UiT The Arctic University of Norway

Faculty of Humanities, Social Sciences and Education

An Extensive reading of *A Study in Scarlet*

A mixed-method study on how extensive reading in English literature lessons can be facilitated to achieve mastery through different reading strategies

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I

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As we sit here contemplating our ups and downs throughout this writing process, it slowly dawns on us that this era is coming to an end, and we will soon be able to call ourselves fully fledged teachers. The writing process has been long and arduous but also educational and exciting. We can proudly pat ourselves on our shoulders and feel content with the results.

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Abstract

This thesis presents a mixed-method based on two lesson plans that introduces reading strategies for students to experience mastery through reading English fictional literature. One class in middle school participated in the study, and they completed the lessons where they had the opportunity to read *A Study in Scarlet* through different text expressions. During the reading, the students were given different tasks to accompany the reading, as well as opening up for peer and class discussions. After completing the lessons, the students were asked two write a reflection note where they reflected upon their feelings towards the lessons and improvements that could be made.

The goal was to examine whether the students experienced mastery through facilitation when reading in English, as well as giving them reading strategies that would inspire their desire to read outside the classroom. The research aims to find strategies that teachers can use when facilitating reading for everyone in the class, as this element is essential within teaching in Norway. The findings are measured against previous research on extensive reading, motivation, facilitation, and reading in the L2 classroom. The study and its findings can hopefully contribute to a wider understanding of the factors that motivate middle school students to read in L2 English.

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1 Introduction

With English being an increasingly globalized language, the English subject has become more integrated into both schools and students' private lives. Even though English is a second language for many students, the language is often seen as a parallel to Norwegian because both are language subjects. This fact means that the subjects should include learning about writing, speaking, and reading. Since reading is a fundamental skill that one needs to succeed and master the school system, it is also an especially important skill to master to participate in society at large. Whatever we are doing in our free time, at school, or work, we are always exposed to some form of text expression that we have to read and interpret, whether it be Snapchat, text messages, new, or studying. Since it is evident that reading is an incredibly useful skill why is it that so many students do not systematically practice extensive reading(Grov, Hamre, Sandve, & Ludvigsen, 2021)? Can the reason be that students cannot find literature that suits them? Or is it based on a lack of facilitating reading at school so that students find mastery and pleasure in the evolving skill?

According to the Norwegian education act §3-1, the Norwegian school system is obligated to facilitate adapted teaching for all students. Diverse ways of reading need to be adapted to the purpose and text type to become a better reader and develop the skill (Lovdata, 1998). Throughout our time as teacher trainees and our observations of teaching situations in Norwegian schools, we have experienced that facilitating adapted teaching perfectly is extremely challenging and sometimes unobtainable. Based on the concerns mentioned above, this paper wants to examine how teachers can adapt literature lessons to facilitate adapted teaching, which allows each student to experience mastery when reading. The meaning behind the school system is to facilitate mastery in students; however, reading is not necessarily an activity that is a joyful experience for everybody but is rather seen as a necessary evil one must deal with when at school. An interesting question is whether it is possible to create a teaching scheme that promotes a lifelong joy in reading? A method that allows every student, regardless of the reading level, to work with the same text in different forms and achieve the same learning outcome. What methods can be implemented to make literature more accessible, and stimulating for a varied class?

Given that the hours spent on English in grades 1-4 are 138 hours, grades 5-7 are 228 hours, and 222 hours in grades 8-10 throughout a school year, this is a rather limited amount of time if one wants to dive into extensive reading. Having students read the same text so that one

later can harness the communal knowledge and use it in other learnings scheme within the English subject could be one solution. Because it would make it possible to use the knowledge gained from the extensive reading process for other collaborative tasks with peers. This approach can make Extensive reading more accessible in the English classrooms at Norwegian schools seeing that it then will be a part of a greater scheme for learning.

1.1 Motivation for thesis

The motivation behind this thesis and theme is based on our own experiences, previous research, and what we have observed in practice periods. There is missing research in this field within English as a subject. When we see what has already been done within previous research about literature, we came across texts that discuss literature in the foreign language classroom, like Lene Bogen´s master thesis *"Teachers Must Learn to Be Quiet. Extensive Reading in Upper Secondary Education"* (2019), and the article Hyper- and deep attention written by Kathrin N. Hayles (2007).

In Lene Bogens master thesis (2019) she investigates precisely how much reading an integrated extensive reading program in upper secondary education will generate and to what extent it enhances vocabulary knowledge and reading speed. She presents three research questions. Firstly: *how much reading will an integrated extensive reading program generate (compared to regular lessons with no such programs)?* Secondly: *will an integrated extensive reading program enhance receptive vocabulary measured by knowledge about synonyms, antonyms, and foreign words?* Thirdly: *will an integrated extensive reading program increase reading speed, measured by questions about contents?* The results of this study provide insight into the potential benefits of an extensive reading program but must be considered in the context in which the study was carried out. Generalizing is not possible, because the sample is too small. Based on this research, we consider extensive reading to have immense potential to improve Norwegian English students' vocabulary, reading speed, and language comprehension. We also see the potential in having students read the same text, which will give allow using reading as a potential discussion topic that can promote oral activity, thus making it easier to integrate into the normal lesson of everyday life. The question that is then raised is how can the teacher facilitate one text to suit the respective level of every student?

The article Hyper- and deep attention (Hayles, 2007) shows us that students today find it challenging to concentrate for a lengthy period when working on extensive reading. Based on this information, we think it will be appropriate to investigate if it is possible to have the students achieve more concentration through new adaptations and facilitated methods. We also want to investigate if this can create literature lessons that motivate, and engage students and create a feeling of mastery. Even though motivation is difficult to measure, we wish to see through surveys and reflection notes if there has been any change for the students before and after the research lessons.

Through our time at the university, we have seen many good examples of how one can facilitate lessons. We have also understood that one can never facilitate a lesson for all students. However, we wish to find out if there is a possibility to facilitate lessons where most students achieve mastery and reading pleasure in the English subject. The PISA examination from 2018 shows that Norwegian students' scores are lower in reading than in other OECD and Nordic countries (Jensen, Frønes, Kjærnsli, & Roe, 2020, p. 22). This result sparks an interest, especially seeing that reading is one of the basic skills within the Norwegian school curriculum. So how does one ensure that students find reading pleasure and motivation in reading? Another motivation for looking at mastery, facilitation, and reading strategies is that we both are diagnosed with dyslexia. Through our own school experience, we found that the only facilitation that we got were *"easier"* books or different books from our peers. We know from our experiences that we can read the same books as someone who does not have dyslexia. Two factors must be considerate: the reading must be facilitated and given more time. We know from our experiences that we can read the same books as someone who does not have dyslexia. The only factor is that it must be facilitated. All humans are different readers, and having dyslexia is not a hinder for readers. It just takes the reader a little longer to comprehend what is being read.

There has been a major change in the Norwegian school system over the past two years. In the fall of 2020, a new curriculum was applied to all schools. Within the new curriculum for English, one big change is that reading fiction has not got such a large focus as it did in the curriculum from 2006. Reading is one of the basic skills in learning. Reading fiction is still in the new curriculum. Since reading is a basic skill and we as researchers are very interested in fiction and reading, we saw the opportunity to use fiction within the English classroom.

1.2 Thesis question

This project aims to create joy in reading through the feeling of mastery. We understand that classic literature is often put aside rather than adapted, as it is often perceived as too complicated or too demanding for many students to complete. Therefore, we have come up with the thesis question:

> *How can extensive reading in English literature lessons be facilitated so that the majority achieve mastery through different reading strategies?*

This thesis is created based on our wish to improve how literature and reading are taught in English. We have an impression that reading fiction for pleasure is not given enough room in the classroom, and we wanted to produce a way to make this more accessible in the English classroom. The goal is to develop a teaching scheme that will promote reading by showing the students a variety of facilitated methods to consume text in the hope of creating motivation for reading through mastery. In participation with LAB-Ted, a research project in which we are participating, we were encouraged to create a practically oriented project that would be useful for the school in which we conducted our research.

1.3 LAB-Ted

Another motivation and inspiration for our project comes from our participation in the research project LAB-Ted (Learning, Assessment and Boundary crossing in Teacher Education). The aim of LAB-Ted is first to develop a collaboration between students' teachers, universities (teacher educators), and schools (school leaders and teachers) to build a capacity for professionally oriented and practice-based research within teacher education in connection with the new teacher education reform from 2017. Second, LAB-Ted intends to research the processes using an innovative methodology to uncover barriers and obstacles to change, which will be used widely across Norway and hopefully internationally. Therefore, the project is, conceptualized as research and development in the tradition known as formative interventions. In a professional context at UiT, the interventions will involve teachers´ practice in mathematics and English.

LAB-Ted will additionally endeavor to understand concrete challenges in creating assessment criteria for practice-based and professionally- oriented master´s - level academic work. These challenges are often not mentioned, even if they are frequently recognized in the global

development of master´s- level teacher education. When developing criteria like these, the project will look at new models and the potential of supervision towards theses (Postholm, 2022). Being a participant implies that we must implement action research at a participating school. The schools that are participating are middle schools. However, we have created a universal thesis that can be applied from primary to middle school. LabTed puts a spotlight on a three-part cooperation, where students, supervisors from the Artic University of Norway (UiT), and practice supervisors in different schools search to improve the collaboration between the three instances and, therefore, improve the already existing practice. In actuality, this background means that we have had one supervisor from the university and one from the school in which we conducted our research. This arrangement means that we have been in close conversations with both parties to ensure that we write a master thesis with a solid foundation in the research field. That can also be useful for the further development of teaching practice at the research school in question.

1.4 A historical perspective of the literature's role in the English Subject

Unlike previous curricula, the current Norwegian curriculum does not give any examples of what literature can/should be read throughout the different school years. In Norway, the learning curriculum have gone from a careful control by the state to no control at all (Vinje, 2005, p. 72). In other words, according to the curricula, there are no texts that the students should read. However, it is up to each school and individual teacher to review what types of texts are important and why they are important. The discussion on what text and work the students should be presented with is based on value determination (Greibrokk, 2014, p. 261). What kind of classical authors and literature are important for the society to secure that coming generations know about them and gain competence from their works.

In the previous curricula L-97, also known as the curriculum for the 10-year primary school (1996, pp. 228-229), there were given examples of what texts and authorship the students should read and learn. In addition, some authors were mentioned explicitly. In the chapter about what 10th graders should read in English, Charles Dickins was one the authors mentioned, among other great authors. Using this approach gave the teachers freedom within a given framework. Some authors were considered so important that they were included as content in the English subject, rather than just being an example. All of this information

shows that Norway has had a strong tradition of elevating writers who have been considered particularly important (Utdanningsdirektoratet, 2006, p. 40).

Several awards have been given to the most important literary works that should be highlighted. The most important works have gotten a common name as a literary canon. These are the works that over time have been viewed as exemplary and have been calculated as a value for the formation of a nation's identity (Henning, 2010, p. 134). Such a definition assumes that history determines which works are considered classicals work. The Director of Education points out that a country´s literary canon should also emphasize what didactical opportunities these works give. The teachers, however, have considerable power when it comes to what literary works they want to emphasize to the students and coming generations to make sure classical literature is still alive in the classroom.

When the Curriculum Knowledge Promotion (LK) was implied in the Norwegian school system, it gave schools and teachers greater freedom regarding how they wanted to teach literature in the classroom. Parallel to Norway introducing a freer choice, Denmark introduced a literary canon with obligatory authors as an appendix to their curriculum. There have been debates both for and against obligatory literary canons in Norway. One of the main arguments that have been placed down is that the students are to gain a collective cultural understanding and identities having such a mindset where the teachers can choose a variety of literary text builds up around schools' responsibility of creating generations that excepts and has competence about multicultural diversity, with digital technology having such a large place both in schools and the society it gives students the ability to explore a variety of texts. Since the students have such a large opportunity of exploring different technologies, teachers must be aware of what the students are looking for. However, an argument that has come up from the presence of technology is if film adaptations should be included, as much classical fiction has been adapted into both films, audiobooks, and even graphical novels. The results from this are that many of the classical authors have written works that have been adapted and gained new meaning for newer generations. This fact is the background that the new core curriculum has taken into consideration and has given the teachers freer opportunities to focus not only on the authors, but their texts have gotten a more central role within many school subjects (Utdanningsdirektoratet, 2006, pp. 39-41).

Another argument within the debate is that a hidden literary canon exists within Norwegian schools. Research shows that textbooks used in school place a particular focus on the latter half of the 19th- century when it comes to working around literary texts and that it possibly can be reflected in the teachers. That this period has gotten such a large focus may not be so strange considering the industrial changes, political independence struggles, and class differences that went on around this period. Therefore, teachers are encouraged within the new curriculum to use texts outside the textbooks. At the same time, many of these texts are still being used in school, possibly, because the themes in these texts are still relevant.

Although this thesis is based around the English subject, one can see parallels to the Norwegian subject, as they are both language subjects. Therefore, one can look at Jostein Greibrokk´s (2014, pp. 265-266) doctoral dissertation about Norwegian teachers´ literature lessons. From his research, he means that the canonical literature still exists and lives on after the core curriculum was introduced, despite neither author nor their works being specifically mentioned in the curricula. This situation may not be so strange when it comes to classical literature. If some individual works have had a strong tradition in Norwegian schools, it is perhaps easy to continue working around them for new and experienced teachers. Greibrokk (2014) argues that authors such as Henrik Ibsen must be part of the Norwegian lessons, as he has a small chance of surviving the competition. This problem can also be implied in the English subject. Although English classical authors have a greater placement within international literature, if teachers do not teach about them, they would also be lost in today´s bookmarked. If one had given literature canon in schools, particularly important authors for the Norwegian heritage would be protected. However, placing these canons can prevent renewal if it is necessary. Newer research shows that the new information about classical authors has shone a new light on using classical literature in the classroom. This research shows that teachers also have to be open to using these new ways of thinking within their literature lessons (Eide 2013).

There have been many questions and debates around the role of the literature in the new core curriculum as the Norwegian lecturer Ove Eide (2013) argues that Norwegian schools need to have a text pedagogical canon. He means that the main goals of literature lessons should be to create students who desire to read. Eide also argues that one must establish a collective understanding of what the Norwegian subject should contain. This background should also be

implied in the English subject as well, and from this context, schools should prepare a list of suggestions of works that teachers should include in their literature lessons (Eide, 2013).

In the core curriculum from 2006, the control of the state was not necessarily lost, as Eiliv Vinje (2005, p. 72) claims. It simply did not only concentrate on specific authors, but this is also present in the core curriculum from 2020. Among the competence aims from 2006 and 2020, there are mentions of comparisons of different types of literary works and development lines (Utdanningsdirektoratet, 2013). These aims are present, allowing teachers to teach both classical and contemporary literature. Many people are skeptical of the idea that there is concrete literature that the students need to know. The Danish literature critic Georg Brands (1842-1927) was one of the skeptics. This skepticism may be the inspirations for the core curriculums created in 2006 and 2020 being so open towards literature that they are. Another reason the core curriculum gives the teacher freer boundaries towards teaching literature may be that it is important literature itself, rather than just being the literature work. All this may mean that the thought behind literature lessons is to focus on the literature as a phenomenon and the students´ experiences of the literary works, rather than the teachers having to rush through literature lessons about specific authors and their works. The literature lessons should be based on what teachers themselves enjoy about reading and literature. An engaged teacher will be able to encourage students to see the meaning and value of their own responses to the texts that they are reading (Henning, 2010, p. 74). In addition, experienced teachers have a valuable repertoire for creating literature lessons that work well. One should not fail to mention that the students' standpoints also play a role in the publication of literature. Maybe teachers should allow the students to choose what they are willing to read. The problems that may arise from using these methodologies are placed on the teachers at all school levels.

2 Theory and literacy background

We have found that there has been previous research on literature lessons within the Norwegian subjects, and we see that we can use this as an inspiration and apply it to the English subject. There has also been complete research into the positive effects of reading and language development on an international level. This background will also influence our further research on this theme. We are going to discuss this issue further in this chapter.

