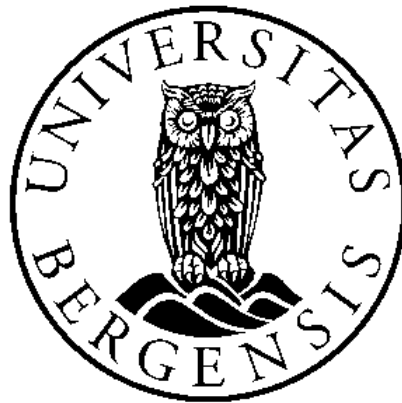


# VOCATIONAL ENGLISH

## A study of vocationalisation of English in Norwegian upper secondary schools

“Why do I need Norwegian and English? I’m training to become a carpenter.”



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# ABSTRACT IN NORWEGIAN

Denne masteroppgåva tek utgangspunkt i yrkesretting av fellesfaget engelsk sett i hovudsak frå lærarar, men også frå elevar sine synspunkt. Dette er ein empirisk studie som nærmar seg fenomenet yrkesretting ved hjelp av både kvalitative og kvantitative metodar. Det empiriske datamaterialet er fire intervju av lærarar som alle underviser i engelsk innan dei yrkesfaglege utdanningsprogramma *Helse og oppvekstfag* eller *Bygg- og anleggsteknikk* på vidaregåande trinn 2 i den vidaregåande skulen. I tillegg har 35 elevar fordelt på fire klassar innan dei same utdanningsprogramma svara på eit spørjeskjema som omhandlar undervisninga av engelsk generelt og yrkesretting spesielt.

For å setje fenomenet *yrkesretting* inn i ein samanheng, tek studiet føre seg det historiske perspektivet til yrkesfagutdanninga og engelskundervisninga i det yrkesfaglege klasserommet, samt det internasjonale perspektivet på yrkesfagsutdanning. Teoriar om mellom anna motivasjon, yrkesretting og implementeringa av statlege tiltak som NyGiv og FYR står òg sentralt.

Sentrale funn viser at lærarane har ulike syn på korleis yrkesretting bør føregå. Enkelte tenkjer at yrkesretting skal vere separate einingar innan engelskfaget der ein underviser spesifikt om yrkesfaget, eller ved store yrkesretta og tverrfaglege prosjekt. Andre hevdar at yrkesretting bør vere ein naturleg del av den daglege engelskundervisninga ved å velje tekstar og arbeidsmetodar som er relevante for det framtidige yrkesvalet til elevane. Resultata viser at dette synet kan ha samanheng med erfaring innan læraryrket, og at meir erfaring fører til eit betre oversyn over faget og behovet til elevane. Det er brei semje blant lærarane om at ei endring i eksamensordninga og innhaldet i eksamenane må skje for å sikre implementering av yrkesretting innan engelskfaget. For å sikre implementering av FYR på skulane er administrasjonen si rolle avgjerande. Funna viser at elevane er positive til engelskfaget. Dei rapporterer god motivasjon både innan generell engelsk og yrkesretta engelsk, med nokre unntak og variasjonar mellom klassar og utdanningsprogram.

Eit overraskande funn er indikasjonen på at elevane ser på generell engelskkompetanse som meir meiningsfylt enn yrkesretta kompetanse, noko som kan sjåast i samanheng med kompetansen tentamen og eksamen etterspør. Ei endring tilbake til lokalgitte, yrkesretta eksamen er ynskje til lærarane.

# TABLE OF CONTENTS

AKNOWLEDGEMENTS.....	ii
ABSTRACT IN NORWEGIAN .....	iii
LIST OF TABLES, DIAGRAMS AND FIGURES.....	viii
LIST OF ABBREVIATIONS.....	ix
<b>1 INTRODUCTION.....</b>	<b>1</b>
<b>1.1 Background of the study .....</b>	<b>1</b>
<b>1.2 Relevance .....</b>	<b>2</b>
<b>1.3 Vocationalisation .....</b>	<b>3</b>
<b>1.4 Previous research.....</b>	<b>7</b>
<b>1.5 Research questions.....</b>	<b>12</b>
<b>1.6 The structure of this thesis.....</b>	<b>13</b>
<b>2 THEORETICAL BACKGROUND .....</b>	<b>14</b>
<b>2.1 Introduction .....</b>	<b>14</b>
<b>2.2 The history of vocational training in upper secondary education in Norway .....</b>	<b>14</b>
<b>2.3 The development of English language teaching in the vocational classroom.....</b>	<b>17</b>
<b>2.4 Vocational Education and Training in Norway vs. Europe .....</b>	<b>21</b>
<b>2.5 Challenges in the vocational English classroom .....</b>	<b>25</b>
<b>2.5.1 Motivation .....</b>	<b>25</b>
<b>2.5.1.1 Intrinsic motivation .....</b>	<b>27</b>
<b>2.5.1.2 Extrinsic motivation.....</b>	<b>28</b>
<b>2.5.1.3 Amotivation .....</b>	<b>29</b>
<b>2.5.2 Views of knowledge.....</b>	<b>30</b>
<b>2.5.3 Theories of learning.....</b>	<b>30</b>
<b>2.5.3.1 Constructivist learning theory.....</b>	<b>31</b>
<b>2.5.3.2 Sociocultural learning theory .....</b>	<b>31</b>
<b>2.6 NY GIV and FYR .....</b>	<b>32</b>
<b>2.7 Two approaches to vocational English language teaching: VOLL and ESP .....</b>	<b>34</b>
<b>2.8 Characteristics of VOLL.....</b>	<b>36</b>
<b>2.8.1 VOLL is holistic .....</b>	<b>36</b>
<b>2.8.2 VOLL is learner centred.....</b>	<b>37</b>
<b>2.8.3 VOLL is content based.....</b>	<b>37</b>
<b>2.8.4 VOLL is action oriented.....</b>	<b>38</b>

2.8.5	VOLL is task based.....	38
2.8.6	VOLL is interdisciplinary .....	38
2.8.7	VOLL fosters learner autonomy .....	39
2.9	VOLL in this study .....	39
<b>3</b>	<b>METHODS AND MATERIAL .....</b>	<b>40</b>
3.1	Choice of methods .....	40
3.2	Mixed methods .....	40
3.2.1	A qualitative approach .....	41
3.2.2	A quantitative approach.....	42
3.3	Material.....	43
3.3.1	Qualitative teacher interviews.....	43
3.3.2	Participants .....	43
3.3.3	Designing and conducting the interviews.....	44
3.3.4	Transcribing and analysing the interviews .....	44
3.3.5	Quantitative questionnaires .....	45
3.3.6	Designing the questionnaire .....	46
3.3.7	Participants .....	47
3.3.8	Conducting the questionnaires .....	47
3.3.9	Limitations .....	48
3.3.9.1	Limitations of choice of methods.....	48
3.3.9.2	Limitations of the interviews .....	48
3.3.9.3	Limitations of the questionnaire.....	49
3.3.10	Ethical concerns .....	49
3.4	Reliability .....	50
3.5	Validity .....	51
<b>4</b>	<b>RESULTS.....</b>	<b>53</b>
4.1	Qualitative results: the interviews.....	53
4.1.1	Presentation of interview findings.....	53
4.1.2	Teacher informants.....	54
4.1.2.1	Teacher A .....	54
4.1.2.2	Teacher B.....	55
4.1.2.3	Teacher C.....	55
4.1.2.4	Teacher D .....	55
4.1.3	The teachers' views on vocationalisation of English and prioritisation of it.....	55

4.1.3.1	Teacher A .....	55
4.1.3.2	Teacher B.....	56
4.1.3.3	Teacher C.....	57
4.1.3.4	Teacher D .....	58
4.1.4	<b>The teachers' views of government initiatives and use of FYR resources.....</b>	<b>59</b>
4.1.4.1	Teacher A .....	59
4.1.4.2	Teacher B.....	60
4.1.4.3	Teacher C.....	60
4.1.4.4	Teacher D .....	62
4.1.5	<b>The teachers' focus and views on the final exams for the vg2 vocational education programmes.....</b>	<b>63</b>
4.1.5.1	Teacher A .....	63
4.1.5.2	Teacher B.....	63
4.1.5.3	Teacher C.....	63
4.1.5.4	Teacher D .....	65
4.2	<b>Quantitative results: the questionnaires.....</b>	<b>66</b>
4.2.1	<b>Description of the sample .....</b>	<b>66</b>
4.2.2	<b>Coding the results .....</b>	<b>67</b>
4.2.2.1	<b>Missing data .....</b>	<b>68</b>
4.2.3	<b>Presentation of findings from the questionnaires .....</b>	<b>69</b>
4.2.3.1	<b>Overall Questionnaire Summary.....</b>	<b>70</b>
4.2.3.2	<b>Detailed presentation of the findings .....</b>	<b>73</b>
4.2.3.2.1	<b>Category 1: Attitudes to learning and reading English .....</b>	<b>74</b>
4.2.3.2.2	<b>Category 2: Motivation .....</b>	<b>76</b>
4.2.3.2.3	<b>Category 3: Materials and resources .....</b>	<b>80</b>
4.2.3.2.4	<b>Category 4: Vocational topics .....</b>	<b>82</b>
4.2.3.2.5	<b>Category 5: Work and relevance.....</b>	<b>85</b>
4.2.3.2.6	<b>Category 6: Meaningful English lesson.....</b>	<b>88</b>
5	<b>DISCUSSION.....</b>	<b>91</b>
5.1	<b>The teachers' views on vocationalisation and prioritisation of it. ....</b>	<b>91</b>
5.1.1	<b>Vocationalisation on a regular basis or as extensive interdisciplinary projects .....</b>	<b>91</b>
5.1.2	<b>Vocational knowledge and interdisciplinary cooperation .....</b>	<b>93</b>
5.2	<b>The pupils' motivation for the subject of English and views on vocationalisation .....</b>	<b>96</b>
5.2.1	<b>The pupils' motivation for the subject of English .....</b>	<b>96</b>
5.2.2	<b>The pupils' views on vocationalisation .....</b>	<b>98</b>

5.3	Implementation of government initiatives. ....	100
5.3.1	The implementation of FYR resources in schools.....	100
5.3.2	The implementation of a culture for sharing.....	102
5.4	The final English exam .....	103
5.4.1	Vocationalisation in the final exams.....	103
5.4.2	The purpose of the final exam vs. the purpose of the English subject.....	105
6	CONCLUSION.....	107
6.1	Summary .....	107
6.1.1	What are the teachers' views on vocationalisation and to what extent is vocationalisation given priority in the vocational classroom? .....	107
6.1.2	To what extent are the initiatives, such as FYR, by the Department of Education implemented and used in upper secondary schools? .....	108
6.1.3	To what extent are the pupils motivated for the subject of English and what are the pupils' views on vocationalisation? .....	108
6.1.4	To what extent are the teachers satisfied with the final exam in the English subject, seen in connection to the emphasis on vocationalisation? .....	108
6.2	Implications.....	109
6.3	Concluding remarks .....	109
6.4	Further research .....	110
7	BIBLIOGRAPHY .....	111
8	APPENDICES .....	121
8.1	Appendix A – Information to participating teachers.....	121
8.2	Appendix B – Informed consent.....	122
8.3	Appendix C – NSD Approval .....	124
8.4	Appendix D – Questionnaire: Building and Construction.....	126
8.5	Appendix E – Questionnaire: Health and Social Care .....	131
8.6	Appendix F – Interview guide.....	3
8.7	Appendix G – Transcribed interviews .....	5
8.7.1	Interview – Informant A: .....	5
8.7.2	Interview – Informant B .....	12
8.7.3	Interview – Informant C.....	17
8.7.4	Interview – Informant D .....	23
8.8	Appendix H – Overview of questionnaire responses .....	29

# LIST OF TABLES, DIAGRAMS AND FIGURES

## Tables

Table 1: Overview of teacher informants	p. 43
Table 2: Overview of pupil informants by class	p. 47
Table 3: Pupil informant distribution in numbers and percentages	p. 66
Table 4: Coding of response options	p. 68
Table 5: Questionnaire responses, closed-ended questions (numbers and percentages)	p. 70 – 71
Table 6: Overall questionnaire responses, closed-ended questions (mean and modal scores)	p. 72
Table 7: The pupils' attitude to learning and reading English	p. 74
Table 8: The pupils' attitude to learning and reading English by class (mean and modal scores)	p. 75
Table 9: The pupils' motivation	p. 77
Table 10: The pupils' motivation by class (mean and modal scores)	p. 78
Table 11: Overall use of materials and resources	p. 80
Table 12: Use of materials and resources by class (mean and modal scores)	p. 80
Table 13: Overall results on vocational topics	p. 83
Table 14: Results on vocational topics (mean and modal scores)	p. 84
Table 15: Overall results on work and relevance	p. 86
Table 16: Results on work and relevance by class (mean and modal scores)	p. 87
Table 17: Pupils' choice of focus in a meaningful English lesson	p. 89

## Diagrams

Diagram 1: Pupil distribution	p. 67
Diagram 2: Attitude to learning and reading English by class	p. 76
Diagram 3: Pupils' motivation by class	p. 79
Diagram 4: The use of other resources in English lessons (3B)	p. 81
Diagram 5: Use of other resources in English lessons by class	p. 82
Diagram 6: Vocational topics by class	p. 85
Diagram 7: Work and relevance by education programme	p. 88
Diagram 8: Results on a meaningful English lesson by class	p. 90

## Figures

Figure 1: The structure of Vocational Education and Training in Norway.	p. 24
Figure 2: A taxonomy of human motivation by Ryan and Deci	p. 27
Figure 3: The essence of VOLL: A symbiosis of learning and teaching by Brewster	p. 35



# LIST OF ABBREVIATIONS

Vg1 – the first year of upper secondary education

Vg2 – the second year of upper secondary education. The final year for vocational education programmes.

Vg3 – the third and final year of upper secondary general studies education

ESL – English as a second language

EFL – English as a foreign language

ESP – English for specific purposes

L1 – first language

L2 – second language

VOLL – Vocationally oriented language learning

CEFR – Common European Framework of Reference

KL06 – Kunnskapsløftet, the curriculum of 2006 (grades 1 – 13)

R94 – Reform 94, the curriculum of 1994 (grades 11 – 13)

L97 – Læreplanverket for den 10-årige grunnskolen, curriculum of 1997 (grades 1 – 10)

NyGiv – New Possibilities, project initiated by the Government to decrease drop-out rates from upper secondary education.

FYR – Fellesfag, yrkesretting og relevans (Common core subjects, vocationalisation and relevance), sub-project under NyGiv/New Possibilities.

NOU – Noregs offentlege utgreiingar, Official Norwegian Reports.

# 1 INTRODUCTION

## 1.1 Background of the study

The Norwegian upper secondary school offers a variety of vocational and general subjects, ranging from plumbing to economics, from health care to physics. Teaching English to both future plumbers, accountants, health workers and scientists for almost a decade has proved to be both challenging and rewarding. Each class and education programme is different, and one can not say that the English classroom is *one* unity. There is no such thing as a typical English language learner. Pupils come in all forms, from those who are driven and motivated, to those who are on the brink of dropping out due to lack in motivation. However, as the English subject is compulsory in the Norwegian schools, one of the challenges facing English teachers is how to ensure that each student learns something useful in their English lesson and thus uphold their motivation.

The presumption is that if something is perceived as useful, there will be an inner motivation to learn and to remember it (Strandkleiv 2006:15). Several years' experience of teaching common core subjects in vocational education programmes has shown that in order for something to be useful, many pupils feel that it has to be relevant to their everyday life or future vocation. This adaptation of learning material to make it vocationally relevant is referred to as "yrkesretting" in Norwegian. In this study the term *vocationalisation* has been chosen as the English equivalent to "yrkesretting", and this is therefore the term used throughout this thesis.

