz3TuivFlIN

The 21st century has been called "The Age of Images" meaning that "the primary literacy of the twenty-first century will be visual: pictures, graphics, images of every kind" (Burmark, qtd. in Low, 2012:370). Low claims that in this age, educators as well as curriculum designers, cannot focus entirely on "the traditional practices of reading and writing linear alphabetic text while thinking of images as merely supplementary clarifiers of meaning" (370). He quotes Monnin, who says the development of images is: "the greatest communication revolution of all time" (Monnin, qtd. in Low 370). Pupils need to be taught how to read a GN in order to understand and interpret the visuals and the "gutterance". Here are a few possible methods in teaching Graphic Novels, as referred to by David E. Low (2012:377-381):

- Draw a sequence of panels to progress a story. The teacher starts off by drawing two panels and the pupils help out continuing the story. An ongoing discussion of what is going on in the gutter as the story moves on should take place in the classroom.

- Use examples from comics or graphic novels and encourage the students to discuss what is happening between the panels.

- Ask the pupils what they think is the reason why the author decided on using the gutter in a certain way.

- Look at gutters as poetic devices, breaking ideas apart and together. Shapes, layout, position and lines etc. Encourage pupils to think and respond.

- Provide the pupils with a set of panels from a comic book, and ask them to re-arrange them to tell a unique story.

- Translation of the panels. Encourage the pupils to translate in writing what is happening in each panel followed by a discussion on how text and visuals work, or do not, work together.

As we can see, there are many different ways in which pupils and teachers can engage with the GN in the classroom.

2.6 The Graphic Novel Used in this Study

For the purpose of this project I chose, as previously noted to focus on a novel written by Khaleid Hossein called *The Kite Runner*, and a graphic novel version of the same story. I will

in the following give a brief explanation to justify my choice of these books for my two ESL classes.

Pictures of the graphic novel *The Kite Runner* (Google Images)

The reason why I chose *The Kite Runner* is simple, even though the novel itself is quite complex. The novel focuses on a number of themes which are interesting to discuss with this age group: religion, culture, oppression, gender, homosexuality, cultural taboos, war, peace and history. In addition to this the story contains familiar elements for the readers such as: tension, friendship, betrayal, love and hatred. All of these elements were not discussed in detail during the reading period since the main purpose of the reading was to explore how this reading might affect the readers. The topics we did discuss were those that were most important for the understanding of the plot: religion, culture, oppression, homosexuality, war, peace, history, multiculturalism, equality etc. All of these themes cover goals listed in the K06[11] at this level both in the core curriculum as well as in the English subject curriculum.[12]

Examples of elements that I needed to explain and discuss with the students as the reading went on are: the relationship between the two boys Amir and Hassan and their belonging to

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[11]

http://www.udir.no/Upload/larerplaner/generell_del/5/Core_Curriculum_English.pdf?epslanguage=no

[12] http://www.udir.no/kl06/ENG1-03/Hele/?lplang=eng

different ethnic groups; the relationship between Amir's father and Hassan; the situation in Afghanistan at the time both in relation to religion and the political situation; the aspect of male sexuality and dominance and also why Amir had to go back to Afghanistan. Some of my pupils did not grasp who Assef was and needed more information since he plays an important role in the story. To help my students in sorting this out, I used the character map below, also found in the *Cliff Notes* website related to the novel.
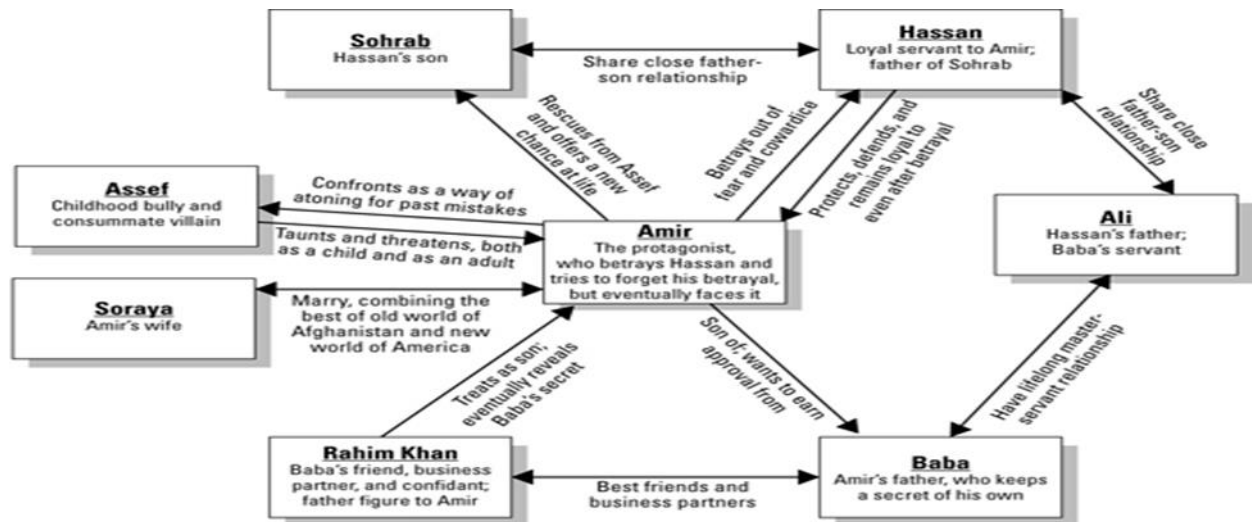
FIGURE 1: Character map from Cliff Notes, available at:
http://www.cliffsnotes.com/literature /k/the-kite-runner/character-map.

Some of my pupils were asked to read both versions of the text, a task all of them took great pleasure in doing. They felt that they were special in some way because they were given this extra task. This is what their parents said, and it is always a pleasure to get positive responses of this kind. This was also one way of differentiating the reading project to engage both the reluctant readers as well as the advanced readers. I hoped that this would have a positive effect; giving the advanced readers more challenges would keep them more on track. I argue that within the educational system, the focus might often, maybe too often, be on the reluctant readers, forgetting about those engaged and advanced pupils who rely on their inner motivation to keep them going. Therefore I feel that it is important to keep these pupils in mind as well when implementing various teaching methods.

Another reason for choosing the GN was that I knew from my previous work that the images were appealing and that the text was easy to read and well organized. I also felt that the length

of the text was appropriate for everyone. I thought and expected that all these characteristics would create a positive reading experience. Krashen (2004) points out that confidence and self-esteem are important aspects in reading. I hoped that these elements would be ensured in reading this GN, given the way its images support the text, which in turn make the text more interesting and comprehensible. I also considered gender preferences in reading material in the selection process. I tried to find a GN that was not too "girly" and not too "boyish", but somewhere in between, which I believe *The Kite Runner* is. Taking all of these aspects into consideration, I chose *The Kite Runner* for my project.

2.7 *The Kite Runner* – A Brief Synopsis

The Kite Runner by Khaled Hosseini is written from the point of view of an Afghan boy, Amir. The story starts in 1975 when Amir is twelve years old and it describes his life as an only child growing up with his father, Baba, in an upper-class household in Kabul. His closest friend is Hassan, their servant's son. The story describes Amir: his life, his possibilities in contrast to Hassan's, the rich culture which he was part of, the differences between ethnic groups in Afghanistan and the friendship between two boys who come from different social backgrounds. Hassan is harassed because of his ethnic belonging and even though the two boys grow up more like brothers their lives are different. When the boys turn twelve an incident that will forever change their relationship, as well as Amir and Hassan themselves, takes place. Later, when Amir is eighteen, he and his father have to escape the country and go to San Francisco, USA. Amir is constantly guilt ridden because of what happened when he was twelve so he eventually decides to go back to Kabul, even though the conditions in the country are bad under the Taliban rule, to make up for what happened all those years earlier and to find redemption. In Kabul, Hassan has died, leaving a son behind, and since Amir cannot do anything for his friend, he decides to do whatever it takes to save Hassan's son. (Aamodt-Brænden 2012).

3 Methodology and Research Design

As previously mentioned, I have a strong interest in finding out what might improve the reading habits of my pupils, both in terms of reading ability and motivation. In this section I will present my methodology and research design, which hopefully will contribute to our understanding of reading motivation in ESL classes and lead to further research in the field.

Before starting up the project there were numerous questions to relate to and decisions to make. Some of the decisions I made proved to be unfortunate. I will explain these "mistakes" more thoroughly later in section 4.5 "Evaluation of Methodology". I had to decide which pupils to include in the project and I had to choose a suitable graphic novel. I needed to consider how to gather data and how much time I could use on the project. Another main concern I had was how I should evaluate the data gathered and whether it would produce information of any value and use. I feared that the result might be skewed by my own expectations, which again might be mixed with prejudice. I decided to keep these worries in mind as I proceeded so that I could remain aware and as objective as possible. Originally the project was meant to go on for a two-week period. It turned out that during these weeks adjustments were needed; hence the project period was extended to six weeks.

The research project consisted of a teaching intervention, and a number of questionnaires. I will begin by discussing the preliminary formalities involved in carrying out the study and then move on and describe the participants. Thereafter I discuss the activities used to collect my data. I organized the teaching intervention and data collection as follows:

1. Pre-reading questionnaire with additional questions.

2. Introductory lesson where the graphic novel was introduced and discussed, followed by a worksheet.

3. The in-school reading period with diary entries at the end of each lesson.

4. A questionnaire handed out at the end of the reading period.

5. Both classes watched the film and discussed it afterwards.

6. Final survey questionnaire answered by most of the students. The pupils who had read both versions of the text were given extra questions asking them to compare the novel, the graphic novel and the film, and to write personal reflections.

Each pupil was given access to the GN version of Khaled Hosseini's *The Kite Runner* (2011) which they read silently on their own in class. After they had finished reading, we all watched the filmed version of the novel and discussed it together in class.

3.1 Preliminary formalities

The first stage in this project was to go through the standard procedure for a project like this, namely by applying for an approval from The Norwegian Social Science Data Services, NSD (App. 1) to carry out the research I had planned. This is to ensure the ethical aspects of the study and protect individuals who contribute with data. The participants must be anonymized, and all of the information that can lead to identification of participants has to be destroyed once the project is over. I received permission to carry out my project on these conditions.

It was also necessary to ask the headmaster of the school for permission to carry out the study at the school (See App. 2 "Letter for permission") and to inform the pupils about the project and get their consent on participation (App. 3). Since the pupils are underage, I also needed parental consent. Information was given both orally and on an information sheet. Pupils who were willing to participate were asked to bring in their parents' signatures.

3.2 Participants

The reading project was conducted in a lower secondary school in rural Norway, involving two of my 10th grade ESL classes. The participants were approximately 15 years old. Out of a total of forty-six pupils, forty-one chose to participate. Three of my pupils declined to take part in the project and two never replied, mainly due to the fact that they have a high level of absence. The sample comprised twenty-two boys and nineteen girls taking part in the reading project. For the purpose of differentiation, I asked six pupils if they would read the novel as well as the graphic novel, to which they agreed, allowing me to have a group of pupils who could compare the two literary works. In addition, these pupils took pleasure in having a more advanced task to perform than the rest of the pupils.

Doing research on my own pupils meant I was using "a sample of convenience" (McKay 37). This is beneficial, since I know each pupil well, they are easy to get in touch with and I could implement the research as a part of my teaching plan for that semester. Obviously, there are some disadvantages regarding doing research on one's own pupils since there might be a tendency to be biased; after all the goal is to try make the pupils come up with their own thinking and not to lead them into answering what they think might please me as their teacher.

As Allwright and Bailey emphasize, "Instead of claiming that whatever has been discovered must be true of people in general, a naturalistic enquirer will claim that whatever understanding has been gained by an in-depth study of a real-life classroom may illuminate

issues for other people" (cited in McKay 2006, 14). In all research there is an underlying idea, or hope, that the researcher might find elements that will be of interest to others working, or occupied with, the same field of interest. Evidently, given the limitations in the nature of a qualitative study of this scope, it is impossible to generalize and argue that the findings give the only truthful answer to the research question or sub-questions; instead the results might be used in further research in the field.

Prior to the project the pupils were formally invited to participate. As previously mentioned, I handed out an information sheet which also contained a letter of consent (See App. 3) which both students and parents were asked to sign, something most of the students were motivated for immediately, while others were more concerned about how much homework this would generate. This reaction was no surprise, but rather as expected. For this reason the reading was planned in such a manner that no one would have to read the GN at home unless they wanted to, and all the writing exercises and activities connected to the book were to take place in class.

I have to mention that even though some students did not want to participate, they still had to take part in the same activities as the rest of the class, since reading this novel was part of the planned course material regardless of the research project. Their responses, however, are not included in the data reported here. There were no objections to this.

As mentioned by Robin Brenner in "Graphic Novels 101 FAQ" (2006), one of the advantages of the GN is that it "often relieves the tension of reading expectations for kids who are not natural readers". This was actually what I discovered when working with the GN with the pupils. Those whom I knew were not happy readers did breathe slightly easier when they saw the format of the GN.

3.3 Pre-reading questionnaire

First I wanted to investigate what attitudes my pupils had towards reading in general and towards English specifically. I chose to start with an initial open-ended questionnaire (See App. 4), allowing the pupils to fill in short answers to give behavioral information about reading strategies and reading habits. I collected attitudinal information regarding opinions, beliefs and interests in reading both in L1 and L2 and asked what could be done, if anything, to change any of these to the better (McKay 2006, 35-38). The students could choose which language to answer in, since for this project it is evidently more important to dig for answers

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than to see how eloquent they are in expressing themselves in English. In retrospect, I noticed that I had asked for more information about their reading habits when it comes to Norwegian literature than English, and I needed more information. Subsequently I felt that some more questions needed to be added. I therefore made five more questions (App. 5), where I asked more specifically about reading in English, since that obviously is my main concern in this project.

Working with a reading project like this, with my own students, hoping to add valuable information to the discussion around this topic of how to make ESL students more eager to read English, I had to think through what kind of research methods to use. I decided to use qualitative methods, incorporating both a survey and introspective research. However, some of my survey questions necessarily contain quantitative elements that could be presented statistically using tables. This is always a possibility in survey research. Nouria Brikci, a research officer at the Medicine Sans Frontiers in the UK, published an article in 2007 on the topic of field research, called "A Guide to Using Qualitative Research Methodology", where she explains qualitative research like this: "Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis". This can be illustrated like this:

According to Sandra L. McKay in *Researching Second Language Classrooms* (2006:14), the goal when using such a method is often to understand what happens within a certain classroom and/or investigate the experiences language teachers have. I believe that the main objective of this research project, where the idea is to see if the use of graphic novels can motivate ESL students to read more English, justifies my choice of method.

To collect information, I chose to use both survey research as well as diary entries. I must admit that what turned out to be most efficient were the survey research questions, since the nature of the GN made it difficult for some of my students to write diary entries. They preferred to answer questions. Brown defines language surveys like this: "any studies that gather data on the characteristics and views of informants about the nature of language

learning through the use of oral interviews or written questionnaires" (Brown, qtd. in McKay, 35). I had intended to use both oral interviews as well as written questionnaires. Unfortunately there was no time for interviews, so I decided to have only a few of the pupils give written responses to the two literary works they had read.

Dorney lists three types of information provided by surveys: "Factual information, Behavioral information and Attitudinal information" (qtd. in McKay, 35). I found out that what I was asking for was partially behavioral information with questions asking about: how often they read, what they read, when they read and how good they thought their reading ability was. But the most important aim in my project was to examine what motivates and triggers my ESL students into reading more English. Therefore most of my questions have an attitudinal angle, trying to "find out more about the opinions, beliefs or interests of learners" (McKay, 35). Going through my survey I can also spot a disadvantage mentioned in McKay (36), namely the possibility of unreliable information given by students. Given their age, motivation and level of maturity, there are traces of such information in the answers gathered, where some simply answer nonsense and others may have given the answers that they thought I wanted, to please the teacher so to speak. One example is where one of my students says that what motivates him/her to read more is "goodies" (sweets) and money, which is cute and might be partially true, but it is a nonsensical answer in in this context.

Another advantage of using questionnaires is the possibility of having both open–ended questions as previously mentioned, together with structured questions, close-ended questions, where students are asked to range their answers on a scale from for instance 1 – 6. The advantages of this type of questions are that they are easy to answer, and easy to code and analyze (McKay, 38-39).

My questionnaire was mainly made up of open-ended, short-answer questions giving the students the opportunity to fill in their own answers in their own words. This gave me information about aspects of L2 learning, for instance; how they thought reading activities should best be conducted, how to make them more motivated for reading and what they thought would be the best way of teaching reading using graphic novels.

In retrospect I can definitely see the advantages of more structured survey questions, since "they offer a productive method for gathering a large amount of very specific teacher's and learner's attitudes and behavior" (McKay, 17). Still, taking into consideration the limited sample used in this project, I feel that the method used can be justified, since my aim is not to

make statistical generalizations using my results, but rather to use my students in a down-to-earth research study concerning the use of a GN in the classroom.

As McKay (40) points out, the final survey form should include four main elements: it should describe the *purpose* of the survey, give *instructions*, have the questions structured in an *organized* manner and end with a *thank you*. Going through these points, I quite agree that they are of value for a survey, yet I must admit that looking back at my surveys, in plural this time due to the fact that I had one introductory survey and several as we went on with the project, the initial survey could have been organized better.

3.4 Introductory lesson and worksheet

Prior to the reading project itself, the pupils were introduced to the format of the graphic novel, and they also had an introductory lesson where the different qualities of the GN were explained. They learned the vocabulary used when addressing the GN such as: panels, bars, sidebars and textboxes. Here I chose to use Hollis Margaret Rudiger's approach to teaching graphic novels, as presented in "Reading Lessons Graphic Novels 101" (2005). She uses part of a story by Daisy Kutter, *The Last Train*,[13] as an example (See App. 6 and 7). At this point all the students were listening and taking active part in classroom discussions as we went along. They made predictions about the story, and they commented on the visuals as well as on the other elements of the story.

During this lesson they were all given a handout describing the elements of the GN and questions to answer in their rough books (See App. 6). The purpose was to make the pupils think through and start reflecting upon their reading. They were asked to answer three questions; one concerning the pupil's personal thoughts and ideas about starting this reading project, then two questions asking them to start looking at the book, briefly examining it for information on the cover and first page.

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[13] http://d1v576qwt1nqig.cloudfront.net/wp-content/uploads/2012/03/Reading-Lessons-Graphic-Novels-101-Rudiger.pdf

3.5 In-school reading period and diary entries

Then it was time to read, and we read in the lessons at school. Each lesson ended with the pupils writing a diary entry, relating to questions such as: What have I read? (a summary) and What do I think of it so far? Like / dislike / personal opinions etc. No homework assignments were given, since we only read at school because, as Krashen points out, "simply providing time to read results in more reading" (85). In each lesson, I as their teacher modelled reading, which is an important factor for success in any reading-project conducted at school. Research carried out by both Morrow (1982) and Wheldall and Entwhistle (1988), discussed in Krashen (2004: 84), produced evidence that "children read more when teachers read during sustained silent reading sessions (SSR) and that children were significantly more engaged in actual reading while teachers were reading than when teachers were not reading". Although these findings are from research on younger pupils than my 15-year-olds, I found that once I did anything else apart from reading, the students grew weary and less concentrated; they started asking questions as well as looking at the clock to see if the lesson would soon be over. I simply produced noise by doing anything else than reading.

As reading went on, the previously mentioned "control-group" read the original novel as well. In fact, some of them had already read the novel before starting with the GN.

Pupils were required to write a number of diary entries at the end of each lesson, where the number of entries depended on how fast each pupil read through the text and also on how motivated they were for writing since some chose not to write an entry, but merely concentrated on getting through the GN. Diary entries have a positive and a negative side, described in McKay (2006, 67), respectively as the *believing game* and the *doubting game.* In the *believing game*, the positive side, research using diary entries can be used when one accepts and appreciates that all experience is subjective. Keeping a diary can provide the reader with a great deal of self-awareness in terms of the whole reading process in which they are participants (Bailey (1991), qtd. in McKay 67). On the negative side, *the doubting game*, the discussion revolves around the fact that diary research involves subjective data given by only a small number of learners who each have their own focus and approach. All this makes it difficult to compare the findings in the study (Bailey qtd. in McKay 67).

In my research project, the reason I chose to have diary entries was not to come up with results that could be used and understood as general truths, but merely to keep the students engaged in what they were reading, and to make them respond and reflect upon their own

reading. Obviously taken the various levels of literacy involved in this reading project, not all pupils chose to write as many diary entries as their classmates.

3.6 Post - Reading Questionnaire

The last thing my students were asked to do, was to answer a final, post-reading survey (See App. 9). The group of students who had read both the GN and original versions of the text were additionally asked to compare and reflect upon the two formats. I asked them how they thought the GN could be used in ESL education, what they thought were the pros and cons of the two formats and to compare the written text to the film. This questionnaire was where I hoped to find answers to the sub-questions in section 1.1.

3.7 Film, discussion and final survey

After all the pupils had finished reading, we watched the film, before they were asked to give a final opinion regarding this reading project. The reason for watching the film was mainly to have something to look forward to, especially for those who felt this reading project seemed overwhelming, but also to have the opportunity to compare the written work to the film. A third class which was not included in this study had also read the GN. They had not filled in the questionnaires but had simply been given time to read in class. They joined us to watch the film. I found this very interesting and I wish I could have had time to ask them just a few questions about the reading experience, their attitudes in general towards reading and towards the English subject in general. Unfortunately I was running out of time, and since I had not included them as a part of my reading project I had not asked for their consent on participation. I could therefore not include them in my research.

3.8 Final questionnaire

Towards the end of the reading period another questionnaire was handed to the students (App.8), asking questions about the GN they had just read, about the format of GNs, about their personal development and whether they would recommend this particular GN to anyone.

4. Results and Discussion

4.1 The first written questionnaire with additional questions – findings   App.4

First I have to mention that none of my surveys were anonymous, but the answers here have been made anonymous. This was a simple choice for me; each pupil was given a rough book to keep track of all their writing during this period. I kept the books and thus needed to have names on them in order to hand them out after each reading session. Another reason for this choice was the possibility of comparing entries from time to time, especially to see if something had changed in terms of motivation and attitude during the project.

Secondly, all the questions were originally in Norwegian. Thus the replies were also in Norwegian. For this thesis, I have translated both the questions and the answers into English. There were twenty-six questions to answer. Looking back, I feel most pupils probably experienced this as a total "over-kill". Nevertheless, all the pupils answered more or less all of them. I will report my findings for each question below.

4.1.1 Question 1A: "Explain what reading means to you."

Here pupils did not think in the limited terms of English only, but answered in relation to reading in general, which was what I had intended. As Khaled Karim argues in "First Language (L1) Influence on Second Language (L2) Reading: The role of Transfer": "[A]ccording to Chomsky's (1979) universal grammar theory, humans produce language through a deep structure that enables them to generate and transfer their own grammar to any other language. As people learn languages, they develop certain skills. They naturally transfer the skills learned in the first language (LI) to the second language (L2) (1)." This is why I chose to ask for information on how they felt about reading in their L1 as well as their L2.

Quite interestingly, although not surprisingly, there was a discrepancy in how girls and most of the boys answered. I divided the answers into three levels: positive, neutral, negative, and I found that the majority of the girls answered in positive terms, while the majority of the boys landed on the negative side. There were also some pupils who thought it could be both exciting and fun and boring. 29.2% in total answered positively, 21.95% on the middle

section, leaving around 53% on the negative side. This adds up to a total of over 100%, since some pupils gave both positive and negative answers.

Some phrases that were repeated in a majority of the answers were: boring at school, can be OK if it is something interesting to read, something that interests me, fun if I get to choose freely. All these answers comply with Krashen's (2004) theory of Free Voluntary Reading, where he argues that the power of freely choosing one's own reading material should not be underestimated.

Here are a few student comments on their attitudes toward reading: "It is fun to read cartoons and a bit less fun to read books"; "Reading is boring because it is difficult"; Reading is "useful, important, boring"; and "Reading is boring and time-consuming".

4.1.2 Question 1B: "What do you read?"

Here the pupils started writing a long list of what they read, confused perhaps by the explanation I had given them with the question. The list for both boys and girls was quite similar apart from a few details: the boys mentioned the theoretical book for taking a driver's license for a motor scooter and a tractor, and they mentioned articles about exercising and football. The girls mentioned: song texts/lyrics, manuals and cookbooks. Altogether it was an impressive list of what the students read. The list can be viewed in the pupils' answers in Appendix 4.

4.1.3 Question1C: "What does reading mean to you and why?"

Here 29% of the girls answered with positive remarks, saying that reading is important. Some of them use it to transfer themselves into another world without worries or expectations. Some report that it is relaxing. One girl says that without reading it would have been impossible to use the computer and another says reading is important to get into high-school. On the other hand, 24% of the boys answered negatively, using expressions such as: "nothing," "only boring", "the most boring thing in the world", or "I hate reading". There were some pupils of both genders who gave neutral answers, mostly saying that reading does not mean anything in particular to them.

4.1.4 Question 1D: "When do you read?"

The answers to this question varied in content, but not as much in terms of attitudes. For the purpose of spotting differences in gender, I have chosen to sort answers in terms of boys and girls. The girls give answers that often related to reading books, whereas the boys address so-called multiliteracies; they wrote more about various media such as the computer, the Internet, the mobile phone, messaging and so on. Some answers are related to the time of day they read. A large majority answer that they read all the time.

4.1.5 Question 2A: "What does it mean being a good reader?"

Split up in terms of gender, the answers did not vary significantly; both genders basically responded that it had to do with: speed, meaning how fast one reads and fluency, 24 students (58%) included these aspects in their answers. Elements such as: pronunciation, reading loudly and clearly, and understanding what is read were mentioned by 12 students (29%). Other answers were: I do not know; good; to be able to read; that you want to read and that you like to; and that you can read an entire book without pausing. Interestingly, this might lead to the assumption that the pupils have not been taught, or are not aware of, what reading actually involves as a skill, and that they are not familiar with reading pictures and being able to extract meaning from what they read.

4.1.6 Question 2B: "What does it take to become a good reader?"

36 students (87%) including both genders, responded similarly to this question; that it required extensive reading. They answered unanimously that one has to read a lot. This is supported by findings mentioned by Stephen Krashen (2004:81): put quite simply, "reading itself promotes reading". So far the pupils' answers are in line with researchers in the field. One student mentioned reading books from an early age. One student did not know, and three students combined reading aloud with writing. This question is interesting in correlation to questions no. 4 and 5, which have to do with their perception of their own reading ability.

4.1.7 Question 3A/B: A) On a scale ranging from 1 – 6: "Where would you place yourself when it comes to reading in Norwegian (L1)?" Level 1 represents the poorest reading ability and level 6 represents an excellent reading ability. B) "Use a couple of sentences to explain the reason why."