In the field of research done around literature lessons and how teachers choose and teach literature, one can point out the Swedish research project done by Gunilia Molloy (2003, pp. 308-310), where she found out that teachers often choose literature that they had when they were in school. The school's literary canon reproduces from generation to generation. Molloy also highlights that the dominant literature in schools is often male authors. At the same time, she means that boys´ lack of interest in reading literature lies in the view that reading is a girl activity. Therefore, she encourages teachers to find literature that can interest both genders in some form. All students need to discuss questions that are important to their daily lives. Molloy also points out that the teachers should lead the literature conversation but focus on how the students define the literature.

Although the new core curriculum does not mention what type of literature text and what authors the students are to read, some of the textbooks that are given in schools can guide what literature should be taught in school. Sylvi Penne (2012, pp. 163-173) is known for criticizing the literature extracts that are to be found in textbooks used in Norwegian schools. Through her research, she has found that students have little learning outcomes from the extracts given, but they will have a greater learning outcome from reading and discussing the whole texts. Penne also argues in her research that only reading a small extract from a larger text does not reconcile with the principles of hermeneutic interpretations where parts of the texts must be seen in the light of whole texts. Only using and reading extracts limits the students' knowledge of the whole text and can therefore not understand the text. She questions how these extracts are worked with after they have been discussed about. A common practice that occurs is that the students use their creativity to write an alternative ending to what they have read. Penne argues that this is a good way of working on writing. However, it is not a good way of teaching literature. She concludes that it is difficult to create any didactical justifications for why teacher uses extracts when teaching literature. The

Swedish author Ellen Key and the Norwegian textbook author Nordahl Rolfsen both criticized the usage of text extracts in school. This procedure was done over one hundred years ago, so one can wonder why it is still being practiced in schools in the 21st century.

The freedom that lies with the teacher having the opportunity to choose what literature they want to use in their lessons is undoubtedly difficult. Teachers shoulder have a large responsibility because learning about literary texts is an important part of the student's literary competence and formation. At the same time, teachers must be able to find texts that are suitable for the students. The themes must be relevant to the students' lives, intellectuality, emotions, and language. Teachers ensure that the lesson do not work against its purpose, which is to spark the students´ desire to read (Henning, 2010, pp. 135-137). Teachers must also pay attention to the chosen text and ensure that the text does not offend anyone in the multicultural classroom (Molloy, 2012, p. 187).

2.1 The role of the literature in the English classroom

LK20 (2019) says that "*Language learning takes place in the encounter with texts in English. The concept of text is used in a broad sense: texts can be spoken and written, printed and digital, graphic, and artistic, formal, and informal, fictional, factual, contemporary, and historical. The texts can contain writing, pictures, audio, drawings, graphs, numbers, and other forms of expression that are combined to enhance and present a message.*" This quotation we understand means that text can come in a variety of interpretations and still contribute to the students' language learning and vocabulary development. This quotation leads us to seek how we can harness the use of different expressions of the same text to facilitate reading to a diverse group of students so that everyone can achieve mastery through the reading task.

In general, the English subject consists of making the students able to understand and to make themselves understood in English and at the same time learn. This priority in language learning moves the subject from instrumental language learning to language conciseness. Instead of focusing on learning rules to speak with a high degree of correctness, language learning can be directed towards the student's language conciseness: how and why they use English in and outside of school. If they combine English and Norwegian or other languages depending on the situation and to whom they are talking (Brevik & Rindal, 2020).

When it comes to the students´ uses of language, consciousness is demanded. Students will encounter informal out-of-school language and other people's uses of language, formal academic language, or creative uses of language in a literary text. This approach to language learning will directly correlate with communication and several types of text. They will, in other words, be better conditioned to evolve into confident users of English.

Amid the changes, the subject will remain a content-based subject for a time. It looked like it might be reduced to a tool-based subject, where the goal would be to use English in various contexts. The English language will be a tool for reaching goals tied to content and across disciplines is not surprising as English is a language subject. When the professional renewal uses frasses like "*the English subject shall contribute to creating a basis of knowledge,*" this seems like a better and less instrumental understanding of the subject. We cannot look at English as simply a language subject but as a content-based subject, characterized by having goals of multilingualism and intercultural competence, conveyed and discussed through a multitude of texts and media (Brevik & Rindal, 2020).

The renewal assumes an approach based on a broad concept of text across media and context, which is an exciting approach since reading is now to be prioritized. This renewal will pull the English subject in the same direction as the Norwegian one, strengthening the cross-curricular and multilingual sides of the new English study. It is emphasized that the students shall meet a lot of different texts throughout their schooling, both factual and fictional, printed, and digitalized, and of course, self-chosen texts to which can relate. We know that many students meet English in their everyday life to a high degree. When the goals point to that, the students shall be able to read and understand the language in the self-chosen text as early as the 4th grade (Ministry of Education and Research, 2019). This information opens the possibility of making several of these opportunities digital. By basing the learning on modernized texts that are engaging and relevant for the students, the teachers can let the students explore texts that interest them, allowing them to discover linguistic features, compare them with other texts, and thereby gradually evolve their own language consciousness in a broad sense (Thorne & Reinhardt, 2008).

Why should we read fictional literature in school? Study after study shows that reading offers several benefits, such as learning to intrepid and infer. Fiction differs from non-fiction as it is not meant to convey information but sometimes obscures it, leaving the reader to fill in the

blanks by using their imagination. Extensive use of one's imagination can furthermore aid in evolving one's creativity.

Reading fiction can make us even more empathetic by changing assumptions and challenging stereotypes because we get a chance to experience the life and inner thoughts of someone quite different from ourselves. This opportunity is made possible because when we read a typical on-fiction text, our brain thinks analytically by weighing and judging instead of when we are drawn into a good story where we connect with characters emotionally and feel authentic empathy which is not forgotten when the story is finished.

Furthermore, all reading is said to build vocabulary. When we see words put in context, we internalize them over time and can understand their meaning and proper usage of them. Reading fiction is a gentle and fun way of getting this knowledge for children and young people instead of reading factual texts extensively.

Reading can also help build our ability to focus. If we perceive any kind of message through our reading, the focus is a necessary skill to sharpen. The reading muscle must be trained, and the more we read at an early age, the more adept we become at deep diving into a text, which will benefit our further learning throughout our lives. (Soken-Huberty, 2022)

2.2 Literacy

The ability to read and write is a narrow description of the term literacy. UNESCO defines it as the foundation of lifelong learning and a human right. Literacy in English has become frequently more important to attain over the years as the skill has become indispensable to understanding and taking part in the global community. A lot of information is now only available in English, and the language is extensively used as a lingua franca to communicate with people who have a different native language from ourselves (Tishakov, 2018, p. 106).

One of the most significant language input and literacy components for English learners is reading. Development and growth of vocabulary, grammar, writing, intercultural awareness, and fundamental learning, in general, are refined through reading (Tishakov, 2018, p. 106).

Language is taken in and processed through reading even though it is not actively produced. It is therefore referred to as a receptive skill. However, it is not described as a passive skill as it does require active cognitive processing that handles the complex procedure of receiving and interoperating textual information. Readers need to make sense of both small and large text

units. Smaller units are understood by decoding letters and recognizing word phrases. Larger units are often best understood by linking ideas across sections of text and by interpreting the author's overall message and implied meaning. Background knowledge, or schemata, is also used and can include knowledge about the topic, layout, and the writer of the text. In the book *Teaching and Learning English,* Theresè Thishakov suggests that a way teachers can help and support their students when reading is by activating such schemata in pre-reading activities, raising awareness of common text types and structures, and defining the purpose of reading activities (Tishakov, 2018, p. 106).

When reading in an L2 language, all language learners have a basic skill set and knowledge on which to draw. The skills and strategies the students has learned to use in their first language can be implemented and used to make meaning from a text in English. When the text has many challenges, such as unfamiliar vocabulary or grammatical structures, the cognitive load can often help make meaning. Therefore, providing additional support given by teachers can help students deal with text. Raising awareness of reading strategies that can aid comprehension and language learning in English and, of course, helping students to practice using these strategies are all methods that support this goal (Tishakov, 2018, pp. 106-107).

2.2.1 Different types of literature

Within the world of reading, there is an infinite amount of literature from which to choose. LK20 shines a light on this issue as it opens for more liberal use of diverse text expressions. This learning entails texts in their original form and audiobooks, graphic novels, and even film adaptations.

2.2.2 Authentic text

Early literacy expert Lesley Morrow (1977) defines authentic texts as, "*A stretch of real language produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.*" Unlike contrived text, the authentic text is never written or assembled to teach reading or deliver a set of skills. The structure of patterns used in the authentic text can supply us with natural scaffolding, and the language that is more real than that of contrived text can support comprehension. Therefore, it is better to convey how the language works in the real world by submerging themselves in a text with a living language. The aspect of entertainment is also important as it makes the reading process enjoyable and motivates the reader to read more. Independent reading is a huge

factor that contributes to success in school. An analysis of 99 studies focused on the leisure-time reading of an authentic text, including students from preschool to grade 12 and college, discovered a correlation between print exposure and literacy confidence and competency. Voluminous reading was shown to positively affect oral language sophistication, reading comprehension, and technical reading and writing skills. The improvement of the independent readers was prominent each year and strengthened their overall achievements (Mol & Bus, 2011). For the students that struggle with reading authentic texts are particularly important. Reluctant readers deserve and do perhaps have a greater need for engaging texts that have meaning to them to coax them into the world of languages, according to Steph Harvey and Annie Ward (2017). Introducing students to authentic texts at school can therefore be crucial if we want them to become independent readers, especially if they are reluctant to read in the first place. Teachers must initially act as guides in the literary world in hopes that the students eventually will learn to find their own path in it (Bridges, 2018).

2.2.3 Audiobook

There exist many opinions when it comes to the use of audiobooks. Some think it is the same as reading a normal paper book, while others think it is a lazy approach to reading. Regardless of opinions, audiobooks have successfully integrated into L2 language learning and have shown positive effects, such as improved listening comprehension (Kartal & Simsek, 2017) and vocabulary acquisition (Chang, 2011). Although the use of audiobooks does not promise an improvement of other language skills, introducing diverse tasks to accompany the listening-reading process can contribute to establishing the reading-writing connection. Therefore, joining the spoken word with the written task makes it possible to improve reading scores (Beers, 1998). A small study involving only seven students was conducted by (Chang, 2011) looked at the reading while listening process and discovered an increase in reading comprehension and fluency, which suggests that audiobooks are useful when reading. Arata Isozaki (2014) saw positive effects on reading sufficiency and greater enjoyment of the reading process. Children's Literature in English Language Education (2020) presents a case study aimed at increasing the reading fluency of the learner. Using audiobooks as scaffolding to the reading process makes it possible to help students evolve into more competent readers. Several studies seem to support the idea that audiobooks can positively affect language learning and reading. They are introduced in a way that facilitates learning and as a tool in the

reading process. Furthermore, reading seems to contribute to enjoyment which must be seen as a priceless advantage in a school setting where we find increasingly more reluctant readers (Padberg-Schmitt, 2020).

2.2.4 Graphic novels

Krashen states that graphic novels should be used to teach English as a foreign language (EFL) classroom because it is fun, motivating, and helps learners develop literacy skills (Rimmereide, 2021, p. 197). Many readers find the graphic novel fun and motivating because it uses many different modalities. A mode incorporates the systematic combinations of visual, aural, and textual communication; such modes are the verbal and the visual modalities. However, modes further include the use of color, graphs, sounds, and hyperlinks in the multimodal text. Being able to decode an image is regarded as a highly relevant and important skill along the line with decoding text. Therefore, it is regarded as a necessary literacy skill by the Norwegian Directorate for Education and Training, 2019/2029 (Rimmereide, 2021, p. 197). But more importantly, graphic novels are a great tool to use in the English classroom because they enable competent and reluctant readers alike to engage in the reading process on more equal grounds, which can, in turn, lead to more students feeling motivated to read more. Many experiences an enhancement of text comprehension when paired with visual expressions, or indeed that the visual expression supports reading comprehension.

2.2.5 Digital approaches to reading

Anita Normand says that engaging with well-written, authentic text can bestow a lifelong motivation for reading in young learners. An approach was the learners connecting with literary text in combination with digital media tools, which can provide one gateway to achieve this. In LK20, one competence aim after 10th grade states that *"the pupil is expected to be able to use different digital recourses and other aids in language learning, text creation and interaction"* (Ministry of Education and Reserach, 2019). Combining literature with digital elements can reduce the learning process and increase motivation because we are tapping into the students' free time practices. The active engagement with authentic text may also support learners in creating meaning from such literary texts. In having the students read an authentic text in Sway, we had students use digital resources to facilitate a reading assignment that allowed every student to read the same text despite their level or language/reading skill but still feel understanding and mastery of its text.

2.3 Reading strategis

According to Øistein Anmarkrud and Vigdis Refsahl (2016) reading strategies is what the reader does beyond what he/she must do in order to read a text (p. 14). They also define reading strategies as the process where the reader constructs and gathers meaning in the texts (Anmarkrud & Refsahl, 2019, p. 7). The efforts that the students accomplish beyond just decoding the text. The efforts can, for example, be the actions and the way of thinking that the student performers learn and understand the context in the text or use to solve the given tasks. When readers have functional and proficient reading strategies, it also involves having control and being conscious about what one is doing and having the opportunity to switch between strategies to understand what they are reading (Anmarkrud & Refsahl, 2016, p. 14).

Comprehension is the main idea behind reading any text. Whether it is a short text with only a few sentences or a longer, more complex novel, the goal is to understand and learn from a text. Scaffolding can be truly relevant to aid students in reaching that goal. Scaffolding support from both teachers and peers is needed to learn how to become aware of and identify the main ideas in a new text. If one succeeds in becoming a strategic reader, it should be possible to read effortlessly while finding the main ideas without struggle or assistance.   If reading strategies are used often and extensively, they can go from being conscious to becoming an unconscious use of a skill. Interaction around the text is normally key to evolving reading comprehension. The students can understand a text better if a teacher engages them in targeted conversation about it while reading. Therefore, reading comprehension is evolved and is learned best when done through social activity in collaboration with teachers and peers. To specify these social activities will involve talking as a group about the meaning of the text, how it can be interoperated and what difficulty one meets when interoperating it, and even consideration surrounding what information in the text is important and why. Discussions focused on reading comprehension are scaffolding techniques that can help learners understand the use of strategy and promote language awareness. However, students need to learn how to monitor their own reading comprehension while reading, consciously checking their own understanding of the text and implementing appropriate strategies if they struggle. Therefore, as a teacher, it is important to introduce several reading comprehension strategies and raise awareness of their importance as a learning tool that can aid metacognition (Tishakov, 2018, pp. 113-114).

For students to become good readers their background knowledge, reading motivation, and reading strategies play a large role. Good readers use their background knowledge consciously and actively. They are willing to put in the effort that needs to be implemented in order to understand the given text, and they are also strategic when reading (Anmarkrud & Refsahl, 2019, p. 9). Therefore, the three principles in reading strategies mutually affect each other and must be seen in the same context. There is little help in focusing on reading strategies if the students are not motivated to read (Anmarkrud & Refsahl, 2019, p. 10).

In the principle of reading strategies, hundreds of strategies are being used. This means that there are no right or wrong strategies to use. All that matters is to find the strategies that work the best for one as a reader. However, when students learn to read, it is very important to expose them to some of the strategies out there. One example of a reading strategy is organization strategy. This strategy is used to create a connection between the different texts or between the different elements within the text (Anmarkrud & Refsahl, 2016, p. 22). This strategy is often used in elementary school. It is a strategy that can be used at any age. It gives the reader a better overview of the text's content, and it can also help the reader structure their inner context between the different text elements (Anmarkrud & Refsahl, 2016, p. 22). The strategy is often used together with elaboration strategies, where the goal is to create good learning and deep understanding. The strategies are also used when the reading has the main goal or when reading factual texts using the organization as a reading strategy builds the students´ knowledge of how school knowledge can be organized, and how one can structure its reading (Anmarkrud & Refsahl, 2016, p. 22). The lesson goal or the purpose of the reading determines how the students organize their reading.