This question of vocational relevance made me curious: Is the solution really that simple? Is vocationalisation the remedy that is to cure dropout and boost student motivation? And, if vocationalisation is so important, why are the exams not fully vocationalised? Are the teachers doing the pupils a disservice by focusing on the vocations rather than on topics relevant to their English exams? Thus, my quest began to learn more about vocationalisation and attitudes towards this phenomenon in the English classroom. This master thesis aims to study and explore the concept of vocationalisation, seen from both the pupils' and the teachers' perspective, and to investigate how the government initiatives promoting vocationalisation are implemented and used in upper secondary schools.

## 1.2 Relevance

The English curriculum in Norwegian schools is in constant change. The present subject curriculum was introduced in the 2006 *National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training* (LK06), before it was revised in 2010 and again in 2013. Pupils in upper secondary school sit the English exam in either the first year (vg1) or the second year (vg2), depending on the education programme. Those who are in the general studies programme have the exam in vg1 and those in the vocational programmes in vg2. The English courses in vocational and general education programmes have the same curriculum and competence aims, and the exam is the same whether you do general or vocational studies.

When introduced, the LK06 remodelled vocational education. For the English subject, this meant adding theory and making the competence aims the same for the general and the vocational education programmes. The vocational pupils, who before were given a locally made exam, now have to sit the same exam as the pupils at general studies. Thus the exams are more general and less vocationalised than exams based on the previous curriculum.

After the implementation of LK06, studies have revealed that as many as one in three do not complete upper secondary education. In addition, the findings show that the dropout rate is significantly higher in the vocational education programmes than in general studies (Hegna et. al. 2012:217). Critics (see Kaarbø 2010; Seljestad 2010 in *Aftenposten*) have argued that there is too much theory in vocational studies. The claim is that the competence aims in Norwegian, mathematics, English and other theoretical subjects are too ambitious for pupils with limited previous knowledge. This leads to low motivation or pupils failing the general subjects (Hegna et. al. 2012:217). In addition there is criticism because the general subjects occupy too much of the time, thus allowing less time for practical vocational training. This lack in practical training also leads to a decrease in motivation and therefore eventually lead to dropouts (Hegna et. al. 2012:217).

In 2008 the government appointed a committee, named the Karlsen committee, to investigate and suggest ways of developing vocational education. They suggested a series of measures to aid in the development of vocational education including vocationalisation of subjects, renewal of equipment in workshops, a strengthening of foreign language teaching,

etc. (Repstad 2013:17). This led to a revision of some of the LK06 subject curricula. One of the revised curricula was English. In the 2010 revision of the English curriculum, there was more emphasis on adapting the curriculum and the teaching to fit the different education programmes. Before this revision there were no competence aims adapted to vocational education programmes in the English subject curriculum, except an interdisciplinary project within their specific education programme (Norwegian Directorate for Education and Training 2006).

With the 2010 revision, three additional competence aims were included to secure the usage of vocationalisation in the English subject. These additional competence aims were linked to the communication subject area. The pupils are to show understanding and use a vocation-specific vocabulary, understand oral and written texts about vocation-specific topics, and read and write non-fictional texts linked to a specific vocation (Norwegian Directorate for Education and Training 2010). These competence aims involve specific demands on vocational pupils, with an emphasis on vocation-specific knowledge. The thought behind the 2010 revision was to reduce the number of students dropping out by making the different common core subjects more relevant to their future vocation and their vocational subjects (NOU2008:18). The 2013 revision continues in this tradition, by keeping the competence aims that encourage and promote vocational adaptation of the English subject (Norwegian Directorate for Education and Training 2012). The question that remains, however, is how these revisions are carried out in practice.

### 1.3 Vocationalisation

As previously mentioned in section 1.2, the statistics reveal that the percentage of vocational pupils dropping out of secondary education is higher than that of general studies pupils. Statistics from 2012 carried out by the Section for Education Statistics at Statistics Norway (SSB), show that the number of pupils dropping out of school is three times as high in vocational studies as in general studies (SSB 2013). Only 55% of all pupils starting vocational studies in 2007, finished in five years (SSB 2013). This is not a new trend, and different measures have been taken to reverse it.

Vocationalisation is one of these measures. Building on the definition given by Stene et. al., vocationalisation in upper secondary school encompasses *all* forms of approaches and cooperation between the common core subjects and vocational programme subjects (Stene et. al. 2014:9). However, this is a wide definition, which would include a multitude of different approaches. For our purposes, this study will make use of the definition given by the Official Norwegian Report, NOU 2008:18:

“Vocationalisation of the common core subjects denotes that teaching material, learning methods and vocabulary used in the common core subject in large parts should have relevance for the practice of the vocation. Vocationalisation also encompasses explanations on how competences from the common core subject are used and how they benefit the training of the education programme and the practice of occupation within the relevant occupations” (my translation, NOU 2008:18)

Vocationalisation seen in light of the definition given in NOU 2008:18, is the process of adapting the learning material and methods of the common core subjects to fit the target vocation, and to show how the common core subjects are relevant not only to general studies, but also within their future vocation. However, the common core subjects should still have characteristics from a general, universal or academic basis (Vaag Iversen et. al. 2014:2).

The concept of vocationalisation is not a new one. According to Repstad, the principle of vocationalisation of the “theory subjects” in vocational schools was first recorded with the institution of the Vocational School Act of 1940.

§ 7 in the Vocational School Act states:

“The teaching is to be connected to the vocation or vocations that the school is established for, and emphasis must be put on education within the vocation. It is aimed to provide the pupils with the practical skills and theoretical knowledge necessary in their vocation, that they can not expect to gain through their work in workshops or at a workplace. The aim is to provide the pupils with knowledge that will benefit them directly in working life.” (my translation, Repstad 2013:14)

Although vocationalisation in principle was introduced through §7 in the Vocational School Act, there was no concrete guidance as to how to vocationalise the theoretical subjects. The implementation proved difficult due to several reasons. Firstly, the pupils were being trained in different vocations with few common characteristics. Secondly, the teachers were trained in general, theoretical subjects and had limited knowledge of the vocational subjects. In addition, cooperation between vocational teachers and general education teachers was scarce. Lastly, many of the exams were centrally made, which did little to encourage local vocationalisation of the general subjects (Repstad 2013:14).

According to Stene et. al., vocationalisation was given more focus in the Norwegian schools in the late 1960s. It was then tied to the scientific subjects of mathematics and physics in vocational schools. These were subjects that proved difficult for the vocational pupils to pass. In order to make the subjects more manageable, the curriculum and the teaching was vocationalised (Stene et. al. 2014:8 – 9).

With the Upper Secondary Education Act of 1976, vocational schools and the academic sixth form (gymnasiums) were merged. The curricula in general, theoretical subjects became more specifically vocationalised compared to the previous curricula (Repstad 2013:14). This also included the English subject:

“The material chosen is to consist of technical, vocational English and general English, with emphasis on the former... [...]. At least 50% of the material must be vocation specific, and at least 25% related to general English” (My translation, Kirke – og undervisningsdepartementet 1974:2)

English was compulsory in some vocational education programmes, and optional in others (Kirke – og undervisningsdepartementet 1974:1). With the introduction of the new curriculum, Reform 94, English was made a compulsory common core subject. In addition Norwegian and Social Science were divided into two separate subjects, and Mathematics and Science, which had previously been taught as vocational subjects, were now defined as common core subjects (Stene et. al. 2014:9).

In the methodical guidelines for the English subject which applied to the R94 curriculum, the importance of using different approaches to reach the common goal, communicative competence, is emphasised. The guidelines are based upon these ideas:

“A communicative approach is essentially learner-centred. It aims to motivate learners to want to learn the target language by building on and extending their knowledge and experiences. It interests them by focusing on relevant themes and by giving them some choice in selecting texts and tasks to meet the aims and objectives of the syllabus. Learners’ communicative ability is developed through their involvement in a range of meaningful, realistic, worthwhile and attainable tasks, the successful accomplishment of which provides satisfaction and increases their self-confidence.” (Sheils 1988:1; Norwegian Directorate for Education and Training 1994:13-14)

According to the above quote, pupils are to use their previous knowledge and experience within their vocational education programme as scaffolding, thus allowing for new knowledge to be built on the existing knowledge in their field. In addition the guidelines for the English subject give the teachers free reins when it comes to finding appropriate texts and other learning material to “meet the aims and objectives in the syllabus”. By focusing on the vocation and learning English through this focus, the motivation for English is linked to the interest for the vocation (Norwegian Directorate for Education and Training, 1994:17). Vocationalisation as seen from these guidelines is viewed as something that gives meaning and authenticity to theoretical subjects such as English.

Competence aim number 6 in R94 shows the sentiment to vocational relevance: “The pupil should be able to understand and use English (Aim 1 – 4) in contexts that are relevant to the education programme” (my translation, Norwegian Directorate for Education and Training, 1994:15). This indicates that there was an emphasis on the importance of vocationalisation through specialised and carefully chosen texts and situations that fit the specific vocational course (Norwegian Directorate for Education and Training, 1994:15). The distinctive features of the education programmes were decisive when choosing what to emphasize in the teaching of English (Norwegian Directorate for Education and Training, 1994:16). Exams were made locally, based on set guidelines. This opened up for a more vocationally oriented

exam, based on what had been taught locally (Norwegian Department for Church, Education and Research 1993:10).

Other than this, the R94 offers few teaching suggestions to teachers (The Norwegian Directorate for Education and Training, 1994:17). Following in that tradition, the general part of the curriculum from 1994 still applies to the new curriculum of 2006, the Knowledge Promotion, LK06. However, in the LK06 curriculum there are no guidelines suggesting how the vocationalisation is to be carried out in the different subjects (Union of Education Norway, 2009). According to Hasselgreen, this was a deliberate choice made in order to keep the plans short and giving the teachers maximum freedom in implementing the plan (Hasselgreen 2005:7). With LK06, came a change in examination provisions. All upper secondary pupils sit the same, centrally given exam. However, with the revisions of 2010 and 2013 new requirements for the exams to be vocationalised were introduced.

Stene et. al. point to organisational relations impacting vocationalisation of common core subjects negatively. Amongst these are non-vocationalised centrally made exams, not enough time for cooperation between common core subject teachers and vocational teachers, limited interdisciplinary knowledge amongst the teachers, and dependence on personal will and attitudes towards vocationalisation, which leads to a large difference in the degree of implementation of vocationalisation (Stene et al. 2014: 92).

## 1.4 Previous research

There is little research on vocationalisation of the English classroom since the 2013 revision of the curriculum. Still, there is a range of studies within related topics such as dropout rates in upper secondary education, common core subjects, and English in the vocational classroom before the revision of the curriculum. The key findings in these studies and related articles are presented in this section. Initially, the topic of drop put rates is presented, before the presentation of two recent reports on the vocationalisation of common core subjects in general. Further, key findings in two MA theses on vocationalisation of the English subject are presented. Finally these findings are contrasted with the contributions of this study.



Studies into drop out rates in upper secondary education suggest that there is a higher rate of students dropping out of vocational education than general studies. According to Hegna et. al. this is not an exclusively Norwegian phenomenon and their study does not attempt to provide an answer to the complex question of why there is a difference between the education programmes (Hegna et. al. 2012:217). In a study carried out by Steffensen and Ziade comparing marks from lower secondary and upper secondary schools in Norway, their findings were that pupils in vocational education programmes generally have a lower average mark than pupils in general studies. In addition there are more vocational pupils who get the two lowest marks, 1 and 2, than pupils in general studies (Steffensen and Ziade 2009). Low marks can be caused by lack in skills, aptitude or motivation, and the consequence can be pupils dropping out. In a study from 2006 on pupils who dropped out of upper secondary education, more than 50% responded that school fatigue was a contributing cause of their decision to drop out. 20% thought that the subjects were too hard or too theoretical, and therefore chose to drop out (Repstad 2013:10). The reasons for high dropout rates is complex. Although lack in successful vocationalisation can not be the only cause, there is no doubt that a feeling of relevance and purpose related to the education is an important factor (Repstad 2013:10).

Hestnes' article on English in the vocational classroom in the R94 era, suggests that many vocational pupils in Norway dislike the English subject, often as a result of previous negative experiences within the academic subjects (Hestnes 2000). This dislike of the English subject provides an extra challenge for the English teacher in a vocational classroom. When one in addition looks at the syllabus' specific demands on the English teacher, one sees that there is a contradiction that has proved difficult to bridge (Hestnes 2000). On the one hand, the teachers have an extensive range of topics to cover in the general part of the subject, and on the other hand, he/she should also be competent enough to vocationalise where this is possible. Hestnes says that in an ideal world, the English teacher would be experienced in the trade or vocation of the specific education programme. In that way the English teacher would have what is referred to in this study as "vocational knowledge", but that in practice this is unobtainable. When a dislike of theoretical subjects such as English and other common core subjects, meet demanding curricula and a decreasing student motivation, the conditions for learning are infertile and sometimes desperate (Hestnes 2000).

In spite of the time passed since Hestnes' article was published and the introduction of the LK06 curriculum, the teachers are still faced with similar challenges, as the curriculum at present is the same for general and vocational studies. Hiim suggests a new perspective on the common core subject curricula in vocational education programmes. Her approach include analyses of which common core subject competences are required in the specific vocations. She calls for new common core subject curricula that cater for this. Her opinion is that the content of the common core curricula is to reflect the competence needed in the different vocations (Stene et. al. 2014:85).

Relatively little research has been conducted on the vocationalisation of the common core subjects, as pointed out by Stene et. al. (2014:71). In 2013 the Ministry of Education and Research initiated *Yrkesretting og relevans i fellesfagene på yrkesfag i videregående opplæring*, a project investigating vocationalisation and relevance in the common core subjects in vocational upper secondary education. This project was conducted over a period of 1 ½ years, and resulted in two reports published in 2014.

The first report by Stene, Haugset and Vaag Iversen, aims to give an overview of the organisation of vocationalisation, emphasis on common core subjects and vocationalisation, research on common core subjects, and vocationalisation of common core subjects in Norway and internationally (Stene et. al. 2014:i). The report suggests, as previously mentioned in section 1.3, that there are a number of organisational circumstances affecting the implementation of vocationalisation in upper secondary vocational education and training, both in Norway and in other European countries. Amongst these circumstances are the non-vocational, centrally made exams, lack of time for cooperation and communication between common core subject teachers and vocational subject teachers, limited knowledge in other subjects and a dependency on personal will and attitudes towards vocationalisation (Stene et. al. 2014:92).

The second report from the same project, by Vaag Iversen et. al. is based on an empirical study of vocationalisation and relevance in Norwegian schools. The material include analyses of the organisation of vocationalisation, analyses of a selection of schools and observations of four common core subject classrooms at two schools (Vaag Iversen et. al. 2014:i). The results from this study suggest that there is a significant variation in the practice of

vocationalisation of the common core subjects. The findings also indicate that the school administration's organisation of the common core subject teachers' working day and schedule impacts the degree of vocationalisation, that the exams are an important factor for the teachers' emphasis of vocationalisation, and that the common core subject teachers' knowledge in the vocational subjects plays a part (Vaag Iversen et. al. 2014:128 – 129). On the pupils' side, results show that the pupils experience to some degree that the teaching of the common core subject is vocationalised, but many pupils call for more emphasis on this (Vaag Iversen et. al. 2014:128). In addition the study indicates a correlation between accommodations for vocationalisation and average scores for motivation in smaller schools and schools with a large portion of vocationalisation (Vaag Iversen et. al. 2014:132).