To visualize the answers to 3A given I have chosen to present them in the table below:

Qs 3A: On a scale from 1 - 6, how well do you read in Norwegian?
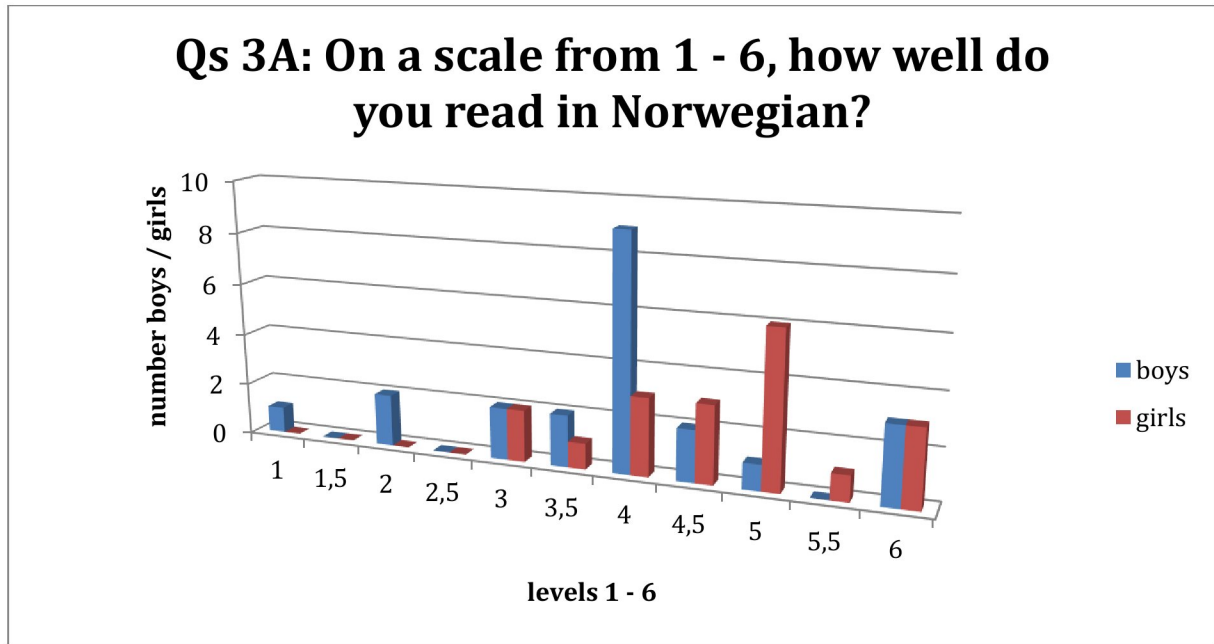
FIGURE 2: Assessment of reading skills in Norwegian

The answers here seem to indicate that the boys have a poorer image of themselves as readers or that they are more reluctant when it comes to reading than the girls. 13.6% of the boys (three students) regard themselves as belonging to the lower part of the scale (levels 1 – 2), whereas none of the girls position themselves any lower than level 3. On the upper part of the scale there are equally many of both genders on level 6, three boys and three girls. As a whole, boys are centered mainly on and around level 4, while the girls center on and around level 5.

In this question I believe that my pupils related the ranking scale to the school grading scale, which runs from 1-6 in Norway, where 6 is the best grade. I cannot quite see if that is beneficial to this study or not. Although I risk being subjective in this matter, knowing my pupils, I do believe that they have "judged" themselves mostly realistically and truthfully, according to the grading system.

When we look at why they have placed themselves at a particular level, various reasons are mentioned, both according to type as well as gender. The results suggest that the girls are overall more positive in their explanations than the boys. Many of the girls say that they read well enough, some like to read Norwegian more than English because it is their native language and they understand it better. Some say English is boring and that they do not know

all the words, but they hope to improve. In contrast, the boys' answers are more on the negative side, from "I hate it", "there are only lousy Norwegian books", "I have dyslexia", "I have poor eyesight" and "I do not read that much" to "I do read a lot in Norwegian, mostly crime and fantasy" and "I am a good reader although not super, I read books but not enough".

4.1.8 Question 4A/B: A) "On a scale ranging from 1 – 6: Where would you place yourself when it comes to reading in English (L2)?" B) "Use a couple of sentences to explain the reason why." The results here are shown in the table below.
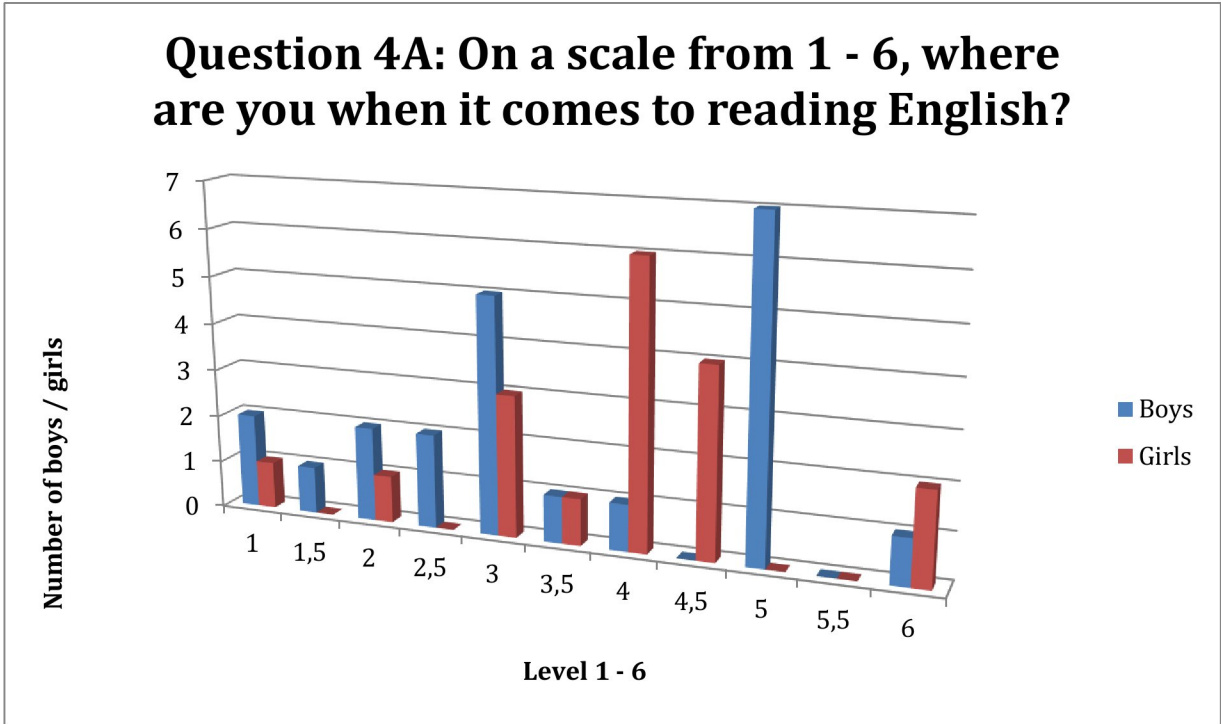
FIGURE 3: Assessment of reading skills in English

One girl and three boys placed themselves on level 1, four boys and one girl on level 2, six boys and four girls on level 3, one boy and ten boys on level 4, seven boys on level 5 and one boy and two girls on level 6. Comparing questions 3A and 4A, several students describe themselves as poorer readers in English (L2) than in Norwegian (L1). Surprisingly there are only boys on level five, while there are mainly girls on level four. Obviously as mentioned previously in this paper, one must take into consideration a certain percentage of "nonsense-answers", looking at the age and level of maturity of some of the pupils. This is supported by some of the answers to 4B as well, which I will elaborate on in the following paragraph.

For me, some of the answers stand out, either because they provide useful information or they are interesting because the pupil unintentionally reveals motivation and interest for the subject in his or her answer. The first point can be shown in some of these examples, where the reading ability chosen is indicated in parenthesis: "I do not understand what I am saying in English, therefore it turns bad (1)", "I do not understand anything, I am having a very hard time" (2), "I do not like to read English that much, I struggle more then, at least if I am to read aloud, but reading silently is better" (3) and "I do not read English that much, I understand some things, but can get better" (3). There are other instances where pupils unintentionally reveal interesting information: "I read awesomely (Norw. dritbra) and clearly, I know all the words" (6) and "because I hate English" (2-3). In my opinion, these last comments, both made by boys, illustrate the focus of this research paper; namely how to motivate and encourage these students who obviously are reluctant towards reading English. They may not be poor readers by nature, but may have failed in reading because the teaching of reading during almost ten years of schooling has given them negative experiences.

4.1.9 Question 5: "What would it take for you to A) Read more? B) Become a better reader? C) Be motivated to read more?"

First A: There are some similarities in the answers for both genders, five girls and two boys said that the cure was that they needed more time to read at home and two of these said that it was related to the amount of homework given. Again, as I have said earlier, the girls mostly go for possible ways of making them read more, some say that they do read a lot but that they probably can or should read more. In contrast, some of the boys simply said that they had no idea whatsoever about what could be done to make them want to read more, and that they had no intention of reading at all. Well, at least they were honest. Most girls and some boys, mentioned access to books as important. This point of view is supported by McQuillan, cited in Krashen (2004, 71), who had found a proven relationship between poverty and access to books. Several studies had shown that regardless of the socio-economic situation of the child, those "provided with more access to books will show more literacy development."

In addition to access to books, the pupils also said that these books had to be about something they found interesting, which also is a point of concern to Krashen (73). Krashen argues that school libraries are highly valuable in terms of reading, since there is a disparity in types of literature children have access to at home. He puts it like this: "children from higher-income families have access to the reading material they like, but children from lower-income

families do not" (73). Therefore school libraries have to fill the gap, to give all children equal opportunities to get hold of reading material they like.

Another aspect mentioned by Krashen, is the length of books. Books should not be too long and they should be fun. Boys wanted more action and interesting themes, they did not come up with actual themes. Two of the boys mentioned "goodies" (candy/sweets) and money as an option. I chose to regard these rather cheeky answers as a result of age and motivation.

Secondly question B, how to become a better reader. Interestingly, all the pupils except two boys answered that they needed to read more. In addition, one of the boys mentioned that he had to be in the right mood. One of these boys said that he wanted more money, while the other one said that he already reads enough.

Thirdly question C, how to become more motivated to read more. Before commenting on the results, I feel that this question should not have been part of the survey, since it overlaps more or less with previous questions. From their answers I can tell that at this point they have run out of arguments and stick to what they have said before. However, there are some new suggestions here which I find quite interesting; one pupil mentions getting recommendations on books to read from others, especially from peers. Another aspect here was that there were some themes that were brought up, such as: biographies, factual books about i.e. cancer or sports. I have to mention some of my boys' answers, even though they might not be of any use, as I have mentioned earlier. But some of them are quite hilarious and definitely illustrate the attitudes of reluctant readers, so I believe there is room for them too. Here are a few: "You would have to be pretty good in order to make that happen!", "A miracle!", and "That a chemical reaction in my brain would take place telling me that I want to read now."

4.1.10 Question 6: "What is your relationship to books?"

This time the length and contents of responses given by the boys, exceeded what they had said all together so far, implying that they might have found it interesting to be asked such a question. There was only one of the boys who did not have any answer to this question while four of the girls did not reply.

I have chosen to organize the results in terms of percentage, measuring from positive to neutral.

Total 41 students, five did not answer:

positive	variable	negative	neutral
31%	9 %	41%	9 %

When comparing genders, the results look like this:

	positive	variable	negative	neutral
Boys	9%	14%	67%	18%
Girls	58%	5%	16%	0%

TABLE 2: Pupil's relationship towards books in general.

It might seem as if more girls report that they have a positive relationship towards books than the boys do, 58% of the girls are positive whereas only 9% of the boys express a positive feeling. On the other end of the scale, there are a majority of boys expressing a negative attitude, 67% as compared to 16% of the girls. Interestingly, 0% girls reported to have a neutral attitude towards books, whereas 18% of the boys expressed that books did not mean anything to them.

4.1.11 Questions number 7 and 8: "What is positive and negative about reading?"

Research suggests that second language (L2) acquisition has much in common with first language (L1) acquisition. Strategies used in L1 learning are also used in L2 learning (Warwick and Mangubhai 1983: 53-67). I argue that discussing reading in L2 involves how children pursue their L1 reading, at least in those cases where the alphabets of the two languages are more or less the same, as is the case in Norwegian and English. Therefore I chose to ask about my pupils' attitudes and feelings towards reading in general, not just in relation to their L2.

The results indicate that both genders find reading to be:

- important in terms of future educational goals

- recreationally important: it helps them escape reality, use their imagination and fantasy, and have fun and relax
- linguistically important: it enhances vocabulary, improves writing and makes them even better at reading

One of the pupils also mentioned "brain work" as a positive aspect of reading. On the negative side of reading, the majority of the negative responses argued that reading was boring, time consuming, a waste of time and that it takes too much time from leisure activities, if they were to read, that is.

4.1.12 Question number 9A/B: "How well do you feel that you read? A) out loud and B) silently."

The reason why I chose to ask this was mainly because I am looking for attitudes towards reading in general because I believe that how they classify themselves has a motivational impact on this matter. The results are presented in the table below:

Reading aloud	Pretty good	Okay	Pretty bad	Hate it	Better than silently
Boys	4%	54%	27%	0%	0%
Girls	0%	68%	26%	10%	0%

Reading silently	Pretty good	Okay	Pretty bad	Hate it	Better than aloud
Boys	22%	36%	9%	0%	22%
Girls	58%	15%	0%	0%	26%

TABLE 3: Assessing own reading ability

The findings tell me that pupils of both genders basically regard themselves as good readers. They prefer silent reading rather than reading aloud in class, but interestingly, none of the pupils reported that they hated reading, which I would have expected, given previous answers. The reason why is hard to tell, but it might have something to do with trying to stay positive and also that they did not relate this question to what they had answered previously. Or they simply do not hate it even though they have expressed that emotion earlier on in the survey.

4.1.13 Question number 10: "What techniques do you use while reading?"

This was an advanced question which pupils had great difficulty understanding. The responses indicate that they did not know what to answer. What they did reply was in general that they read all the words and some used to mark their place in the text with their fingers. Several said that they had to be all alone to be able to concentrate; some had to have some music on, while others wanted it to be absolutely quiet.

I find these answers interesting in the ongoing discussion on "*Tilpasset Opplæring (TPO)"* (Differentiated teaching) about how to adjust teaching so that each student can reach his/her potential. Rita and Kenneth Dunn have developed a Learning Styles Model based on "the theory that individual students learn best in different ways, and it draws upon cognitive style and brain lateralization." They also created a method of identifying students' individual learning styles specially designed to see how they can work in the best way (International Centre for Educators' Styles (ICES) http://www.icels-educators-for-learning.ca/).

Further research done in this field by Rita Dunn, showed that educators traditionally set standards of strong peer influence, and therefore tend to have too much focus on pair-work or types of work involving peer cooperation during junior high school years (Dunn, et.al: "Survey of Research on Learning Styles" in *California Journal of Science Education,* Issue 2 – Spring 2002). Studies show that students in lower secondary school need to be able to work more alone than in elementary school.

The result of this question also indicated that when it comes to reading, most students report that they prefer to read alone, even though some note that they read better and grasp the concept more when reading aloud and with other students.

4.1.14 Question 11: "In what ways can you become more motivated to read more?"

I choose not to comment on this question in detail, since I came to terms with the fact that the question was already covered in question 5c.

4.2 Additional questions   **App. 5**

As previously mentioned, I added some additional questions to my initial questionnaire, asking more specifically for information about motivation and attitude towards reading in English. Six more questions were made which the students answered quickly in their rough book.

4.2.1 Additional questions 1 – 6, establishing an understanding of how the pupils relate to reading English.

4.2.2 Additional question no. 1: "What do you feel about reading English in general?"

For the purpose of differentiating answers to see if there were any differences in gender when relating to this question, I choose to show the results in the table below. Remember there are 22 boys and 19 girls in this study.

	Fun	**Ok**	**Ok / difficult**	**Difficult**	**Boring**	**No fun at all**
Boys (tot 22)	4.5%	23%	9%	9%	36%	0%
Girls (tot 19)	10.5%	37%	42%	10.5%	0%	5.2%

TABLE 4: General attitudes towards reading English.

Alternative answers:

Boys	"The only English I have read is in my textbook, on film and games".
Girls	"It is ok, but if there are many hard words, I get lost and do not understand anything".

The answers varied slightly, and showed in general that more boys gave answers where they related that reading in English was difficult, tiresome and boring than the girls did. In contrast, the majority of the girls said that they found reading English OK. Both genders had a few responses saying that they liked reading English and that they found it easy.

At both ends of the table, there is no significant variability in gender. The biggest variable is in how many that feel English is "ok but difficult"; there are 9% of the boys as opposed to 42% girls who feel this way. For the alternative "boring", there are 36% of the boys and no girls. Comparing answers from these boys, it seems as if boring equals hard, meaning that these pupils find English difficult hence "boring" becomes an expression for a certain difficulty or lack of knowledge. Boys mainly seem to think of reading English as either "okay" 23% or boring 36%, whereas the girls' answers are more centered on "okay" 37% and "ok but difficult" 42%. Which might indicate that girls reflect more on their own reading than the boys do, or that the boys relate difficult to boring.

4.2.3 Additional question no. 2: "What do you feel is the major difference between reading in English and in Norwegian?"

In general both genders find English (L2) more difficult to read than Norwegian (L1). The answers varied in explanation, from being related to personal opinions and experience, to more obvious differences, such as grammar and structure. Three of the pupils noted that they did not think there were any differences, and that they were very confident in how they read in both L1 and L2. In fact they thought reading English was more fun and more "authentic".

The majority of the pupils, of both genders, answered that they thought it was much better to read Norwegian (L1) than English (L2). They explained that it was easier with L1 since it was their mother tongue, and that they know all the words in the L1, but not in the L2. Some mentioned pronunciation as an important factor that makes English harder to read, since if they say a word wrong, it is unrecognizable and thus they do not understand it. Another aspect that makes English more difficult for them was that in reading it they needed to concentrate more and that this made them tired. In addition some also mentioned that there were in general so many words they did not know, and that made it difficult. There were only a few pupils, six, who said that they found English easy or similar to reading Norwegian. Some answers referred to the differences in the structures of L1 and L2, also indicating that since they knew more words in Norwegian they understood it better.

4.2.4 Additional question no. 3: "Say a little about what you read in English."

The list here varies slightly related to gender but not significantly. Yet it might look as if more girls actually read English at home than boys; two boys read books as opposed to five girls. Furthermore the answers showed that five boys read English while playing games while none of the girls did. Thirteen pupils said that they only read English at school, the course book and homework. The girls say that they choose English subtitles while watching films, whereas none of the boys mentioned that. There were some differences between the genders: more boys mentioned games and manuals / instructions, whereas more girls mentioned social media like Facebook and Twitter. These answers might indicate that reading games, manuals and instructions are manlier, more commonly accepted, or expected, among the male readers in the society, hence boys feel it is safe to reading these text types (Jacobs 22). Another aspect revealed by this difference in gender might also be that boys are in fact interested in more than sports (20).

Apart from this, nineteen pupils mentioned the use of social media and the Internet as a source of reading English. Some empirical studies concerning the effect television has on reading have been conducted (Medrich, Roizen, Rubin and Buckley 1982 in Krashen 2004), reaching the conclusion that high-volume TV watchers would read less for pleasure than the opposite. Well this study is quite old, so this might be a simple way of interpreting the correlation between TV and reading, yet there have been more studies more recently arguing that when TV is new in a community, less reading is likely to occur, than what seems to be the case when TV is more established in a community (141).

I argue that this might be similar to the use of the Internet and online gaming as many of my students mention these as sources of reading English. In addition, the answers in this study show that there is a difference in interest between the genders that also has an impact on what they read, and what they are willing to spend time on reading.

4.2.5 Additional question no.4: "What is the importance of reading English?"

Going through the answers to this question, there are two arguments that stand out; the lack of understanding of reading and reading for holidays purposes. Several pupils say that it is important to learn English yet it seems as if they do not know why, indicating that educators need to focus more on aims of language learning in teaching. The other aspect I choose to address here is the use of English as being recreational, something to use in the near future

while going on a vacation, which obviously is something familiar and recognizable for the pupils at large. In addition to that, many pupils relate reading to talking, as a means of communication whereas none mentions the importance of reading English for future educational purposes. In this way of thinking, English becomes a language consisting of two motivational parts, one to be used in school (formal context) and one to be used on a daily basis (informal context) outside school, where it is most important in what takes place in their spare time (Lundahl 2012).

4.2.6 Additional question no. 5: "What is your attitude towards reading English and how, if possible, can it improve?"

Attitude table	negative	neutral	Positive
Boys	50%	18%	14%
Girls	42%	39%	21%

TABLE 5: Attitudes towards reading in English.

This table indicates that the pupils in my study have a negative – neutral attitude towards reading English more than on the positive side. There are more boys who express negativity than girls, either because it is difficult or because they do not find it interesting. Similarly there are more girls who do not have any clearly defined feeling towards reading English.

When asked what could be done, if anything, the majority of the pupils, regardless of their attitude, answered that they needed to, or could, read more English, that is to say that while some boys said they had no idea how they could improve their reading, the majority said that they needed to read more. Thus they say that their way of solving their negative reading attitude / habits, is to do more of what they feel is no good. This correlates to what is argued by Krashen (2004) referring to several studies that conclude that there is a relationship between reading and spelling performance, and that people who say they read more, actually read and write better.

Eight boys expressed negative feelings towards reading English, explaining that this is something they hardly ever do, apart from homework. The general attitude towards reading English was that it is too time-consuming; it is boring, there are only bad books, it requires concentration and it is better to watch a film with English sub-titles.

4.2.7 Additional question no. 6: "What are your thoughts towards this reading project based upon your own reading habits / skills in English?"

Going over to this question, and looking back at previous answers, with Krashen's Free Voluntary Reading (FVR) in mind, I feared that this would elicit negative comments. Nine of the students (22 %), were either neutral about the project or they did not like it, some because they could not choose the book they wanted, one because this would deprive him of the pleasure of reading the original novel and one said that it would be boring but that there was no choice.

The pupils' responses here brought forth a welcoming positive attitude towards the reading project where the vast majority of pupils, of both genders, reported that they looked forward to reading the GN, and that they thought it would actually improve their reading skills. I found this interesting, especially that so many boys expressed such a positive attitude, since they so far had shown the most negative attitudes in the study.

Two (9%), did not have any opinion about it, and the rest were more or less looking forward to this. Some anticipated, or hoped, that they would improve both their reading and writing skills as a result of this reading project.

4.3 While reading – diary entries **App. 10**

Some of my pupils finished the GN in only a couple of lessons, while others needed more time. I therefore decided that to keep track of what they read, they should write a diary entry at the end of each lesson, or a summary, which proved to be easier for many of the pupils. Some pupils found it difficult to understand the plot as well as the characters, hence they were urged to read for the gist rather than understanding every word (Lazar 1993, 91). The character chart (see section 2.6) was provided so that they all could see the relationship between the characters more easily, and time was spent along the way at some point during each reading lesson, discussing the contents, and giving answers to questions the pupils might have on their reading. It was pointed out that no spelling would be corrected in the diaries, that what I was looking for was their thoughts and opinions, not their writing skills. The

importance of this message was made clear when some of the students felt stressed because they thought that they would be graded on their writing.

There were no vocabulary lists made, instead time was spent reading. I believe this approach was most efficient (Krashen 2004) since vocabulary lists might make pupils focus on the words on the list and not so much on looking for the entire meaning. Therefore the use of the GN can be useful in reading because it provides illustrations to support the text.

As previously mentioned there is a possibility that pupils will produce answers to please their teacher. Looking at the diary entries, (App.18) it seems as if the pupils are profoundly honest in writing about how they feel as they have progressed through the reading. There are a few that did not produce anything while reading, and I also believe that they did not finish reading, due to their high rates of absence from class.

There are clearly results here indicating that pupils feel it is easy to read a GN and that even though they were reluctant and negative towards reading, they feel that it was ok to read this book: "Reading this book was not so bad." "It was better to read this book than to read a normal book." "The book was also not so long, and that was good." I think this book is better to read than a normal book because there are pictures in it."

Quite a few say that they did not like the story in this particular book, and some said that they prefer to read regular books, or "normal books" as they put it, because that gives them the opportunity of making their own images in their minds as they read: "I don't like it that much, because there are not a lot of feelings and thoughts described".

4.4 Film and final questionnaire, questions 1 – 5. **App. 8**

Finally what most of my pupils had been looking forward to the most during this reading project, was watching the film *The Kite Runner* from 2008. By then they were familiar with the story, and there were several reasons why I chose to end the teaching intervention with the film. First, I knew that most of them enjoy watching films, and secondly I wanted to make sure that all of them had got the story right. It would also be motivating and help keep their spirits up as they went through all the questionnaires as well as reading and relating to the book.

4.4.1 Question no. 1: "What do you think are the major differences between this book and ordinary books?"

When looking at in retrospect, it was obvious that the majority of answers would include the fact that a GN has less text and more pictures than a regular book. What I found interesting was that quite a few of the pupils said that they found it easier to read the GN, also those who I know have no problems reading English said that they found it easier and more appealing to read the GN. Some pupils said that the GN requires reading for the gist in a different way than reading an ordinary book, which might indicate that reading a GN is an advanced form of reading and that comic books can be complex and sophisticated (Krashen, 2004). An average comic book contains an average of 2000 words, not a small number, but a number that can grow significantly if a pupil reads one comic per week. Another aspect mentioned by some of the pupils is that it is more fun to read the GN than an ordinary book. Krashen (92) argues that light reading is the way to go in guiding pupils into more advanced reading, and so far the pupils seem to agree with that point of view. Even the reluctant and poor readers found the GN acceptable.

In addition to this I found it quite interesting to compare answers in terms of gender, and when doing so, I found that some girls reported that they did not like to "read with the pictures", while boys found pictures good and positive as a support to the text. This might suggest that even though girls generally are stronger readers than boys, they are more reluctant than boys towards learning the new reading strategies required in reading a GN. Girls might feel more secure and comfortable in reading what they already do well, rather than trying something new.

One of the boys said: "there are dark pictures when the events are bad", indicating that he obviously is beginning to interpret the pictures. This requires a different reading strategy, which might be helpful in further reading and developing multiliteracies.

One boy mentioned that he wanted to read other books instead of this one, which relates back to the aspect of FVR (Krashen 2004) and the freedom of choice of literature. Another boy mentioned that he found the format, or the story itself, "messy".

One of the girls described the differences like this: "The major difference is how you read it. Reading normal books, almost all of the meaning in the text is written down. Of course you

have to read between the lines reading a normal book too, but when you read a graphic novel, it is all about understanding the different drawings." She has grasped the idea of the "gutterance" and reading between the panels along with the importance of reading the visuals.