An example of a strategy well used within an organization is making mind maps. The concept of creating mind maps as a reading strategy is to help sort out, for example, characters, terms, or facts about a given topic (Anmarkrud & Refsahl, 2016, p. 22). The concept of using a mind map as a strategy is to help organize what one is looking for in a text. Students are often introduced to mind maps early in their school days. Already in 1st-grade, teachers use mind maps when teaching about the different letters in the alphabet. Furthermore, students are encouraged to use mind maps when they are reading factual texts or when they are creating a text. Therefore, one can say that mind maps are used at any age and is a good strategy for reading and creating an organized structure of the context that one is reading (Anmarkrud & Refsahl, 2016, p. 22).

Another strategy that is well used is creating term maps. This strategy builds on the same principle as a mind map; however, the difference is that a term map focuses mainly on one term that the students are to write down the definition on and create illustrations to and show assimilations to the concept (Anmarkrud & Refsahl, 2016, p. 24). When creating term maps, the reader is looking for three main questions. The readers ask, "*What is it?"* here, the reading is looking for the category.

Further, the reader asks, "*what property does it have?"* here one is looking for the description, and the last question is "*examples"* here, one looks for examples of the term both in the text as well as in other platforms, such as a dictionary (Anmarkrud & Refsahl, 2019, p. 27). By creating term maps, the students can organize unfamiliar terms or terms they struggle with and find definitions that help them understand. Doing this activity also helps the students gain knowledge and expand their vocabulary. Theresé Tishakov recommends reading strategies such as *summarizing, forming, and answering questions, elaborative interrogations, activating prior knowledge, using text-structure awareness, visual graphic, graphic organizers, inferencing, and monitoring comprehension* (Tishakov, 2018, p. 114).

2.4 Explicit and Implicit learning

Ellis (2006), describes the concepts of explicit and implicit knowledge in his article. Based on Ellis`s article, we understand the terms to be counterparts to each other, Meaning that they both teach grammar and language but by using a different methodology.

Explicit knowledge can be defined as the facts and systemized rules that speakers of a language learns. However, it is important to recognize the difference between analyzed knowledge and metalinguistic explanation regarding explicit knowledge. Analyzed knowledge can be defined as a conscious awareness of how a structural feature works. On the other hand, metalinguistic explanation involves the knowledge of grammatical metalanguage and the ability to understand the explanations of rules within the language (Ellis, 2006).

The counterpart to explicit knowledge, which we understand as implicit knowledge, uses a more implied or unspoken approach. It is explained as being held unconsciously and can only be verbalized if made explicit. When one accesses this knowledge, it happens rapidly and easily, and the learning techniques are therefore well suited for use in rapid, fluent communication. Many SLA (Second Language Acquisition) researchers concur with the claim that competence in an L2 is a question of implicit knowledge (Ellis, 2006).

One example of implicit learning is extensive reading. By engaging in extensive reading, the idea is that the learner acquires knowledge about the underlying structure of a text as far as extensive reading is concerned. The process entails that the learner read a text without analyzing each structure and acquire new knowledge through a natural process without congius operations (Ellis, 2006). Stephen Krashen (1985) has introduced a term called the input-hypotheses, which concerns learning that occurs subconsciously without the learner being directly aware of what is learned. This outcome is the result of exposure to input over time. Krashen further claims that through what he calls, *"comprehensible input"* second languages are acquired. The *"comprehensible input"* term refers to both written and oral, which is *"a bit beyond"* the learners' present level of knowledge. Krashen the present learners level as i and the next level as $i+$. Therefore, the nature of extensive reading makes it an effective way to provide comprehensible input (Suk, 2017).

Confirmation of the linguistic gains of extensive reading has been presented in many studies, together with improved reading rates (i.e., reading speed) and vocabulary acquisition (Daskalovska, 2016). Maria Pigada and Norbert Schmitt conducted a case study in 2006, which indicates that it, through extensive reading, is possible to acquire more vocabulary than previously suggested by other studies. The study also considered partial knowledge of words because the acquisition of vocabulary is incremental in nature. Extensive reading also provides other forms of word knowledge besides meaning, for instance, spelling and grammatical functions (Pigada & Schmitt, 2006, p. 7). Their research is proof that it is possible to increase vocabulary knowledge considerably through extensive reading.

Despite this evidence, there still exist worries about the extent of extensive reading effectiveness compared to other methods. It is said that input is not the only way to acquire language (Blair, 2009). The input hypothesis does not clarify how one defines levels of knowledge or how much input is a sufficient amount and is therefore rather limited (Gass, Behney, & Plonsky, p. 132). Ron Sheen (2003) also argues that it is also essential to have an explicit focus on grammar for language learning. Moreover, Batia Laufer (2010) argues in similarly in Bogen (2019), saying that vocabulary needs to be an explicit focus. In essence, extensive reading is made insufficient because an implicit approach to language learning is seen as insufficient.

Nevertheless, a study by Namhee Suk (2017) strengthens the documentation for extensive readings effectiveness compared to intensive reading (IR). In the study, an extensive reading (ER) program integrated as a curricular component is investigated. It coexists with an existing curriculum, and the effect ER has on the different types of L2 learning, reading rate, vocabulary, and comprehension. The study shows that both groups improved their reading rates. However, the ER group that had read more had accordingly improved more. Vocabulary acquisition presented itself as the most obvious gain in Suk's (2017) findings. She put forward two feasible reasons for this: consistent exposure to graded readers over time and multiple exposure to words. Because the ER program is integrated within an existing curriculum, the study illuminates the implementation of ER programs in an EFL setting accurately.

A meta-analysis was published by Jiren Liu and Jianyuing Zhang (2018). It intends to look into the overall effectiveness of ER programs on vocabulary learning in EFL. It synthesizes data from 21 empirical studies and explores how the effectiveness of ER is affected by the length of instruction and teaching methods. In total, the study suggests that ER does indeed have a consequential effect on vocabulary learning in the English subject. The study revealed that the most suitable length of ER instructions is about one semester (less than three months). Vocabulary exercises and comprehension questions are presented as good instructional activities, and they play a significant part in vocabulary learning.

A study was also done by Jeffery Huffman (2014) in which he explores the effects of extensive reading on reading rates. The study compares two college courses over one semester, where one focuses on ER while the other focuses on IR. In his findings, the ER group increased their reading rate by a mean of 20.73 standard words per minute, and the IR group only had a mean increase by .62 standard words per minute. Huffman (2014) discusses that the vast difference could be the ER group engaging in time reading activities and explicitly being told to increase their reading speed. He discloses that extensive reading courses without such activities would probably not see the same increase in reading speed. However, the study show the effectiveness of extensive reading compared to intensive reading.

In a focus on forms study done by Stuart McLean and Greg Rouault (2017), they also explore the effects of extensive reading on reading rates, but this time compared with grammar-translation. They raise the question, *"which of the two treatments facilitated greater reading*

rate gain" (McLean & Rouault, 2017, p. 95). Although both treatments resulted in reading rate gains, *"the ER group participants experienced significantly greater gains"* (McLean & Rouault, 2017, p. 102). Like the results in Suk`s study, McLean and Rouault speculate that the ER students´ results were due to them having read notably more words. Another noteworthy finding is that since the students used the same amount of time on tasks it is reasonable to assume that ER is more effective and more efficient for increasing reading rates than grammar-translation (focus on form). In sum, one can say that extensive reading looks to be more effective in increasing reading rates than both intensive reading and grammar-translation (focus on form).

The problems addressed regarding the input hypothesis and its inability to explicate levels of knowledge needed for an adequate input are discussed and widely rejected in the findings associated with extensive reading. According to Marcella Hu and Paul Nation, learners need to know at least 98% of the words in a fiction text for unassisted reading. For every 50 running words there should not be more than one unknown word in the text (Hu & Nation, 2000, p. 423). Using these guidelines, one can assist learners in finding reading material that facilitates comprehensible input, this being their $i+1$. Nevertheless, establishing exactly what enough necessary input requires is defiantly a complex issue.

In the book *Extensive Reading in the Second Language Classroom,* Richard R. Day and Julian Bamford (1998) state that no set amount of reading qualifies for the term extensive. Later research by Rob Waring and Stuart McLean, where they explore the core dimensions of ER, discusses a variation of suggestions made, for instance, 300 000 words; a book a week; or 2-3 graded readers a week. Regardless of this contention, there is doubt about the amount a student should read for extensive reading to be effective among L2 teachers. Because there are several various recommendations, it suggests that the amount of reading is not a fixed number of pages or hours. It depends on the perception of the students and teacher and how they think extensive reading distinguishes itself from other reading classes (Susser & Robb, 2019). Variations of this understanding will again vary depending on the type of program and level, for instance. Given these variations, setting a minimum requirement might be more appropriate based on the number of words for different levels. It determines the amount of effort needed to engage in extensive reading more accurately (Brevik, Flogenfeldt, & Beiler, 2020).

2.5 Extensive reading

The term extensive reading (ER) was first used, in the context of second language teaching, by Harold Palmer (1917). He explained it as a way of teaching reading by reading several books quickly without focusing especially on its lexicological units. The paper will now try to define the term reading in the context of this work. Reading is the decoding of letters into words. However, if the meaning is going to be established from a written text it encompasses a lot more. To comprehend meaning is an interactive process, where the reader employs background knowledge, reading strategies, and knowledge of the language (Faye-Schjøll, 2009, p. 8). The purpose of reading can have several reasons, and therefore it is done in diverse ways. Skimming is used to gain an overview by scanning to find specific information. However, careful or intensive reading aims to understand the text and its information as a whole. The latter is often encouraged in classroom instructions (Faye-Schjøll, 2009, p. 35).

This experience also include reading in the English subject in Norwegian secondary school education. Reading often involves studying course books in detail (Birketveit, Rimmereide, Bader, & Fisher, 2018). Reading extensively is another way of reading. It entails reading much text fluently, at a comfortable level, and the reading is typically experienced as enjoyable and rewarding. Fluent reading can be defined as the reading with little effort in recognizing words, and most of the reader's cognitive capacity therefore can be focused on comprehending the text (Huffman, 2014, p. 19). Therefore, extensive reading is the opposite of intensive reading where *"each sentence is subjected to careful scrutiny, and the more interesting can be paraphrased, translated or learned by heart"* (Palmer, 1917, p. 215). Intensive reading is important, but it should not be the only source of the learners' reading practice because if it is, they will never become fluent. Extensive reading is thus also necessary (Blair, 2009).

In the book, Literature for the English classroom, extensive reading is described as a key language learning building block and that the material should be easy to make the reading pleasurable, that there should be a wide variety of reading material available, and that the reader should be able to choose what they want to read freely.

However, another interesting idea mentioned, which resembles our teaching scheme, is book clubs and reading circles. Some or all students read the same text, making for appealing and sociable reading options. A book club can be seen as a pleasurable activity where readers can

compare their experience with the text find that others have noticed things they have not. Book clubs for adults are well-known concepts. This can contribute to making a class book club feel like a mature activity that the students might want to repeat with several books. Reading circles is a more structured method that extends upon the book club concept by forming literature circles. The learners form smaller groups that agree on one book. Much like a book club, they meet and revive their progress regularly and can even assignee role cards giving each of them a different task to focus on for a final discussion (Murty, et al., 2021, pp. 186-191).

2.6 Facilitation

The Norwegian education act §1-3 states that *"Education must be adapted to the abilities of the individual pupil, apprentice, candidate for a certificate of practice and training candidate"* (Lovdata, 1998). This law means that teachers are responsible for facilitating and creating variety in their lessons in favor of the students learning. This teaching method is not new. In 1987 the Norwegian government sanctioned a method that saw all learners as individuals who acquired language in different approaches (Fenner, 2018, p. 31). Variation in teaching does not simply mean that one varies the given task. It includes choice of teaching method, choice of tasks, using the school facilities, how the lesson is organized, and the usage of teaching aid (Håstein & Werner, 2014, p. 43). The way that variation has been used in this master thesis is that we designed a teaching scheme through sway, where the students had the opportunity to choose which reading method they wanted. They were also introduced to new reading methods where they had the opportunity to choose pure text, a graphic novel, and an audiobook. The lessons were organized to give the students the link to the sway, they then chose what reading methods that they wanted, the students were also given a task after every chapter to help them summarize what they had read, a small PowerPoint presentation also summarized what the students had read and gave them a little hint of what was to come. Using these methods of variation in teaching it gives the teacher the opportunity to facilitate the lesson and meet the student´s needs. Nevertheless, one should not fail to mention that the students also create variation, as the students can be viewed as being multiple intelligent and individual learners (Helland, 2015, p. 325). The theory about multiple intelligence was created by the American developmental phycologist Howard Gardener, who states that there are seven forms of intelligence (Helland, 2015, p. 325).

The first intelligence in Gardener´s theory is linguistic verbal, meaning that students can see language well both in written and spoken form (Helland, 2015, p. 325). The characteristics of lingual-verbal students are that they often are good at reading, writing stories, and memorizing information. The second intelligence is logical-mathematical. Here the students master the recognition of patterns, give reasoning, and logically analyze problems. The logical- mathematical students think abstractly in patterns, relationships, and numbers (Helland, 2015, p. 325). The third intelligence is musical. Being musically intelligent means that the students think in patterns, sounds, and rhythms. Students mastering this intelligence greatly appreciate music and show this appreciation in compositions and musical performances (Helland, 2015, p. 325). The fourth intelligence is, according to Gardner, bodily- kinesthetic.

Students with such intelligence are capable of strong physical control, body movement, and performing actions (Helland, 2015, p. 325). The characteristics that can be observed through students with this intelligence are that they have outstanding performance when it comes to, for example, dance and sports. They also have excellent eye-hand coordination (Cherry, 2019). Visual-spatial intelligence is the fifth intelligence in Gardner's theory. Having visual-spatial intelligence means that the students visualize things (Helland, 2015, p. 325). We, humans, visualize things. However, students who are visual-spatial intelligent master reading charts, and maps, creating pictures and videos, and mastering directions given (Cherry, 2019). The sixth intelligence is interpersonal. Here the students have the ability to interact and understand other people. Students interpersonal intelligence have the talent to see around them through emotions, motivations, and desires. Teachers are, in many situations, seen as humans with traces of interpersonal intelligence, as they can see their students and others around them in their work and care for the students learning and wellbeing (Helland, 2015, p. 325). The last intelligence in Gardner´s theory of intelligence is intrapersonal. Students who have intrapersonal intelligence have the strength of being aware of their motivations, emotions, and feelings (Helland, 2015, p. 325). People with intrapersonal intelligence can be seen as self-centered humans because they can often drift in and out of day dreaming, and only know about their strengths. Nevertheless, they can also be viewed as strong people who are aware of their relations with others as they are aware of their weaknesses and strengths (Cherry, 2019).

Teachers have to consider Gardner´s theory when in the classroom because students' intelligence is, for the most part, measured by their IQ (Helland, 2015, p. 324). As one can see from Gardner's theory, intelligence is not only a matter of taking a test that measures how you see patterns, but it is a matter of how we see others and ourselves both outside and inside the classroom. The multiple intelligence theory suggests that students learn differently depending on which intelligence they have. Therefore, it is important that variation and facilitation in teaching is used to meet the different types of intelligences.

Gardner´s theory states the importance of facilitation. However, as teachers and educators, we have learned that achieving facilitation 100% is challenging. According to Håstein and Werner (2014), it is important to facilitate lessons so that many students see the importance of learning (p. 19). One of the reasons it is challenging to facilitate lessons for everyone is that we as humans are different from each other and have unique needs. The principle of adapted teaching builds on students experiencing mastery and being challenged in their given tasks. This approach also builds on the principle of equality, including high-quality lessons.