It is, however, difficult to find research on vocationalisation of the English subject in isolation from the other common core subjects, despite its current relevance. Most studies focus on a comparison of the differences in motivation, drop outs and results in vocational studies and general studies, rather than on common core subjects specifically in the vocational classroom (Stene et. al 2014:99).

There are, however, some MA theses specifically dedicated to the vocationalisation of the English subject. The qualitative study conducted by Ulriksen is based on observations, interviews and questionnaires. In her observation, she followed two teachers and four different vocational classes over a period of five weeks. The questionnaires were used as a basis for the interviews, and were handed out to the pupils after four weeks of observation. Following the questionnaires, Ulriksen interviewed two of the classes and both the teachers. This study discusses the challenges in the vocational language classroom in the MA thesis "Teaching English in the Vocational Classroom" (Ulriksen 2002). Her study aims to describe the vocational language classroom and compare her findings with current views on second language learning (Ulriksen, 2002). Ulriksen found that "the way things are *supposed* to be, according to current views upon language learning and the goals and intentions in the Norwegian curriculum, do not correspond to how things *really* are in the vocational language classroom" (Ulriksen 2002:84). While the curriculum emphasised active participation, dialogue and communication, her findings included pupils that were "dissatisfied with their passive learner roles" (Ulriksen 2002:84). She goes far in her criticism of the teachers as being stuck in "ancient" teaching methods that clearly did not work well in a vocational

classroom in the 21<sup>st</sup> century (Ulriksen 2002:85). Her findings also show a dichotomy between pupils' opinion and teachers' perception. According to the teachers, the pupils do not seem to be interested in the English lessons. However, the pupils say that they consider English an important subject and actually like English. At the same time, the teachers find it difficult to teach English in vocational classes, and pupils are dissatisfied with the teaching of English (Ulriksen 2002:45).

A more recent qualitative study based on four interviews of vocational pupils conducted by Sjøveian reports that none of the pupils found the English lessons or the teaching to be interesting or relevant. This study was published in "Adapted Teaching and Vocationalisation" (my translation), an MA thesis on special needs education and adapted education (Sjøveian 2012). Sjøveian's main research question is "How do the pupils look at vocationalisation in the English classroom?" (my translation, Sjøveian, 2012:9). In her findings, she claims that although none of the pupils found the English lessons or the teaching to be interesting or relevant, they recognize that English is necessary. However, they are not motivated to expand their knowledge of English in the lessons. In their experience, the English subject has little in common with their vocational subjects and therefore lack relevance for their future (Sjøveian, 2012:75). Sjøveian elaborates: "Working with vocationalisation is not up to the pupils. The main responsibility for this is with the school and its leaders and not just on paper in relation to priority areas, but they have to ensure that this also is a priority in the classrooms" (my translation, Sjøveian 2012:75).

These master theses investigate the English vocational classroom, though from different angles. Ulriksen's thesis was presented in 2002 and is therefore based on the English curriculum in *Reform 94*. Sjøveian studies the English vocational classroom after LK06 was introduced, but her study does not mention the 2010 and 2013 revisions in the English curriculum. That Sjøveian calls for a change in the English curriculum indicates that this study is carried out before the revisions were introduced. Consequently, the study does not include a discussion of the government initiated NyGiv and FYR projects. Furthermore, the two theses are mainly focused on the pupils' views.

The focus of the current study is on the teacher perspective. As previously mentioned, the report by Vaag Iversen et. al. suggest that there is a significant variation in the practice of

vocationalisation of the common core subjects (2014:128-129). Hence, the contribution provided by this study is to apply the theoretical framework of VOLL. This study is conducted with a mixed methods approach, thus allowing for different perspectives and opinions to come forth. Furthermore, the study is rooted in the revised edition of the LK06 English curriculum, the government initiated New Possibilities/FYR projects, and the vocationally oriented language learning approach, VOLL. In addition, theories relevant to the field of education in general, such as motivation, views of knowledge and theories of learning, are seen in light of the debate about the importance of vocationalisation of theoretical subjects in the vocational classroom. The aim is therefore not only to study the phenomenon *vocationalisation* from different perspectives and investigate how the government initiatives promoting vocationalisation and implemented and used, but also to contribute to a more relevant and holistic approach to the teaching of English in the vocational upper secondary classroom.

## 1.5 Research questions

The current study aims to answer the following research questions:

- 1) What are the teachers' views on vocationalisation of English?
- 2) To what extent is vocationalisation of English given priority in the vocational classroom?
- 3) To what extent are the pupils motivated for the subject of English?
- 4) What are the pupils' views on vocationalisation?
- 5) To what extent are the initiatives, such as FYR, by the Department of Education implemented and used in upper secondary schools?
- 6) To what extent are the teachers satisfied with the final exam in the English subject, seen in connection to the emphasis on vocationalisation?

## 1.6 The structure of this thesis

This thesis consists of six chapters. Chapter 1 is an introductory chapter, providing the background of the study, research questions and context for the present study. Further, chapter 2 will provide the relevant theoretical framework, with a historical overview of vocational education in Norway and the development of English language teaching in the vocational classroom. The research methodology and material that provide the base of this study are presented in chapter 3. The data is gathered through mixed methods, with four qualitative teacher interviews and 35 quantitative pupil questionnaire responses as the material. The results found in the teacher interviews and pupil questionnaires are presented in chapter 4. In chapter 5 these findings will be further discussed in relation to the research questions and theory. The concluding chapter is chapter 6, where the findings will be summarized and explained in relation to the research questions.

## 2 THEORETICAL BACKGROUND

### 2.1 Introduction

This chapter aims to present an overview of the concept of vocationalisation in general and vocationalisation of the English subject in particular. Vocationalisation is solved differently depending on education systems, government decrees, administrative organisation and the individual teachers' view of knowledge and learning (Stene et. al. 2014:10). Although vocationalisation of the common core subjects is a requirement stated in §1 – 3 of the Education Act, it is up to the individual teacher how to implement and decide to what extent vocationalisation is given priority in the vocational common core subject classroom (Repstad 2013:7-8).

In this chapter, the history of vocational training in Norwegian upper secondary education, the development of second language teaching in connection with vocationalisation, and vocational education and training in Norway vs. Europe are presented. Further, the concept of motivation, views of knowledge and theories of learning are introduced, since these features are looked upon as especially important in the teaching of common core subjects (Stene et. al. 2014: 10; Repstad 2013:10). Following this is a presentation of the government initiatives NY GIV and FYR, aimed to bridge the challenges of the theoretical common core subject vocational classroom. Continuing, two approaches to vocational language learning, ESP and VOLL are compared. Finally, reasons are given why the current study is based on a view of VOLL as the most advantageous approach to vocationalisation, and an attempt is made to elaborate on potential features and characteristics of VOLL.

### 2.2 The history of vocational training in upper secondary education in Norway

*The purpose of upper secondary education is to develop the skills, understanding and responsibility that prepare pupils for life at work and in society, to provide a foundation for further education, and to assist them in their personal development.*

(Norwegian Directorate for Education and Training, 1993:2)

This quote from the Core Curriculum of 1993 clearly shows the mandate given to upper secondary schools in Norway when it comes to the vocational students; that they are to prepare the students for life at work, in addition to preparing them to function as a member of the society and help them in their personal development. In order to understand this, we need knowledge of what parts of the education that was emphasised in school before The Norwegian school system promoted lifelong learning and universal education with the Core curriculum of 1993, thoughts deriving from among others philosopher and educator Johann Amos Comenius (1592 – 1670) (Byram and Parmenter, 2012).

During the 1930s a number of education reforms were implemented. One of these was an act ensuring a seven year general education (Grankvist, 2000:157). This would provide the pupils with core knowledge that was needed irrespective of whether they chose further education or vocational training (Grankvist, 2000:159). After seven years in primary school, there was a crossroads – one could choose either further academic education or vocational training. In March 1940 a law was passed, granting vocational education a higher status (Grankvist, 2000:155). This was partly due to the thriving technological advancement of this time. The progress in technology called for more skilled labour, with more advanced dexterity (Grankvist, 2000:156).

In the 1970s general education was extended to nine years. After completing the nine years one could go on to upper secondary education. In vocational training, the theory taught would be mainly in the vocational subjects, in addition to Norwegian and scientific subjects consisting of mathematics and physics in direct relation to the vocation (Stene et. al. 2014:9). In the Upper Secondary Education Act of 1976, the vocational schools and the academic sixth form (gymnasium) were merged into upper secondary schools with different education programmes. These were typically combined schools (<http://goo.gl/uQazLM>).

In 1996 another year was added, making common education 10 years. With Reform 94, the upper secondary curriculum of 1994, all students were entitled to three years of upper secondary education (Norwegian Department for Church, Education and Research, 1996). With universal education and the right to three years of upper secondary education, also came a need for a diversity of education programmes and vocationally adapted teaching.



Most students, also those students who previously would go straight from lower secondary education into a vocation, were now in upper secondary education. This led to a demand for more adapted and vocationalised general subjects in the vocational classroom. With the R94 the volume of compulsory general subjects in vocational education programmes increased significantly compared to previous curricula (Solheim 2009:27). English was now upgraded to a compulsory common core subject, and the R94 curriculum clearly states that the English language is to be both understood and used in relevant vocational contexts (Repstad 2013:16).

With the introduction of the Knowledge Promotion, LK06, the Norwegian schools got their first curriculum extending throughout 13 years of education and training, from the first year in primary school to the final year of upper secondary school. The Core curriculum of the previous curriculum of R94 still applies, and forms the basis and the frames of the education and training. The Core curriculum is divided into several parts, one of which is “the working human being” (The Royal Ministry of Education, Research and Church affaires 1993:16). The emphasis on the Core curriculum lies on the development of the pupil as a working member of society: “Education shall provide learners with awareness of the variety and scope of the world of work and bestow the knowledge and skills necessary for active participation in it.” (The Royal Ministry of Education, Research and Church affaires 1993:16). With this view that the teaching of knowledge in itself is not the only function of the school, a more holistic approach to knowledge is established. According to the Core curriculum, personal growth and development is essential in order to become a functioning member of society, and the school is to aid this development (The Royal Ministry of Education, Research and Church affaires 1993:8).

Though vocationalisation is not explicitly mentioned in the Core curriculum, the importance of scaffolding is emphasised. Scaffolding is a learning process where support is initially provided before it is gradually removed as learning develops (Richards and Rodgers 2014:28) The process of scaffolding is mentioned in the Core curriculum: “Knowledge, skills and attitudes develop in the interplay between old notions and new impressions... [...] Education must therefore be tied to the pupil’s own observations and experiences.” (The Royal Ministry of Education, Research and Church affaires 1993:19). Through vocationalisation,

knowledge about the vocation acts as a scaffolding which, when tied to new knowledge, supports and aids in the acquisition of new knowledge (Richards and Rodgers 2014:28). This is one way of building on old experiences, familiarity and personal interests, which will lead to the acquisition of new knowledge, relevant to their education programme. The importance of scaffolding will be further elaborated in the sections about learning theory, section 2.5.3., and subsections 2.5.3.1. and 2.5.3.2.

With the introduction of LK06, the principle of general education is entrenched in the Norwegian education regime. All pupils, regardless of social class, gender and ethnicity are guaranteed an education from primary through upper secondary school. When entering upper secondary education, the pupils can apply to three general studies education programmes and nine vocational education programmes, e.g. Sports and Physical Education, Design, Arts and Crafts, Health and Social Care, Restaurant and Food Processing, and Building and Construction (<http://www.vilbli.no/?Artikkel=019560>).

## 2.3 The development of English language teaching in the vocational classroom

The history of English as a foreign language in vocational upper secondary education in Norway begins with the curriculum of 1974. English was made a compulsory subject with two lessons a week in some of the vocational education programmes, while in other education programmes it was an optional course (Kirke – og undervisningsdepartementet 1974:1) The curriculum of 1974 clearly shows the shift in language learning instruction prevailing in the 1970s. The teaching becomes more holistic, focusing on language in context, and the learner and his language (Simensen, 2007:58). Previous approaches to language learning, such as the grammar-translation method, the reform movement and the monolingual classrooms were outdated (Simensen 2007:31).

In the curriculum of 1974, communicative competence is the aim. Communicative competence can be defined as consisting of “the knowledge that users of a language have internalized to enable them to understand and produce messages in the language” (Ellis 2012:956). This competence entails both linguistic and pragmatic competence (Ellis

2012:956) Communicative competence can therefore be seen as a linguistic theory incorporating communication and culture (Richards and Rodgers 2014:88). The focus in the 1974 curriculum is on understanding and speaking in common situations. In an example from the English curriculum for the Health and Social Care education programme, the pupils are to be able to make conversations about personal needs in the daily life in regards to children, the elderly, the physically disabled and the mentally disabled (Kirke – og undervisningsdepartementet 1974b: 20). These competences focus on communication in relevant, everyday vocational situations.

The introduction of the Reform 94 curricula meant more ambitious competence aims in the theory subjects compared to the former curricula (Hegna et. al. 2012:217). This also included the English subject curriculum, which now was characterised as a common core subject and therefore compulsory to all upper secondary pupils regardless of education programme. The R94 curriculum emphasised the need for English as a lingua franca for communicating in different professions, e.g. in user manuals and instruction booklets (Stene et. al. 2014:9). English was needed in order to keep up to date in the latest developments, as well as in the computer and media world (Norwegian Department for Church, Education and Research, 1993). Adapted education was made a priority in order to bridge the gap in knowledge and skills in the schools, and vocationalisation was tied to pupils' motivation (Church, Education and Research department 1993:1).

While vocational studies had the same basic English curriculum as general studies, they did not go as deep into the subject matter as general studies. When added up, the vocational education programmes would have English four lessons a week, two lessons per week over a period of two years, while the general studies would have five lessons a week over a one-year period. The competence aims were specific, and they could easily be vocationalised. One example is that the students were expected to be able to converse about society in general and working life (Norwegian Department for Church, Education and Research, 1993:5). In order to continue the vocational focus, the English exams were made locally for vocational education programmes, and it was a combined exam with oral and written disciplines. In general studies, the exam was either oral or written. The written exam for the general studies was made centrally, while the oral exam was made locally (Norwegian Department for Church, Education and Research, 1993:10). These exams would be more

extensive than the ones given in the vocational education programmes, and less vocationalised since these students had yet to choose a specific vocation.

Communicative competence was still the aim, as can be easily identified within the English subject curriculum of R94 (Simensen, 2007:108-109). In the English subject curriculum, the R94 states that linguistic competence and pragmatic competence must be combined:

“English is above all an international language of technology and science. Most occupational groups meet technical content in English for example in user manuals and instruction books. Without a solid knowledge of English, one can easily be at a loss when it comes to staying updated in the continual development of knowledge that takes place within all fields and all studies” (my translation, Church, Education and Research department 1993:1).

The R94 therefore sees the English language as essential in the development and updating of knowledge within all vocations. The views conveyed in the R94 also form the basis of the current curriculum in English, the Knowledge Promotion, LK06. The 2010 and 2013 revisions of the LK06 English subject curriculum also emphasise the importance of vocationalisation. According to LK06, the teaching is to cover both general knowledge and the vocationally adapted subject material. The LK06 allows for more teacher freedom in deciding how to reach the competence aims as no topics, examples or methods are provided (Hasselgreen 2005:7-8).