4.4.2 Question no. 2: "How do you feel this book might help you improve your reading skills?"

Working with pupils in teaching them to read English, motivation is important. As previously mentioned under section 4.2.11, pupils seem to think of English in two ways, formal vs. informal. The latter form is the one they are most motivated for (Lundahl 2012, 48-49). When I asked my pupils to answer this question, I feared that it might be too advanced for them, and that most of them would simply say "it doesn't improve my reading". As it turned out, there was one aspect that was quite surprising; more boys were absolutely positive that this book would help them improve their reading skills, whereas more girls answered negatively. The results are shown in percentage in the table below; some boys and girls did not answer this question.

	Slightly positive	**Positive**	**Negative**	**Alternative answer**
Boys	16%	45%	4.5%	
Girls	23%	21%	37%	5.3% (more fun)

TABLE 6: Attitudes towards the GN in improving reading skills.

Some answers that I found interesting were these: "It involves another reading style, and your brain has to work / read in a different way" and "It will make me better at reading between the lines". These pupils say something about the reading techniques required in reading a GN, that they feel might help them improve their reading. Other pupils reported that they liked the fact that the images complemented the text and thus support meaning making: "If you do not understand the words, you can look at the pictures and understand it then."

4.4.3 Question no. 3: "Do you think there is anything positive about this book?" (Nb! Not the contents but the format)

Boys tend to be less motivated for reading activities than girls. Boys also perform on the lower proficiency levels when tested in reading according to analysis of the National Tests

2013, (The Norwegian Directorate for Education and Training, UDIR), than girls do. Boys score better in numeracy though, but that is not an issue in this study. See the table below for results of national tests by gender 2013.

Proficiency levels in national Year 8 tests – by gender. 2013. Percentage.
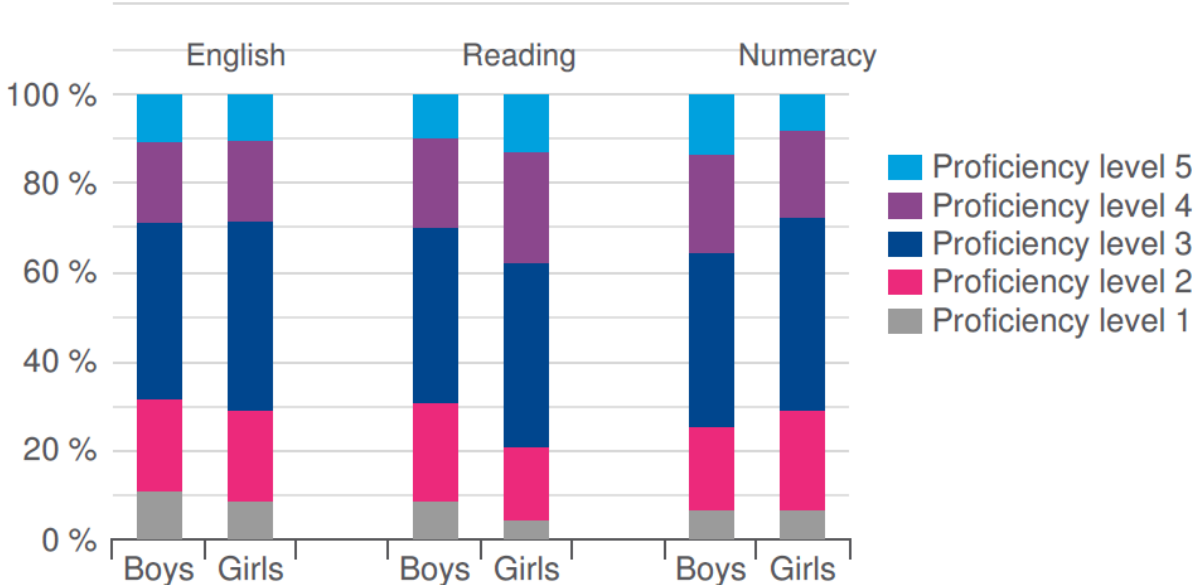
Source: Norwegian Directorate for Education and Training/The School Portal

FIGURE 4: Proficiency levels 2013.

Therefore I was especially curious when I got to the answers to the questions relating to attitudes towards reading, since I expected, but hoped otherwise, that the boys would be more negative looking back at the reading project. What I found was that the great majority of the boys were highly positive towards reading a graphic novel, which clearly indicated that they see the importance of reading, and that this might actually be a useful tool in getting boys to read. To a large degree, the girls gave answers showing that most of them do read and that they found reading a GN to be OK, but not more than that. This might also indicate that the format of a GN appeals more to boys than girls. Another aspect here is that several pupils obviously learned that they needed to use different reading techniques when reading a GN, mainly focusing on images as supporting the text, and not so much on the reading of the "gutterance": "it was easy to find out which panel you were going to read first", "the text

describes the picture, or the pictures describe the text" and "we learn to understand pictures and text together".

The difference in gender perspective can be exemplified in these examples from my study:

- "I do not really know.. Maybe easier to read for those who cannot read English that well."
(girl 10th grade)

- "It's easier to understand with a lot of pictures." - (boy 10th grade)

4.4.4 Question no. 4: "What do you think, if anything, is negative about this book?" (Nb! Not the contents but the format)

The answers showed an overall more positive attitude from the boys than the girls, where 40% of the boys said that there was nothing negative about this type of book, while only 10,5% of the girls replied similarly.

The girls tended to relate more on the negative side when discussing layout and the format of the GN itself, whereas most boys expressed a content feeling of having read a book containing more pictures and fewer words, and they expressed a positive attitude towards the pictures supporting the text.

Some girls said that the GN was more confusing to read than regular books, and one mentions it as negative that in a GN it is harder to make up your own images since they are part of the format, whereas none of the boys were concerned with this.

One boy and one girl said that they did not quite understand where to look: "Sometimes it can be hard to see where you are gonna read" and "One thing I found a bit confusing was the speaking bubbles. When did people say the different things and in what order." Indicating that, as mentioned earlier, pupils need training in reading a GN.

4.4.5 Question no. 5: "Would you recommend this type of book to other pupils? Why / why not?"

Ten out of twenty-two boys (45%) said they would recommend this type of book, eight out of nineteen girls (42%) would do the same. Four girls had arguments both for and against this

type of book. Five boys (23%) and three girls (16%) would not recommend it. At this point there were four girls and seven boys who had lost patience in answering questions regarding reading, which equals 21% of the girls and 32% of the boys. These pupils were among those who found reading English hard when answering the initial questionnaire, and thus they expressed an uncertainty in writing as well. One of the boys came up with an interesting point which I had not initially considered, saying: "I don't know, I've never recommended a book before."

4.4.6 Diary entries from the pupils who read both the GN and the book   app.12

The group of six pupils who read both versions of the book wrote short diary entries where they reflected some upon their reading experience so far. In general, they expressed an overall not so positive attitude towards the GN, which might be related to this particular GN and its contents and it might also be due to the fact that these pupils read well and that they want to stick to what they already know well. They feel that they miss out on something, particularly being able to make an image themselves, and they want to read about feelings and thoughts, not see images of them. These entries also indicate what I have mentioned earlier, namely the use of Free Voluntary Reading, since they mentioned that they wanted to choose reading material more freely.

4.5 Post reading

4.5.1 All the pupils

To finish off the reading project, all pupils were asked to write something about their own feelings/attitudes towards reading at this point. The main objective was to establish an understanding of what they thought at this stage. As before, they could choose which language to write in, given the obvious ease some find in using their mother tongue when expressing their thoughts.

The major question asked was: **"**What do you think of this reading project?" (feelings towards: reading now/earlier; this particular novel; watching the film; the way the project was organized; what you would like to read next, and so on.)"

The answers (App. 9) in sum are mainly positive towards this particular reading project. Most pupils report that they are happy with the project, they liked watching the film after having

read the book, and they thought the book was easy to read. Yet, the same tendency as previously regarding gender differences was also apparent at this stage. More girls did not like this type of novel than boys. Most boys reported that they enjoyed reading this GN, since it was easy, not too long and they liked having pictures to go with the text. Girls tend to like normal books better, while boys like this format the most, kind of like a throwback to what happened before 4th grade, when there were more pictures in their books. Still, boys have not grasped the complexity involved in reading a GN since they are mostly preoccupied with the visuals.

Some of the pupils commented that they found this GN "messy", difficult and boring to read, which might show that since this kind of literature demands different reading skills some pupils preferred to stick to the familiar. Interestingly, there was one girl who mentioned that she did not like the GN because she was not "able to read thoughts or feelings".

When answering the question related to future reading, answers advocate the use of the previously mentioned FVR, saying that they prefer to be able to choose freely what they shall read.

4.5.2 Additional questions for pupils who read both the GN and the book   **App.11**

The pupils, who read both the novel and the GN, were asked to answer some additional questions, where I wanted specifically to investigate whether they had any suggestions as to how they felt a graphic novel could be integrated in language learning education at school. The pupils answered that the benefits of using a GN in teaching would be that if the poor or reluctant readers could use it and read, that would be the best. They also said that they thought it would work best to read it silently in class. This point of view is referred to as Sustained Silent Reading, SSR by Stephen Krashen (2004), where both pupils and teachers are involved in silent reading at the same time. Even though the idea of SSR is to read for a certain period of time every day to improve reading skills, I argue that SSR also works for reading activities such as the reading project I have described. However, both my pupils and Krashen agree on one point; namely that the most significant gains of SSR most likely will occur with the pupils who are poorer readers, and not so much among the proficient readers since they already read well.

Another aspect mentioned by this group of learners, was that they felt that the graphic novel left something out, they felt that because of the visuals, they could not make up their own

images and picture feelings, emotions, settings and so forth, something they clearly appreciated while reading a regular novel.

When responding on how they thought the GN could be implemented in the classroom, they did not produce any new ideas as to how to implement the graphic novel in the classroom that was any different than what had been done during the course of this project.

4.6 Summary of findings

4.6.1 Pupils' attitudes toward the graphic novel

When I first asked my ESL pupils what they thought a GN was, they didn't have a clue. I started by showing them examples of the GN, and they began to grasp the concept and made assumptions about what it might be. However, many of my pupils still tried to retreat into a secret hide-out, when introduced to something involving reading in English. As previously mentioned, the pupils have reported that they found the graphic novel fun, easy and good to read. More boys liked the format than girls in the two classes that took part in the reading project. A number of boys whom I knew quite specifically were reluctant readers prior to this reading project and who did not express particularly positive attitudes about reading English in the questionnaire showed a significant change in attitude after they had been introduced to the graphic novel. The girls did not like the GN as much.

I believe the reason why there is an attitude discrepancy in gender, is because the girls in general perform better in reading and thus they feel less reluctant towards reading than the boys. They did not feel as if they were actually reading a book or a "normal" book as they called it.

Time spent on teaching reading skills is important to fully get the understanding of the GN. It might seem as if many of the pupils in this reading project had developed some understanding of the GN and the reading techniques required to get the full meaning of it, yet the less mature readers got lost in the "gutters" so to speak. They got hung up in the images instead of reading between the panels as well. The pupil's level of maturity is also a factor that has to be taken into consideration since it might seem as if, even in 10th grade, the maturity level along with already existing attitudes might get in the way of good reading experiences. In general, the

girls tended to stick to what they already felt they were good at and comfortable with, reading "normal" books, while the boys liked the format of the GN mainly because of the pictures.

4.6.2 Can the use of graphic novels help cultivate multiliteracies?

Looking at multiliteracy as part of the new literacy, as mentioned earlier, many pupils keep answering that they would like to see more films, that they would like to listen to texts instead of reading (audio-books). They report that they read on the Internet and on their mobile phones, and all of these forms of reading are spot on in terms of multiliteracy. Perhaps these different types of media should be integrated more in language learning in Norwegian schools? As Lundahl points out (2012, p.48), there are two types of English for a young person, the one used at school and the one used in the pupils' spare time. Pupils spend a lot of time outside school where they use the L2 a lot informally, and voluntarily, such as on Twitter or Facebook, therefore I argue that it would be wise to integrate different media in language learning in the classroom to take advantage of what the young learner likes to do, since interest can motivate for learning.

Another aspect mentioned by a number of pupils both in this project as well as in my pilot study for the Method and Project paper mentioned earlier is that they thought it was fun to read up till somewhere around 4th – 5th grade, after which they thought it became too difficult. This stopped their progress in reading and harmed motivation. Looking at children's literature, there are a lot of visuals in the early works. When one moves on to English textbooks and more canonical works and other books older pupils often are expected to read, the pictures basically disappear. During the course of my reading project, many pupils said that they found the GN readable, and as such expressed a positive attitude towards reading with visuals, since the visual material helped them to understand the plot. More boys than girls mentioned this aspect which might have been due to the choice of text or it might be due to differences in gender. It might also be because they simply like the format better, as a kind of a throwback to 4th grade, or pre-4th grade, where they were used to having more pictures in the texts, and remembered the feeling of comfort and satisfaction from that time, as something they were familiar with.

Reading a GN requires a high degree of multiliteracy skills and I believe that the use of the graphic novel in language learning in Norwegian schools would help to develop these skills.

Looking back at the basic skills description of the K06, pictures are referred to as something pupils should learn to "read" as part of multiliteracy.

Therefore, I believe it is important to focus even more than we did in this reading project on the different reading techniques required for reading a GN as compared to a novel. As previously mentioned, reading a GN involves complex skills, and as such I believe it has to be taught explicitly to pupils when working with the graphic novel. This element was supported by the boys when they said that they used the pictures as support for the text, and that they clearly did not read between the lines and therefore did not get as much out of reading the GN as the girls did, even though they were more positive toward the format itself than they were.

4.7 Evaluation of methodology

As previously mentioned, I was planning to conduct interviews with the group of pupils who read both versions of the story. Unfortunately, due to the ever vibrant life at school, I ran out of time, so I had to have them answer in writing instead. I feel that, looking at what they actually did answer, I would have obtained more specific answers to my questions through interviews, since I could have conversed with them and drawn them out a bit more, making my questions more concrete for them.

Another aspect of my methodology that I would have changed was the time frame: originally the study was designed to be conducted during a two-week period. I believe it would have been better to stick to this original plan, with a few adjustments, due to the age, level of maturity and concentration-span of the pupils. Some of them found it hard to remain focused and make progress in their work because the lessons were so widely spread. Furthermore, their age and level of maturity also meant that the number of questions asked should have been lower. I also see that some of the questions were a bit too long. McKay (39) argues that the pupils should be able to read the questions quickly and also answer them fast. Therefore I can see that due to the length of the questions, the words used as well as the number of surveys might have caused some pupils to lose both the motivation and ability to answer. On the positive side, I decided to keep many of the questions in the pupils' mother tongue, which would make it easier for everyone to answer.

I believe that for the sake of differentiation and in order to involve pupils of all achievement levels who co-exist within a regular classroom, it is important to have varied reading material that can challenge all the pupils in developing themselves as readers. It might not be

important to read the same piece of literature; it is more important that pupils read something - anything. In this respect I agree with Krashen on the importance of providing sufficient reading material for the pupils. For this project, however, I argue that it was positive to have all the pupils read the same GN in addition to having a number of the pupils read the original version of the book, allowing me to collect comparable information.

Another aspect that I could have done differently was the aspect of supported reading, since obviously some of my pupils did not manage to finish the GN by themselves. They had to have support. One class had a group of pupils taken out of the classroom, reading the GN aloud, while in the other class, all pupils read the GN silently in the same classroom. Obviously I could then observe how these groups were doing, and I argue that for some pupils, reading aloud and discussing the contents in smaller groups is most beneficial.

5. Conclusion

Firstly, as mentioned previously, it is quite apparent to me that my students refer to two different types of reading in English; inside and outside the ESL classroom. This is a description which Bo Lundahl also uses (2012, pp.46-47). Language is learned in two ways: Lightbown and Spada refer to these types of learning as *traditional learning* and *communicative language learning*. In the *traditional learning* classroom pupils are exposed to the target language for a couple of hours per week and the focus is on using the language correctly. In contrast, in the *communicative* classroom, in addition to focusing on correctness, students are also taught communication and there is a great deal of variety in the L2 texts that are used (Lightbown and Spada, cited in Lundahl, 2012, p.46). Furthermore, as Pia Sundqvist (2009) found in a study conducted on 9th grade pupils, there is a correlation between what is referred to as "spare-time English" language learning and vocabulary building (cited in Lundahl, 2012, p. 47). Findings showed that this applied more to boys than girls. This complies with the findings in my research project: boys have more answers related to spare-time activities such as online-games and films. Therefore I argue that to help reluctant readers who are boys, educators need to be more aware of their interests, since interests and motivation are important, closely related factors.

Secondly, my students know that reading is vital in all areas of their lives, both now and in the future. Many of them also know they are underachievers when it comes to reading. I believe

that when some of them say that they do not read because it is boring or hard, tiresome and so forth, this is a way of saying that they have not been taught how to read, or to write well enough, since the two are closely related. And those who do not develop the habit of reading for pleasure simply do not have a chance. They will have a very difficult time reading and writing at a level high enough to deal with the demands of higher education and today's world (Krashen, *Power of Reading*, 2004, p. x). Krashen also argues that "Reading is good for you" and that "reading is [the conclusion and only solution] the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar competence, and the only way we become good spellers" (37).

Initial language learning is crucial for reading. For a high-school student struggling with English reading comprehension, the most reasonable response when it comes to reading English might very well be that of the reluctant reader. At least that is my experience with poor readers. If reading has not become a natural habit, or something clearly connected to positive feedback and success, it is natural for a person to avoid any reading situation that can lead to defeat. People do not wish to encounter danger, we run. Therefore I argue that the reading instruction that takes place in elementary school is crucial when it comes to motivating children to enjoy reading. Obviously I do believe that something can be done at secondary school level as well, but the main concern should be in the early stages of reading instruction.

An acquaintance of mine is dyslectic: However, he was not diagnosed until he was in his thirties. As a youngster he was a reluctant reader. He told me just recently, that the first novel he ever read was Dan Brown's best-seller *The DaVinci Code* ,[14] and he did this as an adult. What he believes is vital for educators to know and recognize, is the importance of maturity. He strongly believes that students cannot, and should not, be expected to be at the same level of maturity at the same time during their schooling. He believes that motivation and ability are closely related to a pupil's level of maturity. A child might not be there right now, but give him time, and he will make it. This correlates with my findings as well: children do not form a homogeneous group. For this reason they would benefit from being taught in smaller groups according to level when it comes to early reading instruction. In this way it might be possible to keep them reading and bridging the gap, which a number of my pupils reported

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[14] Brown, Dan. *The Da Vinci Code: A Novel*. New York: Doubleday, 2003. Print.

appeared somewhere around 4th grade. At this time it seems as if girls continue reading while boys get lost when the pictures tend to disappear from the books for their age group. The results of this project might indicate that the majority of the participating boys have not followed the expected reading development but have basically stopped improving their reading. This finding correlates with the findings of other researchers in the field. One of these researchers is Kathryn Jacobs, who in the journal article "Gender Issues in Young Adult Literature" (2009), says that being a reluctant reader can be equated with being a teenage boy. Furthermore, she points out that research confirms that "girls are far more likely than boys to read a variety of books. This is encouraged in our culture". She also argues that in contrast boys suffer because the narrow type of literature believed to be suitable or interesting for boys actually deprives them of the experience of reading a wide range of literature and fails to widen their tastes (Millard 1997 and Telford 1999 qtd. in Jacobs 2009). This obviously has an impact on what type of reading boys take part in.

Some pupils in my study mentioned that they thought everyone else seemed to read so much better than them, adding on to the list of reasons why they stopped reading. Jeff Wilhelm (qtd. in Jacobs 2009) conducted a study in 2001 focusing on the reading preferences of boys. The results were that boys tend to prefer "books written in shorter sections"; they also preferred visual texts in addition to works that contained "humor, new perspectives and interesting facts", which might explain in part why boys "do not read". They feel that they lose in competition with the girls, and they might have been given texts that do not reflect their fields of interest. The boys in my project also reported that they preferred shorter texts, visual texts and factual texts. Another aspect to take into consideration might be what boys and girls are taught, or brought up, to read and be interested in, where it might be considered unmanly to read literature that can be regarded as "sissy or effeminate" (Jacobs, 22). Whether boys and girls are significantly different or if they are shaped that way, I find that the question of heredity and environment might be an interesting part of the discussion on gender and reading.

I feel that to round off this research paper on how to improve reading skills, I need to go back to Krashen's statement quite early in his book (2004), where he argues that reading is the key to success, and without adequate mastery of this skill, there is no way a person can manage to face the demands of society at a high enough level (37). Therefore I believe it is crucial that pupils learn to read, and learn to take pleasure in reading and to keep up the reading for more than the initial years of reading at school.

Looking at my findings, I argue that first of all, it is vital to help all pupils to cross over the reading gap that seems to open up somewhere around 4th grade. At this time the subject matter of their school books becomes more difficult, and at the same time the visual material that supports their reading of these texts disappears. Secondly I believe that it is crucial for educators to provide a positive reading environment whenever reading is the issue, since the feeling of mastery goes together with feeling the pleasure of reading. Thirdly, and finally, I argue that the use of the GN can work positively to improve reading skills and motivate young readers, especially during the early years of reading, but also for those who have not acquired sufficient reading competence at a higher level. The use of the GN might make reading more pleasurable and less overwhelming since the visual material is something most pupils at some point can relate to.

My study suggests that girls are not as impressed with the advantages of the format as the boys. But this may be due to the need for more explicit teaching on the required reading strategies needed, or it may be due to the qualities of the GN chosen for the reading project conducted for this study. As Baetens and Frey argue in *The Graphic Novel – An Introduction* (2015), there are numerous GNs to choose from, allowing the teachers to guide pupils in finding stories that interest and engage them (10-13, 246-258). The reading strategies needed to understand a GN are part of the expanded reading skills required in developing multiliteracies, as specified in the Norwegian national curriculum. Although reading a graphic novel can be a motivating experience for young readers, particularly reluctant readers, it does not necessarily simplify the reading process. Instead it demands different reading skills and strategies that pupils need to develop in order to cope with today's multimodal reading reality.

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Appendices

App. 1: NSD

App.2: Letter of permission

App. 3: Letter of consent (information)

App. 4: Initial questionnaire

App. 5: Additional questions

App. 6: Lesson plan GN

App.7: Daisy Kutter

App.8: Final questionnaire

App.9: Post-reading survey all pupils

App.10: Diary entries all pupils

App.11: Aspekter ved lesing K06

App.12: Diary entries the group that read both versions of the text

App.13: Additional questions the group that read both versions of the text

App.1

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES

NSD

MELDESKJEMA

Meldeskjema (versjon 1.4) for forsknings- og studentprosjekt som medfører meldeplikt eller konsesjonsplikt
(jf. personopplysningsloven og helseregisterloven med forskrifter).

1. Prosjekttittel		
Tittel	Improving reading skills: Using graphic novels in a Nowegian Lower- Secondary ESL classroom.	

2. Behandlingsansvarlig institusjon		
Institusjon	Høgskolen i Østfold	Velg den institusjonen du er tilknyttet. Alle nivå må oppgis. Ved studentprosjekt er det studentens tilknytning som er avgjørende. Dersom institusjonen ikke finnes på listen, vennligst ta kontakt med personvernombudet.
Avdeling/Fakultet	Fremmedspråksenteret	
Institutt		

3. Daglig ansvarlig (forsker, veileder, stipendiat)		
Fornavn	Karen	Før opp navnet på den som har det daglige ansvaret for prosjektet.Veileder er vanligvis daglig ansvarlig ved studentprosjekt.
Etternavn	Knudsen	
Akademisk grad	Doktorgrad	Veileder og student må være tilknyttet samme institusjon. Dersom studenten har ekstern veileder, kan biveileder eller fagansvarlig ved studiestedet stå som daglig ansvarlig.Arbeidssted må være tilknyttet behandlingsansvarlig institusjon, f.eks. underavdeling, institutt etc.
Stilling		
Arbeidssted	Høgskolen i Østfold	
Adresse (arb.sted)		
Postnr/sted (arb.sted)		NB! Det er viktig at du oppgir en e-postadresse som brukes aktivt. Vennligst gi oss beskjed dersom den endres.
Telefon/mobil (arb.sted)	/	
E-post		

4. Student (master, bachelor)		
Studentprosjekt	Ja ● Nei ○	NB! Det er viktig at du oppgir en e-postadresse som brukes aktivt. Vennligst gi oss beskjed dersom den endres.
Fornavn	Aud Marie	
Etternavn	Aamodt-Brænden	
Akademisk grad	Høyere grad	
Privatadresse	Brusvea-Garverberget 2	
Postnr/sted (privatadresse)	2625 Fåberg	
Telefon/mobil	+4741607709 /	
E-post	audbrand@gausdal.kommune.no	

5. Formålet med prosjektet		
Formål	En del av en Masteroppgave i "Fremmedspråk i skolen". Hovedspørsmålet er: Can graphic novels motivate Norwegian ESL pupils to read more in English? Gjennomføre et prosjekt i 10 trinn, engelsk, innhente informasjon om følgende: - holdning til det å lese engelsk før og etter prosjektperioden,- hva de vet om graphic novels, -	Redegjør kort for prosjektets formål, problemstilling, forskningsspørsmål e.l. Maks 750 tegn.