2.6.1 Hyper and deep attention

N. Katerin Hayles (2007)writes in her article "Hyper-and Deep attention" that we are in the midst of a generational shift in cognitive styles that poses challenges to education. The shift gets more pronounced the younger the students are. To prepare for this, we must become more aware of the differences, understand the causes, and think innovatively and creatively to create new educational strategies that are more suitable for the change to come. In the cognitive style, the shift is most noticeable in the contrast between deep attention and hyper attention. Deep attention is the cognitive style that is characterized by concentrating on a single object for extended periods of time, for instance, a classical novel, and ignoring all other stimuli while reading, having a single stream of information, and having a high tolerance for long focus times. Hyper attention, on the other hand, is described as a cognitive style where one switch focuses rapidly on different tasks, using multiple streams of information, preferring a higher level of stimulation, and has a low tolerance for boredom (Hayles, 2007, p. 187).

Each of these two cognitive modes possesses advantages and limitations. Deep attention is excellent for solving complex problems that represented in a single task, but it limits the possibility of environmental alertness and response flexibility. Hyper attention is suitable for rapid negotiating and changing environments in where multiple topics compete for attention.

Impatience with focusing for extended periods is the main disadvantage of this hyper attention because it prohibits focusing on a noninteractive object such as a classical novel (Hayles, 2007, p. 188).

2.6.2 Facilitation through the sociocultural perspective

The sociocultural theory builds on the belief that knowledge is constantly changing and that we must understand the changes. Humans are co-creators of knowledge. Humans learn when they are part of the knowledge process (Lillejord & Manger, 2013, p. 177). We, as teachers, must make our students aware of this fact and facilitate them to use both known and unknown knowledge.

LK20 is based on UNESCOS Guide to create developing inclusive classroom. The guide states that; *"Equality and inclusion are central features of Norwegian education policy" UNESCO suggests eight indicators that can help teachers review their classrooms: 1) teaching is planned with all learners in mind. 2) Lessons encourage the participation of all learners. 3) Learners are actively involved in their own learning. 4) Learners are encouraged to support one another′s learning. 5) Support is provided when learners experience difficulties. 6) Classroom discipline is based on mutual respect and healthy living. 7) Learners feel that they have somebody to speak to when they are worried or upset. 8) Assessment contributes to the achievement of all learners* (UNESCO, 2017).

These principles are useful to have in the back of one's mind each time we create a teaching scheme so that we are sure that the learning environment we fashion encourages each student's unique gifts and facilitates the lesson so that they reach the maximum learning outcome they can. Although our teaching method mainly focuses on facilitation across various levels and skills, the method can open doors for reading more, and this will, of course, include more diverse text, which will include the viewpoint of more groups that challenge the heterogeneous that has been seen as the "normal."

2.6.3 Mastery through facilitation

Albert Bandura developed the mastery expectation theory. He defines expectation about mastery as people's evaluation of how well a person is to complete concrete tasks and how they act in given situations (Skaalvik & Skaalvik, 2018, p. 122). Having a low expectancy of mastery in reading is something that we have observed through different practical periods. Many students tend to have a low mastery expectation, which in many situations leads to

them losing motivation to read, or they often give up even before giving reading a chance (Skaalvik & Skaalvik, 2018, p. 133). Through Bandura´s theory, it is difficult not to mention motivation. Motivation is an important factor in all learning stages (Manger, 2013, p. 133). Therefore, we as teachers must know how we should increase the motivation of our students because motivated students will connect new knowledge with old knowledge. The students will also challenge themselves when motivated, rather than giving up when facing new and challenging tasks (Manger, 2013, p. 133). In the field of motivational psychology, one differentiates between inner and outer motivation. Instrumental values in a task control outer motivation, while the inner motivation is driven by an interest in the given tasks (Manger, 2013, p. 134). Therefore, we as teachers must facilitate lesson to so that the students feel inner mastery and stay motivated.

2.7 Motivation

As teachers, we have the opportunity to manipulate students' motivation through opening up for collaboration and knowledge sharing, as well as exploration, facilitation, and variation towards their interests. All these elements can help create a better expectancy of mastery and long-term motivation (Manger, 2013, p. 134). This aspect has been involved in this research by giving the students different options and diverse ways in which to read. We want to test out this diversity with this research. We gave the students the opportunity to choose three diverse ways of reading *"A Study in Scarlett"* written by Sir Arthur Conan Doyle (1887). They could choose from reading the original text, audiobook, and graphic novel to try and motivate all the students to read what they feel mastery in, as well as encouraging them to read to get them to understand the importance of reading and how it can help both with vocabulary and reading comprehension (Maagerø & Tønnessen, 2014, p. 207). By creating a relationship to your students, you gain their trust which in turn makes it easier to introduce them to new tasks that can show them that reading does not need be limited (Drugli & Nordahl, 2015, p. 85). Being encouraging as teachers is another way of helping motivate the students and to build on the relationship to the students.

Another factor that can play a role in the students´ motivation is the teachers' attitudes and the ability to work as a role model for the students. If students look up to us as teachers, we should show engagement and be open about our struggles/diagnosis that we may have. By doing so one is able to reach the students better who may also have the same struggle/diagnosis (Manger, 2013, p. 135). One diagnosis that often plays a role in students'

motivation and expectancy of mastery in reading is Dyslexia. A study from dyslexia Norway shows that 5% of the Norwegian population has dyslexia (Dysleksi, 2021). Being two teachers with dyslexia and being open about it can show the students that dyslexia is not a hindrance when learning. One must find and use different strategies that help one learn with dyslexia.

A third factor that can play a role in the students´ motivation is the theory of top-down and bottom-up. In the literature classroom, the teachers need sufficient knowledge of literature to create enthusiastic and well-structured literature lessons. The students´ first experiences with literature that they meet in these lessons will help them to build their literature background and knowledge, which is something that humans take with them throughout their lives because humans connect with the literature that they read, through the characters, issues that may occur in the text and events. When the literature becomes important for one as a reader, a foundation has been laid for further work on the text and further discuss what experiences have been gained through reading the text (Henning, 2010, pp. 77-79). There needs to be a balance between literature lessons, text interpretations, and reading experiences. The students' reactions and emotions to the text belong to the students´ experiences. In contrast, the students' thoughts and interpretations of the text as an object should only be discussed within the classroom. The students should be made aware of and accept others´ meanings, interpretations, and the distinctions that follow discussing literature and the experiences that one gets from reading, however at the, same time the students should be able to problematize if the different interpretations are valid (Fjørtoft, 2014, p. 190).

If the main goal of the literature lesson is to be used as a starting point for the students' needs for review of important literature and students' point of view, however, it does not need to be an absolute consideration. Rather it should be created into a productive relation (Greibrokk, 2014, p. 259). In order for the work done around the literature to not become a mechanical process that may destroy the students´ desires to read, one must therefore create a literature experience where the students can connect to the texts. This experience has to be worked with already from day one. The ideal way to create a literature lesson is to balance text - oriented and student-oriented lessons (Fjørtoft, 2014, pp. 185-187). Fiction has to be understood both as a pedagogical basis and as an aesthetic object for the students to gain competence within the literature. The American literature didactic Judith A. Langer states that the teachers must present authoritative interpretations, questions, and answers, and allow the students to

construct their own interpretations, questions, and answers. This structure is what Langer defines as the two approaches of top-down and bottom-up.

2.7.1 Motivation through multimodality

Today, digital media plays a major role in our lives. Students have computers, iPad, iPhones, and other digital tools available in school and at home. As teachers, we must include this digital interest within the classroom, including the students´ interest, which will help facilitate learning and help with motivation (Lillejord & Manger, 2013, p. 179). When using digital approaches when reading in the classroom one opens to the use of multimodal texts.

The Multimodality approach creates meaning through a system. In this context a system means a valid modality in text such as paper, pictures, and font (Maagerø & Tønnessen, 2014, p. 18). With this approach, one can state that there are no monomodal texts. The reason for this is that how a text is structured, the paper material used, and the way it is written creates meaning and opens for interpretations in different ways (Maagerø & Tønnessen, 2014, p. 19)

All modalities can create meaning; however, they have their limits, because of modal affordance. As James J. Gibbons states, Affordance is the "*potential use of a given object, stemming from the perceivable properties of the object*" (Maagerø & Tønnessen, 2014, p. 24). Different readers can anticipate all objects differently, showing that different readers will discover different affordances. All readers approach their reading with a diverse interests, strategies, and needs. Therefore, teachers must be open to the diversities that can appear when talking, reading, and using literature in the classroom. The positive side with all people experiencing different affordances when reading is that it opens for good discussion upon what is happening in the story. It opens for different viewpoints that can help others understand the story.

There is no correct answer to what multimodality one uses in the classroom. All around us, there are multimodalities. However, in our research, we chose to create a multimodal portal in Sway for the students to use. The reason behind this is that we wanted to create a platform in Sway that enclosed the students to the text that was in focus. However, we also wanted to give the students the opportunity to choose the type of modality and text form they felt suited them better.

2.7.1.1 The modalities used

The types of media and modalities that we used in the sway were original text with some illustrations, a graphic novel, and an audiobook. We wanted all the students to read the same story, but through the media that they wanted to. The students were given different texts through a Sway presentation where all the texts were gathered. This opportunity allowed the students to challenge themselves to a text they may not have chosen, or they could choose the type they felt suited them best. When we created the Sway presentation that the students used when reading, we had to scan in both the graphic novel and the original text. We figured that it would be best to present the students with the several types of text expressions simultaneously and give them the opportunity to choose what they believed suited them the most. Students read different texts, and we wanted to facilitate the reading to the best of our ability.

3 Method and empirical

In this chapter, we will explain which methodical choices are the basis for this thesis. Further on, we will first discuss the principles of action research and learning and then explain what qualitative, quantitative, and mixed- method is. There will then be a more thorough review of what questionnaires are, observations, and reflection notes, where the focus will be on how the questionnaire was formed and what type of observations were made. The last chapters look more at the ethical part of the research, highlighting the reliability and validity of this project.

3.1 Action research

Before we started our action research, we chose to send out a survey to determine to what degree the students read outside of school and what they read. We were also interested in finding out the students´ thoughts about classical literature, if they are interested in it, or if they simply find it boring. Through our mapping of the students, we also wanted to find ways that we could facilitate the reading lessons, achieve adaptations for most of the students, and make sure that most of the students felt mastery.

This project's focus is action research with a classroom approach. The theory of action research is designed to try and narrow the gap between practice and research. Louis Cohen, Lawrence Manion, and Keith Morrison (2018) define action research as a small intervention in the already exciting practice and a close systematic examination and review of the effects of the intervention combining reflection and action to improve the exciting practice (Cohen et al., 2018, p. 441). Action research is a broad concept; however, all elements of action research require observing, systematic planning, and reflection, which is more demanding than what is done daily (Cohen et al., 2018, p. 442). One may be looking to improve the already existing practice. A term well associated with action research is the action learning cycle. This model explains how asking questions, conducting research, gathering information, creating ideas for changes, implementing these changes, and then questioning the results goes on as a cycle that repeats itself . According to Tiller (2006), action learning has a lot in common with learning through experience. However, the word action implies an active interaction. It is a continuous learning- and reflective process intending to make a change by asking questions from one's

own or a teacher collective's teaching practice. The changes one intends to make are on a local level, and teachers have also expressed a wish not to be categorized as researchers. Hence, the term action learning (Tiller, 2006, pp. 43-52).

We have implemented the action research theory in this master´s thesis to look back at the different practice periods, what previous research states, and what the core curriculum states about reading in the English subject. Through 4 years of teacher education, we have observed that extensive reading is not widely used in the English subject. When looking at the Norwegian core curriculum, one of the basic skills is reading in Norwegian and English. We, therefore, wanted to create a project where we could involve extensive reading that also adapted to the students.

Although neither of us has our own class now, we want to test our theory in an already exciting classroom. Cohen et al. state that when working with action research, the aim is to bring in and achieve improvements, develop social practice, or innovative change to understand better one's practice (2018, p. 442). We have used an innovative change approach since we used Sway as a platform where the students could access the reading. We chose to use Sway because we have used it within our teacher education and found it a useful to collect all the media that the students were to read.

3.2 Action learning

When talking about action research one simply cannot do so without mentioning action learning. Action learning is the concept of learning through experience (Tiller, 2006, p. 43). When working as a teacher, one is always researching to improve one's practice. However, teachers will not be researchers (Tiller, 2006, p. 50). A teacher simply does not have the time to sit down to analyze and draft a research paper; however, within a teacher's day-to-day life, they document what they observe within their workday. Another key factor that takes place within action research is the fact that pedagogy, research, and teaching come together as one element (Tiller, 2006, p. 51). Tom Tiller (2006) states that some of the advantages of action learning are that teachers become aware of their own practice, as well as them being more conscious of their own knowledge, and create learning by reflecting upon today's tasks and what is to come (Tiller, 2006, p. 51). What this means is that we are constantly learning from one another. A teacher who has worked for 30 years, can learn from someone that has, for example, 5 years of experience because we humans develop when meeting other people and

having their support. One learns from reflecting and being aware of what one does through the eyes of others. This perspective also builds on Albert Bandura and Vygotsky´s theory of learning from our surroundings, observing them, reflecting, and implementing them to ourselves.

Figure 1- Action learning cycle by Yrjö Engeström

Looking at how Tom Tiller (2006) defines action learning, Yrjö Engeström (2014) defines expansive learning. We have implemented it in our research. One can look at figure 1 to gain an understanding of how action learning is a continuous learning cycle.

How Engström's (2014) expansive learning cycle works by asking questions about the exciting practice. Such as we have done, where we have asked questions about how reading is used within the English subject and if any changes need made potentially. Looking at our own experiences both from our time in school and through four years of practice experience, we designed a teaching scheme that we believed would help the students and shed a light on how

teachers can use reading in the English subject. The first time we reviewed the teaching we already observed elements that had to be changed in order for the outcome to be as best as possible. Before retrying the new method, we reflected upon what we had experienced with the main teacher of the class, as well as with our supervisors. After agreeing on what changes should be made, we tested the teaching scheme again. Since we are not the main teachers of the testing classroom, we did not come to the stage of consolidating the new practice. However, when doing action learning as a method, we hope we have been able to shed light on how this teaching scheme could work and that we may have given some ideas on how to read in the classroom.

3.2.1 Methodology in elementary school

Although this project was tested out with students in 10th grade, this method can easily be adapted to primary school. The major change that must be made is choosing a book that suits the level in which the students are. It would not be suitable for elementary school students to read Sherlock Holmes; however, the students could, for example, read *Charlie and the Chocolate Factory* by Roald Dahl since this story is adapted to so many media and is written more towards students in 5th-7th grade. Another way that one can adapt this methodology to elementary school is to make the reflection notes orally or use simpler questions to make sure that all the students understand what is being asked and be able to produce an understandable text. We want this to be a method that can easily be implemented at an elementary school level. We think it is diverse enough to fit every level of English education. The template puts different varieties of the same text into a Sway that is accessible to the students. The content of the Sway can be any text that has been reworked into different text expressions, such as children's books, youth novels, and classical literature. In the lower levels of elementary school, we see a possibility of adapting the method further so that the student can follow the text and pictures on a computer while the teacher reads aloud.

3.3 Qualitative, Quantitative, and mixed - method

Martyn Hammersly (2013) defines qualitative research as a form of social analysis that contribute to adopting data-driven and flexible research. The research process emphasizes the essential role of subjectivity in studying several naturally occurring cases, using relatively unstructured data, and using a verbal approach rather than a statistical approach (Hammersley, 2013, p. 12). When doing qualitative research, it is natural to use observation as a method. However, observations can often show interpretations from the observant because is that the

epistemological standpoint in qualitative research is where knowledge is created between the researchers and researcher.