However, according to Hestnes and Sjøveian, vocational pupils' experiences in theoretical subjects are often negative, and therefore special measures must be taken to promote their motivation (Hestnes, 2000:1). By incorporating the different components in communicative competence, there is a greater room for adaptation of the content. This can be done by the use of trade handbooks, instruction manuals, trade related articles, tables, brochures, films, short stories, song lyrics, etc. (Hestnes, 2000:1). Allowing these texts and aids as part of the syllabus would not have been permitted in traditional language learning approaches, as they are not part of the traditional literary canon. However, they have been a part of the construction of communicative competence since the 1970s (Kirke – og undervisningsdepartementet 1974:5).

The Common European Framework of Reference (CEFR) for language learning at all levels implemented within EU countries in 2001, has greatly influenced the LK06 English curriculum, though the plan does not make explicit references to it (Hasselgreen, 2005:8). The English curriculum group for the LK06 had the different CEFR levels of English in mind when they created the competence aims, ensuring that a student would go from a beginner A1 level to a high-value B2 level during their 11 years of compulsory English (Hasselgreen 2005:8). According to Hasselgreen, the students in grade 11 were expected to understand, with few problems, texts associated with the English subject and related to other subjects and to personal interest (Hasselgreen 2005:10).

To adapt the oral and written texts to “personal interest” may be seen as one definition of vocationalisation. When a student has chosen a vocational education programme, he/she has often done so because of specific interests and plans for the future. According to the curricula dating from 1974 to the current, revised curricula of LK06, it is therefore the teacher’s responsibility to find texts suited to the education programme and future vocation, where this is possible. This is also emphasised by Hasselgreen: “The [LK06] plan gives the teacher the freedom to do this, choosing the methods and detailed content that best suit them and their pupils” (Hasselgreen 2005:10). With this, the LK06 plan trusts the teachers to find texts that they find appropriate to fit the themes, context, approaches and the individual class. However, Hasselgreen also emphasises the importance of easy access to a selection of good and renewable materials (Hasselgreen 2005:10).

Furthermore, the Knowledge Promotion of 2006, LK06, changed both the curriculum and the exams for the vocational education programmes. The focus is no longer on the vocation, but on a more general basis of knowledge. The exam is designed to reflect that it gives university and college admission certification in the English subject, i.e. the minimum requirement in English for higher education (Hellekjær, 2011:42). As previously mentioned in the introduction, the exam is now the same for vg1 general studies and vg2 vocational studies. The only difference is that while general studies have five lessons pr. school year and sit the exam at the end of their first year, the vocational students have three lessons in year 1 and two lessons in year 2, and they sit the exam in year 2.

The curriculum revisions of 2012 and 2013 opened up for more vocationalisation. Revisions were also made in order to clarify the government's position on the fundamental skills in the curriculum (Repstad 2013:18). These fundamental skills included writing, reading, listening, digital competence and numeracy, competences that according to the Official Norwegian Report NOU2008:18 provide the basis for bildung and active participation in society (NOU2008:18). Based on this report, the government initiated the NY GIV/New Possibilities project in 2010, with the sub-project FYR established in 2011, aimed to focus on completion of upper secondary education, vocationalisation of the common core subjects and the fundamental skills (Repstad 2013:11).

## 2.4 Vocational Education and Training in Norway vs. Europe

The education systems in Europe at primary and secondary level are similar, at least on the surface. They all have one part that is compulsory, and all offer upper secondary education. At the secondary school level there is a choice whether to attend university-preparatory education programmes or vocational education programmes (Hegna et. al. 2012:220). However, when examined more closely, there are many differences in the education systems. In order to look at vocational education and training (VET) in Europe and compare these to the Norwegian system, one therefore has to make a selection of which countries to compare. In the article ““For mye teori” i fag- og yrkesopplæringen – et spørsmål om målsettinger i konflikt”, Hegna et. al. examines the differences between France, Germany, England and Norway more closely, using Eric Verdier's classification of Western European education regimes (Hegna et. al. 2012:220). Since this study examines vocationalisation of the English subject, more specifically the English as a foreign language subject, the choice was made to leave England out of this comparison.

The education systems in the three countries France, Germany and Norway are classified as meritocratic, profession-based and universalist education regimes. Firstly, within the meritocratic education regime, there is a competition between the individuals to achieve the best academic results. The winners of this competition will go on to prestigious, theoretical studies, while the losing party goes to practical, vocational training with low status. One example of such an education system is found in France, where the pupils are screened at

the end of lower secondary school, at the age of 16. A committee consisting of teachers, parent representatives and others, named *le conseil de classe*, will give a recommendation as to which direction to go after the final exam. If the grades are low, the parents normally accept a recommendation for their child to go on to vocational training (Hegna 2012:221). In recent years, a series of education reforms have been implemented in the vocational training in France, causing an introduction of several general subjects in vocational training. In addition there have been attempts to try to raise the status of vocational education and training. Still, the vocational studies are looked upon as a mark that one has lost the academic competition (Hegna 2012:222).

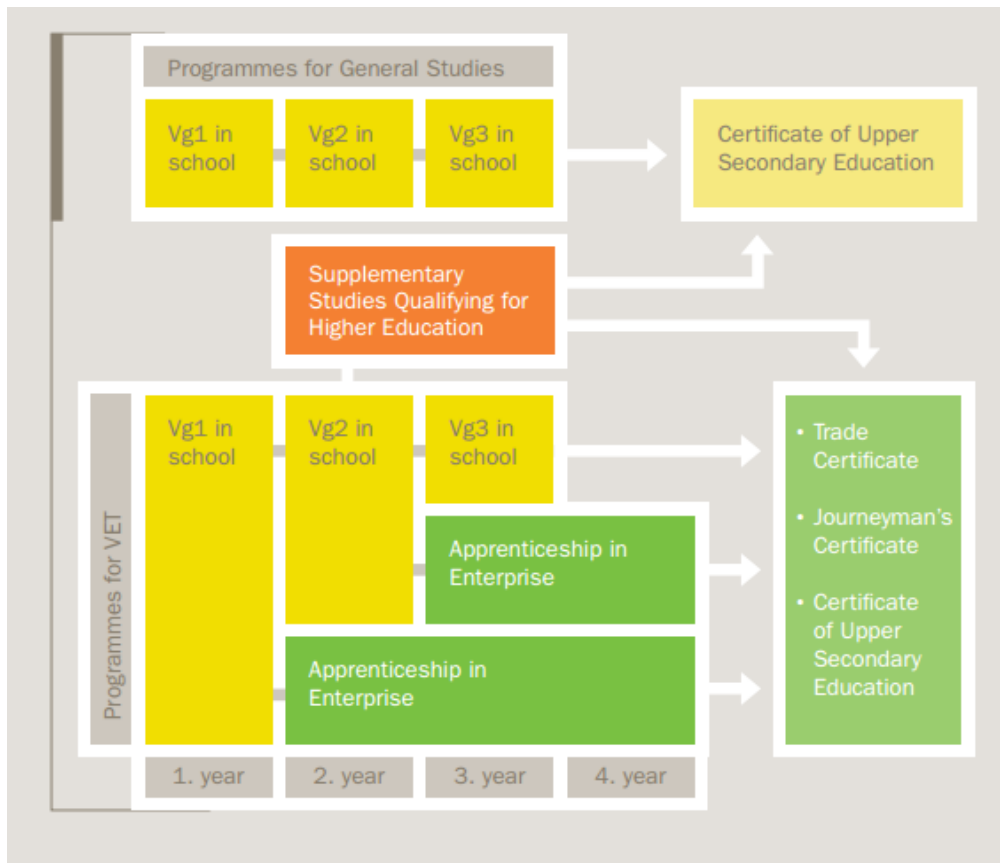
In the profession-based education regime, academic achievement and vocational qualifications are assessed as different, but equal. Trade occupations have a high social status. An example of this education regime is found in Germany, where the labour organisations and the employers' organisations are involved in shaping the vocational education and training curricula, ensuring quality and relevance (Hegna 2012:222). The pupils are screened at the age of 11 based on their individual skills and interests. This screening is conducted through suggestions from the teachers, and the parents usually accept the suggestion. Vocational education consists of an apprenticeship with a supplement of school-based training in relevant theory one day a week. The apprentices are recruited by the companies, and the school-based training is clearly secondary to the apprenticeship (Hegna et. al. 2012:223).

The education system in Norway is an example of a universalistic education regime. According to Hegna et. al. this regime is "based on a social convention of solidarity which aims to compensate for the inequality between pupils from privileged and less privileged family backgrounds" (my translation, Hegna et. al.:225). The ambition is a common education, and social background should not determine whether one should reach this aim. Norwegian pupils that have completed lower secondary education have a right to an upper secondary education, according to the Education Act §3-1. This right is independent of the skills and knowledge the pupil has acquired during compulsory primary and lower secondary school (Hegna et. al. 2012:226). Norwegian vocational education and training give vocational competence with or without certificate of completed apprenticeship.

What separates the Norwegian school system from the French and the German, is the amount of theoretical general subjects that is required in addition to vocational training. One has to complete courses in both Norwegian, English, mathematics, science, physical education and social science before the apprenticeship or at least before receiving the Journeyman's certificate. This was implemented to ensure that the pupils had the academic breadth and a deeper understanding, and also that the pupils had the possibility to change education programmes en route. In addition, this made it possible to get university and college admission certification for the vocational education programmes. One can, with only a year of supplementary academic studies, still go on to higher education after two years of vocational education. This opportunity has proven a success, as the number of pupils who choose to take a year of supplementary academic studies has more than doubled the past ten years (Bjørkeng 2013). To choose a vocational education programme and still have the qualifications to go on to universities or colleges, is an opportunity that one does not get in many other countries. The Norwegian school system ensures that the curriculum provides a basis of knowledge for all, whether one attends a vocational or a general studies education programme (Hegna et. al. 2012:226).

Figure 1 below from the Norwegian Directorate for Education and Training shows the vocational education and training (VET) structure in Norway:





**Figure 1: The structure of Vocational Education and Training in Norway.**

([http://www.udir.no/Upload/Fagopplaring/4/Vocational Education and Training in Norway.pdf?epslanguage=no](http://www.udir.no/Upload/Fagopplaring/4/Vocational%20Education%20and%20Training%20in%20Norway.pdf?epslanguage=no): 4)

Critics of the Knowledge Promotion have repeatedly argued that there is too much theory in vocational studies (Hegna et. al. 2012:217). One of the responses to this criticism was the revision of the English curriculum. In the revised 2010 and 2013 editions of the English curriculum in the Knowledge Promotion of 2006, vocationalisation is an absolute requirement. It is explicitly stated in several competence aims, as previously mentioned in section 1.2. In other European countries, however, this is not the case. Vocational education is typically separated from academic education. Therefore, learning English is something that either must be done in primary and lower secondary school or in specific foreign language courses while in vocational training.

## 2.5 Challenges in the vocational English classroom

Many of the more prominent challenges in the theoretical vocational classroom are related to lacking motivation for common core subjects, as discussed by Hestnes (2000). It is a common belief among vocational English teachers that this lack in motivation often occur due to a dichotomy in expectations between the pupils and the teacher, or between the pupils and the curriculum. In all language classrooms, whether in general studies or vocational studies, the individual learners have individual attributes, which they bring to language learning. These can have an important influence on learning. These may include attributes such as learning style preferences (learning in groups or individual learning), affective factors (shyness, anxiety, enthusiasm), motivation (learners' attitude, desire, interest in and willingness to invest effort) and learning strategies (whether able to plan, manage and evaluate own learning) (Richards and Rogers 2014:28). The attribute given most emphasis in this study is motivation. In addition comes the teacher's views of knowledge and which theories of learning are emphasised through the choice of approaches to teaching.

### 2.5.1 Motivation

In all acquisition of knowledge, motivation plays a vital role. When it comes to language learning in particular, "Motivation is one of the two key learner characteristics that determine the rate and the success of foreign language (L2) learning..." (Byram 2004:425). The other key learner characteristics is aptitude, according to Byram (2004:425). Pupils attending vocational education programmes have often chosen their path in life, and struggle to see the relevance in other subjects than their vocational programme subjects. According to Vaag Iversen et. al., vocationalisation of common core subjects is an important factor for the pupils' motivation (2014:110). The question of motivation must therefore be discussed when talking about vocational pupils.

According to Schunk, Pintrich and Meece, motivation is "something that gets us going, keeps us working, and helps us complete tasks" (Schunk, Pintrich and Meece 2008:4). There is disagreement on the precise nature of motivation. However, a general definition is that motivation is "the process whereby goal-directed activities are instigated and sustained" (Schunk, Pintrich and Meece 2008:4). Thus, motivation requires goals for impetus and direction, and it is rather a process than a product (Schunk, Pintrich and Meece 2008:4). One

can say that motivation does not only influence what we learn, but also when and how we learn (Schunk, Pintrich and Meece 2008:5). For education purposes, the reciprocal relationship between motivation and learning and performance must be taken into the consideration. According to Schunk, Pintrich and Meece “motivation influences learning and performance and what students do and learn influences their motivation” (2008:5). As it is the teacher’s responsibility to find good and meaningful tasks, teaching methods and material in order for the pupils to do and learn in a way that upholds and continues their motivation, this reciprocal relationship between motivation, learning and performance shows that the teachers play an important part in their pupils’ motivation.

For our purposes, the general term *motivation* needs to be divided into two sub-categories; intrinsic motivation and extrinsic motivation. In addition, there is a third type of motivation called Amotivation. This motivation is also relevant to this study.

Figure 2 below is a taxonomy of human motivation by Ryan and Deci (2000:61). The following sections 2.4.1, 2.4.2 and 2.4.3 will explain this figure in relation to education in general and second language acquisition in particular.

## INTRINSIC AND EXTRINSIC MOTIVATIONS

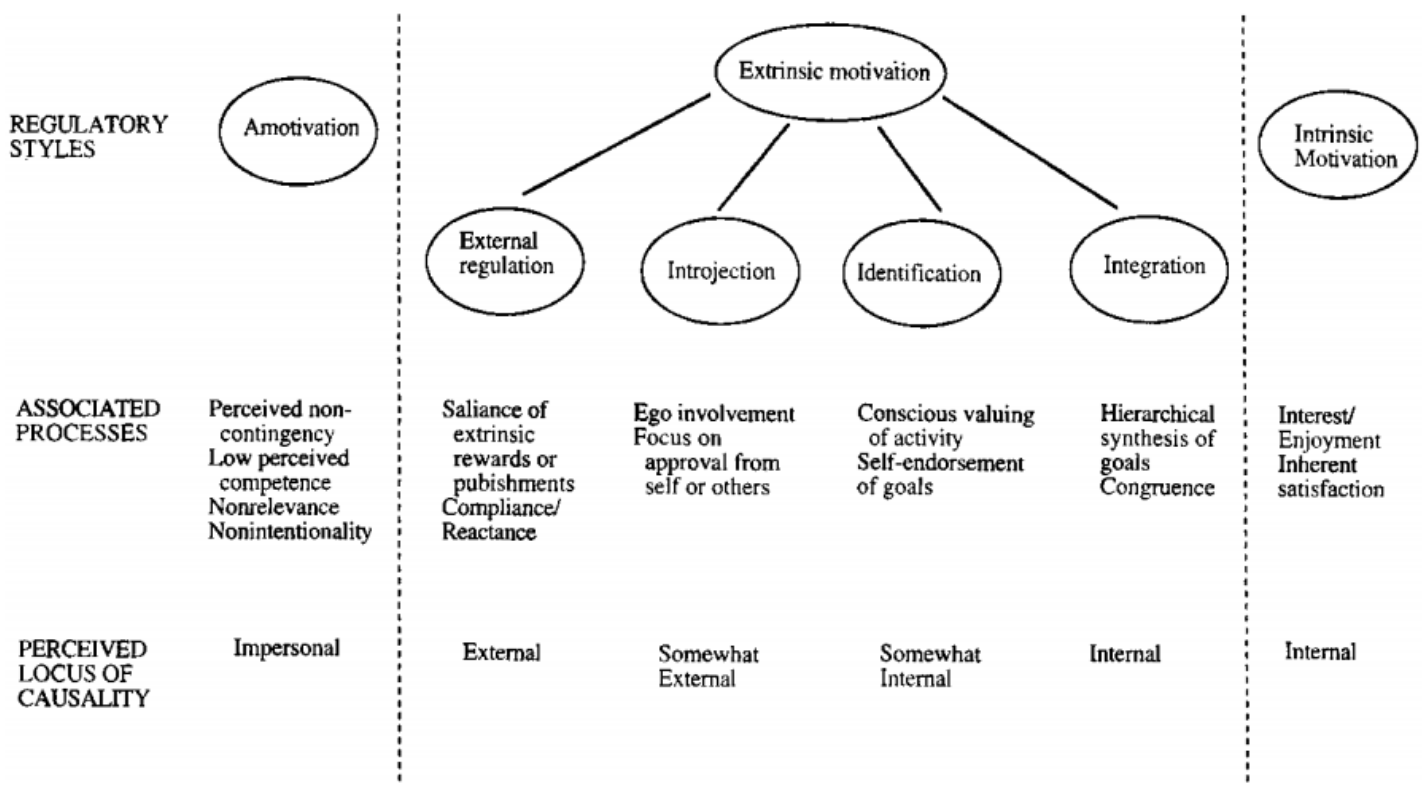


Figure 2: A taxonomy of human motivation by Ryan and Deci (2000:61)

### 2.5.1.1 Intrinsic motivation

Intrinsic motivation can be explained as an innate tendency to seek challenges. This tendency is the basis for mastering and growth (Strandkleiv 2006:14). Within intrinsic motivation, there are three psychological needs that are important. These are the need for autonomy, the need for competence and the need for belonging (Strandkleiv 2006:15).