6. Prosjektomfang		
Velg omfang	● Enkel institusjon ○ Nasjonalt samarbeidsprosjekt ○ Internasjonalt samarbeidsprosjekt	Med samarbeidsprosjekt menes prosjekt som gjennomføres av flere institusjoner samtidig, som har samme formål og hvor personopplysninger utveksles.
Oppgi øvrige institusjoner		
Oppgi hvordan samarbeidet foregår		

7. Utvalgsbeskrivelse

Utvalget	En klasse 10 trinn ved Gausdal Ungdomsskole	Med utvalg menes dem som deltar i undersøkelsen eller dem det innhentes opplysninger om. F.eks. et representativt utvalg av befolkningen, skoleelever med lese- og skrivevansker, pasienter, innsatte.
Rekruttering og trekking		Beskriv hvordan utvalget trekkes eller rekrutteres og oppgi hvem som foretar den. Et utvalg kan trekkes fra registre som f.eks. Folkeregisteret, SSB-registre, pasientregistre, eller det kan rekrutteres gjennom f.eks. en bedrift, skole, idrettsmiljø, eget nettverk.
Førstegangskontakt		Beskriv hvordan førstegangskontakten opprettes og oppgi hvem som foretar den. Les mer om dette på våre temasider.
Alder på utvalget	■ Barn (0-15 år) □ Ungdom (16-17 år) □ Voksne (over 18 år)	
Antall personer som inngår i utvalget	23	
Inkluderes det myndige personer med redusert eller manglende samtykkekompetanse?	Ja □ Nei ●	Begrunn hvorfor det er nødvendig å inkludere myndige personer med redusert eller manglende samtykkekompetanse.
Hvis ja, begrunn		Les mer om Pasienter, brukere og personer med redusert eller manglende samtykkekompetanse

8. Metode for innsamling av personopplysninger

Kryss av for hvilke datainnsamlingsmetoder og datakilder som vil benyttes	■ Spørreskjema □ Personlig intervju □ Gruppeintervju ■ Observasjon □ Psykologiske/pedagogiske tester □ Medisinske undersøkelser/tester □ Journaldata ■ Registerdata ■ Annen innsamlingsmetode	Personopplysninger kan innhentes direkte fra den registrerte f.eks. gjennom spørreskjema, intervju, tester, og/eller ulike journaler (f.eks. elevmapper, NAV, PPT, sykehus) og/eller registre (f.eks. Statistisk sentralbyrå, sentrale helseregistre).
Annen innsamlingsmetode, oppgi hvilken	dagbok / journalføring, essay	
Kommentar		

9. Datamaterialets innhold

Redegjør for hvilke opplysninger som samles inn		Spørreskjema, intervju-/temaguide, observasjonsbeskrivelse m.m. sendes inn sammen med meldeskjemaet. NB! Vedleggene lastes opp til slist i meldeskjema, se punkt 16 Vedlegg.
Samles det inn direkte personidentifiserende opplysninger?	Ja □ Nei ●	Dersom det krysses av for ja her, se nærmere under punkt 11 Informasjonssikkerhet.
Hvis ja, hvilke?	□ 11-sifret fødselsnummer □ Navn, fødselsdato, adresse, e-postadresse og/eller telefonnummer	Les mer om hva personopplysninger er NB! Selv om opplysningene er anonymisert i oppgave/rapport, må det krysses av dersom direkte og/eller indirekte personidentifiserende opplysninger innhentes/registreres i forbindelse med prosjektet.
Spesifiser hvilke		
Samles det inn indirekte personidentifiserende opplysninger?	Ja □ Nei ●	En person vil være indirekte identifiserbar dersom det er mulig å identifisere vedkommende gjennom

Hvis ja, hvilke?		bakgrunnsopplysninger som for eksempel bostedskommune eller arbeidsplass/skole kombinert med opplysninger som alder, kjønn, yrke, diagnose, etc.
Samles det inn sensitive personopplysninger?	Ja ○ Nei ●	
Hvis ja, hvilke?	□ Rasemessig eller etnisk bakgrunn, eller politisk, filosofisk eller religiøs oppfatning □ At en person har vært mistenkt, siktet, tiltalt eller dømt for en straffbar handling □ Helseforhold □ Seksuelle forhold □ Medlemskap i fagforeninger	
Samles det inn opplysninger om tredjeperson?	Ja ○ Nei ●	Med opplysninger om tredjeperson menes opplysninger som kan spores tilbake til personer som ikke inngår i utvalget. Eksempler på tredjeperson er kollega, elev, klient, familiemedlem.
Hvis ja, hvem er tredjeperson og hvilke opplysninger registreres?		
Hvordan informeres tredjeperson om behandlingen?	□ Skriftlig □ Muntlig □ Informeres ikke	
Informeres ikke, begrunn		

10. Informasjon og samtykke

Oppgi hvordan utvalget informeres	■ Skriftlig ■ Muntlig □ Informeres ikke	Vennligst send inn informasjonsskriv eller mal for muntlig informasjon sammen med meldeskjema.
Begrunn		NB! Vedlegg lastes opp til slutt i meldeskjemaet, se punkt 15 Vedlegg. Dersom utvalget ikke skal informeres om behandlingen av personopplysninger må det begrunnes. Last ned vår veiledende mal til informasjonsskriv
Oppgi hvordan samtykke fra utvalget innhentes	□ Skriftlig ■ Muntlig ■ Innhentes ikke	Dersom det innhentes skriftlig samtykke anbefales det at samtykkeerklæringen utformes som en svarslipp eller på eget ark. Dersom det ikke skal innhentes samtykke, må det begrunnes.
Innhentes ikke, begrunn	Dette vil inngå som en del av et pedagogisk opplegg, som vil ha relevans både for min undervisning, veiledning samt også for masteroppgaven min. Det er viktig at alle deltar for å få frem alle synspunkter.	

11. Informasjonssikkerhet

Direkte personidentifiserende opplysninger erstattes med et referansenummer som viser til en atskilt navneliste (koblingsnøkkel)	Ja ○ Nei ●	Har du krysset av for ja under punkt 9 Datamaterialets innhold må det merkes av for hvordan direkte personidentifiserende opplysninger registreres.
Hvordan oppbevares navnelisten/ koblingsnøkkelen og hvem har tilgang til den?		NB! Som hovedregel bør ikke direkte personidentifiserende opplysninger registreres sammen med det øvrige datamaterialet.
Direkte personidentifiserende opplysninger oppbevares sammen med det øvrige materialet	Ja ○ Nei ●	
Hvorfor oppbevares direkte personidentifiserende opplysninger sammen med det øvrige datamaterialet?		

Oppbevares direkte personidentifiserbare opplysninger på andre måter?	Ja ○ Nei ●	
Spesifiser		
Hvordan registreres og oppbevares datamaterialet?	□ Fysisk isolert datamaskin tilhørende virksomheten □ Datamaskin i nettverkssystem tilhørende virksomheten ■ Datamaskin i nettverkssystem tilknyttet internett tilhørende virksomheten □ Fysisk isolert privat datamaskin □ Privat datamaskin tilknyttet internett □ Videoopptak/fotografi □ Lydopptak ■ Notater/papir □ Annen registreringsmetode	Mark av for hvilke hjelpemidler som benyttes for registrering og analyse av opplysninger. Sett flere kryss dersom opplysningene registreres på flere måter.
Annen registreringsmetode beskriv		
Behandles lyd-/videoopptak og/eller fotografi ved hjelp av datamaskinbasert utstyr?	Ja ○ Nei ●	Kryss av for ja dersom opptak eller foto behandles som lyd-/bildefil. Les mer om behandling av lyd og bilde.
Hvordan er datamaterialet beskyttet mot at uvedkommende får innsyn?	Datamaskinen har både brukernavn og passord. Den er tilknyttet et lukket lokalt nettverk. Den brukes kun av meg.	Er f.eks. datamaskintilgangen beskyttet med brukernavn og passord, står datamaskinen i et låsbart rom, og hvordan sikres bærbare enheter, utskrifter og opptak?
Dersom det benyttes mobile lagringsenheter (bærbar datamaskin, minnepenn, minnekort, cd, ekstern harddisk, mobiltelefon), oppgi hvilke		NB! Mobile lagringsenheter bør ha mulighet for kryptering.
Vil medarbeidere ha tilgang til datamaterialet på lik linje med daglig ansvarlig/student?	Ja ○ Nei ●	
Hvis ja, hvem?		
Overføres personopplysninger ved hjelp av e-post/internett?	Ja ○ Nei ●	F.eks. ved bruk av elektronisk spørreskjema, overføring av data til samarbeidspartner/databehandler mm.
Hvis ja, hvilke?		
Vil personopplysninger bli utlevert til andre enn prosjektgruppen?	Ja ○ Nei ●	
Hvis ja, til hvem?		
Samles opplysningene inn/behandles av en databehandler?	Ja ○ Nei ●	Dersom det benyttes eksterne til helt eller delvis å behandle personopplysninger, f.eks. Questback, Synovate MMI, Norfakta eller transkriberingsassistent eller tolk, er dette å betrakte som en databehandler. Slike oppdrag må kontraktsreguleres
Hvis ja, hvilken?		Les mer om databehandleravtaler her
12. Vurdering/godkjenning fra andre instanser		
Søkes det om dispensasjon fra taushetsplikten for å få tilgang til data?	Ja ○ Nei ●	For å få tilgang til taushetsbelagte opplysninger fra f.eks. NAV, PPT, sykehus, må det søkes om dispensasjon fra taushetsplikten. Dispensasjon søkes vanligvis fra aktuelt departement. Dispensasjon fra taushetsplikten for helseopplysninger skal for alle typer forskning søkes Regional komité for medisinsk og helsefaglig forskningsetikk
Kommentar		

Søkes det godkjenning fra andre instanser?	Ja ● Nei ○	F.eks. søke registereier om tilgang til data, en ledelse om tilgang til forskning i virksomhet, skole, etc.
Hvis ja, hvilke?	Rektor og foresatte.	

13. Prosjektperiode

Prosjektperiode	Prosjektstart:18.08.2014 Prosjektslutt:30.01.2015	**Prosjektstart** Vennligst oppgi tidspunktet for når førstegangskontakten med utvalget opprettes og/eller datainnsamlingen starter. **Prosjektslutt** Vennligst oppgi tidspunktet for når datamaterialet enten skal anonymiseres/slettes, eller arkiveres i påvente av oppfølgingsstudier eller annet. Prosjektet anses vanligvis som avsluttet når de oppgitte analyser er ferdigstilt og resultatene publisert, eller oppgave/avhandling er innlevert og sensurert.
Hva skal skje med datamaterialet ved prosjektslutt?	■ Datamaterialet anonymiseres □ Datamaterialet oppbevares med personidentifikasjon	Med anonymisering menes at datamaterialet bearbeides slik at det ikke lenger er mulig å føre opplysningene tilbake til enkeltpersoner.NB! Merk at dette omfatter både oppgave/publikasjon og rådata. Les mer om anonymisering
Hvordan skal datamaterialet anonymiseres?		Hovedregelen for videre oppbevaring av data med personidentifikasjon er samtykke fra den registrerte.
Hvorfor skal datamaterialet oppbevares med personidentifikasjon?		Årsaker til oppbevaring kan være planlagte oppfølgingsstudier, undervisningsformål eller annet.
Hvor skal datamaterialet oppbevares, og hvor lenge?		Datamaterialet kan oppbevares ved egen institusjon, offentlig arkiv eller annet. Les om arkivering hos NSD

14. Finansiering

Hvordan finansieres prosjektet?	Dette inngår som en del av den ordinære undervisningen og har ingne kostnad utover innkjøp av bøker. som betales av skolen.	

15. Tilleggsopplysninger

Tilleggsopplysninger		

16. Vedlegg

Antall vedlegg	0	

Til rektor

Forespørsel om tillatelse til å avholde et forskningsprosjekt

"Kan bruken av grafiske noveller i undervisning bidra til å øke motivasjon for lesing blant elever i grunnskolen?"

Bakgrunn og formål

Denne studien er en del av forskningsmaterialet til en Mastergradsoppgave ved Høgskolen i Østfold, der formålet er å undersøke om bruken av grafiske noveller i undervisning kan bidra til å øke motivasjon for lesing. Resultatet av denne studien kan brukes til å utvikle undervisningsopplegg for grunnskolen i fremtiden.

Utvalget er gjort blant mine elever og det er ønskelig å gjennomføre studien på alle elevene for å få størst mulig sammenligningsgrunnlag.

Hva innebærer deltakelse i studien?

Deltakelse i denne studien innebærer at de skal lese en grafisk novelle, de skal svare på spørsmål knyttet til det å lese og det vil også være behov for å skrive dagboknotater underveis i lesingen, samt komme med informasjon knyttet til erfaringer de har gjort underveis og i etterkant av denne perioden med lesing. Det kan være nødvendig med noen gruppeintervju, dette vil bli avklart underveis. Det vil ikke være noen form for testing i denne perioden. Data som samles inn vil være knyttet til erfaringer og observasjoner knyttet til tema.

Om ønskelig kan foreldre få tilgang til spørsmål / spørreskjema på forhånd. Dette kan avtales med undertegnede.

Hva skjer med informasjonen?

Alle personopplysninger vil bli behandlet konfidensielt, den eneste som vil ha tilgang til personopplysninger er undertegnede. All informasjon vil bli behandlet konfidensielt, og alle svar vil bli anonymisert. Til selve oppgaven vil ingen informasjon som kan knyttes direkte tilbake til deltaker, eller personopplysninger, foreligge. Alle skjema med navn, vil bli destruert i etterkant av oppgaveskrivingen.

Prosjektet skal etter planen avsluttes januar 2015, men kan bli prolongert om nødvendig.

Dersom det er spørsmål knyttet til studien, ta kontakt med:

Karen Patrick Knutsen. Assoc. professor ved Høgskolen i Halden. Tlf:69215271. Karen.knutsen@hiof.no (veileder) eller Aud Marie Aamodt-Brænden, audbrand@gausdal.kommune.no.Studien er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS.

Forespørsel om deltakelse i forskningsprosjekt

"Kan bruken av grafiske noveller i undervisning bidra til å øke motivasjon for lesing blant elever i grunnskolen?"

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Studien er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS.

Samtykke til deltakelse i studien

Jeg/vi har mottatt informasjon om studien, og godtar at _____kan delta i studien

Elevens navn

(Signert av foreldre/foresatt, dato)

Pre - reading survey. Initial questionnaire: questions 1 – 11. (20pages)

1A. "Explain what reading means to you."

Girls:

➢ Jeg liker å lese bøker jeg syns er spennende. Liker best å lese bøker, fordi da ser jeg hvor langt jeg har kommet f.eks i løpet av en uke.

➢ Jeg synes lesing er gøy hvis jeg får velge selv hva jeg vil lese. Lese til prøve er ikke noe gøy, med mindre det er noe jeg syns er interresant.

➢ Jeg synes lesing på fritiden er mye morsommere enn å lese på skolen, fordi hjemme kan jeg velge hva jeg vil lese.

➢ Jeg synes lesing er spennende og morsomt. Det er nyttig fordi man blir flinkere og man får mye kunnskap av lesing.

➢ Helt greit, gøy noen ganger, ikke så gøy andre ganger.

➢ Jeg synes lesing er kjedelig, men nyttig. Jeg leser ikke bøker valgfritt.

➢ Jeg syns det er gøy hvis det er noe jeg bryr meg om. Men når vi får det i lekse er det kjett.

➢ Jeg synes lesing er viktig, spennende og givende. Det å lese er veldig viktig for å kunne klare seg i livet.

➢ Jeg syns lesing er gøy. Jeg kommer ofte inn i leseperioder hvor jeg leser mye. Lesing på skolen kan være litt mere kjedelig, fordi stoffet kan være litt trått.

➢ Ikke så morsomt!

➢ Jeg syns lesing kan være spennende og gøy vis det er bøker jeg intresserer meg for. Men det kan være utrolig kjedelig.

➢ Noen ganger gøy, hvis jeg leser en bok jeg liker og har valgt selv. Hvis jeg leser en kjedelig bok er jeg lite motivert.

➢ Jeg synes lesing er veldig fint hvis man har en god bok eller noe interessant å lese, men jeg blir bare trøtt hvis lesestoffet er kjedelig.

➢ Jeg syns lesing er helt ok med en god bok, men det er helt nødvendig.

➢ Jeg er veldig glad i å lese. Jeg synes det er nyttig, lærerikt og morsomt. Det er et fint tidsfordriv.

➢ Lesing er helt greit, hvis boka er god. Lesing er noe jeg aldri har tid til og det går sakte.

➢ Syns at det er litt skjedelig for at det er vanskelig.

➢ Jeg synes lesing er gøy (jeg leser også mye på fritiden). Hvis jeg får en bra bok er det gøy, men hvis jeg leser en dårlig bok synes jeg det ikke er gøy.

➢ Lesing er morsomt og spennende hvis man leser noe man liker. Lesing er også nyttig for å forbedre ordforrådet.

Boys:

- Jeg synes lesing egentlig er veldig kjedelig, hvis det ikke er om noe jeg intereserer meg for. Lesing er også ganske nyttig.
- Jeg synes lesing er ok hvis det er in interessant tekst. Det er kjedelig hvis jeg må lese kjempemye.
- Jeg synes lesing er kjederlig og tidkrevende. Men det blir nok bedre om du leser noe som interiserer deg.
- Det er gøy å lese tegneserier. Det er litt gøy å lese bøker, men ikke så gøy som å lese tegneserier.
- Kjederlig.
- Kjeitt
- Jeg leser ikke særlig mye (1 bok i måneden) men når jeg gjør det er det gøy. Lesing er interessant.
- Kjedelig
- Viktig for læringen. Du kan lære nye ord.
- Jeg synes det er kjedelig.
- Skjedelig, boring, lame.
- Det er kjedelig å lese, men vis det er noe interesant så er det bedre.
- Det er nyttig. Det er viktig å lese. Det er kjett å lese.
- Lesing er kjedelig fordi vi gjør ikke noe mer om det. Å sitte og lese ei bok er kjedelig. Jeg lærer mer engelsk av dataspill enn på skolen.
- Jeg syns det er bortkastet tid, jeg finner det lite motiverende.
- Det er kjedelig og du bruker tid du aldri får igjen.
- Litt sløsing med tid.
- Jeg syne det er kjederlig, uintresangt, jeg liker det ikke.
- Reading is important, reading is boring, reading is very hard to understand somethimes.
- Jeg synes lesing kan være spennende og avslappende. Det er ingenting som å synke inn i en god fantasy- eller krim-bok.
- Det kommer ann på. Om det er tegneserier eller multimedia(TV, PC, SMS, osv) er det gøy. Er det historie er det interessant ellers kjedelig (mesteparten).
- Kjedelig.

1B: "What do you read?"

Girls:

- Bøker, blader, meldinger, email, undertekster på serier og filmer, blogger osv.
- Bøker, blader, skilt, tegneserier, aviser, undertekster, chatting, mld, facebook-innlegg, e-mail, whiteboard, tavle, ark, kladdebøker, navneskilt, gensere/logoer, sekker
- Bøker, blader, oppskrifter/bruksanvisning, meldinger, undertekster på tv/film, kroppsspråk, noveller, tekst på kunst/klær.

- Bøker, blader, noveller, e-mail, meldinger, undertekster på film, sangtekster.
- Bøker på skolen, tavle, mobil, Facebook og andre sosiale medier, tv, avis, matvarer, oppskrifter, pc.
- Jeg leser blader, tegneserier, meldinger, undertekst på tv, kommentarer.
- Masse.
- Bøker, meldinger, lekser, e-mail, noveller, blader, undertekster.
- Jeg leser bøker, blader, meldinger, aviser og chatter.
- Blader, aviser, on-line chatting, undertekster, tegneserier….
- Skole, sosiale medier, tv, magasiner, avisa, nettavis, blogger, meldinger, teksting på filmer og serier.
- Underteksting på filmer, matoppskrifter, bruksanvisninger, meldinger, bøker, noen ganger avis, på skolen, chatting.
- Jeg leser bøker, mest bokserier, tegneserie, blader, poster på nett, oppskrifter, blogger, skolebøker, undertekster og melding.
- Jeg leser for det meste faktabøker om temaer jeg intresserer meg for, også leser jeg mye online og på sosiale medier. Også skolebøker.
- Jeg leser bøker, blader, tegneserier og dataspill.
- Jeg leser noen bøker, blader og on-line, jeg leser på skolen og tekst på tv, jeg leser e-mail, filmer.
- Aviser, chatting og meldinger, e-mail, filmer, bøker på skolen.
- Nyheter og sporten, bøker, blader, TV, noen ganger aviser, skolebøker, undertekster, facebook.
- Jeg leser av og til bøker, blader og aviser. Jeg leser mye på nett, chatting, sosiale medier.

Boys:

- Tegneserier, aviser, on-line chatting, meldinger, telefon, undertekster.
- Data, Ipad, filmer/tv, reklame, meldinger, e-mail, skolebøker, skilt.
- Leser artikler om trening og fotball.
- Tegneserier, filmer, meldinger, undertekster, spillskrift, bøker.
- Annonser på datan, mælinger.
- Sms, blad, data, chatting.
- Jeg leser bøker, blader, tegneserier, e-mail, undertekster på filmer, på tavlen, on-line…
- Meldinger, bruksanvisning
- SMS, andre chattemeldinger, tavla, lekser, på klær, overalt på nettet, oppskrifter…
- Litt forskjellig hvis det er noe interessant.
- Bøker, chatting, filmer.
- Teoribok førerkort, blader, undertekster på film, chatting og meldinger.
- Filmer, aviser, skole, chating og meldinger.
- Bøker, tegneserier, dataspill, on-line, filmer …
- Telephon, TV, skolebøker.
- Leser omtrent bare i spill.
- Teksting på TV, diverse blader, bøker til førerkort, skilt, mobil, kart, skolen.

- Melding, innlegg, skolearbeid, skilt, teoribok.
- Jeg leser chat meldinger, facebook, online-spill og nyheter.
- Egentlig leser jeg så godt som all tekst: bøker, tegneserier, aviser, kokebøker, skolebøker/oppgaver, e-mail, spill, undertekster, bruksanvisninger, noveller….
- Tegneserier, teksting, PC, SMS evt. MMS, historie.
- Melding.

1C: "What does reading mean to you and why?"

Girls:

- Lesing for meg betyr at jeg skal kose meg med ei bok eller noe lignende. Eller bare at jeg leser på lekse, tavla osv.
- Lesing betyr ikke noe særlig spessielt for meg, men det er godt å slappe av med en <u>god</u> bok av og til.
- Lesing for meg er viktig og morsomt fordi jeg lærer mye av å lese.
- Lesing for meg er ganske viktig fordi da er jeg i min egen verden, og jeg slipper å tenke på alt og alle rundt meg.
- Det betyr vel sikkert en del, med tanke på at man rett og slett trenger lesing til omtrent alt.
- Lesing for meg er viktig, men kjedelig fordi det er viktig å kunne forstå ordene, men det er ikke alltid like gøy.
- Lesing betyr ganske mye for meg. Det er en del av meg, samme om det er meldinger eller bøker.
- Lesing er veldig viktig for meg, jeg har likt å lese helt siden jeg var liten. Jeg liker å lese fordi lesing kan være så mye forskjellig! Både skummelt, morsomt, nyttig, trist osv.
- Jeg liker å lese fordi da kan jeg roe ned og slappe av.
- Det betyr ikke noe spesielt.
- Det er veldig avhengig av hva jeg leser men jeg liker og lese bøker jeg senere skal se filmen av osv.
- Når jeg leser for å kose meg, liker jeg det veldig godt.
- Lesing betyr ikke noe spesielt, men jeg liker godt bra bøker og tegneserier.
- Det betyr ikke så mye, fordi jeg ikke intereserer meg så mye.
- Lesing betyr mye for meg fordi da kan jeg drømme meg bort i min egen verden og slappe av.
- Lesing er noe jeg ikke tenker over at jeg gjør egentlig, fordi jeg ikke leser så mange bøker men på nettet, blader og meldinger og sånn. Så betyr ikke så mye.
- Det betyr ganske mye for tenk om man ikke kan lese.
- Jeg synes det er veldig avslappet og godt å lese når jeg har tiden til det. Ikke tenke på noe annet enn hva som skjer i bøkene.

- Lesing er viktig for meg fordi når jeg leser slipper jeg å tenke på noe, å jeg kan bare slappe av.

Boys:

- Lesing er egentlig ganske viktig og kan være interessant, men når noen tvinger deg til å lese en bok så er det forferdelig kjedelig.
- Lesing er viktig, det er viktig fordi du bruker det til å lære, få informasjon.
- Ikke stort, vet ikke hvorfor.
- Lesing er litt kjedelig, men det er kommer ann på hva du leser.
- Vikti siden jeg trenger det vis jeg skal finne noe på dataen.
- Det betyr ingenting.
- Lesing betyr mye for meg, uten den kunnskapen hadde jeg ikke klart meg.
- Det betyr ingenting
- Det betyr vel mye, leser jo noe så å si hele tiden.
- Det betyr ingenting for meg, værste jeg vet.
- Lame, boring lol.
- Det betyr ingenting.
- For meg betyr lesing ikke så mye. Jeg leser når jeg må.
- Eneste lesing betyr for meg er det jeg allerede har lært. Jeg har lært nok engelsk til å overleve.
- Betyr ingenting, er stusselig.
- Lesing er noe av det kjedeligste som finnes.
- Jeg leser for å få informasjon.
- Jeg syns det er kjederlig, liker ikke lese.
- Jeg må lese for å komme på videregående den linjen jeg vil gå, lesing er viktig for meg.
- Lesing betyr veldig mye for meg fordi jeg alltid har likt å lese og elsker å bare forsvinne inn i en parallell verden skapt av boken.
- Det er ganske viktig fordi det er nesten den eneste måten å dokumentere noe.
- Artigt det.

1D: "When do you read?"

Girls:

- Bok: på kvelden. Leser egentlig overalt og hele tiden.
- Jeg leser egentlig hele tiden, bortsett fra når jeg sover & spiser middag. For ofte leser jeg på etiketter på diverse & merker.
- Jeg leser mest på dagen og kvelden. + når jeg har tid.
- Jeg leser på skolen, på bussen noen ganger, når jeg ser på tv, noen ganger på ettermiddagen hvis jeg har tid og på kvelden. Jeg leser også når jeg reiser osv.
- På skolen, hjemme, overalt, hele tiden.

- Jeg leser på kvelden og til frokost.
- Om morgenen, på skolen, hjemme, trening, lekser, ferier, osv.
- Jeg leser jo hele tiden, det gjør alle. Men om jeg skal lese bøker leser jeg i senga før jeg skal sove (har ikke tid ellers).
- Jeg leser mest på sommeren men kan også lese en del på vinteren. Jeg liker å lese i sola, for da kan jeg sole meg samtidig.
- Hele dagen.
- Når jeg får tid, og skal slappe av, eller like før jeg skal legge meg osv.
- På skolen, i sommerferien, høsten og jula.
- Jeg leser på senga, på skolen mens jeg ser på tv og nettet og ting må lese ellers om dagen.
- Man leser jo alltid, men jeg leser bok på senga før jeg legger meg, hvis ikke det er for sent.
- Jeg leser ofte før jeg skal sove og på forskjellige tider av dagen.
- På skolen, nette og tv,
- Elle tiden.
- Om kvelden (vanlige bøker), på skolen (skolebøker), ved leksene (leksene), om morgenen (aviser).
- Jeg leser når jeg kjeder meg. Når jeg har god tid og når jeg vil koble litt ut.

Boys:

- Det varierer fra dag til dag.
- På skolen, når jeg ser film, tv, Ipad osv……reklame. Vi leser hele tiden!
- På skolen.
- Midt på dagen ca.
- Hæle tiden.
- Da jeg er på dataen
- Jeg leser nesten hele tide, men bok på fritiden.
- Vet ikke
- Leser hele tiden, men mest på rommet, på PC-en kanskje eller på klasserommet.
- Når jeg er på dataen.
- ???????
- Når det passer seg.
- På skolen og når det passer seg.
- Når jeg spiller. Hjemme og på skolen.
- Hjemme og på skolen.
- Når jeg læs i et spill.
- Leser jo nesten hele dagen, siden det er tekst overalt rundt deg.
- Når jeg får og sender meldinger, når jeg øver på teori, når jeg leser på nettet.
- Jeg leser nesten hele tiden.
- Før jeg legger meg, hvis jeg kjeder meg, i bussen på vei til skolen. Jeg leser spesielt mye på ferietur eller på hyttetur.
- Når jeg må. Når jeg vil.

> Lavt.

2A: "What does it mean being a good reader?"