The Quantitative method focuses on precise quantified data from a more extensive selection of people. According to Line Christofferesen and Asbjørn Johannessen (2012) the quantitative method, in general, is not very flexible, but this allows for comparing responses across participants and sentences. For example, in our questionnaire, all the students are given the same questions and answer opportunities, which we could compare and transform into numbers and statistics. John W Creswell and J. David Creswell (2018) describes the quantitative method as the approach where the researcher is often trying to test theoretical assumptions based on the theory

Both methods focus on the quality of the research, but the differences are shown in the empirical organization. The differences between these two approaches are that the quantitative shows to characteristics of the research and emphasizes the empirical quality of data. When using these two methods as a combination when researching, it is considered a mixed method. Creswell (2018) defines mixed methods as an analysis involving data collecting, mixing two forms of data, and using recognizable designs, including theoretical framework and philosophical assumptions. The main assumptions of this analysis are that the combination of quantitative and qualitative approaches gives a deeper understanding of a research problem than the approaches given alone (Creswell & Creswell, 2018, p. 4).

Our research used these methods by using questionnaires to get the students´ attitudes towards reading, observations, and reflection notes both from the students and their teacher. The questionnaires are data collection methods where we get a numerical analysis of the students. However, this does not give us a clear answer to our thesis question. We, therefore, needed a textual explanation of what the students experience in our research and gave us a quality to measure if there were any changes in their attitudes, motivation, and feelings of mastery.

3.4 Questionnaire

One method of collecting data in this thesis is using a questionnaire. This method enabled the researcher to gather both information and view of the students' relationship with reading English. The reason for choosing a questionnaire is that it allows the researcher an opportunity to gather quantitative data and give knowledge of a larger group than qualitative data usually gives (Gleiss & Sæther, 2021, p. 143). The method also provides a sensible

overview when it comes to presenting the results of the investigation. The researcher is trying to measure mastery and motivation, which is hard to measure without the students' point of view. Therefore, a questionnaire was created to see if there is a change in the students' relation to reading and if their motivation toward reading has changed.

One of the advantages of using a questionnaire as a method is that it is less time-consuming than others, such as an in-depth interview. This method also makes the recipients able to think and reflect on their answers, and by it being anonymous, they can respond more earnestly to each question (Bjørndal, 2017, p. 108). When one can be anonymous, one often opens up more, no one can trace back who said what, and no one from the outside can manipulate the answer you give (Gleiss & Sæther, 2021, p. 143). The questionnaire created contained closed questions, followed by different answer options Christoffersen and Johannessen refer to these types of questionnaires as a "pre-coded questionnaire" (2012, p. 130). The answer options they could choose from stated their degree of volition towards different questions regarding both in the English subject and outside of school. We chose this form of questionnaire because the answers became clear and easy to process into data. One of the disadvantages of these questionnaires is the limited possibilities to gather in-depth information, compared to interviews. Using questionnaires is also limited because they cannot ask any follow-up questions like one would in an interview (Bjørndal, 2017, p. 108).

When creating the questionnaire, in this thesis one had to choose if the questionnaire should be in English or Norwegian. The researchers decided to have the questionnaire in Norwegian as they wanted to make sure that all the students understood what was being asked and to operationalize the questionnaire. When operationalizing a questionnaire, one divides the phenomena that the concept reviews (Gleiss & Sæther, 2021, p. 145), related to mastery of reading in English. As mastery and relations are hard to observe, the questionnaire will provide data that can be measured. The students are given the questionnaire before the research was started, and after the research has been completed.

The questions that were asked go under the category of attitude. The meaning behind this is that we as researchers are interested in finding what attitudes the students have both towards reading in general and also reading in English at school (Gleiss & Sæther, 2021, p. 149). To get the students´ attitudes towards reading, we asked the students how much time they spent reading during a week connected to school and non-school related. Further on, we ask the students how they felt about the reading they are given at school and if they feel like it is

facilitated, relevant, and useful. The way that the students was to answer these questions were through a Likert-scale. The Likert-scale was structured with a five-variable answer

(1, completely disagree, 2; disagree, 3; neither 4, agree, 5; completely agree). Creating this system of balance of both positive and negative attitudes, and neutral part, where the responder who may not have a concrete attitude towards the answer has a possibility to provide an answer (Gleiss & Sæther, 2021, p. 154).

3.4.1 The Prototype

Gleiss & Sæther (2021) mentions that sending out a prototype of the question is a good method to make sure that the questions are understandable and that questions give answers to the data we want (Gleiss & Sæther, 2021, p. 156). The way that we tested our prototype was to send the questionnaires to friends and family that are within the age group as well as younger students. We wanted to both tests out what answers we got and along with how we would have to adapt the questionnaires to a younger group. The results that we got, showed that when using the questionnaire with the younger students we must adapt the language from literature to books for them to understand. But all in all, we can see that our research is adaptable to all grades.

From the answers that we got, we saw that our theory could be used across all the age groups that we tested. However, we see that the language must be adapted to the age group as well as the literature used if this was to be applied to the younger students would have to be different and age - appropriate.

3.5 Observation

Our teacher trainee was responsible for the teaching during the English lesson while the other focused on observations, giving us first-order observations. The reason for having first- order observations was to make sure that the observer only had a focus, and the other person took charge of being a teacher. Having a clear role as an observer is one to make sure that there is no conflict between the natural setting that the students are in when in their classroom, and to make sure that the observer picks up on the elements connected to our thesis question (Gleiss & Sæther, 2021, p. 106).

The purpose of our observation is to study the students´ activity in the classroom while reading and working with the text. Bjørndal (2017, p. 29) states that observation as a method

needs to be included as a natural side leap that is lateral to the teaching process. The usage of observation entails a systemization of the things you as an observer see by writing down what is happening in the situation in question and understanding it at a higher level. Both of us executed our observation in a structured way. Using observations as a method also gives us researchers the opportunity to look back at what really happened on the exact research day because one often forgets what has happened (Cohen et al., 2018, p. 542), and having observations made from that gives us as researchers the ability to look back and check what was going on in the classroom, and what our thoughts were after the research day was over.

One of the major reasons behind us choosing observations as help when doing our research is that it provides a real picture of what is happening in the classroom when the students are reading. Since we used both a questionnaire and reflection notes from the students, it would not give us a real picture of what was happening in the classroom. Cohen et al. (2018) mentions that observations give a reality check, as people say may differ from what they do (p. 542). The focus area around the observations will be based on facts and behavior. We always want to know the number of students present in the classroom, and we also want to observe the behavior within the classroom. Although this behavior is hard to observe, we have based it on what the students do when they are reading and their reflection notes. When doing observations, one can fall into the trap of recording our judgment and interpretation of the situation and recording them as observations (Cohen et al., 2018, p. 542).

In this research, we have chosen to use semi-unstructured observation because we have an agenda of things that we want to find; however, with the research question being so open we have no structure of what we were specifically looking for (Cohen, et al., 2018, p. 543). The observations are there to help us to test out our hypothesis. Observing the students in the classroom, we saw that what we originally had planned changed and that we were more looking at reading strategies rather than just reading for pleasure. This discussion shows that although one has a plan, it can change when coming out in the research field. This observation brings us back to Cohen et al. (2018) statement that observations are a reality check of what is really happening in the classroom. We have also chosen to use a complete observer (Cohen et al., 2018, p. 543) we want to ensure sure that the observer interferes with what is happening in the classroom. Since we are two researchers, it is better to have one in the teacher's role and one observer.

3.6 Reflection notes

When using observations as a method one often gets into a trap of applying one's interpretations, rather than pure observations. To ensure that one's observations are not only interpretations but a reflection note from the students can help back up the observations being done (Gleiss & Sæther, 2021, p. 118). Since this thesis is looking for motivation and mastery, which is very difficult to measure from pure observations, it is found necessary to have the students anonymously a text where they can reflect upon their own motivation, feelings, and attitudes towards what is happening in the lesson. The reflection note will be structured so that the students are first to reflect on some guiding questions about how they feel about the facilitation of the lesson, the given reading strategy, and the reading level. The last two questions they were to reflect upon had a focus on the students' feelings about using the methods given in the lesson with future works with reading both inside and outside of school.

Although this thesis is based on the English subject, the questions in the reflection notes were given in Norwegian, and we asked the students to answer in Norwegian as well. The reason behind this is that the researchers want to make sure that the informant is at a complete understanding of what is being asked and that they can answer more precisely and with certainty. When this thesis shows what has been answered, it will be translated into English, and the whole guide will be included in the appendix. However, this information will be shown as the original text given in Norwegian.

Even though this thesis focuses on the students' perspectives on their feelings and motivations, it is important to have a teacher perspective as the teaching has a relation to the students and understanding of how the students work and their attitudes. Therefore, it will be given a small reflection guide to the teachers to hopefully strengthen the researchers understanding of the students, and help strengthen the validity of the research. The reflection guide given to the teacher will be in Norwegian in order to get complete answers and to make sure that there is a full understanding of what is being asked. The questions given in the reflection guide were more open- ended than those given to the students. This approach allowed the teacher to reflect and give the researcher feedback on what worked well, what can be improved, and if this research is useful in today's school.

3.7 Research Ethics

With all methods used within research, there will always be an ethical requirement (Gleiss & Sæther, 2021, p. 43). With this thesis focusing on action learning and research, it places this research strongly again the three research ethical principles of consent, confidentiality, and anonymity. One wants to avoid negative consequences for the informants (Gleiss & Sæther, 2021, p. 43). Before starting the research, one has to obtain consent from both the students and parents because some of the students are under 15 years old, but also because everyone has the right to consent (Gleiss & Sæther, 2021, pp. 44-45). One must consider that children have denial competence. This fact means that one can risk that some students do not want to participate, even though they have given their consent (Gleiss & Sæther, 2021, p. 45).

A consequence of this research is that the results can place the participants in a bad light. An example of this is that the researcher uncovers inadequate professional knowledge, little variation in the teaching practice and that the students have a bad attitude (Gleiss & Sæther, 2021, pp. 45-46). Since the participants have consented and shown trust in the researchers can, critical interpretations and conclusions feel like a betrayal. The researcher must therefore deal with discretion as this is an ethical balance (Gleiss & Sæther, 2021, p. 46). Based on this context it must be considered that the researcher is responsible for protecting the participants against negative consequences while the research is portrayed as critical and honest (Gleiss & Sæther, 2021, p. 46).

3.7.1 Confidentiality and anonymity

According to the Public Administration Act all information that can be trace back to personal information is confidential. To maintain the student's privacy confidentiality is essential (Gleiss & Sæther, 2021, p. 45). One must not revile any information about personal relations connected to the research participants. In this research, it is impossible to achieve complete confidentiality (Gleiss & Sæther, 2021, p. 45) because the research findings will be part of the results in a master thesis that will be published for the public to read. Therefore, the researchers create a questionnaire, observations, and reflection notes that are completely anonymous and confidential.

Through this research, the researchers gave the informants two anonymous questionnaires and reflection notes to measure their attitudes and habits towards reading and measure if there are any changes in motivation and mastery. One has ensured that the information cannot be traced

back to individuals as they have not given their names when answering the questionnaire, nor have we mentioned the name of the school in which we have carried out our project (Cohen et al. , 2018, p. 129). Because we have conducted our research to assure the anonymity of the participants, we did not need to gather written consent to use the information gathered.

3.8 Validity and reliability

A primary question for both this thesis and other forms of research is how reliable the research is. As Gleiss and Sæther (2021), reliability refers to the quality of the research process and if the research can be trusted. Good reliability is necessary; however, it is not a sufficient precondition to say that one has good validity (p. 202). The margins of errors, one-sidedness, and prejudice are reduced in the data collection and analysis to have good reliability. Is it possible for other researchers to find the same phenomena by retesting the theory? What type of reliability problems can one see as relevant for our research? Who are we as researchers? Within qualitative research one can measure the reliability of the questionnaire. However, it is difficult to do the same in qualitative research. One does not use a structural technique with the data collection, the research is context - dependent, and one uses oneself as an instrument.

The equivalence perspective looks at the participants´ ability to interpret the questions asked and can the questions be interoperated differently from participant to participant. In this research, one must consider that the students know what type of reading style they enjoy and if they enjoy reading or not. Therefore, one can achieve a high score from the students here as interpretations are limited. Nevertheless, it can be more questionable when the students answer questions upon agreement and disagreements, as they may not completely understand what is being asked. The students may not put much consideration into their answers.

Another important question in research is how relevant and good the data represents the phenomena of classical literature lessons in the classroom. The research validity involves whether the research results can be considered valid. Gleiss & Sæther (2021) states that validity looks at how connected the different parts of our research design. Are the selection and method suitable for answering our thesis? Are we answering the thesis question? Are our conclusions and interpretations built on the data (Gleiss & Sæther, 2021, p. 204)?

Internal validity is about how trustworthy the research is and if there is any context between the data material and the research. The credibility can be strengthened through method

triangulation. There will be a questionnaire, text analysis of reflection notes, and observations in this research. This information will contribute to strengthening the inner validity of this thesis. Credibility can also be strengthened by communication through both a team who has competence in the subject as well as the informants (Christoffersen & Johannessen, 2012)

The outer validity deals with to what extent our informant´s results are valid for the population, or for the population at different times, or for populations elsewhere (Halvorsen, 2008, p. 158). If one is to succeed with gathering informants representing the mass population, one could state that we would have a statistic in favor of the conditions. However, our research only has a small group of students, which is not a good representation of our research being related to the whole population. This limitation gives our research a low validity in representing the Norwegian student population. However, for the classroom teacher, the research is valid for the class population, as it gives the teacher a picture of the classroom and their attitudes towards reading.

4 Findings and results

In this chapter, we will present the results from the questionnaire, the students reflection notes, and what we have observed ourselves. First, there will be a general presentation of different results that we want to highlight. Then there will be a discussion on what these results mean for our thesis question and general research.

4.1 Results from questionnaire

The questions used to map out the students' habits and attitudes were used as a guide for us to get a basic understanding of the students´ reading habits at home and in school, genera, and their motivation for reading. We also used it to enterprise how we could appeal to their curiosity about reading in the English classroom and promote their joy in reading. The mapping also helped us design the lesson scheme that we conducted, and it gave us a pinpoint on how to potentially facilitate the lesson to meet the students´ need and to help us answer our thesis question. From the questions asked in the mapping stage of the questionnaire, we can say that they do not give us a concluding answer regarding the students' habits and attitudes. However, one bulk of questions shows some changes in attitude towards reading fictional literature that which may have been caused by our lesson. Therefore, we have chosen to focus on these findings.