When relating these basic needs to the field of education, the need for autonomy shows itself as an innate need for the pupils to be included in the decision of what they are going to do. The pupils need to be in control of their everyday life, and in order to have control, they need to have a significant influence in what they want to do at school. However, if this need is not met, this could result in passive pupils without a real opportunity to influence their own education (Strandkleiv 2006:16). Moving on to the need for competence, Strandkleiv holds that we all seek challenges to strengthen our competence. He says: "We have a fundamental desire to practice and develop our proficiency and handle our surroundings. We explore, learn from, and adapt our surroundings and the challenges we meet there" (my

translation, Strandkleiv 2006:15). In the educational context, this means that pupils have an innate desire to practice and develop, and challenges are what aids this development. In the vocational classroom, the surroundings are different from the general studies classroom. Therefore it is natural that the pupils want to practice and develop in their field of study, which is in the vocational context. This again is linked to the need for belonging, which is the third basic need. It is important for the pupils to have social security and feel a sense of belonging in their surroundings, both within their family and in school life. They seek recognition in their social environment, and a part of this is taking care of their peers (Strandkleiv 2006:17).

In second language learning, intrinsic motivation is a strong contributor (Ellis 2012:687). Self-determination is a necessary component in the learning of a second language. According to Ellis, “the more self-determined a learner’s motivation is the greater the achievement” (Ellis 2012:687). Another important component in acquiring a second language referred to by Ellis is ‘flow’, defined as “an experimental state characterized by intense focus and involvement that leads to improved performance on a task” (Ellis 2012:689). Without intrinsic motivation, intense focus and involvement is less likely to occur, hence less learning takes place. In order to promote flow, one has to experience that there is a balance in skills and challenges, concentration must be obtainable, the response given must be positive, one must have self-confidence and have a sense that time passes quickly (Ellis 2012:689). If these conditions are present, performance on a task will be improved.

In summing up intrinsic motivation and its importance in education, one can say that: “Pupils get intrinsically motivated when their need for competence and autonomy are met in a socially inclusive learning environment” (my translation, Strandkleiv 2006:18). If the three basic needs are met, this provides a good basis for continuing intrinsic motivation and learning in general.

#### ***2.5.1.2 Extrinsic motivation***

Extrinsic motivation is what occurs when winning a reward or avoiding punishment is what encourages us to perform a behaviour or engage in an activity, and it is external in nature. This type of motivation can be divided into four sub-categories; external regulation, introjection regulation, identification and integration (Ryan and Deci 2000:61).

When relating these sub-categories of extrinsic motivation to education, one finds that in the case of *external regulation*, the first sub-category, there are forces outside of the pupil that activate the action. In order for the pupil to follow someone's order, there must be a reward or a threat of punishment. The pupil is then compelled to act accordingly (Strandkleiv 2006:21). The second sub-category is *introjection regulation*, which is an internal coercion. The pupil does as required not because of acceptance, but because of a bad conscience, shame or a feeling of guilt if it is not done. According to Strandkleiv, the third sub-category *identification*, is characterised by the pupil's experience of the behaviour as a part of him-/herself. As a consequence, the pupil then executes the action with a larger degree of free will and autonomy (Strandkleiv 2006:21). The fourth sub-category, *integration* occurs when the action is completely autonomous. The action will be harmonious with the pupil's values and needs (Strandkleiv 2006:22).

As can be seen from the sub-categories, extrinsic motivation is very important to the pupils' learning and development. It can make the pupils do tasks that do not directly appeal to their field of interest, since few or no pupils experience all the subjects and activities at school as equally interesting and rewarding (Strandkleiv 2006:20). Different interests and talents lead to different preferences when it comes to subjects and activities. However, according to Ellis "extrinsically motivated learners are likely to attend only to the surface characteristics of the input, whereas intrinsically motivated learners will process input in a more elaborated, deeper manner" (Ellis 2012:691). In the case of language learning, this may be problematic since a deeper understanding is necessary.

### **2.5.1.3 Amotivation**

Amotivated behaviour is different from intrinsic and extrinsic motivation in that it is beyond the pupil's voluntary control. Strandkleiv explains: "Amotivation occurs in situations where the pupil is not able to control his behaviour in a way that leads in the direction of desired results" (my translation, Strandkleiv 2006:22). A pupil's lack in control of his behaviour may have different reasons. According to Ryan and Deci "Amotivation results from not valuing an activity (Ryan, 1995), not feeling competent to do it (Deci, 1975), or not believing it will yield a desired outcome (Seligman, 1975)" (Ryan and Deci 2000:61). This means that if the pupils feel that the activity is irrelevant, too difficult or does not meet their expectations, they will experience a sense of defeat.

Pupils experiencing multiple and repeating defeats, end up giving up before they have tried, or if they have tried, they experience that their efforts are not good enough (Strandkleiv 2006:23). Amotivation causes the pupils to contribute less, lose their involvement and show little effort in class. According to Strandkleiv, a significant portion of problem behaviour in school comes as a result of a feeling of inadequacy and negative experiences with learning, which leads to amotivation (Strandkleiv 2006:23). Problematic behaviour is often a result of feelings of inadequacy either socially or scholastically.

### 2.5.2 Views of knowledge

Different teaching traditions value different types of knowledge. Therefore knowledge is in the eye of the beholder. As a consequence of this, the nature, origin and scope of knowledge is under debate. However, in the context of this study, knowledge is seen through two contrasting views; knowledge as something people *have* and knowledge as something people *do* (Newell et. al. 2009:3).

In the first view, knowledge is seen as a possession of the human mind, something people *have*. It is a mental capacity that can be developed (Newell et. al. 2009:3). In upper secondary school, this generally educative view of knowledge is often represented by the common core subject teacher. In this view, knowledge is abstract and the acquisition of knowledge is an aim in itself. Knowledge is interconnected with the cultural heritage and is therefore a means of providing the pupils with a general sense of decorum (Repstad 2013:20).

A contrasting view is knowledge seen as something people *do*, which is based on the importance of practice and experience. This view is less occupied with giving the knowledge a theoretical form. Instead, learning occurs through practice and experience. Knowledge is acquired through concrete work with practical examples and theory is grounded in practice (Repstad 2013:20). In upper secondary school, this view is often conveyed by vocational teachers.

### 2.5.3 Theories of learning

The choice of teaching methods is often related to the view of knowledge. Richards and Rodgers hold that in language teaching these teaching methods reflect, either explicitly or implicitly, a theory of language learning (Richards and Rodgers 2014:25). Constructivist

learning theory and sociocultural learning theories may be seen as particularly relevant for vocationalisation, as they involve practical and social learning, mirroring the teaching approaches of the vocational subjects. These two theories will be outlined in the following.

### *2.5.3.1 Constructivist learning theory*

Within constructivism, learning is seen as something that results from the learner's internal construction of meaning (Mitchell, Myles and Marsden 2013:108). By selecting information and combining it with what they already know, the learners arrive at meaning (Schunk, Pintrich and Meece 2008:326). Thus, the meaning is constructed from experience, and knowledge does not exist independently of this meaning. Therefore, the learners must be actively involved in their own process of learning. This process of learning is dynamic and constructed, and it has both cognitive and social dimensions. According to Richards and Rodgers, it is cognitive in that the organizer reorganises new knowledge on the basis of existing knowledge, and it is social, as the learner interacts with others and solves problems through dialogue (Richards and Rodgers 2014:27).

Constructivist teaching involves a series of approaches, such as using authentic tasks and problems, active forms of learning, creating communities of learning in the classroom, etc (Schunk, Pintrich and Meece 2008:330 – 331). In constructivist theory pupil-centred and project-based learning is encouraged, which are approaches well-known in the practical vocational classroom and workshop. "Learning by doing" is an expression associated with constructivist theorist John Dewey, which according to Repstad reflect the wish of many vocational pupils; to learn through practice and therefore learn by doing practical work (Repstad 2013:21). In the vocational English language classroom, constructivist learning approaches may serve as a bridge between practical vocational knowledge and theoretical knowledge.

### *2.5.3.2 Sociocultural learning theory*

Defined by Lantolf, "Sociocultural theory holds that specifically human forms of mental activity arise in the interactions we enter into with other members of our culture and with the specific experiences we have with the artifacts produced by our ancestors and by our contemporaries" (Lantolf 2000:79) From this one can draw that, sociocultural learning theory views second language learning as a mediated process, resulting from collaborative activity between individuals (Mitchell, Myles and Marsden 2013:227). The term sociocultural



entails that learning takes place in a particular social setting, e.g. a classroom or a workshop. In this social setting there is interaction, either between people, objects or organized activities and events (Richards and Rodgers 2014:27-28).

Second language (L2) learning is viewed as a process of social mediation. This process is mediated through the direction of a more knowledgeable other, e.g. a teacher, a peer or the first language, L1 (Lantolf 2000:80 – 87). According to Richards and Rodgers, new knowledge and skills are gradually developed by the novice through repeated participation in a variety of common, interactive activities (Richards and Rogers 2014:28). All learning, including language learning, is seen as first social, then individual (Mitchell, Myles and Marsden 2013:248-249).

Scaffolding plays an important part in sociocultural learning theory (SCT). Scaffolding is a process of interaction between two or more people. Classroom or workshop activities are carried out, where one person, e.g. the teacher or another learner, has more advanced knowledge than the learner has. The teacher and pupil interact in a joint problem solving activity. Initially, collaborative dialogue “scaffolds” the learning process by providing support (the “scaffold”), before the support is gradually removed as learning develops (Richards and Rogers 2014:28). In the vocational tradition, this is what occurs in the practical vocational subjects, where the workshop is an arena for learning and the teachers, colleagues or peers are the teachers of the trade (Repstad 2013:21).

## 2.6 NY GIV and FYR

In 2010 a programme called NY GIV, translated to New Possibilities, was launched by the Department of Education. The aim of the programme was to focus on the fundamental skills of reading, writing and numeracy for poorly achieving pupils in lower and upper secondary school (Dyb 2011). This was done to raise the level of grades and make the gap between lower and upper secondary more manageable (Norwegian Directorate for Education and Training, 2012a:74). There was an alarming number of students dropping out of upper secondary school, and to reverse this trend and create and maintain pupils’ motivation, different measures were initiated (Repstad 2013:11). These measures included amongst others intensified follow-up of pupils achieving poorly in lower and upper secondary school, summer jobs or summer school to make the transition between different school levels easier

to handle and a more relevant and practice oriented vocational education and training in upper secondary school (<https://www.regjeringen.no/nb/aktuelt/ny-giv-lofter-de-faglig-svakeste-elevene/id708821/>).

In order to make all the subjects in the vocational education programmes more relevant to future vocations, changes had to be made. One of these changes were revisions in the curricula. With the entrenchment of vocationalisation in the curricula, the demands on common core teachers were altered, and knowledge in vocationalisation became a necessity for these teachers. This resulted in a sub-project under the New Possibilities initiative which was given the anagram FYR. The anagram, when translated into English, is equivalent to “Common core subjects, vocationalisation and relevance”. The project period is now extended, and from 2014 - 2016 the FYR project is an independent project, now reporting to the Norwegian Directorate for Education and Training (<http://www.udir.no/Spesielt-for/Fag-og-yrkesopplaring/FYR/>). The purpose of FYR is to create more relevance and vocationalisation in the common core subjects within the vocational education programmes (<https://snl.no/FYR-prosjektet>). To achieve this, the key elements within the FYR project include continuing education gatherings for teachers specifically targeting vocationalisation, development of teaching material, development of methodical approaches and development of a culture for cooperation in schools in order to improve vocationalisation.

In order to increase the implementation of vocationalisation, FYR has planned national gatherings for 900 common core subject teachers and vocational teachers during 2014 – 16. To ensure implementation, school administrators are asked to participate on the last day of the gatherings. The focus in these gatherings is on fundamental skills, and the gatherings are designed to help the teachers vocationalise. Teachers are given methodical and practical input that can easily be adapted or taken straight into the classrooms. In addition the schools’ role in building a culture for vocationalisation in vocational education programmes is discussed (<http://www.udir.no/Upload/FYR/Rammeverk%20Fyr.pdf?epslanguage=no:11>).

The ideas presented to the teachers are spread through the national centres such as the Mathematics centre, the Science centre, the Foreign Languages centre, the Writing centre and the Reading centre. In addition the country administrations have developed a National Digital Learning Arena (NDLA), which is also used for the spreading of teaching resources

(<http://www.udir.no/Upload/FYR/Rammeverk%20Fyr.pdf?epslanguage=no:14>). These resources include video interviews about being an apprentice in different trades, instructions on how to build a shed, teaching resources on eating disorders, etc. ([www.fyr.ndla.no](http://www.fyr.ndla.no)). The resources and ideas are all linked to both relevant vocation-specific and English subject competence aims. The resources are free and open to anyone.

Developing a culture for cooperation on vocationalisation in schools is an important aim for the implementation of vocationalisation. In order for this culture to develop, FYR has regional project managers, coordinator teachers in the common core subjects and so-called “assemblage point schools”, which act as pioneers and pioneer schools designed to spread experiences and competence on vocationalisation in the region

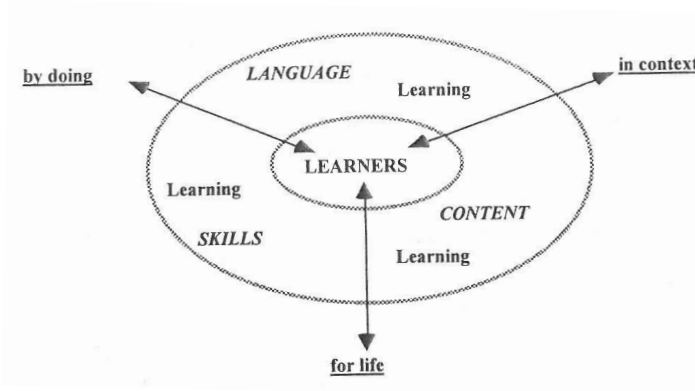
(<http://www.udir.no/Upload/FYR/Rammeverk%20Fyr.pdf?epslanguage=no:14>).