Girls:

> Å forstå hva som står, ha flyt, klare å uttale alle ordene.
> Når du kan lese uten å «smake» på ordet på en måte (h-h-he-hessst-hest)& når du unngår å stoppe opp.
> God uttalelse, flyter godt, har forståelse om hva man leser.
> En god leser er en som flyter gjennom teksten ganske bra, og som ikke må ta lange pauser for å forstå ord.
> Forstå det som står, fin flyt, et passe raskt tempo.
> Å lese passe fort og tydelig.
> Lese bra og få med seg mye når man leser. Snakke høyt og tydelig på høytlesning.
> Om du forstår det meste av stoffet du leser, leser fort og leser ofte, vil jeg beskrive deg som en god leser.
> Det å være en god leser er det å lese flytende og i en god fart.
> Ha en jevn flyt og skjønne hva du leser.
> Flink til å lese høyt, lese fort og får med seg mye.
> Leser tydelig og bra tempo.
> Konsentrere seg, få med seg budskapet i teksten.
> En som forstår det han leser og klarer å lese like bra høyt og lavt.
> Jeg mener at du er en god leser hvis du har leselyst.
> Skjønne alt du leser, like å lese, lese mange bøker.
> Lese reint ikke stoppe og tele.
> At du klarer å lese en hel bok uten problem, liker å lese, får med alt du leser.
> En god leser, leser tydelig når man leser høyt og får med seg det han/hun leser. Leseren kan også lese i et passe tempo.

Boys:

> En som får med seg hva han leser, og ikke leser verken for fort eller for sakte.
> En god leser er en som leser høyt og tydelig, holder jevnt tempo, og på en måte lever seg litt inn i teksten.
> En som leser raskt.
> At man får med seg hva man har lest.
> Leser fort
> Lese fort og får med seg det man leser
> En god leser klarer å få med seg hele teksten med en god flyt.
> Du er god til å lese
> Å lese godt og jevnt uten unødvendig stopp og forstå hva du leser.
> _____

- Lese fort.
- At mann leser fort.
- At man leser fort, og jevnt.
- Kanskje du syns det er moro å lese. At man leser mye.
- Vet ikke.
- Bra, sikkert.
- At du ikke har problemer når du leser.
- En som har god flyt og får med seg alt.
- Å læse.
- Å være en god leser er å kunne forstå det man leser. I stedet for å bare lese det slik som det står må vi sette oss mer inn i det.
- _____
- Og klare og lese da.

2B: "What does it take to become a good reader?"

Girls:

- Leser masse. Notere stikkord.
- Det er ikke så mye å gjøre egentlig bortsett fra å lese masse.
- Lese ofte, finne noe man liker.
- Man leser mye og skriver mye.
- Lese mer er den eneste måten.
- Du leser mye, slår opp ord du ikke forstår.
- Lese mye og ofte, lese høyt for deg selv og andre, lese inni deg.
- Ved å lese.
- For å bli en god leser må du lese masse bøker.
- Lese mye og skrive litt.
- Lese mye.
- Lese.
- Lese.
- Leser mye bøker, fra man er liten.
- Hvis man leser noe spennende som passer deg så blir det med en gang enklere.
- Lese mer.
- Vet ikke.
- Lese mange bøker, skjønne alle ord så du skjønner handlingen.
- Lese mye og prøve å forstå det man leser.

Boys:

- Ved å lese mye.

- Du blir god til å lese hvis du leser.
- Leser mye.
- Å lese mye eller litt hver dag.
- Leser mye.
- Lese mye
- Å lese bøker.
- Lese mye
- Lese, lese, lese og kanskje lese litt mer.
- Lese mye sikkert.
- Lese mye.
- Leser mye.
- At man leser fort og jevnt.
- Lese mye. Liker å lese.
- Leser.
- Lese mye.
- Lese, lese, lese.
- Lese mye.
- Å læse.
- Man må lese mye, gjerne høyt og gjerne gjenta. Man må skrive mye og jobbe med grammatikk. Få tilbakemelding på hvordan man leser.
- Ved å trene. Ved å pugge. Ved å øve.
- Lese masse da.

3A/B: A) On a scale ranging from 1 – 6: "Where would you place yourself when it comes to reading in Norwegian (L1)?"

Girls:

- 5- : Jeg er ganske flink til å lese, men jeg kan bli bedre.
- 5-ish: Når det kommer nye & vanskelige ord kan det hende jeg stopper opp & leser det inni meg først (ved høytlesing). Inni meg går det helt fint. Jeg leser passe raskt & jevnt ellers.
- 5 - 6 kanskje: Norsk er jo morsmålet mitt og jeg føler at jeg takler lesing bra, selv om noen tekster kan være vanskelige.
- En firer: Jeg likte ikke å lese før, men jeg har alltid vært helt grei til å lese. Jeg følte ikke det var noe behov for å lese mer en jeg måtte. Nå leser jeg omtrent bare engelske bøker, så da får jeg ikke forbedret norsklesingen så mye.
- 4 – 6: fordi jeg til tider synes det er kjett å lese, da mener jeg tekster osv.
- 4-5: Kan ikke alle ordene.
- 5: Jeg leser mye og har alltid gjort det. Hvis vi er på ferie leser jeg gjerne ut 1-3 bøker. Jeg tekster også en del med venner så leser en del det og.

- 6: Ettersom jeg leser såpass mye + såpass avanserte bøker plasserer jeg meg eslv der. (Jeg leser raskt).
- 5 kanskje: Jeg leser en del bøker og jeg leser en del blader.
- 3: Jeg synes jeg har jevn flyt når jeg leser stille.
- 4: Syns det går fint å lese litt og leser mye heller på norsk enn på engelsk, men jeg synes det ikke er det morsomste man kan gjøre heller.
- 5: Får det til greit, men kan bli bedre.
- 6: Jeg kan norsk og har ingen problemer med lesing.
  3-4: Jeg kan å lese for meg selv, men sliter veldig med å lese høyt.
- 6: jeg liker veldig godt og lese på norsk fordi det er enklere å skjønne.
- 4: Var ikke så god før, men har lest mye mer og har blitt bedere. Nå skjønner jeg nesten alt jeg leser og leser ikke så sakte lenger så det tar ikke så lang tid.
- 3: _____
- 5: Jeg leser mange bøker og jeg liker å lese bøker. Jeg leser mest norske bøker.
- 4-5: Jeg leser ikke så mye, men jeg føler at jeg forstår det jeg leser og at jeg leser bra.

Boys:

- 6: Jeg leser i bra tempo og får med meg hva jeg leser.
- 4+: Jeg leser høyt, stopper når det er punktum.
- 4: Fordi jeg ikke leser så mye.
- 4: Det har litt med synet og gjøre, og at jeg ikke er så iverig til å lese bøker.
- 2: leser ikke mye
- 4: har ikke lest så mye
- 5: Jeg er en god leser men ikke super. Jeg leser bøker men ikke nok.
- 4,5: Fordi jeg er ikke helt god til å si lange ord riktig, jeg har lært å lese.
- 6 tror jeg: Tror jeg leser godt, i jevn fart, og får med meg alt jeg leser. Har ingen vanskeligheter med å uttale ord jeg ikke har sett.
- 4 ca.: Fordi jeg leser ikke så mye.
- 4: Leser tydelig.
- 3-4: _____
- 2: Har dysleksi….
- 3: Det er bare dårlige norske bøker. Bare dårlige handlinger og bakgrunn.
- 4: Vet ikke.
- 1: Hater det.
- 4: Har blitt tvunget av skolen til å lese.
- 4: Dårlig læring på barneskolen, dårlig motivasjon og holdning.
- 4: ?
- 6: Jeg leser veldig mye norsk og veldig mye krim og fantasy, gjerne tykke bøker.
- 3: Fordi det er norsk. Jeg leser kun det jeg må eller på chatting.
- 3-4: Vet ikke

4A/B: A) "On a scale ranging from 1 – 6: Where would you place yourself when it comes to reading in English (L2)?"

Girls:

- 5- : Samme som på norsk.
- 4-5: Jeg kan stusse på uttalesen & lydene som det skal være. Og så er det vanskeligere enn norsk siden vi har lest norsk lenger. Ellers går det fint.
- 4: Jeg har ikke lest mye engelsk, men har begynt med det nå, så jeg synes jeg forstår bedre hva jeg leser innimellom, men jeg kan bli bedre.
- 4 (kanskje litt mer): Jeg leser utrolig mye engelsk hele tiden og jeg lærer lett engelsk. Jeg kunne godt ha blitt litt bedre men.
- 4: Syns ofte det blir vanskelig fordi jeg ikke forstår alle ord.
- 4: Klarer ikke å si alle ordene riktig, leser litt sakte.
- 4: Jeg er ikke like god på engelsk, men det skal jeg bli. Jeg leser en del på engelsk, men ikke nok.
- 6: Jeg leser like mange engelske bøker som norske, og jeg leser fort på engelsk også.
- 4/5 kanskje: Jeg ser på mye amerikanske serier, som gjør at jeg får inn ord via det.
- 3:Jeg stopper opp og litt ujevn flyt.
- 3:Lliker ikke så godt og lese på engelsk knoter mer da, iallfall vis jeg skal lese høyt. Men det går greit å lese stille.
- 4+: Leser greit, men kan bli bedre.
- 4: Jeg skjønner engelsk, men hvis det er en veldig komplisert tekst eller gammel, så er det ord jeg ikke skjønner.
- 2: Jeg skjønner ikke så mye, og sliter veldig.
- 6: Det er mer krevende å lese engelsk, men jeg lærer også mye da.
- 3-4: Det spørs litt på om det er mange vanskelige ord. Men jeg skjønner ganske bra engelsk så det går bra å lese og leser ikke så sakte.
- 1: Jeg skjøner ike va jeg sier på engelsk så da blir det dålig.
- 4:Jeg leser mest norske bøker og jeg har aldri likt, eller greid, å lese bra på engelsk. Jeg synes ikke jeg er dårlig, men det kan bli bedre.
- 3: Jeg leser lite engelsk, men jeg får med meg en del. Jeg kan bli bedre.

Boys:

- 5: Jeg får med meg hva jeg leser, men det stopper litt opp noen ganger.
- 3: Jeg uttaler noen ord feil, og leser sakte.
- 3: Fordi jeg ikke leser så mye, det er ikke morsmål.
- 3-4: Litt det samme som i 3b.
- 1: leser ingenting nesten
- 2: fordi jeg leser ikke mye engelsk
- 5: jeg leser godt med en fin flyt, men kunne vært bedre.
- 3: Fordi jeg syns det er ferdig. Fordi jeg syns det er for vanskelig!

- 5-ish: Samme som i 3b. Leser ord som regel rett. Og leser nesten mer engelsk enn norsk, siden engelsk er overalt, og engelsk er som oftest på nettet. Leser ikke bra om jeg er stressa.
- 2-3ca.: Fordi jeg hater engelsk!
- 6: Leser dritbra og tydelig, kan alle orene jeg leser. Kan dialekter og alt.
- 2-3: _____
- 1-2: _____
- 5: det er mye bedre handlinger, mye bedre bakgrunner i dem. Amnn kommer mer inn i det når det er engelsk. Det høres mer ekte ut.
- 4: Vet ikke.
- 1: Det er lame, fortsatt kjedelig.
- 3: Engelsk er et mer ukjent språk.
- 3: Er dårlig i engelsk, veldig lite lesing av engelske bøker.
- 5: ?
- 5: Jeg leser mye Engelsk, men trenger fremdeles en god del trening.
- 5: Fordi det er engelsk, som er internasjonalt: det er i nesten alle filmer og serier. Nesten alle spill jeg vet om har engelsk i seg. Online chatting er best på engelsk. Det er så mange som kan engelsk.
- 2: Vet ikke.

5: "What would it take for you to A) Read more? B) Become a better reader? C) Be motivated to read more?"

Girls:

- A) Finne spennende bøker som jeg liker. B) Lese mye mer. C) Høre med andre om de vet om noen bra bøker.
- A) Jeg syns jeg leser nok allerede. (kunne lest mer Engelsk ved å lese Engelske bøker & mer Engelsk film). B) Lese mer Engelsk. Engelske bøker & filmer, musikk. C) ikke sikker egentlig.
- A) Bli mer motivert og finne flere bøker jeg liker. B) Lese mer og slå opp ord jeg ikke forstår. C) Finne nye bøker som er spennende og lese mer når jeg føler for det.
- A) For at jeg skal lese mer så må jeg ha mer fri. B) lese mer, men det går ikke når jeg ikke har tid. C) Ingenting.
- A) En god bok, mer tid. B) Lese mer selvfølgelig. C) Jeg blir motivert av spennende tekster og ting som interesserer meg. Kanskje er det det som mangler.
- A) Lese morsomme bøker men ikke så store. B) Lese mer bøker. C) _____
- A) Usikker på om det går. B) Lese mer høyt. C) Lese ting jeg bryr meg om for eksempel: selvbiografi, kreft, sport osv. Fantasy, THG3, Divergent osv. Bøker som The fault in our stars, Gossip Girl, It girl, Pretty little liars osv.

- A) Jeg leser allerede mye, men hadde jeg hatt mere fritid hadde jeg jo fått lest mer. B) Lese enda mer + enda mer avanserte bøker, selv om jeg allerede leser ganske avanserte bøker. C) Det vet jeg ikke, jeg er allerede motivert.
- A) Komme nye og spennende bøker. B) Lese enda mer enn jeg gjør fra før. C) Det vet jeg ikke.
- A) lese noe som ikke er for langt og noe som virker morsomt. B) lese mer. C) lese noe morsomt og ikke for langt.
- A) Finne intresange bøker, finne en blogg jeg liker. B) Lese mer. C) Finne bøker jeg har lyst til å lese.
- A) finne flere bra og gode bøker. B) Lese mer. C) Finne en god bok.
- A) Jeg må finne bra bøker og forfattere. B) Lese mer. C) Spennende lesestoff.
- A) Bøker som intereserer meg, mer tid (mindre lekser). B) Lese mer. C) En god bok. Noe du intereserer deg for.
- A) Jeg leser ellereder mye, så jeg synes ikke at jeg trenger å lese mer. B) Lese litt mer krevende bøker, gjerne engelsk. C) Jeg blir mer inspirert til å lese hvis andre skryter av dem.
- A) Ha mer tid til de, finne en god bok, være mer interessert. B) av å lese. C) Finne en god bok, orke å lese.
- A) fine en fin bok. B) Gjør lesing bedre. C) Jeg må fine en fin bok.
- A) Ikke så mye lekser, for hvis jeg vet at jeg har masse lekser, innleveringer og framføringer klarer jeg ikke å sette meg ned og lese. B) å ha gode bøker så jeg leser mer. C) å ha mange gode bøker.
- A) for at jeg skal lese mer må jeg finne spennende bøker som jeg liker å lese. B) for å bli en bedre leser må jeg lese mere bøker. Jeg bør også kanskje lese oftere. C) For å bli motivert til å lese mer, trenger jeg gode spennende bøker. Jeg må også tenke på at lesing er nyttig.

Boys:

- A) Ingenting, jeg leser nok. B) Lese mer. C) Mere interessant lesestoff.
- A) lese tekster hvor det skjer noe (litt action), lese interesange tekster. B) hvis jeg bli bedre må jeg lese mer. C) Du må være god hvis du skal greie det.
- A) bør få mer tid. B) lese mer. C) lese noe gøy.
- A) Ha litt mer interesange temaer i bøkene. B) lese mer. C) Mer interesange temaer i bøkene.
- A) vet ikke. B) lese mer. C) vet ikke.
- A) har ikke lyst til å lese. B) lese mere C) finne noe som intriserer meg
- A) Først og fremst bli introdusert til en god bok / finne en. Like det litt mer. Få tid til det – mye aktivitet i min fritid. B) Må lese flere bøker. C) Bli servert gode bøker, utfordret av andre.
- A) Prøve å lese mer. B) Lese mye. C) Få cola.
- A) Leser mye fra før. B) Tror ikke jeg kan bli «bedre», leser allerede godt nok. C) _____
- A), B), C): Lese om noe jeg er interessert i.

- A) Gåteri. B) Lese mer. C) Godteri.
- A) Få lese noe interesant. B) Få lese noe interesant. C) Få lese interesante tin.
- A) Det jeg leser må være interesant. B) Lese mer. C) Det må være interesant stoff.
- A) B) C): Det må være noe moro. Jeg syns det er moro å lese noe som betyr noe for det jeg gjør. Jeg liker best å lese overdrevne historier om spill eller filmer.
- A)Vet ikke helt, penger kanskje. B) Vet ikke, litt mere penger.
  C) Mye mere penger.
- A) Kommer itte til å bli inntresert i lesing, never! B) Lese mer sikkert. C) Skjer itte.
- A) At jeg syns det blir gøy å lese. B) Må bare øve mer. Se ord mange nok ganger. C) Ha noe interessant å lese.
- A) Ha noe interesant å lese, noe jeg har bruk for. B) Lese mer sikkert, lese bøker, lese oftere. C) Ha mer interessant å lese.
- A) Gøyale bøker er bra. Lese kortere bøker. B) Øve på det. C) Gjøre det på skolen.
- A) jeg tror ikke jeg kommer til å lese mer enn jeg allerede gjør. B) For å bli en bedre leser må jeg bare fortsette å lese og skrive mye. Lese mer utfordrende bøker og forstå det jeg leser. C) jeg kommer ikke til å bli mer motivert for jeg leser allerede hver dag og gjerne flere ganger om dagen.
- A) Om lærerne gir oss noe interessant skal jeg lese mer. Jeg må lese mer om lærerne sier det. B) Jeg bør trene mer på lesing. Jeg må være i humøret for å lære det. C) jeg får en reaksjon i hjernen som sier «Oi, NÅ VIL JEG LESE». Et mirakel må skje.
- A) Vet ikke. B) Lese mere da. C) Kombinere det noe med noe gøy.

6: "What is your relationship to books?"

Girls:

- Jeg liker best å lese bøker når jeg først må lese noe. Det er fordi jeg synes det er spennende.
- Godt forhold. Koselig med en god bok og du lærer jo ganske mye av å lese.
- Litt forhold mellom meg og de bøkene jeg leser er bra, siden jeg liker de bøkene jeg leser, men på skolen kan bøkene / tekstene bli kjedelige og da blir jeg umotivert.
- Jeg liker bøker veldig godt fordi når jeg leser bøker kan jeg bare tenke på boka og ingenting annet.
- Helt greit fordi det går greit, men har aldri syntes det har vært gøy å lese, derfor er ikke forholdet mitt med bøker supert.
- Jeg liker ikke bøker fordi det er så mye tekst, og noen bøker er tykke. Det blir tungt å lese.
- Mitt forhold til bøker er bra! Jeg elsker å lese bøker, og har alltid en god bok hjemme!
- Jeger veldig glad i å lese bøker – både engelske og norske. Hvorfor det er sånn forklarte jeg på oppgave 1C.
- Jeg liker å lese fordi at mamma forteller om bøker hun har lest, så da får jeg lyst til å lese de bøkene, eller andre bøker.

> Ikke så bra. Jeg synes ikke det er morsomt å lese.
> _____
> _____
> Jeg har et bra forhold til bøker fordi jeg har mange bøker jeg liker godt.
> Jeg syns det er ganske kjedelig med bøker fordi jeg ikke har nok tålmodighet og har vanskelig for å konsentrere meg,
> Mitt forhold til bøker er kjempebra. Jeg vet ikke hvorfor det er sånn men jeg har alltid likt fortellinger.
> _____
> _____
> Jeg hat alltid likt å lese bøker fordi jeg liker å ikke tenke på noe annet. Jeg synes at skolebøker er litt kjedelige, men at «vanlige» bøker er bra.
> Jeg leser ikke så mye bøker, men jeg synes det er morsomt å lese bøker jeg liker og interesserer meg for. Jeg leser mere bøker nå enn før, så det er kanskje derfor jeg er bedre nå enn før.

Boys:

> Jeg syns bøker er kjedelig å lese, og det er bortkasta tid som jeg ikke har. Jeg leser aldri bøker.
> Jeg synes bøker er ok hvis jeg leser en bok med litt action. Jeg hater romaner og sånne kjedelige bøker (som jeg synes er kjedelig….).
> Har ikke lest mye før, liker å gjøre andre ting.
> Jeg har lest 4 bøker i en bokserie, alle hunger games bøkene. Noen bøker er intresange, men mange er litt uintresange.
> Leser svært skjeldent bøker
> Det er dårlig har kanskje lest 1 hel bok
> Mitt forhold til bøker er ikke særlig sterkt, men jeg prøver å forbedre situasjonen. Jeg leser litt men ikke nok.
> Jeg syns det er kjedelig ford jeg har ikke sans for å lese bøker.
> Leser ikke mye bøker, utenom på skolen. Liker bedre å se film enn bøker , siden jeg føler jeg får mer ut av filmene.
> Mitt forhold til bøker er null, og det kommer ei høyere enn det.
> _____
> Mange bøker er kjedelige fordi det ikke interesserer meg.
> Jeg har ikke noe stort forhold til bøker, de leser jeg bare når jeg må.
> Jeg liker ikke lese i bøker. Det er så kjedelig fordi det ikke skjer noe, det er ikke en bakgrunn og bilder i de beste bøkene.
> Jeg har ikke noe forhold til bøker.
> Det er kjedelig og bortkasta tid.
> Aldri hatt noe godt forhold til bøker. Syns det er kjett å lese bare for å kose meg.
> Mitt forhold til bøker er dårlig. Jeg bruker lang tid på å lese fordi jeg har ikke lært det orntlig på barneskolen.
> Jeg liker ikke bøker fordi jeg leser det sjeldent.

- Jeg har et veldig godt forhold til bøker. Jeg tror at det er sånn for veldig tidlig ble jeg kjent med bøker og likte det veldig tidlig.
- Det er avansert, enten om det kommer ann på hva jeg leser, fordi ikke alt er like morsomt.
- Bra det sikkert.

7 : "What is positive about reading?"

Girls:

- Får masse kunnskap. Blir bedre til å lese. Spennende.
- Du lærer mye. Du må kunne det for å klare deg i samfunnet i dag.
- Lærer mye, slapper av hvis man leser en god bok.
- Mer kunnskap, man blir flink, flinkere til å skrive.
- Mer forståelse for temaer, du trenger å kunne lese.
- Skjønner flere ord. Leser fortere.
- Lære nye ting. God latter. Morsomt. Flinkere til å lese.
- Hjernetrim, om man kan kalle det det. Du ser jo for deg scenarioene i boka inni hodet. Det er viktig å kunne lese godt, ettersom vi leser hele tiden.
- Du får et større ordforråd, og kan bli bedre til å skrive.
- Kan bli bedre til å skrive.
- Det er positivt fordi man blir mye bedre til å skrive.
- Kose seg, bedre ordforråd, avslappende.
- Avslappende, koselig, underholdende, diskutere bøker med andre, rettskriving, rolig.
- Blir bedre til å lese, raskere, bedre forståelse.
- Man har det gøy, man blir bedre til å skrive og lese, man får en god fantasi.
- Smartere, skjønner mer, kan lese instrukser, kan egentlig alt hvis man vil.
- Man får en utdanelse.
- Du kommer litt bort fra virkeligheten.
- Man blir bedre, man kan lære noe, man kan kose seg og gjøre noe annet.

Boys:

- Får med seg informasjon, mer kunnskapsrik, blir bedre til å lese, kan være interessant.
- Lære, få informasjon.
- Man får kunnskap.
- Skjønner hva som står på ting.
- Bli bedre til å lese også, bedre til å skrive
- Bli bedre
- Blir bedre til å lese, lærer nye ord, drar til drømmeverden, lærer kultur.
- Lære
- Lærer ting. Blir bedre leser.
- Aner ikke.

- ➢ Huske ting?
- ➢ At du blir en bedre leser. Mindre skrivefeil.
- ➢ At man får info om ting man leser.
- ➢ Blir bedre.
- ➢ Blir bedre til å skrive, bedre karakter.
- ➢ Skriver bedre, leser bedre.
- ➢ Lærer mye, blir en bedre skriver også.
- ➢ Tidsfordriv, kan hjelpe deg med å løse oppgaver.
- ➢ Lære språk, forstå hva du leser.
- ➢ Man kan skape sin egen lille verden ut ifra det som står i teksten.
- ➢ At man blir bedre. At noe er morsomt. At noe er interessant.
- ➢ Blir bedre da.

8: "What is negative about reading?"

Girls:

- ➢ Tar mye tid. Blir veldig sliten av det.
- ➢ At jeg ikke har så god tid til det hele tiden. Tar lang tid. Seriebøker/pocketer.
- ➢ Kan bli umotivert hvis man leser noe man ikke er interessert i.
- ➢ Noe negativt med å lese er at man har kanskje ikke så mye tid til å gjøre andre ting som å trene osv.
- ➢ Småkjett til tider.
- ➢ _____
- ➢ Masse gråting. Kjedeligt hvis du ikke bryr deg om det.
- ➢ Ingenting.
- ➢ Det kan være deler hvor det er veldig kjett.
- ➢ Kjedelig.
- ➢ Det tar mye tid, og noen ganger veldig kjedelig.
- ➢ Noen ganger kjedelig, tar mye tid.
- ➢ Når alle i boka dør, når boka er tung, dårlig skrifttype, kjedelig lesestoff.
- ➢ Tar tid, er kjedelig.
- ➢ Ingenting.
- ➢ Tar lang tid, kan være kjedelig.
- ➢ Mand må lese hele tiden.
- ➢ Vet ingenting.
- ➢ Man kan bli litt sliten.

Boys:

- ➢ Kan være ekstremt kjedelig, kan ta veldig lang tid, kan være veldig unødvendig.
- ➢ _____
- ➢ Det tar tid.
- ➢ Litt kjedelig.
- ➢ Tar lang tid vis du ikke er god og det er kjederlig for noen folk.

- ➢ Tar tid og det er kjedelig
- ➢ Tar mye av fritiden. Kan være litt kjedelig til tider.
- ➢ Kjedelig
- ➢ Det kan ta mye tid om du leser mye.
- ➢ Tar så lang tid.
- ➢ Du blir dum.
- ➢ Kjedelig. Bruker tiden på tull. Kunne gjort bedre ting. Tar lang tid.
- ➢ Kjett.
- ➢ Kjett. Hvis det er en kjedelig bok så kaster mann bort tida.
- ➢ Må bruke tid på det. Må anstrenge seg. Lite motivert etter å ha gjort lekser.
- ➢ Det er kjedelig, bortkasta tid.
- ➢ Sløsing med tid. Kjederlig. Må sitte rolig.
- ➢ Kjederlig vist det ikke er frivillig.
- ➢ At det er kjederlig.
- ➢ Det kan være tidkrevende og man kan fort glemme klokka.
- ➢ Tar mye tid. Mye kjedelig. Vanskelig for noen.
- ➢ Kjedelig.
- ➢

9A/B: "How well do you feel that you read? A) out loud and B) silently."