Figure 2 – The results from the first Questionnaire

1. Kjønn
Flere detaljer
- Gutt — 10
- Jente — 9
- Annet definert kjønn — 1

2. Omtrent hvor mange timer i uken bruker du på å lese på engelsk utenfor skolen ?
Flere detaljer
- Mindre enn 30 minutter — 3
- Mellom 30 og 60 minutter — 4
- Mellom 1 og 2 timer — 4
- Mer enn 2 timer — 9
- Leser ikke — 0

3. Omtrent hvor ofte leser du engelsk skjønnlitteratur utenfor skolen i løpet av en uke
Flere detaljer
- Mindre enn 30 minutter — 8
- Mellom 30 og 60 minutter — 4
- Mellom 1 og 2 timer — 2
- Mer enn 2 timer — 0
- Leser ikke — 6

4. På en skala fra 1-5 hvor godt liker du å lese ? (1 liker ikke, 5 liker)
Flere detaljer
- 1 — 6
- 2 — 2
- 3 — 9
- 4 — 3
- 5 — 0

5. Hvilket forum liker du best å lese på ?
Flere detaljer
- Fysiske bøker — 3
- Nettbrett — 9
- Tegneserier — 1
- Lydbok — 3
- Bildebok — 0
- Annet (gjerne utdyp) — 4

6. Hvilken sjanger foretrekker du å lese ? (Kryss av inntil 3 sjangere)
Flere detaljer
- Fantacy — 9
- Eventyr — 7
- Krim — 8
- Science Fiction — 7
- Romantikk — 6
- Historie — 3
- Biografi — 0

Figure 2 – The results from the first Questionnaire

Figure 3 – The results from the second Questionnaire

1. Kjønn
Flere detaljer
- Gutt — 12
- Jente — 10
- Annet definert kjønn — 1

2. Omtrent hvor mange timer i uken bruker du på å lese på engelsk utenfor skolen ?
Flere detaljer
- Mindre enn 30 minutter — 5
- Mellom 30 og 60 minutter — 5
- Mellom 1 og 2 timer — 3
- Mer enn 2 timer — 6
- Leser ikke — 4

3. Omtrent hvor ofte leser du engelsk skjønnlitteratur utenfor skolen i løpet av en uke?
Flere detaljer
- Mindre enn 30 minutter — 6
- Mellom 30 og 60 minutter — 5
- Mellom 1 og 2 timer — 2
- Mer enn 2 timer — 0
- Leser ikke — 10

4. På en skala fra 1-5 hvor godt liker du å lese? (1 liker ikke, 5 liker)
Flere detaljer
- 1 — 6
- 2 — 3
- 3 — 9
- 4 — 1
- 5 — 4

5. Hvilket forum liker du best å lese på ?
Flere detaljer
- Fysiske bøker — 7
- Nettbrett — 1
- Tegneserier — 3
- Lydbok — 9
- Bildebok — 1
- Annet — 2

6. Hvilken sjanger foretrekker du å lese (Kryss av inntil 3 sjangere)
Flere detaljer
- Fantacy — 10
- Eventyr — 9
- Krim — 14
- Science Fiction — 8
- Romantikk — 8
- Historie — 5
- Biografi — 3

Figure 3 – The results from the second Questionnaire

The two figures above show the results from the first six questions given in the two questionnaires. We recognize that the first six questions asked worked more towards map out the students' reading attitudes and habits in school and at home. Therefore, this data show little to no change in the students' habits and attitudes. However, there are some changes that we want to highlight. In Question Six, the students were asked what genre they enjoy reading. One can see that there is a larger change from the first to the second questionnaire. In the first questionnaire eight students said that they enjoyed reading crime, while in the second questionnaire, asked after the research, 14 students answered that they enjoy reading crime. This result is almost a doubling in the number of students who enjoy reading crime. Another major change that one can see is that before the students took part in our research, nine students answered that they enjoyed reading on a digital tablet. However, after the students participated in our research, only one student answered that they enjoyed reading on a tablet. This difference is a negative change and will be discussed further in Section five.

7. Hvor enig eller uenig er du i påstanden?

Flere detaljer

■ Helt uenig   ■ Uenig   ■ Noe uenig   ■ Enig   ■ Helt enig

Jeg liker å lese på skolen — 25% | 25% | 40% | 10%

Jeg ser sammenheng mellom det vi leser på skolen og aktivitetene — 15% | 10% | 50% | 25%

Jeg ser nytten av det å lese skjønnlitteratur på skolen — 15% | 25% | 25% | 35%

Jeg føler lengde, språk og oppgavene i litteraturen vi leser er tilrettelagt meg — 25% | 10% | 50% | 15%
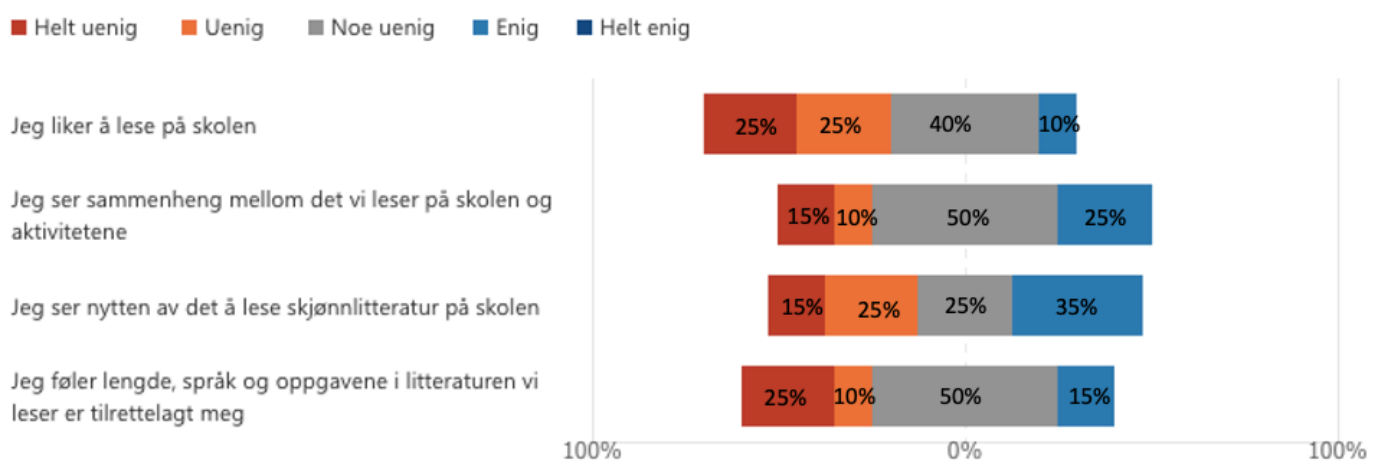
100%   0%   100%

Figure 4 – The results from the questionnaire before research

From this first result, we see that few students enjoy reading when at school. They see little correlation between what they read and the activities are done in the classroom. Some see the usefulness of reading fiction in school: however, a substantial percentage do not feel that the language and tasks connected with the literature are facilitated properly for them personally.

Looking at the results from the first questionnaire, one can make a rough estimate that most of the students do not enjoy reading at school. This can be said from the 0% having a larger bulk

towards the negative 100%. This data means a negative result, as many of the students "disagree" with the statement that they enjoy reading at school. However, when looking at the next question one can see that majority of the students see a correlation between what they read in school and the activities that are done together with the reading. There is also a negative trend in the students´ answers to the last two questions have given if one looks at the 0% towards the negative 100%. This result means that the students "disagree" with the statement that upon facilitation towards length, language, and tasks. With the data received, one the sense that most of the questions answered are in the "somewhat disagreement" column. It is difficult to find an exact positive or negative attitude, as the "somewhat disagreement" becomes neutral in this questionnaire.

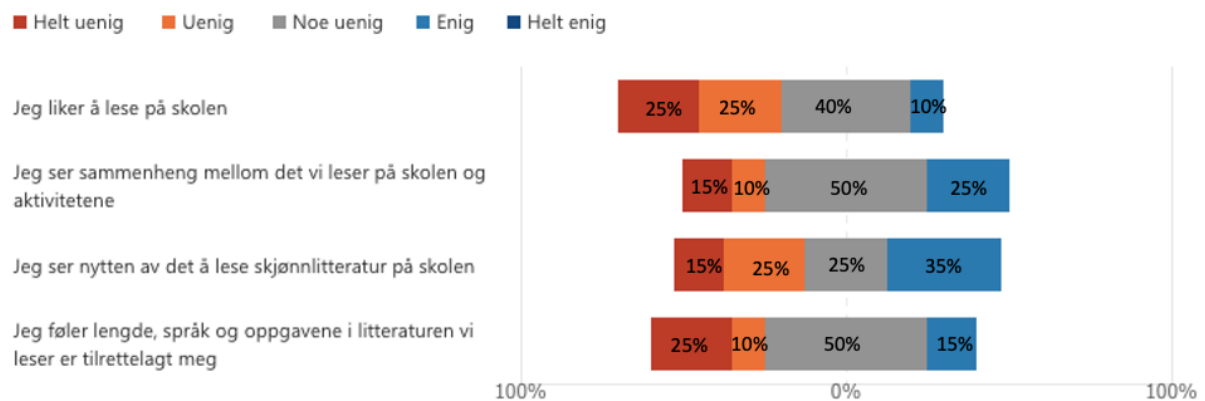7. Hvor enig eller uenig er du i påstanden?

Flere detaljer

Legend: ■ Helt uenig ■ Uenig ■ Noe uenig ■ Enig ■ Helt enig

Statement	Helt uenig	Uenig	Noe uenig	Enig	Helt enig
Jeg liker å lese på skolen	25%	25%	40%	10%	
Jeg ser sammenheng mellom det vi leser på skolen og aktivitetene	15%	10%	50%	25%	
Jeg ser nytten av det å lese skjønnlitteratur på skolen	15%	25%	25%	35%	
Jeg føler lengde, språk og oppgavene i litteraturen vi leser er tilrettelagt meg	25%	10%	50%	15%	

Figure 5 – The results from the questionnaire before research

7. Hvor enig eller uenig er du i påstanden ?

Flere detaljer

Legend: ■ Helt uenig ■ Uenig ■ Noe uenig ■ Enig ■ Helt Enig

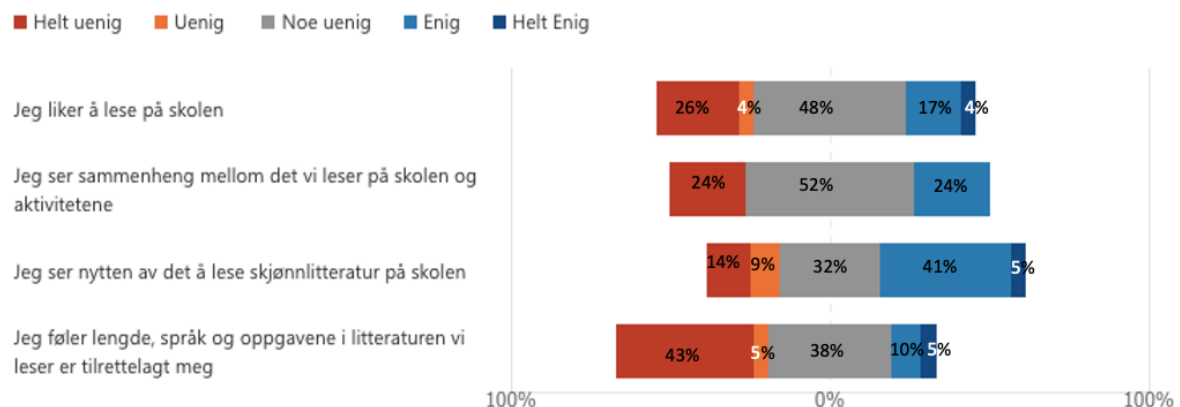| Statement	Helt uenig	Uenig	Noe uenig	Enig	Helt Enig
Jeg liker å lese på skolen	26%	4%	48%	17%	4%
Jeg ser sammenheng mellom det vi leser på skolen og aktivitetene	24%		52%	24%	
Jeg ser nytten av det å lese skjønnlitteratur på skolen	14%	9%	32%	41%	5%
Jeg føler lengde, språk og oppgavene i litteraturen vi leser er tilrettelagt meg	43%	5%	38%	10%	5%

Figure 6 – The results from the questionnaire after the research

The results seen from the questionnaire show that there is a change. However, there are limits to the changes of the two questionnaires. One major change within these results that we can see is that more students are answering questions with "somewhat agree," this can especially be seen in the first question where we asked the students if they enjoy reading and where in Figure 5 25% of the students answered, "disagree." In Figure 6 4% answered they "disagreed" with the statement. We can also see a change in the students´ attitudes towards the usefulness of reading fiction in school. In Figure 5 35% answered that they "agreed" with the statement. However, after our lessons we saw that around 46% of the students answered that they "agreed" with the statement. This positive change will be discussed further in section 5.

We also see a negative change in the students´ views on the facilitation of language, length, and tasks, from the two questionnaires. In figure 5, 25% of the students "strongly disagree" with the statement, and in Figure 6 43% of the students answered that they "strongly disagree." The students do not feel that the reading material they receive in school is facilitated towards them. Nevertheless, there is a small positive change in the students' feelings towards facilitation. In Figure 5 none of the students "strongly agree" with the statement that the reading receive is facilitated towards them. However, in Figure 6 5% of the students have answered that they "strongly agree" with the statement. This result shows that facilitation is difficult. However, it is possible to meet some of the students' needs in facilitation.

4.2 Results from reflection notes

The questionnaire gave us limited answers on the students´ experiences from the actual lessons. We asked them to write a reflection, where we asked the students more in-depth questions about their attitudes towards the method that we used in our research. In the appendix, we have included the questions asked in the reflection notes, which are in Norwegian, but the examples in this section are our translation of the answers. WE wanted to ask these questions to see if there were any correlations between the answers given in the questionnaire, our observations, and in their reflection notes. The general reflection given by students was that they found the method of variation in text expression useful for them, and it gave them a strategy for reading that they enjoyed.

On the question about how the students´ felt about having a variety of text expressions to choose from, there is a consensus among the students saying that this had a positive effect on them. One example taken from the reflection notes states, *"I think it was very nice to be able to choose different text versions. It was easier to learn and understand the content in the text when I could listen to the audiobook while reading"* (our translation). Many of them also stated that the strategies used in the lesson could be useful for future work with reading, stating that: *"it is better to have a choice in the type of text, many would probably like to read more if they get to choose"* (our translation). Nevertheless, some reported that they do not know if they will use it again, as one student answered, *"don't know"* (our translation).

Several of the students report that the method helped them feel that the assignment was facilitated for them, stating that; *"this type of literature lesson facilitated the work better to suit my level"* (our translation). But some said that they did not like reading in the first place, so the strategy did not change too much for them, as shown by statements like, *"I do not like reading so, no"* (our translation). Most of the students found the text challenging but reported that having access to pictures and audio of the text helped make it manageable. The question about reading classical literature outside of school was met with a resounding no, apart from one student who already liked some classical literature and a few that were on the fence. Almost all the students report having trouble concentrating when reading a text. However, many say that switching methods or focusing on audio or pictures helped them stay more focused when doing the assignment. One reported that it was difficult to concentrate without sitting in a private room and that the different method did not make a dramatic difference. WE also observed this phenomenon.

When looking at the teacher´s reflections we as researchers can see that there have been changes made of which the students are not aware because, as the teacher state: *"through conversations with the students, I have noticed tendencies to a change in their attitudes in a positive sense"* (our translation). Looking at all the reflection notes we can see that the students enjoyed this way of structuring a literature lesson. The teachers also reflected upon this point. In the teacher´s reflection note there is agreement with the students that having different types of text expressions to choose from was a motivating factor. The teacher states *"I think this met the students in different ways"* (our translations). For example, the teacher means that students with dyslexia and other learning difficulties *"experienced that listening to an audiobook, was placed just as equal to reading the original text"* (our translation). The teacher reflects that this may be why many reluctant readers participated in the reading to a

high degree. Often when facilitating, one forgets about the students who enjoy reading and need to be challenged. The teacher refers this point to in the reflection note as it states that "*students show strength within reading had the opportunity to challenge themselves*" (our translation). This data supports our belief that facilitation means that one must adapt the reading to an easier level and that it also means challenging the ones that have a strength in reading.

4.3 What we have observed

Since facilitation, motivation, and engagement is hard to measure from pure observations, the reflection notes support what we have observed. Since we have conducted four different lessons where observations have been made, we want to present and show our observations by going through each lessons step by step and showing the similarities from each observation made to the reflection notes that are mentioned in Section 4.2.

4.3.1 Action 1/Lesson 1

From what we observed and gathered from both questionnaires and the reflection notes, we see that there are similarities in how the students received the assignment. Throughout all four lessons, it was observed that the students listened to or read the different variations of a *Study in Scarlet*. We started the lesson by talking about the text and the phenomenon of Sherlock Holmes. We tried to activate the students' prior knowledge, they listened intently, and some were able to add some knowledge of the character.

In the introduction to the text, we tried to make it seem as exciting as possible, showing action-fueled clips from movies and television shows featuring Sherlock Holmes, which seemed to awaken the students' interest. However, when presented with Part 1 of the text, many expressed concerns about its length upon seeing the set hours on the audiobook YouTube video. The worries were met with understanding and an encouragement to try as best they could and that we would summarize together later to make sure that everybody could make sense of the plot. We also asked them to write one or more sentences or questions after each chapter. We explained that it could help them make more sense of the text and aid their classmates in understanding it better as they would be gathered anonymously in a communal document that we could examine together. The students seemed to like this approach as they could see the different sentences appear on the board, paying attention to the different text bubbles and sometimes giving it a little smile. The entire classroom remained

mostly silent throughout the session. While walking around the room we could see that almost everyone had a version of the text open before them leading us to believe that they managed to remain quite focused on the task at hand.