## 2.7 Two approaches to vocational English language teaching: VOLL and ESP

Traditionally, approaches to teaching and learning vocational English has been restricted to ESP, *English for Specific Purposes*. The teaching of ESP takes place in working life, catering to specific language needs within a business sector or a trade (Korsvold 1994:37). The purpose of ESP is therefore to prepare the learners to communicate within specific disciplines and its focus is on learners’ immediate needs (Vogt and Kantelinen 2012:4). The implementation of ESP varies both within the nations and internationally, but ESP teaching may contain anything from concrete vocabulary necessary in working life, to cultural understanding needed in order to communicate (Vogt and Kantelinen 2012:3).

Following a survey on the state of vocational language learning in Council of Europe member countries, the concept of *Vocationally Oriented Language Learning* (VOLL) gained popularity. This survey concluded that “Vocationally oriented language learning is seen as a major educational challenge for the Nineties and beyond in all member countries” (Korsvold 1994:37). This shows that new approaches to vocationally oriented language teaching had to be implemented. VOLL differs from ESP in that it is taught within the official education institutions, in vocational education programmes. This term, coined by the European Council “implies enabling learners to communicate not only in the (future) workplace but also provides a more general competence that integrates vocational, linguistic, and social skills”

(Egloff 1989 in Vogt and Kantelinen 2012:3). Therefore, learning vocabulary needed to communicate in work-related contexts is not perceived as sufficient anymore. VOLL brings to the table a more holistic approach to vocationally oriented language learning involving learning for work and life: “Vocationally oriented language learning can serve as an integral part of the lifelong educational process, combining directly work-related skills with personal growth and social awareness” (Fitzpatrick and Varga 1993:7). This quote is further illustrated by the figure below:



**Figure 3: The essence of VOLL – A symbiosis of learning and teaching (Brewster 1995:2)**

Figure 3 illustrates that the essence of VOLL centres around learning language, skills and subject content (Brewster 1995:2). Where the ESP approach is regarded to be compartmentalised, VOLL is more comprehensive in nature. Learning is seen in the context of the learners’ work and life (Brewster 1995:2). In order to communicate efficiently in the workplace and in life, VOLL considers more holistic communication skills to be necessary (Vogt and Kantelinen 2012:4). There is no denying that more and more workplaces across all fields have become multicultural and multilingual. According to Vogt and Kantelinen, “Qualified employees have to be proficient enough to communicate flexibly in diverse communication situations and professional discourse communities. They have to be competent enough to cooperate with colleagues from diverse cultural and linguistic backgrounds in order to strike up professional and personal relationships” (Vogt and Kantelinen 2012:1) Thus, intercultural, professional and efficient workplace communication is becoming increasingly important. Language skills in themselves are no longer enough, as discussed regarding communicative competence in section 2.3.

VOLL does not only aim empower learners to communicate in the world of work, but also to impart life skills with a holistic approach. According to Korsvold, VOLL is “language learning with a vocational twist” (my translation, Korsvold 1994:37). What is meant by this is that it can be characterised as a learner centred approach, where the learners are assigned more power and are no longer viewed upon as passive recipients of teaching (Richards and Rodgers 2014:32). It is also a content-based approach, in that in order for the pupils to learn more successfully, the English language is used as a means of understanding vocationally oriented content, as opposed to the language learning being an end in itself (Richards and Rodgers 2014:118). VOLL recognises vocationalisation of language learning as an important factor in pupils’ motivation (Korsvold 1994:38). By focusing on activities and tasks that involve real, authentic communication, VOLL is considered a task-based and action oriented approach. Together with a philosophy of interdisciplinary connectedness, these approaches foster learner autonomy, which gives the pupils a more active role in managing their own learning (Vogt and Kantelinen 2012:5).

VOLL is defined in the study by Brewster (1995) and further outlined in the article by Vogt and Kantelinen (2012). Different teaching approaches are included in VOLL, but no explanation is given in the article as to what is included in these concepts. In order to further investigate VOLL, there is a need to develop the concepts further. Due to a lack in written material on VOLL, the explanation of the concept is insufficient. Therefore, the following is my understanding of the concepts included in VOLL; holistic, learner centred, content based, action oriented, task based, interdisciplinarity and learner autonomy. An attempt has been made to further explain what the concepts may entail by consulting relevant literature and based on a decade of teaching experience within the vocational English classroom.

## 2.8 Characteristics of VOLL

### 2.8.1 VOLL is holistic

The aim of VOLL is communicating in the foreign language for work and study purposes, in addition to providing a more general competence in the context of the learner’s life (Brewster 1995:2). VOLL therefore integrates both vocational, linguistic and social skills (Vogt and Kantelinen 2012:3). Communication involves the learner as a whole person (Vogt and Kantelinen 2012:5). In order to learn to communicate both within work, studies and in a

general social context, it is therefore important to focus on larger topics such as intercultural understanding, ethics, etc. The language must be taught as a whole, rather than breaking it down into separate components (Richards and Rodgers 2014:392, Richards and Schmidt 2010:262). This includes considering the holistic communication skills necessary for efficient communication, both linguistically and pragmatically, and thus widening the perspective of language learning for vocational purposes (Vogt and Kantelinen 2012:4). Using VOLL approaches, vocationalisation becomes a means of reaching the competence aims of the curriculum, not an addition.

### **2.8.2 VOLL is learner centred**

At the basis of a learner-centred approach is a belief that learning is dependent upon the nature and will of the learners (Richards and Schmidt 2010:326-327). Due to this, VOLL's starting point is the learner's prior knowledge, their goals and their interests. With this one can see that the focus is also on their future vocational contexts (Vogt and Kantelinen 2012:5, Richards and Schmidt 2010:327). The teacher is free to include topics within VOLL that are tailored to be as relevant as possible to the individual learner and the learner's interests and future vocation. Examples of topics within Building and Construction and Health and Social Care, include how to communicate with costumers/clients, short stories dealing with psychological issues, or work ethics.

### **2.8.3 VOLL is content based**

VOLL aims to consider future communicative needs and requirement in real life, both in personal and professional contexts. Within VOLL, teachers are therefore to contextualise learning tasks in vocational contexts in the target language (Vogt and Kantelinen 2012:5). The teaching of language skills therefore occurs in relation to their uses, reflecting a functional view of language. The teaching of the target language occurs through interdisciplinary activities, rather than in isolation (Richards and Schmidt 2010:312). In Building and Construction classes, this could mean learning about topics such as building styles, different types of construction machinery and safety precautions in their English lessons as well as in vocational classes, as opposed to learning traditional topics such as grammar and classical literature. In my experience as an English teacher, this is a quite

demanding method for English teachers, who have to acquire this knowledge before teaching it to the pupils.

#### **2.8.4 VOLL is action oriented**

In an action oriented approach, the tasks ideally activate the learners (Vogt and Kantelinen 2012:6). Authenticity of tasks is important, i.e. the tasks mimic real life and the pupils speak as themselves within the teaching/learning environment (Dam 2011:44). When the tasks are authentic, relevance is gained and this often results in both learning and motivation for the pupils. The tasks in action oriented approaches are often collaborative, encouraging learning through pair motivation and group work, and activities are focused on communication. In my experience, pupils in vocational education programmes have often chosen this field of study because of their ability to do practical work. Action oriented approaches such as VOLL may be seen as appealing to the pupils' desire to do practical work and to cooperate with others.

#### **2.8.5 VOLL is task based**

VOLL often adopts a task based approach. This approach is characterised by the use of communicative and interactive tasks (Richards and Schmidt 2010:585). The target language, in this case English, is used to carry out tasks and deal with authentic situations which the pupils may be faced with in their future vocations (Vogt and Kantelinen 2012:6). Such a task based approach requires focus on authenticity, interaction and relevance to either the pupils' future vocation or personal lives (Richards and Rodgers 2014:393).

#### **2.8.6 VOLL is interdisciplinary**

Within VOLL, tasks are put into a larger context, encouraging interdisciplinary collaboration between teachers and/or pupils. Interdisciplinary collaboration is defined as "some form of work between or among people from two or more subjects within the same or across institutions" (Lee 2008:130). This collaboration will in turn have an impact on pupil productivity, learning and personal professional development (Lee 2008:130). Complex tasks may integrate several subjects, and therefore foster interdisciplinary knowledge (Vogt and Kantelinen 2012:6). In my experience, encouraging interdisciplinarity between the subject of English and the vocational subjects, makes the relevance and purpose of learning become more clear to the pupils and previous knowledge can function as a scaffolding for new knowledge (Richards and Rodgers 2014:28).

### 2.8.7 VOLL fosters learner autonomy

According to Dam, learner autonomy “entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person” (1995:1). An emphasis is put on the encouragement of the learners to take responsibility for what they learn and how they learn it (Richards and Schmidt 2010:326). In this way there will be more focus on learning rather than teaching (Dam 2011:43). The teacher’s role is that of a motivator to make the pupils willing to take responsibility of planning their own learning. In addition the teacher is to support the pupils in becoming capable of doing so (Dam 2011:41) According to Vogt and Kantelinen, learners might become more highly motivated due to the need to take responsibility for their own learning (2012:6). The pupils are given a choice of what to learn and how to learn it, which is motivating, makes them feel responsible and supports their self-esteem (Dam 2011:43).

## 2.9 VOLL in this study

In this study VOLL’s characteristics as holistic, learner-centred, content based and interdisciplinary approaches to foreign language learning are seen as essential, as they form the basis of the philosophy behind this study’s view on vocationalisation. In this study, vocationalisation is viewed not as an *addition* to the English subject curriculum, but rather a *means* of reaching the competence aims determined by the curriculum.



## 3 METHODS AND MATERIAL

### 3.1 Choice of methods

Methods refer to techniques and procedures that are used in the process of gathering data and the analysis of this data (Cohen et al 2007:47). The aim of the research determines the methods. This thesis deals with the concept of vocationalisation in the English classroom. The aim is to capture the opinions of the teachers through a qualitative approach and the voice of the pupils through a quantitative approach, and thus get a broader perspective on the phenomenon at hand. Through a qualitative approach with interviews, the teachers' views and reported practice of vocationalisation was enquired after. However, in order to arrive at a broader understanding of the implementation of vocationalisation, the pupils' point of views also had to be investigated. Therefore, to find several pupils' opinions, a smaller and quantitative component was added to the research. By the application of mixed methods, the strengths of qualitative research are combined with the strengths of quantitative research to ensure a broader perspective of the phenomenon at hand, namely *vocationalisation in the English classroom*.

### 3.2 Mixed methods

In traditional empirical research there are two main categories; qualitative and quantitative research methods (Punch 2009:3). In qualitative methods, the aim is to get a detailed description of a phenomenon, using a limited number of informants. In quantitative methods, on the other hand, the number of informants can be large and the aim is to count the phenomena. To answer the research questions there was a need to mix methods, and thus by combining the strengths of both qualitative and quantitative research, to aim to broaden the understanding of the phenomenon *vocationalisation*. While quantitative research brings the strength of formalizing comparisons and using large, and sometimes representative samples, the qualitative research will go more in-depth and be more sensitive to context (Punch 2009:290). Combining these two approaches will therefore be an advantage to the research, compensating for the weaknesses of each method (Punch 2009:290).

In order to study the research questions, there is a need to consider both the teachers and the pupils. What constitutes the main part of the research material follows the qualitative tradition, with semi-structured interviews of the teacher informants. However, in order to get the pupils' views and form representative generalisations, there will also be a quantitative component in the research. The decision of choosing two different approaches was made on the basis of the number of informants, which would be too large for qualitative interviews. Therefore mixed methods have been employed with a larger qualitative and a smaller quantitative component.

An embedded design was chosen, where the quantitative questionnaires played a supportive secondary role (Punch 2009:296). The reason behind this thinking was that a single data set based on only four informants would not be sufficient. Furthermore, the two methods complement each other. While the larger qualitative component was aimed to give answers to research questions 1, 2, 5 and 6, the smaller quantitative component mainly provides answers to research question 3 and 4, in addition to playing a supportive role to responses on research questions 2 and 5. As illustrated with the distribution of the research questions, there were different questions that needed to be answered. These questions were based on another point of view than that of the teachers, and therefore different types of data were required (Punch 2009:296). Hereunder are for example questions about the pupils' motivation for reading and writing in English, their motivation for vocational material versus general English material in the vocational classroom, and about future ambitions regarding vocation and use of the English language.

### 3.2.1 A qualitative approach

A qualitative approach was chosen to investigate the teacher informants' perception and experiences of vocationalisation of the English subject. In order to find out what thoughts and reflections that underpin the teachers' actions, there was a need to understand the phenomenon from their perspective – from the each specific teacher's perspective. This is called *participants' perspective* (Bogdan and Biklen, 1992:32). By trying to understand the teachers' point of view, a better understanding of the teachers' views on what is going on in the English lessons of a vocational classroom could be achieved.

To ensure multiple perspectives and representation, teachers from both mixed schools, i.e. schools offering both general and vocational studies, and a purely vocational school, i.e. schools offering only vocational education programmes were selected. Purposive sampling was chosen, meaning sampling in a deliberate way. The focus was on teaching experience within two specific education programmes; Building and Construction, and Health and Social Care. In addition the aim was a sample of individuals who “differ on some characteristics” (Creswell 2012:623). The characteristics in this case are gender and teaching experience, in addition to the education programmes they teach at. The focus on differences was also why two very different education programmes were chosen (Creswell, 2012:208). The aim was also to consider age groups, teaching experience and gender when choosing teacher informants. However, since only four teachers were interviewed, the variation of sampling would inevitably be limited. Two of the informants interviewed were relatively inexperienced teachers, while two had more experience. In addition, gender was taken into the consideration, as two women and two men were selected as informants.

### 3.2.2 A quantitative approach

For the quantitative phase of the study, the unit of analysis was the pupils of the four vocational classes chosen; two classes of Building and Construction pupils and two classes of Health and Social Care pupils. Traditionally, the Building and Construction classes are male dominated, while the pupils in Health and Social Care classes are predominantly female, and they were therefore chosen intentionally based on their gender. This study’s target population are representatives of the vocational pupils in these education programmes (Creswell, 2012:141-142). By choosing these education programmes and these classes, the sampling strategy called *probability sampling* and the sampling method *stratified random sampling* was chosen (Creswell, 2012:142). This entails dividing the group into homogenous subgroups, i.e. the four classes in two different education programmes, and using these as simple random samples. However, with such a limited population, the generalisations may not be representative of the sampling frame.

Initially, the intention was that the four teacher informants would bring the questionnaires back to their classes and have their pupils fill out the forms. However, only two of the four classes responded on the questionnaire, leaving the study with a limited number of

informants. In order to alleviate this challenge, the solution was using a convenience sample of two other classes, further explained in section 3.3.8.

## 3.3 Material

### 3.3.1 Qualitative teacher interviews

Within qualitative research, the most common research instruments are observations, interviews and questionnaires, documents and audiovisual materials (Creswell, 2012:212). In the current study, the interviews of the teachers constituted the research instrument in the qualitative part. In order to get an insight into the interviewee's world and see things through their point of view, the interview guide was semi-structured consisting of a few open-ended questions (Creswell, 2012:213). The rest of the questions were formed during the interview process. The justification for using semi-structured interviews in the data collection was to get a more natural and conversational atmosphere in the interviews, and thus enable the researcher to build on the interviewees' utterances by asking follow-up questions and therefore be more spontaneous (Gorman and Clayton 2005:127).