Girls:

A) out loud	B) silently
Helt greit.	Mye bedre enn når jeg leser høyt.
Kan stokke om ordene ved at jeg blir «stressa» & «nervøs» for å gjøre akkurat det.	Helt fint!
Helt greit, men føler at jeg stammer innimellom hvis teksten er komplisert.	Bedre enn høyt, men hvis teksten er kjedelig konsentrerer jeg meg ikke så jeg husker ikke hva jeg leste.
Jeg synes det er litt vanskelig å få ordene ut noen ganger når jeg leser høyt, men jeg leser helt greit når munnen vil samarbeide med hjernen.	Når jeg leser stille flyter det ganske bra, men jeg tror jeg hopper over noen ord som er vanskelige.
Greit, kan bli bedre.	Greit, kan bli bedre.

Det går litt sakte noen ganger, får ikke med meg alle ordene..	Jeg leser bedre stille, da går det fortere og jeg får med meg alle ordene
Passe.	Bra!
Ganske bra, jeg liker i hvert fall å lese høyt i timen.	Bra her også. Det går selvfølgelig raskere å lese inni seg enn å lese høyt.
Jeg er litt redd for at jeg skal si noe feil, men det er greit.	Bra, for da kan jeg lese i mitt eget tempo
Litt ujevnt.	Bra.
Dårlig.	Sakte.
Helt greit.	Bra.
Ganske bra.	Varierer fra de forskjellige tingene jeg leser.
Sykt dårlig.	Bra, passe fort og jeg skjønner alt jeg leser! (På norsk).
Helt greit, blir ofte stressa.	Ganske bra
Helt greit, men leser medt inni meg, hvis jeg skal øve på prøve leser jeg høyt.	Helt okay, men kan bli kjedelig hvis boka er kjedelig. Leser mest stille.
Jeg liker ikke å lese høyt.	Stille liker jeg best.
Greit, men bedre stille. Sier feil uttale	Bra, det er det jeg er best på. Føler selv at jeg leser bra, med bra uttale og får med

innimellom.	meg alt.
Jeg syns jeg leser bra og tydelig.	Jeg leser litt sakte men bra.

Boys:

A) out loud	B) silently
Ganske greit.	Fortere enn høyt.
Normalt i norsk, men dårlig i Engelsk. Leser bedre inni meg…..	Da leser jeg bra.
Greit.	Bedre
Får med meg mer, men det går litt sakte.	Får med meg mindre enn når jeg leser høyt, men det går raskere.
Dårlig.	Passe.
Dårlig	Dårlig.
Leser greit høyt, men foretrekker stille.	Leser fort og får med meg mesteparten av det jeg leser
Vanskeligere.	Lettere.
Synes det går greit. Like lett som å lese stille	
Passe.	Passe.

_____

(no answer)	
Helt ok.	Litt bedre en når jeg leser høyt.
Dårlig.	Litt bedre.
Greit, men det er ofte så kjedelige tekster. Man gidder ikke å følge med selv engang.	Samme som høyt.
Sånn passe.	Sånn passe.
Bra nok, fort.	Bra nok, fort.
Skjønner noen ganger mer da.	Mye bedre å lese stille.
Sånn passe, roter litt.	Bedre enn høyt.
Passe.	Mer stille enn høyt.
Jeg er ikke veldig glad i høytlesing i forhold til stille, men jeg klarer meg..	Jeg elsker stille lesing og gjør det hele tiden
Verst, flaut, treigt.	Best, ikke så flaut, treigt.
Ikke så bra.	Bedre.

10: "What techniques do you use while reading?"

Girls:

➢ Jeg må lese alle ordene og få med meg alt som står.
➢ Lese videre bare, leser om igjen hvis jeg ikke fulgte godt nok med den første gangen.
➢ Komfortabel stilling, rolig rundt meg med kanskje en rolig sang i bakgrunn, leser nøye så jeg får med meg hva som skjer i boken.
➢ Jeg har musikk i ørene og jeg sitter alene ett eller annet sted.
➢ Kommer an på teksten. Pleier å lese alle ord eller skumlese litt.
➢ None ganger tar jeg fingeren foran der jeg skal lese.
➢ Jeg bare leser jeg, men må ha det nærme meg.
➢ Det kommer an på <u>hva</u> jeg leser. Bøker: nærlesing. Meldinger: skumlesing.
➢ Ingen, jeg bare leser helt vanlig.
➢ Leser gjennom teksten.
➢ Vet ikke.
➢ Vanlig lesing, leser inni meg.
➢ Forskjellige teknikker på forskjellige tekster.
➢ Stillelesing, jeg må ha det helt stille rundt meg hvis ikke klarer jeg ikke konsentrere meg.
➢ Jeg leser stille og i mitt tempo.
➢ Lese inni meg, lese høyt når jeg skal øve.
➢ Fingeren.
➢ Jeg må sitte/ligge der det er stille. Jeg leser sakte så jeg får med meg alt.
➢ Jeg leser rolig for å få med meg alt.

Boys:

➢ Flytter øynene fra ord til ord.
➢ Jeg leser inni meg. Følger med når folk leser høyt på skolen.
➢ Teknikk?
➢ Bruke fingeren.
➢ Bare leser
➢ Leser bare og bruker fingeren
➢ Ord for ord med tempo. Da får jeg med meg alt.
➢ Lese igjennom
➢ Bare leser rett fram fra start til slutt. Bruker ikke finger, men øynene til å finne frem.
➢ Den teknikken alle bruker.
➢ Ingen
➢ Vanlig.
➢ Tar ord for ord.
➢ Vanlig.
➢ Vet ikke.
➢ Bare leser. Musikk.

- Se på ord og prøve å forstå hva som står.
- Være alene, ellers går det veldig tungt.
- Jeg bare leser.
- Stillelesing.
- Lese.
- Vet ikke.

11: "In what ways can you become more motivated to read more?"

Girls:

- Vet ikke helt.
- Gode bøker! Lese det jeg selv vil.
- Føler meg motivert fra før.
- Leser allerede så mye jeg kan.
- Lese ting som interesserer meg og er gøy eller spennende…..helst spennende.
- _____
- Få bra og morsomme temaer.
- Det vet jeg ikke.
- Flere spennende bøker.
- Noe morsome ting å lese.
- Finne ei bra bok.
- Finne en god bok.
- Bra bøker.
- En god bok som intereserer deg.
- Jeg synes at jeg leser ofte og er motivert fra før så jeg vet ikke helt.
- Finne en god bok.
- Finne noe man kan lese.
- Hvis jeg får gode bøker jeg kan lese.
- Tenke gjennom hvorfor jeg leser og finne gode bøker.

Boys:

- Lesestoff som er kjapt og interessant å lese.
- _____
- Lese noe interesant.
- _____
- Vet ikke
- Vet ikke
- Jeg blir motivert hvis noen sier boken er bra, når boken ikke er for tykk og hvis boken handler om ting jeg selv liker å gjøre.
- Vet ikke.
- Ikke noe, leser nok fra før og har ikke så mye tid til overs uansett.

- Lese om noe jeg er interessert i.
- _____
- Interesange bøker.
- Interesant stoff.
- Det må være noe moro.
- Mye penger.
- Spille mer.
- Ha noe interessant å lese.
- Ha noe artig og interesangt å lese.
- Gjøre det på skolen.
- Det skjer ikke for jeg leser allerede hver dag.
- Ved et mirakel.
- Kombinere det med noe gøy.

App. 5

<u>Additional questions</u> **(6 pages)**

Additional questions 1 – 6, establishing an understanding of how the pupils relate to reading English.

4.2.8 Additional question no. 1: Si litt om hva du synes om det å lese engelsk.

	Fun	**Ok**	**Ok / difficult**	**Difficult**	**Boring**	**No fun at all**
Boys (tot 22)	4.5%	23%	9%	9%	36%	0%
Girls (tot 19)	10.5%	37%	42%	10.5%	0%	5.2%

Boys	**Girls**
Engelsk er gøyere. Gøy. Engelsk er lettere. I think reading in English is just as good as reading in Norwegian. Å lese engelsk går helt fint, men foretrekker stille. Det er litt bedre synes jeg. Føles mer ekte enn norsk. Det er helt greit. Det går helt greit, skjønner alt, med mindre det er ord jeg ikke skjønner. Flere vanskelige ord i engelsk, skjønner mer på norsk. Bedre og lese på norsk.	Jeg synes det er gøy å lese engelsk. Det er like bra/gøy/lett å lese engelsk som norsk. Jeg syns at å lese Engelsk er både vanskelig & lett. Det kommer an på teksten også. Jeg tror det blir vanskeligere og skjønne men vis man konsentrerer seg går det nok fint. Jeg synes det er bra. Bra. Litt vanskelig noen ganger, men ellers helt greit. Det er bra og noen ganger gøy, men kan være vanskelig. Helt greit, men det er litt vanskelig. Det er helt greit. Greit.

Jeg synes det er litt vanskelig å lese og uttale engelsk.	Jeg synes det er helt greit å lese engelsk.
Litt vanskelig.	Går greit, men kjett siden jeg ikke alltid skjønner alt.
Det er akkurat det samma bare anna språk.	Jeg synes det går helt fint å lese engelsk, men når/hvis det kommer vanskelige ord jeg ikke skjønner detter jeg lett ut.
Det er viktig å læse.	
Jeg synes det er kjedelig å lese engelsk, hvis lesestoffet ikke er MEGET interessant.	Helt greit, noen ganger vanskelig.
	Helt greit.
Kjeit.	Jeg synes å lese på norsk er mye mer naturlig enn å lese på engelsk.
Jeg har bare lest engelsk i engelsk boka og i film(spill).	
	Vanskelig å få med meg innholdet.
Lame 'CUZZ it's a book!	Jeg synes det er vanskelig og veldig krevende fordi det krever så mye konsentrasjon. Men man forbedrer sikkert ordforrådet sitt.
Vanskelig noen ganger, kjedelig i lengden.	
Kjederlig	Det er ikke gøy og går sakte og du må konsentrere deg mer.
Det er kjederlig	
Kjedelig, men vis det er interesant så går det bedre	Det er både og for spørs hvor lange tekster det er snakk om.
Jeg synes det er kjett	
Jeg synes at det er kjedelig, hvertfall engelsk, for jeg synes det er vanskeligere.	

4.2.9 Additional question no. 2: Si litt om hva du mener er forskjellen på det å lese på engelsk og på norsk.

Boys	Girls
Norsk høres ikke så ekte ut.	Det er lettere å lese norsk og forstå hva teksten handler om.

Engelsk er lettere.	For meg så er engelsk vanskeligere enn Norsk.
engelsk er gøyere	Norsk skjønner jeg alt av men ikke engelsk.
Akkurat det samme bare på forskjellige språk.	Du må fokusere mer og få med deg alt du leser
Forskjellen mellom å lese på engelsk og på norsk er språket.	Det går mye fortere å lese på norsk, fordi norsk er det språket jeg snakker. Du må fokusere mye mer.
There is not much to me, but I need to think about the words I am reading.	På engelsk går det mye saktere fordi man ikke alltid skjønner alle ord.
Det er noen gramatikkforskjeller + setningsoppbyggning.	Det er mye enklere og skjønne på Norsk og på Norsk vet man hva alle ordene betyr.
Norsk kan jeg alt (så å si). Mens engelsk har noen ord vi/jeg ikke har lært og ikke kan uttale helt korrekt.	Forskjellen er at jeg synes norsk er lettere siden jeg har lest det lenger & snakket det lenger.
Det er vanskeligere å skjønne på engelsk.	Forstår bedre på norsk.
Det blir annen uttale og språk.	Det er lettere å forstå norsk, forstår ting bedre.
Du skjønner mye mer hva du leser på norsk.	vanskligere å få med seg innholdet på engelsk
Engelsk er litt vanskeligere fordi jeg kan mere norsk enn engelsk	Man kan skjønne hva man leser bedre når man leser norsk.
Det er litt vanskeligere å lese engelsk PGA det er et annet språk.	Engelsk = ordene er stilt opp annerledes. Litt treigere.
Det er vanskeligere å lese engelsk.	Norsk = ordene er stilt opp annerledes. Går fortere.
Vanskeligere å lese engelsk enn norsk.	
Vanskeligere på engelsk.	Språket er forskjellig.
Bedre og lese på norsk.	Hvis boka har vanskelige ord må man konsentrere seg mer.
Jeg synes det er mye lettere og lese norsk enn engelsk, uttalen er forskjellig.	Lettere å forstå norsk hvis du er norsk.
Det er flere vanskelige ord i engelsk enn i norsk, Skjønner mer av historien på norsk.	Jeg synes å lese på norsk er mye mer naturlig enn engelsk
Forskjellen er at man må konsentrere seg mer på engelsk enn på norsk.	Noen ganger kan det være noen ord på

	engelsk som er vanskelig å uttale.
	Forskjellen er ikke så stor.
	Mye mer spennende å lese engelsk.

4.2.10 Additional question no. 3: Si litt om hva du leser på engelsk.

Boys	Girls
I read fantasy and crime novels.	Jeg leser ikke engelsk, bare på skolen.
Jeg leser bøker, instrukser og mange andre ting på engelsk.	Leser undertekster på filmer og tv-serier.
Skuleboka, facebook.	Jeg leser nesten ingenting engelsk. Det eneste jeg leser er engelske undertekster på TV og film (men det er ikke ofte)
Egentlig ingenting utenom når det er lekse.	Skolebøker
Bruksanvisninger	Det vi gjør i timen. å litt på sosiale medier.
På PC, skolen	Jeg leser ikke engelsk bare på skolen.
Overalt på nettet, det meste på nettet står på engelsk, bruksanvisninger og oppskrifter, i visse bøker og få ting som klær osv.	Engelsk på skolen, blogger, tv og serier, sosiale medier.
Artikkler på internet.	Quotes, og en del på internett også har jeg på engelsk teksting når jeg ser på serier.
Ting på nettet, bøker på skolen.	Jeg leser musikktekster, diverse sider på nettet, anvisninger.
Lekser, spill, filmer, info.	The fault in our stars, på skolen, nettet.
ting som står i biler.	Alt mulig egentlig.
Jeg leser engelsk på ipad, i filmer, repotasjer osv.	ting på internett
Ting som er nødvendig, og noen ting på nettet osv. som interesserer meg.	Det eneste jeg leser på engelsk er engelskboka.
spill	Tekster, På nett, undertekster. Skilt.
Spill, film	Nettsider, sanger
Leser engelsk på spill.	Jeg leser noen bøker som er skrevet av engelske forfattere fordi da er det finere enn

lite lesing på engelsk	at de er oversatt.
	Jeg leser vanlige bøker på engelsk.
	Undertekst, tweets, youtube, skolebøker, osv.
	Bøker, tekniske ting, instillinger på telefonen osv
	Noveller, bøker på internett,
	Jeg leser engelsk på skolen og i en bokserie jeg har hjemme + litt på internett.

4.2.11 Additional question no.4: Si litt om hvorfor du mener det er viktig å lese engelsk

Boys	Girls
Fordi mye på internettet står på engelsk.	Det er viktig å lese engelsk for da lærer man mye mer.
Engelsk er viktig hvis du skal skjønne bruksanvisninger, nyheter osv.	For å bli flinkere.
For å vite hva som står på engelsk.	Du lærer flere ord, og kan uttrykke deg bedre.
	For å få et bedre ordforråd.
Det er ikke viktig.	Blir bedre i engelsk.
	Skriver bedre engelsk da.
Så man blir bedre i det.	Man får et bedre ordforråd.
bli bedre.	Så vi lærer å forstå.
lære mer	
Så vi blir bedre.	
Man lærer mer engelsk.	Lære å kommunisere med andre folk.
For å lære.	Det er viktig å lese engelsk, ettersom det blir snakket i hele verden. Kan du ikke engelsk, sliter du ute i verden.
Å lese engelsk er viktig for ordforrådet.	
It is important because we learn the language better and we understand it.	For å bli bedre til å snakke engelsk.
	For å forstå hverandre når vi er på ferie.
	For å kunne skjønne mer og kunne lese i

Det er viktig for å lære seg språket bedre.	utlandet.
Lærer mer ord og sånn.	For å klare å snakke bedre engelsk.
For å bli bedre, få bedre flyt og lære flere ord, og uttalelse.	Pga at Engelsk er et internasjonalt språk & uansett hvor du drar, i hvertfall mange steder, kan de i hvert fall litt Engelsk.
Man forstår bedre og får god flyt.	Engelsk er viktig å lese for å bli i engelsk. Engelsk er et språk du skal lære og da trenger du å lese mye.
For å kunne prate til folk i utlandet.	
Hvis du skal til utlandet å snakke deres språk.	Da lærer man engelsk på en morsom måte.
Bra trening.	
	Alt mulig egentlig.
Nei.	Fordi vi trenger å lære oss engelsk.
	For å bli bedre i engelsk, fordi man trenger det senere i livet.

4.2.12 Additional question no. 5: Si litt om:

a) ditt forhold til engelsk lesing og b) hvordan kan det eventuelt bli annerledes / bedre

Girls a)	Girls b)
Ganske bra, men kan sikkert bli bedre.	Kan ta meg mer tid til å lese engelsk.
Jeg synes det er topp.	Kan ikke bli bedre.
Mitt forhold til engelsk er bra. Leser mange engelske bøker.	Lese enda mer.
Leser egentlig ikke så mye engelske bøker men jeg leser veldig mye annet engelsk.	Lese mere bøker, osv.
Jeg er glad i og lese engelsk.	
Bra.	Lese flere engelske bøker.
	Hvis jeg skjønner flere ord.

Det er helt greit.	Lese mer.
Litt kjett, men går bra.	Lese mer selvfølgelig.
Engelsk boka, og litt gossip.	Lese en orntli engelsk bok.
Dårlig	Lese mer
Bra det, leser engelsk hver dag.	------------------------
Leser noen ganger bøker på Engelsk.	Lese mer.
Jeg leser det ikke så mye.	Se mer Engelske filmer, lese mer Engelske bøker.
Leser ikke mye engelsk.	Vet ikke.
Leser sjelden engelske bøker.	Kan bli raskere til å lese på engelsk.
Jeg leser nesten ingenting engelsk (bare på skolen).	Jeg kan få flere bøker å lese, så kanskje jeg synes det blir mer interessant.
	Du skjønner mer i utlandet og skjønner mer.
Ingenting.	At jeg leser mer.
Ikke bra.	---------------------
Leser ikke så mange bøker på engelsk, men det kan jeg begynne med.	
Jeg leser ikke engelsk hvis jeg ikke må, jeg får med meg mere på norsk.	Hvis jeg leser mere engelsk kan jeg bli bedre og få med meg mer.

Boys a)	Boys b)
Noen engelske ord er litt vanskelige.	--------------------------------
Nei	Ingenting.
Har et helt greit forhold til å lese engelsk	Vet ikke.
My relationship to English is quite good.	It could change to the worse, but it will not happen.
Jeg leser mye på engelsk, mer enn på norsk.	

Det blir nok slik i fremtiden også.	-----------------------
Jeg leser bare når det er noe jeg trenger å vite / synes er interessant.	Det kan ikke bli bedre, for jeg liker ikke å lese ting som ikke interesserer meg.
Engelsk lesing er vanskelig.	-----------------------
Leser lite engelsk.	Lese mer.
Ikke så veldig morsomt.	Vet ikke.
--------------	----------------
liker det itte.	lese mer
Avslappet	aviser
Det går helt greit.	Lese mer, se engelske filmer.
Aldri likt det så godt.	Ha noe interessant å lese.
Spill og film.	Mer filmer.
Det er kjederlig.	Vet ikke.
Dårlig	Lese interesanse ting
Ganske avslappet	Uvist.
Det er dårlig.	Hvis jeg leser noe jeg er interessert i.
Veldig bra	Bare å lese mer det.

4.2.13 Additional question no. 6: Hvilke tanker har du til dette leseprosjektet når det gjelder din egen lesing på engelsk?

Boys	Girls
------------	Det blir nok gøy men jeg leser ikke så fort på engelsk.
Hm	
Jeg skal klare det.	Synd et er bra, fordi da blir jeg bedre i engelsk.
Sikker bedre til å lese engelsk.	Tror det blir tøft og vanskelig.

Bra.	Går nok bra.
Leser bra engelsk så det går bra.	Jeg tror dette blir bra, jeg liker egentlig å lese.
Kan bli gøy å prøve.	Jeg synes det er kjedelig, men har ikke noe valg!
Vet ikke.	
Vet ikke.	Tror kanskje jeg blir litt bedre til å skrive.
Ingenting.	Tror det skal gå helt fint.
Sikkert bra.	Tror det blir helt greit.
Jeg forstår sikkert mer engelsk når vi er ferdige.	Gleder meg!
	Greit hvis det er en morsom bok.
Jeg synes det er bra at vi skal lese en tegneserie, fordi det er morsommere enn en vanlig tørr, kjei bok.	Bra, jeg kan styrke min engelsk lesing.
	Positiv, kanskje det vil gå lettere i tegneserieform.
Jeg er spent på hvordan dette leseprosjektet blir.	Det blir spennende.
I think it will be quite fun.	Dumt, for da er det ikke så spennende å lese boka, og det har jeg lyst til.
Kommer til å bli bra.	Jeg gleder meg!
Det høres ganske greit ut.	Bra, siden da må jeg lese litt mer engelsk.
Kanskje det blir liten tid og kjederlig å lese.	Dette leseprosjektet er fint synes jeg, det kan sikkert hjelpe til å skaffe/få en bedre engelsk.
Sikkert helt greit.	
Har ingen spesielle tanker.	Håper jeg kan bli enda bedre.
	Tror det skal gå bra.

4.2.14 Additional question no. 7: (in English)

How do you think it will be to read this graphic novel? Why do you think so?

Boys	Girls
------	I think it will be okay to read it because it

Maybe fun, i don't know.

Graphic novel are not so boring. Becouse i Not like to read other books.

Bra.

Lame.

Fun to try it. It is cartoons.

Blir kedelig og vanskelig.

Difficolt because it English

I think it will be OK, I need to get better in English.

I think it will be ok. Because i don't like to read things that doesn't interest me, but it is better to read a graphic novel than a book.

It will be interesting to read this graphic novel, because I have never done it before.

I think it will be fun and interesting because I like graphic novels and I have not read English ones before.

I am actually looking a bit forward to it.

It will be nice.

I think it will be boring cause I hate reading books.

A little bit boring.

It's gonna be ok.

I think it will be better than reading a book.

looks funny.

I think it will be funny and interesting because I've never read so many english books.

I think it can be dificold. Beacuse I'm not good in Englersh.

I think it will be good and I think it will be great to do something new for ones.

I think it will be grate, I hope i understand the books because I like to read books. I have not read much graphic novels, but I think it will be ok.

I think it would be boring, because it is reading, and i am not so interested to reading.

I think it will be difficult because i have not read so much graphic novels before.

I think it will be boring and not so interesting.

I think it will be ok, because it can be boring or fun.

I think it will be great!

Ok, because i have heard it is a good book.

I think it will be good because then we can get better in English.

Maybe it will be easier than a ordinary book. Because of the pictures.

I think it will be fun and interessting because I have heard about the book but never read it or seen then movie.

I think It will be nice because it is an exciting story.

I know it will be great, because I have read it before.

	I think it will be alright. I don't like to read graphic novels that well, but I think it's going to be good.
	I think it will be fun, because we haven't done something like this before – plus I have already read the book, so I know what it is about.
	It will probably be great.
	I think it will be great, because I try something new.

Lesson plan for teaching Graphic Novels using Daisy Kutter

1: **The qualities of a graphic novel**: -

- look for the details: - All the brush of a pencil has a meaning

- The artist has to convey as much information as possible in each picture, on limited area, nothing is accidental, if a character has long hair then ask yourself why, if there is a rug and it has stripes – that is significant too.

- What if something in the picture hides sth. such as; a hidden door, or a trap, or something else important?

- A visual storyteller provides suspense and anticipation through each picture maybe even more than through the text.

2: **The vocabulary:**

- **a panel**: the "boxlike" unit that depicts a single scene in the narrative. These can be arranged differently, some are neatly put on each page with clear cut borders, while others are more abstract and sprawling, and scenes spill into one another.

- **the gutter:** the space between the panels, the space where your brain connects each scene, creating movement and action. The writer/artist is counting on you to draw conclusions and fill in what happens in that microsecond of space. The tiny second it takes for your eyeball to move to the next panel could encompass a minute of action, or a whole month / a year…

NOTE: Many small panels will be read more quickly – suggesting action, while big panels take longer to read and assimilate; your eye naturally spends more time here, looking for as much information as possible.

3: **AN EXAMPLE: "Daisy Kutter".**

Show picture.

PAGE 1:   First:

- this is the first page of the book. Take a look at the layout of the panels, what do they tell us? Use the article from here on………

Second: - what can we tell about the narrative content? The only words are sound effects: tick, tick, tick, Choke, sigh. To begin: move your eyes from left to right, just as you would any book, starting from the top, moving down. Look at panel #1, Daisy sits appearing bored and impatient, with her arms crossed, and the large clock towers over her ticking away. Daisy on the FAR right, the clock on the `FAR left. What is the source of her foul mood, yes as we look back and forth from the bigger to the smaller panels, the clock is. Passage of time, and in panel #8, she sighs. Bored.

Third: - Look at how the angles differ from the opening scene, where the camera is giving us an overview of the scene, wide-angle lens. Where are we, the readers now? Well not in the story. We are observers. Then move to the last panel, where are we now? We clearly sees it all from Daisy's angle, and now we are in the story. We have been invited inside the story.

PAGE 2:

Here the panels are placed differently, not linear but more vertical and otherwise.

- Start on panel #1. The same clock, now covered in some cloth, a shirt. Presumably put there by Daisy of some reason. Then if we follow the rules, move eyes to the right to panel #2. What happens there? Someone is sweeping, possibly Daisy. Then where does your eye naturally want to go? Back to panel #1? And the to panel #3? Saying that these panels have something in common, they are related. Time and sweeping. Your eye might now want to follow the broom, does it change the meaning of the panels, possibly not. The way the three panels are placed, make us feel that there is no time passing at all. Might want to read the panels several time, I do☺.

- Next level, panel #4. Daisy resting her arms on the counter, still in a sour mood, THEN in Panel #5, something has caught her eye, she is looking at something. What is it, well in the next panel #6, we see the panel with the

bull's center in the middle. This is what she is looking at. The most interesting artistic / arresting image so far. She also seems to think so.

PAGE 3:

Here the panels are smaller and more numerous. Nothing special about the arrangement of the panels here. Remember: smaller panels give more speed, they move faster than bigger ones. What happens?

> - the dart gun seem to fall off by itself, and since we remember the bull's eye, we are sure that it is Daisy who takes it down, right?

> - now we are more focused on the action than on Daisy's face. As opposed to before. And also when looking at an old-fashioned dart target, the plastic dart guns are something new to us, something unexpected. Then suddenly, there is a marriage between action and figure, Daisy goes from bored, to posing like a sharpshooter, and we can see that there is much more to that young lady, than what we have seen before. Bored / lazy / impatient……

These are the first three pages of 153 pages. What do you think would happen next?

Plot?

Action?

Setting?

The end?

Metaphor?

Allusions?