When we started to run out of time, we asked them to stop wherever they were in the text and make a note of where they were pick it up in the next session. We made a point out of saying that it did not matter how far they had gotten in the text, as everybody read at their own pace and that we ourselves were not the fastest readers. What really mattered was to make as much sense of the text as possible. We then went on to look at the sentences they had written after each chapter and summarized the most important events together as a class. Some students were active by raising their hands to participate in the conversation, while others were more reluctant to speak. Regardless, everyone contributed to the conversation through their text bubbles with questions and observations.

4.3.2 Action 1/Lesson 2

After a brief summation of what we had read last time, the students continued reading where they left off. We stipulated that they could write text bubbles in the Padlet after each chapter like in the previous lesson. However, this time they could also find a picture or create a meme they felt described the chapter well. Many of them chose to add pictures to the Padlet and seemed to enjoy this amnesty as it prompted a lot of laughter and discussion about the text. They maintained focus and worked well even though there was more chatter this time. However, upon seeing that they were discussing the text with each other, we encouraged this but asked that they do so quietly no to disturb the other students who were reading in silence.

At the end of the lesson, we saw that some students had managed to finish the text but that many of them would not be able to finish one or two of the last chapters. Again, we told the students not to worry about not finishing part one in this lesson. We explained that we had provided them with a rather difficult text saying that we were incredibly impressed that they had gotten as far as possible. The students who had not finished did not seem particularly bothered about nit finishing, but some said they would try to finish the rest at home, something we highly recommended as it would give them even more reading training. We ended the lesson by going through the rest of the chapters and looking at what they had added in the Padlet ensuring that everybody understood the plot and whom Sherlock reviled to be the killer. Using the pictures, the students themselves had added and allowing them to discuss

with their learning partner (IGP) before the communal class discussion led to more activity from several students.

4.3.3 Acton 2/lesson 1

This time around, we looked at some reflection notes that the students had written about the first round of lessons and made some changes to accommodate and better facilitate the next round of lessons. These included adding another audio file with text so that they did not need to start the audiobook and then go out of it to find the text in the Sway. We also changed up the reading activity to include making a character map because some of the students had reported that they had trouble telling the many different characters apart.

We started as usual by summarizing what we had read previously and activating pre-knowledge. We then presented an example of a character map and described how the students could make one themselves to keep track of the characters and describe them in their own words. The character map was not put in a Padlet but rather on a piece of paper given to the students. We left the example character map up on the board to work as support to the students throughout the session. The example map prompted much of interest, and the students were encouraged to leave their seats to go up to it to get a better look, which many did. The map seemed to help them put the story into perspective as we heard them say things like, "oh, that's who that is," and so on.

The reading seemed to go a bit slower for many of the students, and we believe that might be because they were more diligent distinguishing the different characters this time. When we started to run out of time, we asked them to stop wherever they were in the text and make a note of where they were in order to pick it up in the next session. We complimented them on spending time on the characters and again that it was more important that they understood the plot rather than reading the text fast. We ended the lesson by summarizing the chapters and using the character map to keep track of all the characters. Not everybody participated by raising their hands this time. However, almost everybody paid close attention to the character map as we spoke.

4.3.4 Action 2/Lesson 2

The lesson started with the usual introduction and summation of earlier reading, which especially focused on telling the characters apart. This time we also gave the students five minutes to talk about what they remembered reading with their learning partner to activate each other's prior knowledge and practice converting fictional text. The students proceeded with the reading assignment from where they had left off last time. We put up the character map again as a support to the readers. This part of the story focused on a group of people following the Mormon church, which prompted some students to ask what that was, which led us to discuss who they were and what faith they followed. Different branches of this belief system still exist today. The students seemed interested in learning about it as no one seemed to have heard of them and concentrated on listening to our rendition. The students then returned to the reading assignment, hopefully understanding the story better with this new information about the world.

Having spent extra time really understanding the story and distinguishing the different characters, only one or two students managed to finish the book completely. To make up for the last chapters that were not read, we summarized the ending and motivations of the story in the most colorful way we could muster, and it seemed to work as even the main teacher to whom the class belonged said that they looked almost spellbound while listening. We again thanked them for participating and told them they had done an excellent job, and even though many had expressed that they did not enjoy reading, several told us that it had been a fun experience.

5 Discussion

As the thesis question asks *how can extensive reading in English literature lessons be facilitated so that the majority achieve mastery through different reading strategies,* we find it important to discuss reading strategies in general and especially the effects of the ones that are used in our project. Throughout this process there has been sequences that worked well and some things we would have solved differently, this is mainly what this chapter will discuss. It will be discussed by looking at theory and previous research and findings from our research. We will first discuss what our research findings say towards previous research and theories, and there will also be references to feedback that has been received, and to our observations. We will then investigate strength and weaknesses in this research and make suggestions that can strengthen our thesis.

5.1 Reading strategies

As reading strategies are defined in sectioned 2.3, reading strategies are what the reader does beyond what he/she must do in order to read a text (Anmarkrud & Refsahl, 2016, p. 14). In our research project, we showed the students different reading strategies, this correlates to the theory of using a diverse number of strategies. A clear strategy that we showed the students was to activate their prior knowledge. This was done by summarizing what they had read in the previous chapters. This way of activating prior knowledge was observed as being a helpful tool for many, as they found it easier to continue reading from where they left off the lesson before. This is something that the teacher also gave us feedback on. The teacher mentioned that using the start of the lesson as a recap, is a good way of making sure that all students can keep up with the reading. When observing literary discussions between the students we also saw tendencies of using summarizing as a strategy. It is possible that our summarization in the beginning of each lesson worked as a model for how students could structure their end of chapter summarization. We observed that the students started having literary conversations with their peers, where they clearly used this strategy to discuss what they had read and what they believed was to come next.

Another strategy that we introduced to the students was organization through a character map. This was created both through our observations of seeing the students struggling with keeping up with the different characters' development, as well as the students giving us feedback through their reflection notes. When they had the opportunity to create a character map, we

received feedback that this helped to get a better overview of the plot and the characters' actions. This seemingly led to greater comprehension. We also observed that when the students created their character maps it led to an easier flow in the literary discussion.

5.2 Discussion on facilitation

In LK20, inclusion and equality are central features of the Norwegian Education Policy. They refer to UNESCO´s eight suggestions that can help teachers review their classrooms. Although we are researchers entering an established classroom, we have reflected that some of the indications suggested also was seen through our research. As shown in Section 2.6.2, where the indicators are listed, we want to highlight the six indicators that have played a part in our research. The first is that our teaching was planned with all learners in mind. We wanted to especially highlight this one because our main focus was on facilitation throughout our research. The second indicator that we want to highlight is that lessons should encourage the participation of all learners. This problem was solved within our action learning because the students were to enter short sentences, pictures, and interpretations on a Padlet after every chapter, which was shown anonymously on the smartboard. This approach allowed the students to read on their own, as well as be able to participate in a classroom discussion about their text interpretations. We want to highlight a third indicator that all learners should actively be involved in their own learning. This point is an essential part of how we facilitated the lessons. The students had the opportunity to choose what text expression they felt met their needs to participate in the reading. The fourth indicator that we want to highlight is that students should be provided with support when experiencing difficulties. The way that our research supported the students was, for instance that the students could write their interpretations on the Padlet so others could see if they had understood what they had read. When the students found one of the text expressions too difficult, they could switch to another text expression. The fifth indicator that we want to highlight is that classroom discipline should be based on mutual respect and healthy living. We want to highlight this point because we were met with open arms when we entered the classroom and the students respected us as researchers and took part in our research. However, there are eight indicators the ones that we have highlighted show that our research is valuable and trustworthy and that the results may inspire the use of similar teaching schemes although generalizability is restricted to similar cases. However, all eight indicators may be suggestions for teachers and how they can facilitate their classrooms.

As mentioned in Section 1.7 about facilitation, all students are entitled to have their school days facilitated to meet their needs. From our experience in school, teacher education, and practice periods, we have seen that it is difficult to always facilitate for all students. However, in our research, we wanted to test if it is possible to give the students both mastery and facilitation through the opportunity of choosing a reading method that they felt meet their reading needs. From what we have gathered from our observations and reflection notes, is that giving the students the same text but the different variety gave some of them a feeling of mastery. We also got oral feedback from our supervisor that one student reported back to PPT, which is the Norwegian center for pedagogical and physiological service, that they had finally managed to reading a whole English text, which we have interpreted as the student feeling mastery from our facilitation.

Getting feedback from one student that they experience mastery through our theory, also builds on the theory upon facilitation being difficult to reach everyone. However, reaching one student is better than not reaching any. Nevertheless, saw our facilitation methods as useful, maybe not then and there, but further on within their education. When students give this form of feedback, it supports our thesis question that showing students different reading strategies opens the students ability to explore a world of literature and achieve reading comprehension on their own terms. From our observations and the students´ feedback, we also see that the literature that we chose, may have suited the students although we knew that the reading was difficult to understand.

5.3 Discussion upon chosen literature

Choosing literature that students´ are to read is difficult. This problem is a part of our experience through this research. The gender aspect was considered when choosing the text. Based on what we have mentioned earlier about Gunilla Molly`s (2012) research, encourages teachers to find literature that can interest both genders, especially the boys, as she believes that reading is often seen as a girly activity. From our questionnaire, we found out that many of the students liked the crime genre, and we, therefore, wanted to choose a book from this genre. Because we had a limited amount of time, we had to choose a book that was not too long, but we also wanted it to be exciting and interesting for both genders. In the end, we chose the Sherlock Holmes book, *A Study in Scarlet* by Sir Arthur Conan Doyle, because we believed it to be a manageable length with a reasonably difficult language. The fact that it is an old classic also meant that it was easy to find different versions of it, such as the cartoon

version and free audiobook, as the book has been remade in different versions countless times. Being Sherlock Holmes fans, we knew the book well and had good memories of reading it as young adults. As theory mentions, one often chooses literature that one has read in school or literature that one enjoys reading. This factor is implied in this thesis research. We chose literature that we have experience with and that we enjoy. When teachers show enthusiasm and engagement, it can also motivate and inspire the students to read. We used this theory when introducing the book to the students. We got feedback from both the teacher and the students that this introduction and our enthusiasm helped ignited the student's desire to read the chosen text.

Before entering the classroom, we were already aware that *A Study in Scarlet* is a challenging text. However, we wanted to test out if it still was possible to facilitate and meet the students reading levels through the different modalities used. This way of working contradicts the normal premise of extensive reading which Gweno Williams recommends when choosing a text. The theory mainly promotes the idea of each student choosing a book that interests them especially. We see the wisdom in this idea that focuses on using the student's inner motivation to read a book of their own choosing. Allowing the students to choose what text they want to read also touches upon the theory of student participation. Student participation is one of the main focuses of the Norwegian core curriculum for 2020 and is also part of facilitation. However, the possibilities available when reading the same text are greater in literary discussions, tasks, and shared reading experiences. Therefore, we wanted to test out a different approach that focused on facilitating one single text through different modalities and reading strategies to see if we could achieve good extensive reading that might be more accessible for further work in the classroom. By facilitating in this way, the goal was to achieve an extensive reading sequence of one text that could work for a diverse group of students with various levels of language understanding and reading skills without focusing on the level division. This point does not mean that the various levels were not taken into consideration, but simply that we focused on which method of absorbing text worked best for each student.

Furthermore, our personal experience with facilitation for different levels is that the marginalized group that struggles within the subject are given a noticeably easier text which they are instructed to read because the other ones are too difficult for them to manage. This issue can create stigma for the student involved since it can lead to a feeling of not being good or clever enough to read the same text as the rest of the class. Our approach aims eliminating

of that stigma by allowing the students to choose the text type they want to read without focusing on the level but diverse ways of acquiring knowledge. Furthermore, the students were encouraged to mix and match the different text types by, for instance, reading chapter one in one way and trying a different way on the next chapter or even listening to the audiobook while reading one of the written texts simultaneously in the hopes that this switching would lead to a higher level of concentration because it catered to hypertension aspects with reading.

The advantage of having the entire class read the same text. Is the possibilities this opens in conjunction with further work with the text. Being able to use what the students have read as a theme of discussion to promote oral skills can make the reading exercise seem more advantageous for the students but also for the teacher, who with this can use the now communal knowledge of the class as a foundation for a variety of different exercises to help further promote language learning. Another advantage is that this method builds on the students' literary formation and competence. This point is supported by Penne´s theory about students reading the whole text and not only extracting from textbooks to achieve text comprehension.

Achieving text comprehension is an element that is difficult for most learners. However, from experience getting text comprehension may be more difficult for students who have dyslexia. That we are two teachers who are open about our dyslexia may have impacted some students that find reading and text comprehension difficult, as mentioned in Section 1.8 about motivation. We were informed that some of the students had diagnosed or undiagnosed struggles with reading and showed them that two people who can relate to their struggles personally and have had managed to overcome those issues might have had a positive effect. We presented the different reading options as equal to encourage them to see that every text type would lead to the same learning outcome even though the paths to get there were different. This point plays on the theory of Gardner who states that there are seven forms of intelligence.

We imagine that a student of the linguistic verbal variety may draw more comprehension from the original written text perhaps together with an audiobook. At the same time, the students of the student of visual-spatial may gain more comprehension from reading the graphic novel. Interpersonal students´ who have the ability to interact and understand other people to a high degree may find the audiobook the most suitable and facilitated option for

their reading comprehension. Our understanding is that one can be dispositioned with different degrees of several of these types of intelligence and that the one you are more dispositioned to can be a deciding factor as to which type of method, or combination of methods suits your way of learning the best. We observed and were told that different students tried different approaches by using several of the available text expressions found one or a combination of two that worked better for them than the others. We believe that this point may suggest that they have diverse dispositions towards degree of one or more of the multiple intelligence forms Gardner presents in his theoretical work.

5.4 Hyper- deep attention

With the different intelligences that Gardner proposes in his theory, one can imagine that intelligences play a role in the person´s attention span for to different tasks. As mentioned in Section 2.6.1 about hyper- and deep attention having students focus for a longer time when it comes to reading is substantial to achieve an understanding of what is being read. Furthermore, we found this point positive within our research. The students read for one hour at a time, giving them deep attention to the reading that was given. From the literature that we hypothesized that it would be difficult for the students to maintain deep attention for a long time. We solved this by dividing the reading into chapter sections, with the students having to complete a small task after every chapter read. We also allowed and encouraged the students to switch between text expressions in order for them to keep their attention on the reading throughout the lesson. This approach builds on both the theories of hyper- and deep attention.

In this research, we see that there is a combination of both hyper-and deep attention that has been used. An example of this is that students who listen to the audiobook, either drew, looked at Pinterest, or scribbled simultaneously. This shows that when the students had the opportunity to work and read in a way that suited them better, it appaired that they were able to concentrate on the reading for a longer period of time. Furthermore, we got feedback on this issue from the students in their reflection notes. Some of the students said that they enjoyed both switching around and choosing the text expression on their own terms, helping them see a new reading strategy and giving them some form of motivation. Giving the students the ability to participate in their own facilitation may have helped some of the students participate in the tasks. Had we only handed out the book, we believe that we would have struggled to engage many of the students. We can think that this is because when we handed out the Sway presentations, many of the students commented on the length of the

audiobook and the original text. They felt it was too overwhelming. However, when we presented how they were to read it, they opened more to starting the extensive reading process.