### 3.3.2 Participants

In order to ensure the anonymity of the informants, they have been labelled Teacher A, Teacher B, Teacher C and Teacher D. Additional information about the teachers is given in section 4.1.2.

**Table 1: Overview of teacher informants**

	<i>Teacher A</i>	<i>Teacher B</i>	<i>Teacher C</i>	<i>Teacher D</i>
<i>Age</i>	25 – 30	25 – 30	40 – 45	60+
<i>Teaching experience</i>	1 year	3 – 5 years	12 – 15 years	25 years +
<i>Study points in English</i>	60 stp.	60 stp.	150 stp.	MA
<i>School (mixed or vocational)</i>	Vocational	Vocational	Mixed	Mixed

### 3.3.3 Designing and conducting the interviews

The questions were designed to make the informants feel at ease and allow for longer narratives. By starting with reflections around their own experiences with English in school and talking about their own practice and approach to teaching, the informants could build on their own experiences before moving on to discussing more current and relevant issues related to vocationalisation. Current trends and requirements such as the NyGiv/New Possibilities initiative, the FYR project and vocationalisation, in addition to the revisions of the current English curriculum are central in the interviews.

Since an open and natural setting is crucial for this type of data collection, the initial intention was to conduct the interviews in Norwegian. This was considered the best way to get the teachers to be relaxed in this setting and to give free narratives, rather than giving short answers to questions. However, there was a danger of losing some of the nuances in the answers in translation, and therefore the interviews were performed in English. Another reason behind this choice was the sheer workload of translating the entire material into English after the transcription. Being English teachers, it could also be assumed that they were in possession of sufficient knowledge of the language to convey their opinions in English. None of the informants refused or disagreed, though one of them commented that he would probably have been more talkative and give better narratives in Norwegian.

According to Creswell interviewing is “the most time-consuming and costly approach”, but at the same time this was considered the best way for the teacher informants to share ideas comfortably and avoid interruptions or lose their train of thought (Creswell, 2012:218). The interviews were conducted one-on-one in their respective schools, with little background noise and interruptions. They were audiotaped using a voice recorder and the interviews were subsequently transcribed. This allowed the interviewer to be free during the interview and ask follow-up questions where this was necessary or desirable. In addition it opened up for a more relaxed and communicative setting.

### 3.3.4 Transcribing and analysing the interviews

The audiotaped interviews were transcribed using the Express Scribe Translation Software. This enabled the transcriber to reduce the speed and therefore get a more accurate transcription of the dialogue between the interviewer and the interviewees. As previously

mentioned in section 3.3.3, the setting was one of little background noise and disturbance, and the tape was therefore clear and audible.

When transcribing one translates the material from oral discourse to written discourse (Brinkmann and Kvale, 2015:204). There are several ways of doing this, and according to Brinkmann and Kvale, there are no correct, standard answers as to how this should be done (2015:207). Since the transcript was to be used in a thesis, and actual quotes were to be used, the choice was made to transcribe in a more written style, rather than a verbatim one. In the transcriptions, coherence was more important than linguistic accuracy. After all, “Transcriptions are impoverished, decontextualized renderings of live interview conversations”, and in order for the interviewees’ accounts to make sense and be understandable in reading, the choice was made to focus on content rather than form (Brinkmann and Kvale 2015:204).

### 3.3.5 Quantitative questionnaires

Regarding the second part of this study, the choice was made to design a questionnaire rather than conducting qualitative interviews throughout. This choice was made due to time limitations and the need of a larger sample. The aim was to see tendencies rather than individual opinions, and therefore the aim was attitudinal data. Attitudinal questions and statements are used to find out what the informants think, i.e. their attitudes, opinions, beliefs, interests or values (Dörnyei 2003:8). Before commencing the study, I saw the advantage of getting another point of view, namely the pupils’ opinions on vocationalisation and their thoughts on the relevance of English. The aim was to find out about their motivation for the subject of English and their view of vocationalisation as a unit. However, in processing the data collected, there might be certain tendencies or even single answers that can prove useful to compare to the findings in the interviews with the teachers.

The advantage of having a questionnaire is that one can collect large amounts of information in a short period of time. According to Dörnyei “the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people”, meaning that it is a less time consuming process for the researcher (Dörnyei 2003:9). Another important factor is that some may answer more honestly in writing, instead of in an interview with an unknown interviewer.

Therefore, a quantitative questionnaire was developed for the pupils consisting of both closed-ended statements and open-ended questions. Instead of asking only open-ended questions, which most certainly would have given the researcher many new and interesting perspectives, the time factor played in.

### 3.3.6 Designing the questionnaire

The design of the questionnaire was based on six categories. These pre-set categories were grounded on previous experience on the relevance of motivation in the English vocational classroom. These categories were: 1) Attitudes to learning and reading English, 2) Motivation, 3) Material and resources, 4) Vocational topics, 5) Work and relevance, and 6) What constitutes a meaningful English lesson.

The questionnaire aimed to find out about the pupils' motivation for the subject of English and their views on vocationalisation. Based on these categories, the information given can be coded and analysed in chapter 4, before it is discussed in chapter 5 in relation to theory and previous research.

The questionnaire had predominantly closed-ended questions or statements. The related statements with closed-ended responses were grouped into five of the six categories; Attitude to learning and reading English (statements 1.1 – 1.4), motivation (statements 2.1 – 2.9), materials and resources (statements 3.1 – 3.2), vocational topics (statements 4.1 – 4.6) and work and relevance (statements 5.1 – 5.3). The Likert scale constituted the response options for agreement in five alternatives; *Strongly agree – Agree – Uncertain – Disagree – Strongly disagree*. The reasons for using the Likert scale is that it is simple and reliable, as stated by Dörnyei (Dörnyei, 2003:37). Likewise the frequency response options for statements 3.1 and 3.2 were divided into the five categories using an ordinal scale; *Very often – Often – Sometimes – Almost never – Never*. This allowed for numeral coding in the analysis of the material gathered. In order to find the highest and lowest scoring statements, the mean scores were calculated based on the coding of the response options. The coding was also used when finding which value was most often found among the responses, i.e. the modal score.

In addition to the closed-ended statements, there was one question labelled differently. This question, labelled 3B, listed a set of resources that could have been used in class, such as

NDLA, Kahoot, their workshop, YouTube, magazines/newspapers, etc. There was an option of adding to the list, by adding it under “Other”. The last question, found in category 6 and labelled Q6, was an open-ended question asking for the pupils’ opinion on what constitutes a meaningful English lesson. Here the pupils were given the option of answering in Norwegian or English, and the question was posed in both languages. The importance of the questionnaire language is underlined by Dörnyei when he states that “... the quality of the obtained data increases if the questionnaire is presented in the respondents’ own mother tongue” (Dörnyei 2010:12). In quality, can be included both length, depth and honesty of answers, as the informants feel more comfortable and more eloquent in their own mother tongue. The thought behind this decision was that lacking skills in written English should not restrict the pupils’ right to voice their opinions, and thereby the quality of the responses is increased.

### 3.3.7 Participants

**Table 2: Overview of pupil informants by class**

<i>Class</i>		<i>No. of pupils</i>	<i>Gender (F / M)</i>
<i>Health and Social Care</i>	<i>(HSA)</i>	<b>8*</b>	<b>8 / 0</b>
<i>Health and Social Care</i>	<i>(HSB)</i>	6	5 / 1
<i>Building and Construction</i>	<i>(BCA)</i>	<b>8*</b>	<b>0 / 8</b>
<i>Building and Construction</i>	<i>(BCB)</i>	13	1 / 12

\*Convenience sample classes

### 3.3.8 Conducting the questionnaires

The pupils were given the questionnaire, which took them about 15 minutes to fill in. As previously mentioned, the open-ended questions were posed in both English and Norwegian. If only English was used, it was feared that some pupils would feel restricted due to a lack of vocabulary, and some would feel biased due to the dislike of the language. In addition, interpretation might be needed if only English was used, which would interrupt the



exercise (Hestnes, 2000:1). The pupils' opinions are what matters here, not their knowledge of the English language. If only open-ended questions were given, the result would probably be a multiple of different answers, which again would have to be interpreted and re-investigated.

The questionnaire was given to the four informant teachers, who were asked to distribute the questionnaire in their vocational classes. However, this was carried out in only two of the classes. This left the researcher with a limited amount of material. In order to secure a larger population and a more representative result, measures were taken by arranging a convenience sample. Creswell defines a convenience sample as "a quantitative sampling procedure in which the researcher selects participants because they are willing and available to be studied" (Creswell 2012:618). Two other classes, one Building and Construction class and one Health and Social Care class were selected, though not connected to the teacher informants.

### **3.3.9 Limitations**

#### ***3.3.9.1 Limitations of choice of methods***

As in most research, time is a limiting factor. Mixed methods have often been criticised for being overly work- and time consuming (Punch 2009:300). In order to compensate for this limitation, this study has a limited number of informants. However, as this is a relatively small population, the findings can therefore not prove generalizable. Still, the study provides an overview of the situation in some classes and the results are useful in discussions on the subject of English in the vocational classroom.

#### ***3.3.9.2 Limitations of the interviews***

Using interviews for data collection is time-expensive. Due to this, the sample must be small. In this case it is limited to only four teacher informants. A consequence of this limited sample, is that each one will be important, and there is little room for errors. When conducting a semi-structured interview, it is the researcher's responsibility to construct a relaxed atmosphere where the interviewees feel comfortable and at ease (Brinkmann and Kvale 2015:154). For the conversational style to be successful, it requires the two parts to be perceived as equals in relation to each other. When conducting the interviews the process of interviewing may become a more structured question and answer-interview than initially

intended, as was the case in the current study. As a consequence, the answers given could be less honest and the informants more guarded and apprehensive in giving their opinions. This apprehension may have been caused by a number of things, e.g. that the first two informants were relatively inexperienced as teachers and perhaps feared they could not answer all the questions and elaborate fully.

Another limitation is the interview language. Before commencing the interview process, considerations were made. If the interviews were conducted in Norwegian, nuances might get lost in translation, and the transcription, and subsequent translation and paraphrasing into English would be time consuming. However, by conducting the interviews in Norwegian, the teacher informants would be less inhibited and more open for longer narratives and discussions. In the end, the interviews were conducted in English. Still, this made for an awkward tension initially in the interviews, but this eventually improved as the interviewees got more comfortable.

### ***3.3.9.3 Limitations of the questionnaire***

Designing a questionnaire is a process where one can never be sure to have posed the correct questions. In hindsight, one can see that a more direct and open approach would have been more advantageous, as the results are quite similar.

In two of the classes, I as the researcher went into the classroom and introduced myself and the questionnaire. Looking back, this should have been done differently, e.g. through their English teacher or class teacher. This approach may have impacted the result, as they may have a positive impression of me as a researcher and were afraid to state their honest opinions. This could also have been the case with the other two classes, where they could have been afraid to “let their teacher down”.

## **3.3.10 Ethical concerns**

This study contains information gathered through interviews with teachers and questionnaires filled out by pupils. Before commencing the study, the project was therefore submitted to The Norwegian Social Science Data Services (NSD), and with their approval, permission was given to conduct the research. In the application to the NSD, the letters of information sent to the teachers and the pupils/their parents if under 15 years of age, the

interview guide and the questionnaire were included. The approval letter from NSD is found in appendix C.

The initial contact was established through the principals at the schools selected for the study. They assisted in finding teachers eligible for the interviews. These teachers were sent a letter explaining the purpose of the study (Appendix A), and communication was established through e-mail to arrange an appropriate time for the interviews. Both the teachers and their pupils participated voluntarily, and could withdraw from the research at any time (Kvale and Brinkmann 2009:70). All of the pupil informants were over the age of 15, and therefore their parents were not contacted in order to ask for permission ([https://www.datatilsynet.no/Global/04\\_veiledere/samtykkje\\_fra\\_mindrearige.pdf](https://www.datatilsynet.no/Global/04_veiledere/samtykkje_fra_mindrearige.pdf):2).

However, to provide information about the project, a letter of information was sent to the learners and their parents in advance, and the pupils were asked to sign a consent form (Appendix B).

The participants in this study are anonymous. Personal information regarding the participants has been handled confidentially, and the identity of the interviewees is known only to the researcher. The questions asked in the interviews are designed to keep their anonymity, as can be seen from the interview guide (Appendix F). The pupils' identity are unknown, except from information on which education programme they attend. The questionnaires can be found in appendices D and E. Data access has been restricted to the researcher and her university supervisor, and the interviewees are referred to in code, as Teachers A, B, C and D, in all written accounts (Kvale and Brinkmann 2009:72).

### 3.4 Reliability

According to Punch, reliability in research fundamentally means consistency (Punch 2009:244). As this study is based on a mixed methods design, reliability within both qualitative and quantitative research must be discussed. However, reliability within the two approaches to research is defined differently. While reliability of qualitative research has to do with the dependability of the data, reliability within quantitative research entails the consistency of measurement (Punch 2009:359).

Reliability has to do with the accuracy of the research data, how they are sampled and how they are interpreted (Christoffersen and Johannessen, 2012:23). Creswell states that “a goal of good research is to have measures and observations that are reliable” (Creswell, 2012:159). This is of course true of quantitative research, which has to have a form of formal, measurable reliability. With a population of 35, the quantitative part of this study aims to provide a sketch and show tendencies in the informants’ answers. The quantitative results are to show internal consistency reliability (Punch 2009:359). However, in spite of a small population, there is a margin of errors, as these become more visible and therefore easier to detect.

In qualitative research, however, reliability is not that easily measured. Reliability in qualitative research pertains to both the consistency and trustworthiness of research findings (Kvale and Brinkmann 2015:281). The aim of the qualitative part of this study is exploring and understanding the phenomenon of vocationalisation from different angles and points of view. The aim of this research is therefore to find detailed views of the participants, something which encourages a multiple of individual scores, not identical or similar occurrences (Creswell, 2012:626 – 627). The trustworthiness of the results is therefore connected to the teaching experience of the informants, their professional opinions and their knowledge of governing documents and laws relating to their occupation. While consistency in findings can be found in several instances, differences in opinions are equally interesting and relevant to the subsequent discussion.

Different teachers have different experiences, and therefore there is no single reality. According to Merriam “Reliability is problematic in the social sciences simply because human behavior is never static” (Merriam, 1998:205). This means that the research findings cannot be replicated giving the same results. The changing situations in schools cause development and adaption, which is vital since teachers work with humans.

### 3.5 Validity

The data gathered is merely a representation of reality. An essential question is therefore how well or relevant the phenomenon is represented by the data (Christoffersen and Johannessen 2012:24). If the data sampled gives a good representation of the phenomenon, the research is valid.

Another explanation, given by Kvale is that “Validity refers in ordinary language to the truth, the correctness, and the strength of a statement” (Kvale and Brinkmann 2015:282).

According to Kvale, validation in qualitative interviews permeates the entire research process, rather than belonging to a separate stage of an investigation (Kvale and Brinkmann 2015:283). The validation must therefore be a continual process, from thematising, designing and interviewing, through to the transcription, analysis, validation and reporting stages (Kvale and Brinkmann 2015:283 – 284).

In qualitative research, there are also a number of validation procedures that can be carried out. These include member checking, triangulation, and auditing. The intention of the qualitative researcher is that the accuracy and the information in the report are validated by the participants, external reviewers or the data sources themselves (Creswell 2012:262). In this study, the data is partly validated through triangulation, as questions posed in the interviews and in the questionnaires overlap in certain areas. In addition, the interviews are transcribed in full, showing all the utterances made by the teacher informants during the interviews.