YOU ARE NOW GOING TO START READING YOUR FIRST GRAPHIC NOVEL. Before you start reading, answer this in your reading book:

1. How do you think it will be to read this graphic novel? Why do you think so?

2. Look at the cover, who wrote the story? Who illustrated it? What can you see?

3. Look at the first page: what can you see going on? How are the panels? How are the colours? What is the setting? Who are the main characters? Where does the action take place? What kind of text is there?

Reading Lessons

Graphic Novels 101

By Hollis Margaret Rudiger

Small children read all the time. Hand any preliterate four-year-old a picture book, and she will tell you exactly what is happening on each page by reading what she sees. Even before she can recognize a single letter, the child is able to make meaning from symbols. Unknowingly, she relies on what educators call "prior knowledge" to interpret pictorial clues that are not necessarily realistic representations of what she sees every day. The sun, for example, isn't a circle with sticks coming out all over the place. And grass is rarely Kelly green, yet a swatch of green along the bottom of a page surely connotes grass.

As the concept of letters and sounds having meaning emerges and words are introduced, suddenly the child begins to believe that she actually can't read, because the squiggles mean nothing; as she gets older, "reading comprehension" means reading words exclusively and means less, if any, emphasis on understanding the nuances of visual images as symbols. An art history elective in high school might revisit visual literacy, or perhaps a computer class on Web design will address the function of white space and organization of nonlinear information, but not every student has such opportunities. No wonder grownups don't read comics: they don't know how. And if grownups can't read comics, they certainly can't be expected to value them, much less promote them among children and teens.

When reading a graphic novel, be like a child. Notice every visual detail. Artists must convey as much information as possible in a limited amount of space, and no pencil stroke is accidental. If a character has long hair, ask yourself why. If there is a rug in a room, and it has stripes, that's significant. Maybe it provides visual texture and creates an aesthetic response (albeit subconsciously). Or maybe there's a trapdoor hidden beneath. A good

visual storyteller creates suspense and anticipation through the artwork as much as, if not more than, through the text. If you have read this far, there is no doubt you can handle the text part on your own, so let's move into the art.

We'll begin with some basic vocabulary. A *panel* refers to the boxlike "unit" that depicts a single scene in the narrative. Some panels have clear-cut borders, a black line even, and are arranged neatly on the page. Others are more abstract and sprawling, and scenes spill into one another. For this, a basic lesson in reading graphic novels, we will look at the first few panels of *Daisy Kutter: The Last Train* (Viper Comics) by Kazu Kibuishi—a graphic novel appropriate for middle-school readers on up—to see what is happening inside each one. We will also consider what is happening in that space between the panels known as the *gutter*. For it is in that place where your brain, unbeknownst to you, connects each scene, creating movement and action. The writer/artist is counting on you to draw conclusions and fill in what happens in that microsecond of space.

The tiny second it takes for your eyeball to move to the next panel could encompass a minute of action or a month. Many small panels will read more quickly and will suggest action—action that is more important than the narrative details you might notice in a larger panel. Big panels take longer to read and assimilate; your eye naturally spends more time there, looking for as much information as possible. When discussing the efficacy of a graphic novel, fans will often remark on the effectiveness of the pacing, and this refers to the creator's ability to move you along at speeds that are appropriate for the story.

Now, on to *Daisy Kutter*.
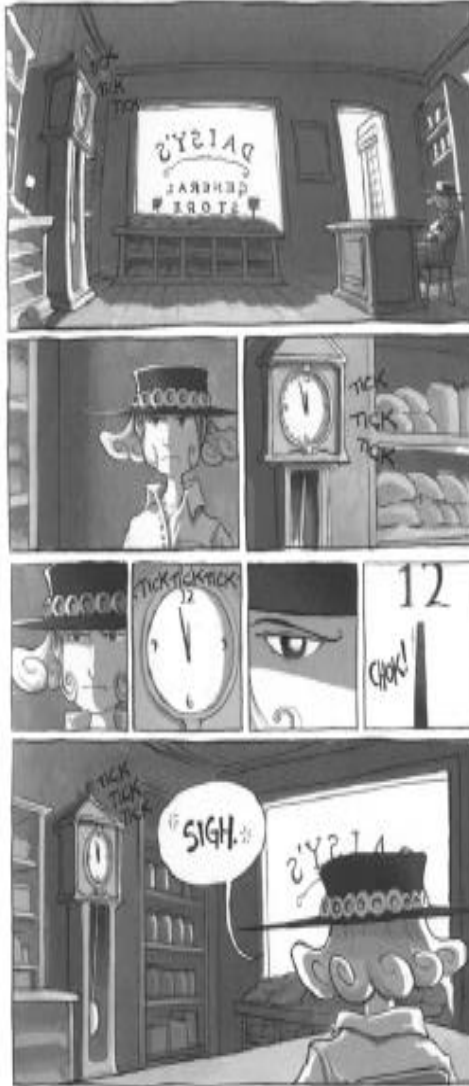
AT LEFT, WE SEE the first page of the book. To begin, what does the layout of the panels tell us? The page is divided up into three horizontally rectangular sections, two large panels at top and bottom, with six smaller panels in between. The two large panels grab and hold your attention; the smaller panels indicate action and movement.

Second, what can we tell about the narrative content? Other than the words Daisy's General Store that appear, in reverse, as a part of the set (note the similarity to terms used in theater and film), the only words on the page are sound effects. But there is still much to read. To begin, move your eyes from left to right, just as you would any book, starting from the top and moving down. In panel #1, the character we presume to be Daisy (based on the book's title and the words on the window) appears bored or impatient, signaled by her crossed arms and the large, loud clock that towers over her. The position of the clock on the extreme left and Daisy on the extreme right sets the two up in clear opposition. The section of smaller panels just below provide the majority of the action in this opening scene. The camera alternates quickly between shots of Daisy (whose scowl appears more fierce up close) and the clock, and we are now sure that the clock is the source of her foul mood. So Daisy's mood and the passage of time (or the slowness thereof, as we might guess from the loud "SIGH" in panel #8) are related.

Third, what is the significance of the subtle differences between the top panoramic scene and the bottom one? In the top panel, as though there were an actual camera lens, there appears to be a distortion or a parallax resulting in a kind of fishbowl perspective. We, the readers, are not a part of the drama; we see the scene laid out as though on a stage. There is no physical space where we could be. Note how different the bottom panel is, despite its being a panoramic view of the same scene: the fishbowl effect is gone, and the camera angle has shifted, so that we are now seeing things from Daisy's point of view. We are inside the story.

ON THIS SECOND PAGE, start at the top left, as before. Here the panels are laid out more vertically and are staggered rather than marching linearly across the page. In panel #1 we see what appears to be the same clock, partially covered up by some kind of cloth—and if we look closely, we see that it is a shirt. (We assume it was Daisy who put the shirt there. Is time moving too slowly for her, or is she just trying to muffle the noise?) Following the "rules," we move our eyes to the right. Someone, probably Daisy, is sweeping. Now what? If we continue to follow the rules—i.e., move our eyes back to the left on the same level—we end up back at panel #1. This is intentional and gives the sense that these things—the ticking of the clock and the sweeping—are happening simultaneously. Now, what if instead of following the strict left-to-right rule, your eyes move directly from panel #2 to panel #3, a vertical movement? Does your eye naturally want to follow the broom? Logically, the two broom panels seem closely related. Does it change the meaning of the story so far? Probably not. In this case the purpose of the placement of the first three panels is to make us feel as if no time is passing at all.

Even as an avid reader of graphic novels, I sometimes need to read the same panels a few different ways until it makes sense. That's OK. It's disconcerting because we are used to reading only one way, but sometimes, as here, the order of the panels really doesn't matter. And when it does matter, you'll know to reverse, and try a different way.

Let's move down to the next level, where (in panel #4) Daisy is resting her head on her arms at the counter, and then move right, to a close-up of Daisy, still scowling. But something has caught her eye. She is clearly looking at something. We move quickly to see what it is, and there we pause at the large bottom panel that has at its center a bull's-eye. With its central placement and boldly contrasting concentric rings, the bull's-eye is the most arresting image introduced so far. Daisy seems to think so, too.
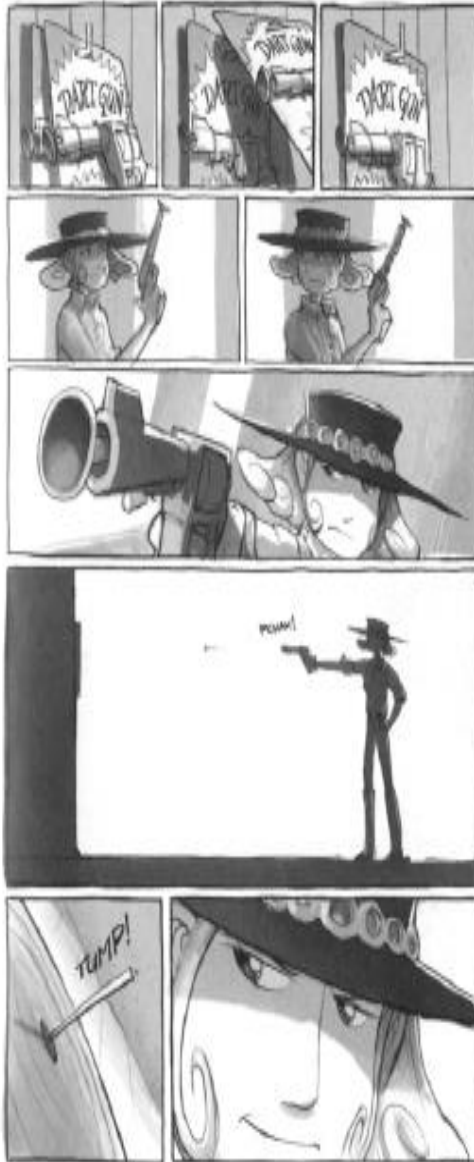
ON PAGE THREE, we return to smaller, more numerous panels. Here there's no ambiguously juxtaposed arrangement of the panels; they are entirely linear and move a lot faster than on the page before, which is no surprise given the higher number of panels in the same amount of space.

We start with a sequence that, at face value, is almost magical: the toy dart gun seems to move off the hook on its own. But since we still have that curious bull's-eye image in our immediate memory cache, the omission of a visible human agent isn't troublesome: we're sure that it's Daisy who has lifted the dart gun off its hook. By not seeing her right away, we are much more focused on the action than on her character, a change from the first two pages. (The speedy pace—three small panels in quick succession—also distracts our attention, for the packaged plastic dart guns are surely an anomaly in what we thought was an old-fashioned setting.)

Finally, we see the marriage of action and character as Daisy poses like a sharpshooter (panels #4 and #5), aims (#6), and fires (in the long panel #7). In panel #8, the dart hits the target ("TUMP!") in the center of the bull's-eye, and in panel #9, we see, for the first time, a slight smile on Daisy's face. She has gone from bored and restless to pleased with herself, even smug. Her gaze is steely and intense. There is clearly much more to this young woman than keeping shop.

WE'VE READ ONLY three pages of this 153-page graphic novel, and already we have significant questions relating to form and content. Why do the largest panels on the bottom of the page chronicle the shortest amount of time? What does the suction-cup dart gun mean for Daisy's character and for the setting?

I once asked a roomful of English and language arts teachers, novices to the graphic novel format, to read these first pages of

Daisy Kutter to me. I had walked them through a few panels and asked them to fill in the remaining details. They were silent. Finally, I realized I needed to be more specific, so I threw out words like *metaphor, allusion, plot, setting,* reminding them that the same vocabulary they use to analyze narrative text could be used to analyze narrative pictures. After a few minutes, they began to shout out ideas that indicated they were very good readers indeed, when they took the time to really look. They gathered that the story took place in the "olden days," and agreed that it was probably supposed to be the Old West (Daisy's outfit, the sacks of flour, the canned goods). They thought Daisy was pretty but rough around the edges. They disagreed about whether she was waiting for something specific or was just bored. Someone remarked on the geometric shapes that were repeated throughout: the circles and swirls in Daisy's hair and hat, on the clock face, and on the bull's-eye; the vertical lines in the panels and shelves and the tall clock. Then another person wondered if it was significant that on the first page we never see a full-body shot of Daisy. And what about those unsettling plastic dart guns? By this point, the room was buzzing. They couldn't wait to find out if their interpretations were correct, or whether their speculations would pay off, and they were universally intrigued by Daisy as a character.

We walked through several more pages together, and I found I had to do less and less explaining as they became more confident at reading the pictures—which, they realized, didn't just supplement the story.

They *were* the story.

Hollis Margaret Rudiger is a librarian at the Cooperative Children's Book Center at the University of Wisconsin-Madison and served on the 2006 Best Books for Young Adults committee. She has created and led numerous workshops for teachers and librarians on integrating graphic novels and comics into the classroom.

Final questionnaire. (7 pages)

 Question no. 1: "What do you think are the major differences between this book and ordinary books?"

Girls:

- ✓ *Jeg tror at den største forskjellen er at det er mindre tekst og mere bilder i en slik bok. Også at man må tenke mye selv mellom bildene her.*
- ✓ *That this book have more pictures.*
- ✓ *Det er mye bilder og mindre tekst på hver side.i think that the major difference is that it is more text in a book and more pictures in a graphic novel.*
- ✓ *Not so many details. Here you also get a picture and do not need to think for yourself.*
- ✓ *In this book you see pictures and in ordinary books you need to picture the people and stuff your self.*
- ✓ *You have to understand more by yourself.*
- ✓ *Not so many words as in ordinary books.*
- ✓ *I think it is okay to read the graphic novel cause then you also get a picture of how it is there.*
- ✓ *That it does not give you so much answers, you have to think them yourself. And it is a bit sad.*
- ✓ *The major difference is <u>how </u>you read it. Reading normal books, almost all of the meaning in the text is written down. Of course you have to read between the lines reading a normal book too, but when you read a graphic novel, it is all about understanding the different drawings.*
- ✓ *This is a comicbook.*

Boys:

- ✓ *Less text you know*
- ✓ *Lese på en annen måte og prøve å skjønne teksten på ulike måter.*
- ✓ *It's funnier to you.*
- ✓ *It's end good and they vise a kite in the end to play*
- ✓ *The cartoon part, the fact that its pictures with speakingboubles.*
- ✓ *It easier to read and remember hvat happened.*

- ✓ *This is a cartoon*
- ✓ *I think it is more text in ordinary books.*
- ✓ *The major differences is that in this book it is less text and more pictures than in a normal book.*
- ✓ *In this book you don't get to make up your own imigaes off how you think the scenes in the book Looks like.*
- ✓ *That is was a comic and a lot of pictures.*
- ✓ *Det er bra og Lese sånn Bok For Det er så mye Bilder og ikke Bare Text.*
- ✓ *There are a lot of drawings in it that show you the feelings they have*
- ✓ *The pictures*
- ✓ *Det er lettere å lese grafisk novella siden vi ser handlingen lettere. Jeg synes det er bedre å lese sånn type bok istedenfor vanlig historie/novelle.*

Question no. 2: "How do you feel this book might help you improve your reading?"

Girls:

- ✓ *I think so, I am not sure.*
- ✓ *I don't think this book will improve my reading.*
- ✓ *I'm not sure actually, but maybe it will make me better at reading between the lines.*
- ✓ *I have to read whilest I look at the pictures. And there is some different words.*
- ✓ *I need to have a more structured reading.*
- ✓ *Not so much to read, faster, pictures.*
- ✓ *It can help me improve my reading because it was more fun than an ordinary book.*
- ✓ *Maybe because it is another reading style, and your brain has to work/read in a different way.*
- ✓ *I don't know.*
- ✓ *No, because i didn't read that much, and it isn't that much to read.*
- ✓ *I learn more English words and I learn to read this kind of books and I also learn to read things who happens at the same time. When I think about my self I do not think that this kind of book will help me so much become a better reader. I think ordinary books is best for me, although I think this book was very fun to read.*
- ✓ *I think this book can help me because I am not so good to read English and when I am reading this I'm getting better and understand more.*
- ✓ *Ikke i det hele tatt fordi det ikke var interisant!*
- ✓ *I can read and look at the pictures so I understand more when I read the sentence.*

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- ✓ *At det kan være morsommere å lese en bok med flere bilder og at det kan gjøre at man vil lese mer.*

Boys:

- ✓ *If you not understand the words, you can look at the pictures and understand it then.*
- ✓ *It might be, but I don't know*
- ✓ *I don't know.*
- ✓ *Bra For Det vare ikke så mye Text.*
- ✓ *I dident think of it. Maby it did help me but i haven't tought about it.*
- ✓ *Yes, I think so. Evry time you read you become a slightly better Reader. This type of book is no exeption.*
- ✓ *It makes it a bit more interesting to read, so i would rather read more of these books than a normal book.*
- ✓ *If you do not understand some of the words can you just look at the pictures.*
- ✓ *You can look at the picture and understand what the words meens.*
- ✓ *you can se the picture*
- ✓ *yes, i t think that.*
- ✓ *I think it was great whit a graphic novel but i think the story was boring.*
- ✓ *It's funnier to you.*
- ✓ *Nei, fordi det hoppet så mye så jeg fikk ikke med meg noe.*

Question no. 3: "What do you think, if anything, is positive with this book?" (Nb! Not the contents but the format)

Girls:

- ✓ *That the drawings are nice.*
- ✓ *That it is easy to read and it was easy to find out which panel you were going to read first.*
- ✓ *Det er mye bilder.*
- ✓ *….good story and that the pictures was very nice.*
- ✓ *Many positive things: it had a happy ending, everyone was happy, it was surprising, great with so many pictures, a very good story.*
- ✓ *It is easy to read, with a lot of pictures.*

- ✓ *It is easier to understand when you can see pictures of what they do.*
- ✓ *I do not really know.. Maybe easier to read for those who cannot read English that good.*
- ✓ *It is easy to understand where you are going to read and the pictures is also easy to understand.*
- ✓ *There are text in the graphic novel.*
- ✓ *Everything is positive.*
- ✓ *That the text describe the pictures, or the pictures describe the text. And that so much is happening on just 132 pages.*
- ✓ *I think graphic novels are great for people who doesn't like / has problems reading, seeing that it contains mostly pictures, and a minimal amount of text.*
- ✓ *That you can see pictures is positive.*
- ✓ *We learn to understand pictures and text together, read faster and finish the book faster.*
- ✓ *At det kan være morsommere å lese en bok med flere bilder og at det kan gjøre at man vil lese mere.*

Boys:

- ✓ *This book had many good describing pictures.*
- ✓ *nothing, good I thinks*
- ✓ *egentlig ikke, at det var lite med tekst.*
- ✓ *It's fun. Nice pictures interesting story.*
- ✓ *It's positive to read*
- ✓ *I think it is good to read a graphic novel*
- ✓ *Good and easy to Read.*
- ✓ *It's a good book*
- ✓ *It's easyer to understand whit a loot of pictures*
- ✓ *It is positive with pictures. Then you can look at the pictures if you do not understand some words. It also get a shorter? book.*
- ✓ *I think the pictures is positive. It is also positive that it don't have too much text and it is not very long.*
- ✓ *You know exactly what is happening. I think that is a good thing.*
- ✓ *Good reading text and pictures*
- ✓ *MYE BILDER DERFOR ER DENNE BOKEN BRA*

- ✓ *There are more pictures in it.*
- ✓ *i think it is positive that it is pictures and easy to understand*
- ✓ *good set tougether. Positive since there are pictures in it*

Question no. 4: "What do you think, if anything, is negative with this book?" (Nb! Not the contents but the format)

Girls:

- ✓ *Can not use you own fantasy. Very easy to read.*
- ✓ *It is so little text.*
- ✓ *Well, as I said, I personally think that it is better to make up images in my head while reading instead of having "to read" the pictures.*
- ✓ *Sometimes it can be hard to see where you are gonna read.*
- ✓ *Nothing it was a great book*
- ✓ *It is hard to understand where they are and the name of the people.*
- ✓ *So little text and so much pictures, I would prefere more pictures.*
- ✓ *Not be able to picturing things self and that everything is not that good explain.*
- ✓ *The drawer isn't that good. SOMETIMES hard to understand the pictures.*
- ✓ *I think that it was too many names to remember, hard to get Agha, and all of the religions.*
- ✓ *I think that the text had to many names so it was hard to stay with the story.*
- ✓ *Kjederlig.*
- ✓ *I don't think there was negative things. Only that I like to read ordinary books more than graphic novels.*
- ✓ *It is a bit confusing when you have to remember how everybody looks instead of remembering their names.*
- ✓ *Jeg synes at det var noen bilder som var vanskelig å forstå.*

Boys:

- ✓ *You have to read it, I don't like to read.*
- ✓ *Syntes det var greit å lese og ikke så vanskelig.*
- ✓ *Maybe that Amir get old very fast. I did not understand it at the first.*
- ✓ *Nothing.*
- ✓ *jeg syntes ikke Det er noe negativ i Denne Boken.*

- ✓ *i don't know anything negative about the book.*
- ✓ *I don't know. One thing i found a bit confusing was the speaking bubbles. When did people say the different things and in what order.*
- ✓ *The book was a little bit boring, but that was the only negative thing.*
- ✓ *If you like to read*
- ✓ *I did not find anyting was wrong with this book*
- ✓ *Det er ingenting som er negativt med boka*
- ✓ *Nofing*
- ✓ *- the story was boring*
- ✓ *The story is skipping.*
- ✓ *At teksten hoppet mye og at navnene ble blandet.*
- ✓ *Nothing*

Question no. 5: "Would you recommend other pupils to read this type of book? Why / why not?"

Girls:

- ✓ *it was easy to read and it was easy to understand what was going on. They will finish the book fast and it isn't so boring story. So I recommend other students to read this book.*
- ✓ *Ja, hvis det er en annen handling.*
- ✓ *I think I would recommend this book because it had a good story and was easy to read if you understand the picturs and text.*
- ✓ *Yes, because it was a very good story, a great book. It is easy to understand the story and easy to read. Not many different words and it is always surprising.*
- ✓ *Yes, I would recommend it to students who love graphic novels.*
- ✓ *Yes, because I think the book fits with almost all ages. And the book is very nice, and easy to read.*
- ✓ *I would recommend this book to students who finds it boring/hard to read regular books. Because I think it will make them read more. Maybe not regulat books, but at least graphic novels.*
- ✓ *Ja, jeg vil anbefale den fordi det var en bra bok som var let og lese.*
- ✓ *No, because it is better to read the book.*

- ✓ *No. I think you learn more from books with text, not graphic novels.*
- ✓ *You are not able to picture things self and everything is not that well explained.*
- ✓ *Not really, because first I think it is better with normal books because there you can make up your own mind of the story. But I also thought this book was boring and not very exiting. I did not feel like I was a part of the story. I did not quite get the story either. But for those who likes this kind of story it is okay, and easy to read actually for those who is not that good in english.*
- ✓ *Both yes and no, yes because it is more fun to read this than a normal book, and no because it is a little hard to understand, and some difficult words.*
- ✓ *Yes and no. I would recommend to read this book for those students who do not like to read ordinary books, because the book has a lot of pictures and less words. I would not recommend to read this book to other students because I feel we miss some parts from the ordinary book.*
- ✓ *I would not recomend this versjon but i would recommend the original book.*

Boys:

- ✓ *Yes I would*
- ✓ *Yes for those who likes cartoonstories.*
- ✓ *Yes because it is easy to Read and you Remember hwat you have Read.*
- ✓ *Yes, beacause it's a little easyer to read then a normal book*
- ✓ *Yes, because it is easier and more exciting to read, than a normal book.*
- ✓ *I would recommend everybody to read it. Not just because It's a good book, but because it gives you a sight on what Afghanistan looks like.*
- ✓ *Ja, fordi den er let.*
- ✓ *Because it is easy.*
- ✓ *Yes, it is a ok book and a interesting story.*
- ✓ *Yes, because it was easy to read.*
- ✓ *I would recommend younger students to read this.*
- ✓ *it's okay if they like the story or storylike the kite runner but i think it was boring*
- ✓ *No, fordi det var ikke en "god" bok.*
- ✓ *i dont know, i ve never recomended a book before*
- ✓ *nei*
- ✓ *offcourse not its fucking reading.*

Post reading questionnaire all pupils **(5 pages)**

«What do you think of this reading project?"(feelings towards: reading now/earlier; this particular novel; watching the film; the way the project was organized; what you would like to read next, and so on.)

Girls:

➢ *Jeg tror et slikt leseprosjekt best vil være å ha en bok som de fleste liker. Den grafiske novellen var kjedeligere å lese siden det føltes ut som at jeg gikk glipp av noe. Også var det litt vanskelig å lese og få med seg hva som skjedde. Å lese boka først og se filmen etterpå var helt greit, ble ikke så stor forskjell bare at de hadde fått med mer i filmen. Jeg vil helst lese det jeg vil neste gang. Vil helst lese: fantasy, action, krim. Noe uvirkelig som skjer i den virkelige verden.*

➢ *I think it would be fun if we continued to read books in class. The grafic Novel was boring to read because it was to easy, and I wont develop my english by these novels. It is always best to read the book before you see the movie. If you (my ref: the teacher) could recommend some books you have read I would read more english, because I rarely find any good books. I have always liked reading english. Next time I want us to read – a book, novel. Not grafic novel. Any type of genere, not to easy language.*

➢ *Jeg liker ganske godt å lese en slik type bok, fordi den beskriver veldig bra når det er med bilder. Jeg synes et slikt leseprosjekt bør være slik vi hadde det nå. Det var veldig bra, og vi fikk nok tid. Jeg synes det er best å lese boka først for da kan du forestille deg hvordan det er før du ser det på film. Jeg tror også at det går bedre å lese sånne bøker enn uten bilder, fordi det er mye lettere å lese. Det å lese bøker som jeg er interessert i kan føre til at jeg leser flere bøker. Jeg synes ikke det er annerledes å lese engelsk nå. Jeg vil helst lese en normal bok, historier og fortellinger, litt lang men ikke for lang, og gjerne litt vanskeligere enn før.*

➢ *Jeg synes dette leseprosjektet var veldig bra, så som dette. Jeg synes at å lese tegneserier er både bra og spennende. Jeg liker bøker best, men tror andre like*

tegneserier best. Jeg likte å lese engelske bøker før, og jeg liker det nå. Jeg vil helst lese en fantasybok, ca. 200-300 side med enkelt språk. Tips: John Green, the Hobbit.