5.5 Extensive reading

As mentioned in Section 2.5, the theory of extensive reading states that the students should read a lot of text at a comfortable level. Before we introduced Sherlock Holmes to the students, we believed that although the text itself is challenging for some students, we would meet the students' comfortable level by facilitating through the different text expressions. As Hu and Nation mention, that students need to know about 98% of the words they are reading, meaning that specifically no more than every 50 running words should be unknown. However, after completing the research, we see that although the facilitation helped give the students reading strategies and allow for some comprehension, the text was still too challenging for some of the students and contradicted the theory of extensive reading. Nevertheless, we achieved extensive reading for some of the students, as we got feedback from the reflection notes that a few students found the reading at a comfortable level. This point show that it is possible to read text outside of one's comfort level.

Although we knew from the beginning that some students would be outside their comfort level, we introduced Sherlock Holmes and the texts together with the notion of the purpose of extensive reading. We believe that making the students aware of why they are reading would motivate them to embrace the reading process. We presented and made the students aware of the purpose of extensive reading by explaining to the students that they were not going to read just to read but to get an understanding of how they could evolve their English through an implicit process simply by reading a book.

We have an understanding that many students can experience reading as a drilling task for achieving both reading comprehension and evolve their English vocabulary. This point is one reason we wanted to make the student aware of the goal behind the reading that we gave. We wanted the students to experience the reading as an enjoyable activity where increasing their vocabulary and English skill is a subproduct of reading that can happen without them being aware of it. Another factor that may play a role in the students´ experience of reading being a drilling task is that middle school students receive grades which is a high focus for many. This factor was present in our research. Some of the students were highly driven by grades.

We received this feedback from their teacher in the reflection mentioned in Section 4.2. We believe that if this had been done in an elementary school class, the feedback around motivation and grades would be non-existent. Therefore, we believe that our research may have seen greater changes in the reading motivation of all the students, as students in elementary schools are more driven by what is happening then and there, rather than focusing on the grade they may receive. Nevertheless, one should not fail to mention that the research generally changes some of the student's motivation. The teacher reflected that many of the students had given the teacher feedback that the students had seen that reading a physical book and listening to an audiobook is still reading.

Another element that the teacher gave us as researchers feedback on was that we were inspired to replicate our action learning scheme in future work in the classroom. The teachers also mentioned that the teaching scheme would be taken to the next level and include grades. The teacher would then focus on the reading and include written assignments, oral presentations, or subject aimed - conversations.

In the Norwegian core curriculum of 2020 (LK20) states that students should be able to read, discuss, and interpret English fictional literature. This approach gives the teacher more freedom to construct how they want to conduct literature lessons, and what text on which they want to focus on. It encourages the teachers to look at and use the different text expressions available even more than what the core curriculum from 2006 (LK06) dictated. A broad understanding of the term text has been brought on from LK06 to LK20, emphasizing that using a wider variety of text expressions is desired with in the English curriculum. Furthermore, using different types of text expressions can also be a gateway to achieving a higher degree of facilitation and allow the students to create reading that suits their needs and desires to read.

A challenge that comes with the freedom of teachers choosing literature is that the chosen literature reflects to what the teachers themselves had in school. As Molloy states, when teachers use their pre-knowledge and use books from their past, it helps to keep classical literature in school. However, it limits the new literature that is on the market. Teachers and other professionals need to be on the lookout for and stay up to date with the literature that is out there, because as society evolves, literature evolves to meet what challenges and changes that are happening around the world. Therefore, there must be a mix of literature introduced in the classroom. As the theory mentions, literature should be adapted to meet the students'

daily lives. However, one should also be aware of how society has evolved, and how the multicultural society has become more essential to us all. This is not to say that classical literature has no place in the classroom, because some classical literature such as Henrik Ibsen´s *A doll's house* takes up the women fight about their rights in the home. So, it is important to show that issues that are important today were also an issue in history. This discussion also opens up classical literature for the students to read, which can meet their daily lives, emotions, and needs, while learning and reflecting upon history.

5.6 Strengths, weaknesses, and implications

Since the research period had to be conducted in a short amount of time, the framework factors were limited. The book we wanted the students to read was a text we researchers viewed as short, but it proved to be quite an extensive text for the students. The teacher also gave us feedback on this point. We envision that if this project could have lasted over a longer period, for instance, one semester. It would have benefited the learning outcome of the students. By stretching the experience over a longer period, it would have made the reading less intensive. We believe that spending more time with the text would lead to a greater change in the students' attitude towards literature and the extensive reading. The less intensive plan would mean reading for a shorter time period more rapidly, and linear with other work in the English subject. One could, for instance, give the students 15 minutes of reading time at the beginning or end of an English lesson (or other subjects) or as a treat for finishing other assignments early. Presenting reading as a treat or break from other types of work with English can also help influence the student's attitude toward literature and extensive reading to a degree. Another reason for encouraging reading outside the English subject is that English is a small subject in the Norwegian school system.

As mentioned in the introduction the hours spent on English in grades 1-4 are 138 hours, grades 5-7 are 228 hours, and 222 hours in grades 8-10 throughout a school year. This period is a rather limited amount of time if one wants to really dive into extensive reading (Kunnskapsdepartementet, 2019). Considering the amount of reading in Norwegian is done in all other subjects, we believe that some sort of cross-curriculum approach could be valid, for instance, reading a fictional English novel that can be used in social science to learn about a historical period. Considering the number of hours that students are given to only focus on English, it can be seen as English lessons in school between 1-2 lessons a week. Therefore, it is important that the lessons are well planned and that the students are always aware of what

the aim of the lessons and the outcomes of the lessons should be. We, as researchers, were diligent about this when it came to explaining why extensive reading was a good way to evolve their reading comprehension and English vocabulary. However, when it came to giving instructions on what the students were going to do after the research, with for example, the questionnaire, we unfortunately were not as specific.

Upon reading the students' answers to the questionnaires, we realize that we as researchers have not been clear enough on for what we are aiming. Between the first and last questionnaire, we see some tendencies that do not correlate with the reflection notes´ answers. In the questionnaire it seems as if they did not experience facilitation through the lesson. However, in their reflection notes, they stated that having a variety did indeed lead them to feel that the lesson was facilitated. Therefore, we interpreted that the students may have misunderstood and thought that the questions in the questionnaire applied to the English subject in general, not just the sequence conducted by us in the fieldwork. However, this gives us researchers an indication that we need to give clearer instructions if we were to do this again. The reason behind this is that we see that some misunderstandings occurred because of our lack of clarity regarding what the focus of the last questionnaire should have been. The students were supposed to answer the last questionnaire by looking back at what we, as student teachers, had done in their lesson.

When discovering that there may have been a misunderstanding in the questionnaires, we saw that there was a weakness in representing any changes that may have occurred during our research. However, one should also mention that having the reflection notes strengthens our findings. The reflection notes gave indicated that we had made some changes in their attitudes toward reading in the English subject. Many of the students answered that although we may not have noticed any concrete changes right away, we have given them tools they will potentially use later. We also saw strength in the reflection notes, that the students did find the options of having a variety of options to choose from motivating. The reason we can state this is that the students themselves mentioned in their reflection notes that they enjoyed getting to choose the reading method that they felt suited them the best, as well as them finding it nice to be able to read a text that is challenging but getting a mastery out of it. When it comes to the students finding our research project interesting and having felt mastery, we have received this feedback from the school where our research was done. The feedback that we got after the reflection notes was that PPT has received notice of what we have done because one

student excitedly explained that they had finally been able to read a book in English. This process results in that we can say that our research has impacted the students.

We also believe one of the reasons that many of the students enjoyed our lesson scheme was because we were open about the fact that both of us have dyslexia and that having different options of methods to read has helped us throughout our school years. When we told the students that dyslexia or other learning difficulties do not stop one from reading and that it is a challenge that we have struggled with, some students' eyes opened a bit wider. One could interpret this to mean that the students saw hope regardless of their learning difficulties. We got the same feeling as we explained that a learning difficulty did not necessarily mean that it would hinder one from achieving something and learning. One simply needs to find strategies that suit the individual. Because we were open about having struggled with reading ourselves, we believe that this resulted in students with reading difficulties trusting us more when we explained how one can strategies the reading and achieve mastery over it. As mentioned in Section 2.7, the teacher's engagement in a subject can be detrimental to promoting motivation. Hearing that the teachers conducting the lesson have dyslexia is a clear indicator that they are invested in the subject matter of reading difficulties. We, therefore, believe that our openness around our dyslexia was an important factor in engaging and motivating the more reluctant readers who struggled with reading in one form or another. With this in mind and with our struggles with finding what reading strategies work for us, we wanted the students to have the opportunity to explore different ways of reading and create their own reading strategies.

We received feedback from students saying that even though the strategies presented were challenging to implement in their learning right away, they could see themselves using them in future. This goal was one that we, as researchers had, because we know that little change can occur in just a short period. As theory mentions, it is difficult to facilitate for everyone, but from both the questionnaire and the reflection notes, we see that some changes have been made and reached some students more than others. Another reason why the students may have found the reading strategies hard to implement right away was that they had a challenging text that they had to read, which is a limitation within our research as we have discovered that given the time frame, it would have been more suitable to choose a shorter text. However, the background for choosing *A Study in Scarlett* was based on it being divided into two parts which suited our intentions of executing two separate actions with potential for change after receiving feedback from the students.

Furthermore, we thought it was an action-based text that could appeal to several students. Also, given that we wanted to use a text that had been reworked into several text expressions we thought this was more likely to find in a text that is seen as a classic. We, perhaps misguided, thought that the language and length of the text would not be too difficult in a 10th-grade class but discovered quickly that the reading level, as far as English is concerned, was somewhat lower than we estimated. The method we used made it manageable for them, even though it was a bit of a challenge for most. Although the text was a challenge, we imagined that by giving them different text expressions we were able to facilitate the reading and make it more appealing for the students to read more.

An anomaly in the answers we received from the second round of questionnaires is the question about the students´ feelings towards literature and tasks being facilitated to fit them. We found it interesting that the students answered, in the questionnaire, that they found reading more enjoyable in school after our research project. However, they also answered that they did not feel that the reading was facilitated towards their reading level and skills. Could this anomaly be based on misunderstanding the question or simply that the text and strategies we implemented did not appeal to them? We wonder if one explanation is that the students think that the method used when reading, being able to choose between diverse types of text expressions, worked well but that the actual text was too long and complicated for many of them. We see, however, that some of the students felt that the text was on a manageable level, prompting us to think that a better solution might be to present several texts arranged in the same way. In this instance, the different texts could consist of several genres with diverse levels of difficulty and length, allowing the students to choose one that appealed more to them. This approach would create several different reading groups or book clubs where the students could cooperate without being stigmatized by being arranged visibly by level.

Having an inclusive classroom and being able to test out this form of research has shown us that time is important when wanting to see and make changes in students. If this project would have had the opportunity to do this over a whole school year, we imagine that more changes could accrue and that it could work better towards the goals of gaining a desire to read, feeling more motivated towards reading, and that they achieved mastery in reading English literature outside of school. We also imagined and hoped that the students would gain an appreciation for literature and reading for pleasure. Through the discussion, we see that we have reached some of the goals we wanted to achieve; however, they are at such a small scale that they are barely noticeable in our findings. Therefore, we hope that what this thesis shows

can inspire others to do more research on this topic. We, also hope that we as up- and -coming teachers, can try out our research within our own classrooms after graduating.

6 Conclusion

In this thesis, we investigated how extensive reading of English literature can be facilitated in the English classroom so that the majority achieve mastery through different reading strategies. The main focus was to introduce the students to different reading strategies that they could use as tools in future education. We predicted, already before entering the classroom, that we would meet some reluctant readers. Because from our previous experience, it is rare to walk into a classroom where all the students enjoy reading. Nevertheless, we predicted that through our multimodal approach with various text expressions, we would be able to open for more curiosity around reading. However, when looking at the results, we can see that by opening the lesson by activating their prior knowledge through a dynamic introduction with pictures, videoclips and being open about our dyslexia as the results from the teacher's reflection note show that the introduction may have helped to inspire and motivate the students. This example shows to the theory that when teachers show engagement and enthusiasm in what they are teaching, it can positively influence the students.

Although there are limitations in the thesis, we can say that facilitation through different text expressions allows for achieving a higher degree of facilitation, even though one will never be able to facilitate 100% for all students. We also believe that implementing this type of scheme opens for more student participation when choosing what reading works for them. We also imagine that showing students different reading strategies may not help them see the importance there and then, but they can look back at what they have gotten and use the reading strategies given at a later point. We envision that implementing this type of scheme from an early age may help students become more aware of their own learning. The earlier students are aware of this, the more they can identify their learning aims and how to reach these aims because reading and learning is a never-ending process that needs to be matured over time. Using the method that this thesis presents already in elementary school can enable students to read more efficiently and adapt by using reading strategies that work for them no matter what text type, subject, or situation they meet. As up-and-comping elementary and middle school teachers we hope to use our experience and research findings from this project to further improve literature lessons in our future classrooms.

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Appendix

Questionnaire

Spørreskjema

1) **Kjønn**

   - Gutt

   - Jente

   - Annet definert kjønn

2) **Omtrent hvor mange timer i uken bruker du på å lese på engelsk utenfor skolen?**

   - Mindre en 30 minutter

   - Mellom 30 og 60 minutter

   - Mellom 1 og 2 timer

   - Mer enn 2 time

   - Leser ikke

3) **Omtrent hvor ofte leser du engelsk skjønnlitteratur utenfor skolen i løpet av en uke?**

   - Mindre en 30 minutter

   - Mellom 30 og 60 minutter

   - mellom 1 og 2 timer

   - mer enn 2 time

   - Leser ikke

4) **På en skala fra 1-5 hvor godt liker du å lese? (1 liker ikke, 5 liker)**

           1   2   3   4   5

5) Hvilket forum liker du best å lese på?

- Fysisk bøker
- Nettbrett
- Tegneserie
- Lydbok
- Bøker med både bilde og tekst
- Annet (gjerne utdyp)

6) Hvilken sjanger foretrekker du å lese? (sett ring rundt inntil 3 sjangere)

- Fantacy
- Eventyr
- Krim
- Science Fiction
- Romantikk
- Historisk
- Biografi

7) Hvor enig eller uenig er du i påstanden? (1 helt uenig, 5 helt enig)

- Jeg liker å lese på skolen

  1 2 3 4 5

- Jeg ser sammenheng mellom det vi leser på skolen og aktivitetene

  1 2 3 4 5

- Jeg ser nytten av det å lese skjønnlitteratur på skolen

  1 2 3 4 5

- Jeg føler lengden, språk og oppgavene i litteraturen vi leser på skolen er tilrettelagt meg

  1 2 3 4 5

Questions from reflection notes

1) Hvordan har du opplevd det å kunne velge mellom ulike versjoner av teksten? Og hvilken metode valgte du, kombinerte du flere versjoner av teksten eller holdt du deg til en hele veien?

2) Hva tenker du om å bruke denne strategien til å lese nye tekster i framtiden?

3) Synes du at denne formen for litteraturundervisning fører til at arbeidet er bedre tilpasset til ditt nivå og evner?

4) Synes du teksten var utfordrende? Hvis ja, synes du at bilder og lyd hjalp deg til å få en bedre forståelse av innholdet på en god måte?

5) Dersom du ikke ble presentert for klassisk litteratur gjennom skolen tror du at du kunne funnet på å lese en bok som denne på egenhånd?

6) Synes du vanligvis det er vanskelig å holde på konsentrasjonen når du leser en vanlig bok? Synes du at det ble lettere å holde på konsentrasjonen når du kunne hoppe mellom ulike måter å lese hvert kapittel (klassisk tekst, Lydbok og tegneserie)?

7) Hvordan har du opplevd det å ha aktiviteter etter hvert kapittel. Ser du på dette som ett nyttig verktøy å ha med videre i din lesestrategi?

Questions from teacher´s reflection note

1) Hvordan opplevde du undervisningsopplegget på generell basis?
   a. Syns du det fungerte, og hvilke faktorer tror du spilte inn

2) Ser du for deg å bruke denne metode i din undervisning (over en lengre periode)?

3) Opplevde du noen endringer blandt elevene?

4) Er det noen endringer du ser kunne vært gjort for å forbedre undervisningen?