➤ *Det er bra med bøker med lite tekst og mye bilder, så den boka vi har lest nå passer fint. Jeg liker best å se filmen etter at vi har lest boka. Hvis vi ser filmen først så synes jeg at det er unødvendig å lese boka. Det var litt vanskelig å få med seg handlingen i boka, men jeg skjønte det meste. Engelsk før= helt greit, engelsk nå = helt greit. Vil helst lese noe morsomt og spennende, middels vanskelig. Hvis jeg skal lese engelskbok så må vi gjøre det på skolen.*

➤ *I think it was okay reading in class, because we don't need to read at home. I think it is okay to read the grafic Novel, cause then you also get a picture of how it is there. I like read a very good book, would help me. I think it was terrible to read before, now it is okay. Romantic, Horror, something exiting. Title: The fault in our stars.*

➤ *Jeg synes at det å lese en novelle/bok på denne måten er kjempebra. Du får med deg mer og du skjønner mye bedre hva som menes, når du ser en film etterpå. Du lager deg et bilde på hvordan det ser ut i virkeligheten/hvordan du føler det. Derfor er det bra å se filmen etterpå, for da kan du se hvordan andre tenker. Jeg leser ikke så veldig mange grafiske noveller, men det var en grei opplevelse. Personlig liker jeg bedre vanlige bøker, fordi da er det ikke så rotete. Jeg har alltid syntes at det å lese engelsk er gøy. Jeg vil gjerne lese flere engelske bøker. Jeg er jente så kanskje «The Fault in Our Stars» kan leses. Det ville hvert bedre for meg om det var en vanlig bok.*

➤ *Det er bedre med med sånne bøker og det er best og lese boka før filmen fordi da er den mer interisang engelsk er vanskelig å forstå men denne boka har bilder så da skjønner jeg mer av hva som skjer. Vil helst lese sånn bok vi leste nå og ikke for lang og bøkene må være spennende. Lese på skolen og ikke hjemme.*

➤ *Jeg synes det var morsomt/gøy å lese bok, og så etter på se filmen. Jeg liker egentlig best å lese en vanlig bok. Jeg føler jeg får med meg mer da. Når vi starter med boka så kan vi lage vår egen film. Kjøpe bøker på engelsk istedenfor på norsk. Narnia?*

➤ *Jeg synes det var gøyere å lese en grafisk novella enn å lese en vanlig bok. Jeg syns vi gjennomførte prosjektet bra. Lettere å lese en slik type bok, bra å lese først og så se film. Bedre å lese engelsk nå. Jeg vil lese en bok med mer action og litt lettere ord seinere.*

➤ *Jeg synes et slikt prosjekt er bra. Det er bra lesetrening. Syns denne type bok er kjedelig, fordi jeg får ikke så mye rom til å fantasere eller danne meg et eget bilde.*

Bra å se film etterpå. Det er ikke akkurat en bok jeg ville valgt selv. Dessuten ville jeg ha lest en bok med mer skrift, så jeg kan fantasere og danne meg et eget bilde.

➢ *Jeg synes vi burde få velge lesestoff selv så vi kan ta noe som inresserer meg. Litt vanskelig men synes det er mye bedre med vanlig bok så man kan forestille seg ting selv. Bra med film. Synes det var litt vanskelig før men det gikk greit. Vil lese en vanlig bok neste gang.*

➢ *I think it was boring because i do not like graphic novels. I also get stressed while we read in class. Jeg synes at denne type bok er litt vanskelig og kjedelig å lese, jeg komer nok ikke til å lese mer grafisk etter dette. Jeg liker bedre å lese bøker og føler at jeg lærer mer av det. Jeg synes det var vanskelig før og jeg syns fortsatt det er vanskelig Jeg vil helst lese: skjønnlitterær, eventyr.*

➢ *Jeg syns at et sånt leseprosjekt bør legges opp slik at alle leser samme bok og at lærerne sier at etter ferdiglest bok skal alle se film. Det blir en ting å se frem til. Lese hjemme er også bra. Jeg syns at det var bra å lese en slik bok, det var gøy å gjøre noe annet en gang. Jeg er mye bedre på å lese grafiske noveller nå. Jeg synes nesten det var lettere å lese denne boka. Det var lett å skjønne hvor jeg skulle lese og det var oversiktlig. Jeg synes det var litt vanskelig for jeg var redd jeg jeg ikke skjønte det, jeg vet jeg kan klare det nå så jeg kan lese flere engelske bøker. Jeg vil lese en «vanlig» bok. «The fault in our stars» boka. Det kan godt være en lang bok, men ikke for lang. Ikke for vanskelig, men jeg vil ha en utfordring.*

➢ *Det er helt grei å lese sånne bøker. Du skjønner mye mer når du får bilder i boka og når boka ikke er så lang er det faktisk mange som orker å lese den ferdig og lærer mye av det. Helt greit å lese boka først og så se filmen for da skjønner du filmen. Jeg vil lese mer i klassa eller på skolen. Lese mer grafiske noveller kanskje ha lydbok. Det går helt greit men det går sakte fremover å lese. Vil kanskje lese noe ungdommelig, «Divergent»?*

➢ *Syns slike bøker er litt vanskelige. Syns det er bedre med vanlig bøker. Litt vanskelig å følge med når det er mange ruter. Syns det er bra å se filmen etter vi har lest boka. Jeg vil lese bøker som interesserer meg og som er spennende, usikker på hvilket tema, 200 sider ca. jeg synes det var litt vanskelig, kom ikke ordentlig i gang. Litt lettere nå.*

➢ *Det føltes helt greit å lese en grafisk novelle. Men det er kjedelig å ikke kunne lese tanker eller følelser. Det hadde vært bedre å lese litt forskjellige bøker etter hvor lang vi vil ha, og være i grupper. Jeg syns ikke det er noe gøy å lese en så lang historie som tegneserie. Det er slitsomt. Det gikk fint og går fortsatt bra. Jeg vil lese en vanlig bok*

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som er litt spennende og passe lang, eller en sci-fi bok eller sånn gammel bok som alle har lest. Passe vanskelig men ikke veldig vanskelig.

➢ *Jeg syns det bør legges opp slik det var nå. Fordi det virket som det var interresant for de andre også. Jeg syns at det er helt grei å lese en slik type bok. Jeg tror jeg får bedre til å lese slike bøker og at det kanskje er lettere enn en vanlig bok. Bra å se film etter boka. Jeg må bare tenke på hvor viktig det er å lese engelsk og finne bøker jeg liker. Jeg syns det var kjedelig å litt vanskelig å lese engelsk før, jeg syns det er litt vanskelig fortsatt, men det har blitt litt bedre. Jeg vil lese en romantisk og dramatisk bok neste gang, om kjærlighet og dramatikk og om tenåringer.*

Boys:

➢ *Ferdig med boka. Jeg syntes detter var et helt greit prosjekt. Boka var helt grei å lese, bedre enn vanlig bøker hvertfall. Prosjektet ble gjennomført på en helt grei måte. Jeg forstår nok bedre denne type bøker, skjønner bedre filmen etter boka. Kan påvirke noen til å lese mer tror jeg. Mitt forhold til engelsk er det samme, neste gang er det samme for meg hvilken bok vi leser bare den ikke er for lang.*

➢ *Jeg syns det er OK. Jeg syns det går greit å lese, syns det er bedre å lese «vanlige» bøker. Filmen etter boka er bra, skjønner mer det man leser. Kjett å lese før, kjett å lese nå. Vil lese fantasi/fabler. Men ikke for lang.*

➢ *Jeg syns både boka filmen var veldig bra. Problemstillingen og boka er veldig realistisk. Jeg likte også hvordan boka var illustrert. Jeg syns leseprosjektet: kite runner har vært morsomt og lærerikt, jeg syns det er lurest å lese boka før man ser film jeg syns fortsatt det generelt kjederlig å lese. Det går greit å lese engelsk. Neste gang vil jeg lese noe spennende. Kite Runner er spennende. Jeg liker spenningsbøker, dokumentar og sportsgrafier.*

➢ *Jeg syns det er bedre å lese en slik bok med bilder enn en vanlig bok. Det er bedre fordi den er mindre kjedelig, og tar kortere tid. Jeg mener det er riktig å gjøre et leseprosjekt slik vi har gjort det nå, med graphic novel først og deretter se film. Syns det å lese engelsk var helt greit før, nå syns jeg fortsatt det er helt greit. Hvis jeg skal lese mer engelsk, så må vi gjøre det på skolen, og ikke hjemme. Neste gang jeg skal lese en bok i klassa, vil jeg helst lese: - en tegneserie, om fotball/sport elle Donald.*

➢ *Jeg syns det er ok å lese en grafisk novelle. Det er lettere å lese bøker med bilder. Da ser en hva som skjer hvis det er noen ord du ikke skjønner. Jeg syns det var bra at vi så filmen etterpå. Jeg hater å lese Engelsk fordi det er et av mine vanskeligste fag.*

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Neste gang vi leser vil jeg lese en bok med litt «Action». Jeg like ikke å lese bøker hvor det skjer lite. Jeg vil selvfølgelig ikke lese noen spesielt lang bok. (kiterunnerboka vi leste nå var fin lengde).

➢ *Jeg tenker at en slik type bok kan være vanskelig for noen. Dette var en tegneserie. Du kan se på bildene og forstå noe av teksten. Det er lettere og forså når det er mye bilder og litte skrift. Jeg fant ikke noe galt med denne boka.*

➢ *Jeg syns slike bøker er fine å lese.*

➢ *Syns ingenting om det. Det er vanskerlig å lese slike bøker. Passe med prosjekt. Krim.*

➢ *Slek passe. Kjeitt. Passe. Vet ikke. kjedelig å lese.*

➢ *Den var bta. Nei ikke vanskeligere. Det er lettere nå.*

➢ *Kjedelig, blir sikkert bedre til å lese. Vanskelig er det ikke, men det er kjett. Kjett å lese, skjønner kanskje 50% av det jeg leser før og nå. Ok med film, skjønte ikke noe av det. Vil lese noe som interesserer meg. Samme hva, bare det er noe jeg interesserer meg for.*

➢ *Slek passe. Slek passe. Stusle for det er kjett. Vil ikke lese noenting.*

➢ *This book was realy easy to read, and had many good describing pictures. To read this book first and see the movie afterwards was good. It is mutch better not knowing what is going to happen when reading a book. It takes more time to read than watching a movie. To make me read more you need to hand me more interesting books. Reading english books was mutch harder before than now.*

➢ *For me it was a perfect book to read even if it was a graphic novel. I simply love the story and this is one of the four books I can actually imagine and sort of become one with the book. I think this kind of project was a good example of how to get people interested. Next time I would like to read a fantasy novel long, but not to long (500-800 pages).*

Diary entries while-reading all pupils   **(5 pages)**

Girls:

- ✓ *This graphic novel is ok so far, I think I would like to read the original book, if I could choose.*
  Done: I think this kind of book is OK and much easier to read.
- ✓ *I think the "book" is a little messy, and there is something new happening so fast, but I like the story so far.*
  Done: I think this kind of book is boring to read compared to novels.
- ✓ *Done: I liked reading this book, because it didn't take long <u>at all</u> to finish it. But actually, I like "real" books better, because then you can make up your own pictures.*
- ✓ *Sometimes I don't get what's happening, but I soon get it in again. And I like it very much.*
  Done: I like it, because I get to see what the arthur really means. But I also like to think what's happening myself.
- ✓ *No.1: What I have read now are very sad. The story is really heartbreaking. I hate that Alo and Hassan left.*
  No.2: It is very exiting, but so sad! I feel so sad about it because for some people, it is like this.
  Done: it was great to read this book. I really liked it. The pictures was good and the text was parted good.
- ✓ *It's just okay, but I know what happens so it is a bit boring, and I don't like to read with the pictures. I just read that Amir got married, and that was very nice, but I was very sad that Baba died.*
  Done: I don't like it so much, because there are not a lot of feelings and thoughts described.
- ✓ *I think it is going OK with the reading. It is a interesting book.*
  Done: Det er bra med bøker med lite tekst og mye bilder, så den boka vi har lest nå passer fint.
- ✓ *Done: i think it was okey reading in class. Because we don't need to read at home.*

- ✓ *I really like reading, I did not think I would, but I do. The novel is so interesting.*
  ***Done:** Good, but i most prefere books with more words in them.*
- ✓ *My thoughts about the book is very good!*
  ***Done:** I think this kind of books are great. Not my favourite but okay.*
- ✓ ***No.1:** I think Amir should helped Hassan when he was raped. It is bad that Amir and Hassan "fights". It is sad that Hassan and Ali moves. I don't like Assef and his friends. Rahim Kahn is very nice.*
  ***No.2:** it is little interesting, but little boring.*
  ***Done:** I think it was more fun to read this kind of book than a normal book.*
- ✓ *I think it is both boring and a little interesting sometimes. Not my type of book yet. But it can be afterwards.*
  ***Done:** I think it was a little bit boring, because it wasn't any "action" and something exiting for me.*
- ✓ *I think it is terrible how Assef treates Hassan and his kind, I can't understand why Assef would rape Hassan. It is hard to understand why they do what they do.*
  ***Done:** I really liked it because it was easy to read but it is not the same as normal novels because in them you can picture things self and I kind of like that.*
- ✓ *Amir has kinda bad relationship to his father.*
  ***Done:** I do not like this type of book, because i have some problems with understanding the pictures.*
- ✓ ***No.1:** I think this book is very good and interesting.*
  ***No.2:** this book is very good and I like reading this book. Interesting book.*
  ***No.3:** I think this story is very good and I loved that it was surprising. I am very interested to read more so I could see how it ends.*
  ***Done:** I think it was easy to read, fun to read something with pictures so I can see what is happening in the story, not just read it.*
- ✓ ***No.1:** Funny and interesting.*
  ***No.2:** I think it is noce, but is can be boring. Now is it starting to be exsaiting so I will read more.*
  ***No.3:** I think that the book is good, but also very sad. The book is starting to be very difficult to understand, but I am trying.*
  ***Done:** I think it is more intresting to read this book becaus you understand more when it is pictures and is Funnyer to keep reading.*
- ✓ *De flytta og han greia gifta seg er kjedelig*

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Done: kjederlig! Fordi det ikke er av min interesse.

✓ *No.1: I like the story very well. The story is about difference between people, rich and poor.*

No.2: I like the story very well. It is intresting and funny.

Done: it was OK. I don't like to read this kind of book, but the story was good.

✓ *I think the story is very exciting and I love it.*

Done: I think that the book was a bit boring in the beginning and i did not understand all, but after I had red a bit, it was esear to understand what happened. I think it was a exiting book.

Boys:

✓ *No.1: I think the story is getting a little better because i understands a litle more.*

No.2: i think the book is boring. the story is so boring and i don't like i so good.

No.3: i think the story is little boring to read.

Done: i think it is intresting and easy to read.

✓ *I have read about the strong friendship of Amir and Hassan, kite running and the invasion on Kabul. Amir and Hassan are very close friends and enjoy playing with eachother. They compete in kite running where Amir cuts down the other kites and Hassan runs and finds Amirs kite. When Hassan gets tortured by Assef their friendship fades away. Amir does not want Hassan as a friend anymore. It is been good. It is great that we spend some classes on reading.*

Done: it was fine, it is a good way of learning, the book did not have many difficult words though. I think it would have been better if it had more difficult words. But overall the book was fine and easy to read.

✓ *No.1: The boys don't have it so good. Easy to read.*

No.2: I like that things hapend fast.

No.3: I think the story is a little different of the things I have read before.

Done: OK, some times better than ordinary books.

- ✓ *I think this book is sad and itresting i would prefer other books instead of this one, but it was fun to read.*

  Done: It was easy to read and you got info from the pictures

- ✓ *No.1: reading goes well.*

  No.2: I think it was exiting to read the book. I actually found it rather interesting.

  Done: I found them a bit more easy to read.

- ✓ *Reading so far has been ok. The story is not so bad, but not supergood either.*

  Done: to read this book was not so bad. It was better to read this book than to read a normal book. The book was also not so long, and that was good. I think this book is better to read than a normal book because it is pictures in it.

- ✓ *I have read about the mainpersons Amir and Hassan. Amir's father Baba is not so proud of Amir. Baba don't see himselves in Amir. Amir and Hassan have also meet a person called Assef. Assef is not so kind. He have broke Baba's leg onece. Reading so far have bin ok. It is an interesing book.*

  Done: the book is OK. It is much easier to read the book when it have pictures.

- ✓ *easy, funnyer to Read just texst. Funnier to Read books like this one.*

  Done: funnier to read books like this one.

- ✓ *I think reading this graphic Novel was boring cause I don't like reading because I think it is a waste of time, that you could have used a lot better.*

- ✓ *Its messi, hard to understand.*

  Done: its good that it's a cartoon type of book.

- ✓ *No.1: I have read about hassn and amir. Amir are more liked in Pakistan because of the race. i think tatt is are a okay bok. i think that the book are alright i think that we will hear more about the assef in the rest of the story. it is dark pictures if the happening are bad.*

No.2: very much. Something as okay and some thing is boring.

No.3: skjønner sammenhengen mye mere nå. Helt ok når man skjønner hva som skjer helt riktig.

Done: boring i think, but it's okay to try some other things like this.

- ✓ I think it is interesting. I like the happening in the story so far. The colours, the character and the story is very good. That's the thought.

  Done: fun, because it's cartoon and a good story.

- ✓ *No.1*: I dislike the story, because I don't understand The text.

  No.2: I don't think so much about this story, I only read, don't think.

  Done: Passe, var ikke så let og forstå, og det hoppet litt mye så det ble vanskelig å vite hvem som var hvem.

- ✓ *Done:* Det var Fint å lese Den Boken.

- ✓ *Done:* i think this kind of book are hard tu understand.

- ✓ *Done:* I think this kind of book is good to read.

- ✓ *Done:* i think it's a boring book

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Hvilke aspekter ved lesing skal vektlegges i ulike fag?

Til hvert fag i Kunnskapsløftet er det en beskrivelse av hva lesing i faget innebærer. Matrisen under viser hvilke ulike aspekt ved lesing som skal vektlegges i hvert fag, hvilke teksttyper og hvilke ulike meningsskapende ressurser elevene skal kunne lese. Matrisen viser at elevene skal få møte og bruke et mangfold av tekster i ulike sjangre, og det at de skal få møte autentiske tekster, ikke bare læreboktekster, forsterker skolens mandat om livslang læring.

For å gi god leseopplæring, har det blitt anbefalt at lærerne bør vektlegger de generelle beskrivelsene av hva lesing er i hvert fag mer enn kompetansemålene i fagene, fordi kompetansemålene har vært for svakt formulert når det gjelder lesing i flere fag (Mork og Erlien, 2010; Frønes, Roe og Vagle, 2012). Fra høsten 2013 gjelder reviderte læreplaner i fagene matematikk, naturfag, norsk, engelsk og samfunnsfag. Kompetansemålene er endret for å tydeliggjøre de grunnleggende ferdighetene i fagene og for å synliggjøre progresjonen i ferdighetene gjennom hele opplæringsløpet, slik at en kan legge bedre til rette for systematisk arbeid med utvikling av elevenes grunnleggende ferdigheter.

Fag	Aspekt ved lesing	Teksttyper og meningsskapende ressurser
Engelsk	Lese med flyt og forståelse, utforske, lære av, reflektere, skaffe seg innsikt.	Ulike typer engelskspråklige tekster av varierende lengde og kompleksitet.
Fremmedspråk	Forstå, utforske og reflektere	Stadig mer krevende tekster.
Kroppsøving	Hente, tolke, forstå informasjon, vurdere	Fagspesifikke tekster, kart, symboler
Kunst og håndverk	Tolke, lese og forstå	Tegn og symboler, ulike tekstuttrykk, diagrammer, visuelle representasjoner, bruksanvisninger og arkitekttegninger
Musikk	Tolke og forstå, reflektere	Musikalske uttrykk, symboler, tegn og former for notasjon. Lesing av tekster
Mat og helse	Granske, tolke, reflektere, vurdere kritisk	Faglige tekster: oppskrifter, bruksveiledninger, varemerking, reklame, informasjonsmateriell
Matematikk	Finne informasjon, forstå og bruke symbolspråk og uttrykksformer, sortere, reflektere, analysere, sammenfatte informasjon fra ulike element, vurdere form og innhold.	Tekster fra dagligliv og yrkesliv, sammensatte tekster som inneholder matematiske uttrykk, grafer, diagram, tabeller, symbol, formler, logiske resonnement.
Naturfag	Forstå og bruke naturfaglige begreper, symboler, figurer, argumenter, kunne identifisere, tolke, bruke og	Sammensatte tekster i bøker, aviser, bruksanvisninger, regelverk, brosjyrer

	sammenligne informasjon, kritisk vurdere troverdighet og relevans.	og digitale kilder.
Norsk	Få innsikt, finne informasjon, forstå, forholde seg kritisk og selvstendig til, tolke, reflektere over og vurdere.	Bredt utvalg sjangre fra nåtid og fortid på skjerm og papir
RLE	Oppleve, forstå, innhente informasjon, tolke, reflektere	Fortellinger og fagstoff i tradisjonell og multimodal form
Samfunnsfag	Forstå, utforske, tolke, reflektere, søke målrettet etter informasjon, behandle, bruke informasjon, sammenligne informasjon fra ulike kilder, kritisk vurdere kilders relevans, troverdighet og formål.	Faglige tekster, visuelle framstillinger, bilder, film, tegninger, grafer, tabeller og kart.

Diary entries from the group that read both books. (six pupils)

Student 1: Personally I like "normal books" better than graphic novels because I like the format of a book better. But I think graphic novels can be good to read after reading normal books for a while. I love reading "normal" books, but after a while it is good to just sit or lay down with a comic book. Still in education purpose I feel like it could help many who does not like reading books.

Student 2: I have read both of the books, the "normal" one and the graphic novel. Personally, I liked the "normal" one the best, because I think it is much better to make up your own pictures in your head. To see images kind of ruins the experience for me, because I don't think reading is that exciting then, but this is my opinion, and I love to read books – so maybe if you asked someone who doesn't like to read, or experiences to have a hard time reading, they might say that they find this kind of book (graphic novel) way better than "normal" books. It depends of course from person to person whether they learn something while reading a graphic novel, but personally I learn better by reading "normal" books.

It was ok to watch the movie after reading the book(s), but I think I liked the book best.

Student 3: This book, the graphic novel, was really easy to read and had many good describing pictures, it was much shorter than the ordinary book. The GN helped me making a picture of the story mutch easier. I think the GN should have had more text.

Student 4: I have read both the book and the grafic novel, and I think the grafic novel was boring to read. Next time I want to read a book NOT a grafic novel! I feel that I learn more by reading real book than grafic novels.

Student 5: It was great for me to read this book, and I really liked it, the pictures was good and the text was also good. I like cartoons, so I liked the graphic novel too, but I like books best. I think other pupils like the cartoons best.

Student 6: It feels just ok to read a graphic novel. But it is boring not being able to read thoughts or feelings. It would have been better to read different books after interest and reading ability. And to read it in groups. I do not think it is any fun to read such a long story as a cartoon, it is tiresome. Since I already know what is happening, I think it is boring to read the graphic novel. I don't like to read with the pictures.

Additional questions for pupils who read both the GN and the book.

1. Hvordan likte du å lese disse to bøkene?

- ✓ *Jeg likte å begge to, men selve boken fenget mest. Tegneserieversjonen var ferdiglest på 50 min. og var med det litt rask «informasjon». Boken ga meg mer fantasibilder og beskrev handlingen på en bedre måte.*
- ✓ *Jeg likte boka veldig godt, men den grafiske novellen var litt kjedelig.*
- ✓ *Jeg likte å lese boka fordi den har mer innhold. Jeg likte å lese den grafiske novellen fordi det var fint med bilder.*
- ✓ *Jeg likte det sånn passe for jeg elsker grafiske noveller, men når du har lest en bok i vanlig form er det rart å lese den igjen som grafisk novelle, men en bra opplevelse.*
- ✓ *I liked the novel the most because then I could make up my own pictures.*

2. Hva tenkte du før, og hva tenker du nå, om det å lese grafisk novelle?

- ✓ *Jeg tenkte at det kunne bli morsomt å lese boka som en grafisk novelle, og jeg synes fortsatt at grafiske noveller har sine nytter, men jeg forstrekker fortsatt vanlig bokform. Det er fint å slappe av med grafiske noveller etter at man ha lest mange bøker.*
- ✓ *Jeg tenkte at det kom til å bli spennende. Jeg tenker nå at jeg liker vanlige bøker bedte, men jeg kan godt lese grafiske noveller også.*
- ✓ *Jeg trodde det skulle være som å lese en tegneserie, men jeg synes nå at det er litt dumt, fordi man ikke kan se for se handlingen inni hodet. Man må se nøye på tegningene for å skjønne hva karakterene føler og tenker.*
- ✓ *Jeg tenkte «å, denne blir ferdiglest fort». ☺. Å lese grafisk novelle gir deg ikke den muligheten til å skape / lage dine egne bilder. Jeg var litt skeptisk. Nå så tenker jeg at den var grei, men ikke noe mer enn det. Jeg vil heller foretrekke å lese originalboken, men hvis du ikke liker å lese en bok med mange ord på hver side, ingen bilder og lang lengde, er grafisk novelle best.*
- ✓ *I thought it would be fun since I had never read one before. Now I think that the ordinary book is best for me. Because I personally like to make up pictures in my head while reading, instead of seeing them.*

3. Hva vil du si om noe er positivt / negativt med en grafisk novelle?

- ✓ *Den skaper bilder for deg, og hjelper deg derfor med å forstå teksten / handlingen bedre. Mindre tekst. Det er negativt at du ikke kan skape dine egne personer (hvordan de ser ut). Du kan ikke nyte boken like mye (leste den på 50 minutter). Mye handling faller ut.*
- ✓ *Det er gøy hvis man like bilder og litt mindre tekst, og man slipper å lese om hvordan ting ser ut der historien skjer. Det er negativt at det ikke alltid er like lett å leve seg inn i historien, og det er lett å lese den fort uten å se nøye på bildene.*

- *Det er positivt at man får se bilder og at historien ikke blir så lang. Det r negativt at man ikke får med seg all fakta og innhold og det kan være kjedelig hvis du elsker det du leser, for da vil du ofte få med deg alt du kan få med deg.*
- *At du får et innblikk i hvordan ting ser ut og at det <u>kan </u>være lettere å lese. Og at dialoger er ofte lettere å forstå, det er positivt. Du får ikke like mye fri fantasi som i en bok og det kan være vanskelig å følge rutene noen ganger og vite hvem som er hvem på illustrasjonene, det er negativt.*
- *Jeg vet ikke helt, men det er lettere å lese grafisk novelle men også kjedeligere pga bildene.*

4. Hvordan kan denne type bok brukes i undervisning tenker du?

- *De som sliter med eller ikke vil lese tykke engelske bøker kan lese boka i form av en grafisk novelle.*
- *Jeg tenker at man kan bruke grafiske noveller til de som liker det bedre enn vanlige bøker.*
- *Jeg vet ikke, syns heller at man kan lest bøker med bilder ved siden av som handler om historien.*
- *Dette kan brukes til stillelesing når du er ferdig med andre ting. Elever vil heller lese på skolen enn hjemme. Det funker best for meg som er så aktiv på fritiden. Bra for å få opp leselysten (gode bøker). Hjelper med å holde fantasien ved like. Nå for tiden lir det litt for mye bilde.*
- *I think that this type of book would work best for those students who find it boring or hard, to read regular books, and that they can get graphic novels instead of regular books.*