In quantitative research validation means checking and the degree of validity is dependent on the researcher’s craftsmanship. It is the researcher’s responsibility to continually check, question and interpret the findings theoretically to ensure validity (Kvale and Brinkmann 2015:284).

## 4 RESULTS

This master thesis aims to study and explore the concept of vocationalisation, seen from both the pupils' and the teachers' perspective, and to investigate how the government initiatives promoting vocationalisation are implemented and used in upper secondary schools. The data was collected through the use of two different methods; qualitative interviews and quantitative questionnaires. The basis of the data are four teacher interviews and 35 pupil responses to a questionnaire.

In this chapter the results from the interviews and the questionnaires will be given. The task of the researcher is to gather the data and then to reduce the volume of information. This is done by presenting significant patterns and what the material reveals. The qualitative results are presented mostly in quotes with explanatory comments, while the quantitative results are presented in both tables, diagrams and brief comments and explanations. Only the tables directly relevant to the research questions and the upcoming discussion are presented in this chapter. Indirectly relevant results are briefly summed up in this chapter, but the full overview of the results from the quantitative part of the study is provided in appendix H. Full transcriptions of the interviews are available in appendix G. The results will be discussed in chapter 5, in light of theory and previous research presented in chapters 1 and 2.

### 4.1 Qualitative results: the interviews

#### 4.1.1 Presentation of interview findings

The interview findings will be presented under the following subheadings:

- The teachers' views on vocationalisation and prioritisation of it.
- The teachers' views of government initiatives and use of FYR resources.
- The teachers' focus and views on the final exams for the vg2 vocational education programmes

These subheadings were chosen based on the research questions designed to be answered by the teachers, namely:

- 1) What are the teachers' views on vocationalisation of English?
- 2) To what extent is vocationalisation of English given priority in the vocational classroom?
- 3) To what extent are the initiatives, such as FYR, by the Department of Education implemented and used in upper secondary schools?
- 4) To what extent are the teachers satisfied with the final exam in the English subject, seen in connection to the emphasis on vocationalisation?

The findings presented will be later be discussed in the following chapter, chapter 5.

### 4.1.2 Teacher informants

The interviews were carried out with four different teacher informants. These teachers were chosen by purposive sampling, i.e. they were sampled in a deliberate way with a focus in mind (Punch 2009:162). The focus of this study being English teachers teaching in either a vg2 Building and Construction class or a Health and Social Care class this year. In addition, teaching experience was an important factor when choosing informants. Two of the informants (C and D) were teachers at mixed schools, teaching both general and vocational studies, while the other two were teachers (A and B) at an all vocational school. They were briefly presented in the previous chapter. To ensure the anonymity of the interviews, they are referred to as teachers A, B, C and D. However, a more detailed description of the interviewees might be useful in understanding some of the findings.

#### 4.1.2.1 *Teacher A*

Teacher A is a relatively inexperienced female teacher, with 1 year teaching experience at upper secondary level. She was first and foremost educated within the physical education field, but built on the education with a year of English at 100-level as well as pedagogy. She now works at an all vocational school, where she teaches English and Physical Education in various classes. She was selected as an informant because she teaches English at Health and Social Care, but also has experience from teaching English to Building and Construction classes. Teacher A is a colleague of Teacher B.

#### **4.1.2.2 Teacher B**

Teacher B is a relatively inexperienced female teacher, with less than 3 years of teaching experience at upper secondary level. This teacher has 3 years' experience from lower secondary school. She has studied at a general teacher-training programme at a university college, and has built on this education with both English and Norwegian at 100 level. She teaches both English and Norwegian in an all vocational school, and was selected for the interview because she teaches English to a Building and Construction class. Teacher B is a colleague of Teacher A.

#### **4.1.2.3 Teacher C**

Teacher C is an experienced male teacher with 12 – 15 years experience, teaching English in both vocational and general studies. He has studied English at 200 level, and has built on this with an additional 60 study points. In addition he has studied Norwegian. He teaches both English and Norwegian, and works at a mixed school. He was selected due to the fact that he teaches English in a Health and Social Care class this year. Teacher C is a colleague of Teacher D.

#### **4.1.2.4 Teacher D**

Teacher D is an experienced male teacher with more than 25 years experience. He has an MA in English and has also studied German at university level. He teaches English at both vocational and general studies, in addition to German in general studies. This teacher was selected as an interviewee because he teaches English to a Building and Construction class. Teacher D is a colleague of Teacher C.

### **4.1.3 The teachers' views on vocationalisation of English and prioritisation of it.**

#### **4.1.3.1 Teacher A**

When asked about her education, Teacher A mentioned how easy it was for someone with her background to vocationalise in Health and Social Care classes.

[1] "It is easier to make tasks that are relevant for them, I think."



Example 1 may be seen as reflecting the importance of specific knowledge about the different vocations in order to make vocationally relevant tasks. Even though she is an English teacher, she can utilize her knowledge within the field of physical education to vocationalise the material she teaches in the English Health and Social Care classroom, since there are many subjects that correlate between those fields.

Later, she is asked directly about her opinion on vocationalisation.

[2] "I think it has to be that way, because they have to learn about things that they can use and they have to be interested to want to learn. My experience is that when I talk about tools and cars they want to participate, but when we talk about British history they are not as engaged. So I think it's about time and it's necessary."

Example [2] illustrates the difficulty many teachers face when teaching general subjects in the vocational classroom. She says that if vocationalised, the English language is more engaging for the pupils, causing more student participation. This quote also shows the teacher's views on vocationalisation; that it is a necessity for vocational classes and that this is a priority to her.

#### **4.1.3.2 Teacher B**

Teacher B is positive to vocationalisation, and talks about her perception of the pupils' motivation towards vocationalised material:

[3] "Especially the first year students. They find it more interesting, because they are probably tired of all the theory from lower secondary. But some also say, why do we always have to focus on tools and equipment? Why can't we just read and write English? So they have different opinions on what the English subject should contain."

In example [3] she says that some of the pupils get more motivated when the material is vocationalised, while others do not. Motivation is also mentioned later, in connection with the teacher's work contentment.

[4] "I was a bit insecure some months ago because of the students' motivation, but I enjoy teaching and enjoy being with the students, and I think that I have to work with myself and how to motivate them. That's when FYR.... It's a good thing, to make relevant tasks."

One can see from the teacher's answer in example [4], that she thinks vocationalisation and mastering this, makes the pupils more motivated and also gives the teacher more self-confidence in her teaching. In the interview she also says that this is a learning process for her, and that she likes to have her pupils teach her about the different tools and their uses in the English lessons.

#### *4.1.3.3 Teacher C*

Teacher C emphasizes the importance of connecting the vocation-specific topics into the English classroom, which in turn is the same as vocationalisation.

[5] "I try to look for connections, to look for the aims and the goals in their vocational subjects and see if there are elements that are connected or linked together in some way. You can always have these kind of standard things like reports, descriptions, project work that is a kind of a crossover between subjects. What I think is just as important is to try to integrate it into ordinary lessons as well, to find material that is relevant to both subjects."

What example [5] illustrates is the need of authentic material in the English classroom, in addition to, not instead of, large time-consuming project works. For Teacher C it is important also that the pupils see this connection, and that English is not a freestanding subject without relevance to their future vocations. However, Teacher C also points to challenges in this approach.

[6] "That is demanding and requires a lot of work, but I think that's perhaps even more important than having all these projects or these works that are to be evaluated. [...] I think there is still a lot of work to do in terms of getting vocational topics into the English classroom on a day to day basis."

In example [6] Teacher C calls for more vocation-specific teaching on a day to day basis, instead of one or two large project works a year across different subjects. It is important for him to have a continuous flow of vocational material, rather than a few big events.

In addition, Teacher C also mentions a challenge known to many general subject teachers in the vocational classroom:

[7] “But there is one kind of assumption that is not always right, and that is that the pupils on vocational studies are actually interested in their vocational subjects. That is not always the case, so then no matter how much you vocationalise, you won’t reach all of them”

Here Teacher C brings to light one of the misconceptions one might find in the vocational classroom when addressing the topic of vocationalisation and pupils’ interests; that even though the pupils have chosen a vocation-specific education programme, they might not be interested in learning about it in their English lessons. This could also mean that the pupils may not be interested in vocationalisation all the time, and that there is a need for variation.

#### *4.1.3.4 Teacher D*

Teacher D approaches vocationalisation from a pupil’s point of view:

[8] “I think the pupils deserve it, because they are here to get the foundation, theoretical foundation for a practical career...”

Teacher D puts emphasis on the direct relevance of the topics and material they are being taught in in example [8]. Vocational education programmes send pupils straight off to different vocations, rather than into higher education. Therefore, Teacher D argues that what they learn in their brief two-year upper secondary education should be relevant, useful and necessary in their future vocation. His reasoning can be found in example [9]:

[9] “There is a real need for it, because you can go to any company around here and you will have to speak English to all the foreign workers. [...] In addition to learning English, they should also have been taught intercultural communication and cultural understanding.”

What Teacher D explains here is that communication is made up of several components in addition to the spoken language itself, emphasised in the LK06 curriculum (Norwegian Directorate for Education and Training 2012b). Teacher D says that the pupils need to learn how to communicate with people from other cultures, and they need an understanding of other point of views and an appreciation of why they have that view.

## 4.1.4 The teachers' views of government initiatives and use of FYR resources.

### 4.1.4.1 *Teacher A*

Teacher A has only a year of experience in teaching, and is therefore understandably insecure about her stance on government initiatives and directives. She feels over-whelmed by the amounts of bureaucracy to learn about, as can be seen in example [10] where she comments on the competence aims in English curriculum of the Knowledge Promotion.

[10] "I try to use the competence aims [...], but it's a lot. And also that they are not divided into first year and second year. It makes it a bit more challenging."

The school that she works at is an all vocational school, and it has been selected to be a so-called "FYR-school", which is also known as assemblage point schools. This means that they have a FYR coordinator, and that they are responsible for distributing the knowledge they attain through gatherings and courses to the other upper secondary schools in their region. Representatives from the school have attended FYR gatherings, i.e. practical courses, as has Teacher A. This has led to a change in policy in the school, where they now have more interdisciplinary projects. According to Teacher A this is a good approach to ensure vocationalisation.

When asked about her own use of FYR resources, Teacher A mentions the use of the website NDLA (Open Educational Resources for Secondary Schools), where specific FYR resources can be found. Here teachers and FYR coordinators share projects, which can be used as they are or adapted to fit other vocational programmes.

[11] "I haven't come up with too many projects on my own yet. Mainly I use the ones that others have shared and adopt them..."

In example [11], Teacher A explains that she uses resources provided by others, but adopts them before using them in her classes. She also says that when she has gained more experience, she wants to contribute more to a sharing culture that is well established both on the FYR sites at NDLA, but also in her school. Teacher A is appreciative of her colleagues who are eager to help "newcomers".

#### **4.1.4.2 Teacher B**

Teacher B has more teaching experience, though she has only taught during current curriculum, the Knowledge Promotion LK06. She says that in her opinion the focus in her school is less on the difference in curricula after the revisions and more on the exams.

In order to cater for the vocational additions to the English curriculum, she and her colleagues use NDLA in general and the FYR resources found on NDLA specifically. They have recently finished an interdisciplinary FYR-project, where teachers of Norwegian, English, social studies and vocational teachers cooperated. The pupils were asked to talk about the use of power tools, risks and safety.

This project is inspired by the FYR initiative, which advocates cooperation between vocational and general subject teachers. When asked about the cooperation between vocational and general subject teachers, she explains:

[12] “The cooperation is all right, but I feel that their subjects are more important than Norwegian, English and Mathematics. And if there is cooperation to be done, their parts are more... We need to find time when they are teaching and it’s not so important with the rest of us. [...] If we disagree on something, they have the last say in things.”

In example [12], Teacher B says that interdisciplinary cooperation happens on the vocational teachers’ terms, and that she feels as though the vocational teachers think less of the common core subjects than of the vocational subjects. However, Teacher B says that this situation is improving. Since she is teaching at a FYR school, cooperation between education programmes and subjects has special priority. Teacher B talks about the school’s plans for the following year, where there is time set aside for cooperation between the teachers more often than now. In addition she, similarly to Teacher A, is content with the culture of sharing that has developed in the English department at her school.

#### **4.1.4.3 Teacher C**

On whether the Knowledge Promotion has had an impact of what and how he teaches, Teacher C answers:

[13] “Both yes and no. I’ve always had these ideas [...], and this new curriculum kind of emphasized some of these things. So I think it’s more of a refining process and a development rather than an outright change”.

Teacher C is an experienced teacher who has tried different approaches and material during his teaching career. The experiences have helped him shape his teaching and has proven useful in knowing what may or may not work in the vocational English classroom.

When asked whether he believes in FYR and the intentions behind this change in focus from the general to the vocational, he answers:

[14] “Yes, but you need to know how to implement it. Of course increased awareness about such things as methods in the classroom, that’s only good and that there is an arena for sharing ideas and activities, that’s of course good.”

Teacher C has previously been a FYR-representative for his school. He has been to some NyGiv gatherings. Still, he is unimpressed at the outcome of these gatherings, as it seems as though everyone thinks along the same lines at these courses and in his opinion, not much new has come out of it. Sharing is something only partly implemented at his school. He believes in adapting and changing the resources to fit the individual needs of the classes:

[15] “... it needs my kind of fingerprint on it. I need it to get under my skin and I’m a bit picky when it comes to what I present to pupils. It needs in a way to be my way.”

Here Teacher C explains one of the challenges of sharing or “stealing” someone else’s activities and resources, namely the need to change the material and get ownership of it. He uses NDLA, but says that he changes and adapts it to fit his pupils. This is important in order to make it properly vocationalised and also in order to be prepared for questions around the material.

The teacher also mentions the expectation of “getting something in return”, which may be seen as a dialogical process, which require active sharing from both parties and therefore can be a challenge with this process. The same applies in the cooperation between vocational and general subject teachers. According to Teacher C this cooperation varies, depending on the education programmes and the teachers involved. However, he says that

this interdisciplinary cooperation has become better and easier. This, he says, has much to do with new people in “who get born into this idea when they enter”.

Teacher C is clear on what is important for FYR to be implemented in his school and in upper secondary education in general.

[16] “There needs to be a purpose with it and a direction.”

In example [16] Teacher C stresses the importance of leadership in this process. There has to be an overarching philosophy behind this implementation and resources that coincide with the necessary changes. For this to function, the school administration has to be involved.

#### *4.1.4.4 Teacher D*

Teacher D has strong opinions on the current trends and government documents such as the Knowledge Promotion:

[17] “All these documents, they’re full of hot air. [...] There’s such a discrepancy between what you read in these plans and background documents and the situation in the class and the pupils that you meet, that it is a constant source of frustration to any teacher.”

In example [17], Teacher D points to a common source of frustration amongst teachers, namely the discrepancy between the theoretical aims and the reality in the classroom. Even though he says that he does not credit the Knowledge Promotion, he still plans his teaching in English in a vocational tradition:

[18] “There are quite a few interesting things on the NDLA, but I also, particularly for programme subject topics I bring texts from textbooks used 15 years ago.”

As previously mentioned in chapter 2, the concept of vocationalisation is not new. Already in R94 there was a demand for vocationalisation, and experienced teachers, such as Teacher D has experience in designing vocationalised English exams from the R94 era. Teacher D therefore combines older material with updated material from NDLA.

## 4.1.5 The teachers' focus and views on the final exams for the vg2 vocational education programmes

### 4.1.5.1 *Teacher A*

Teacher A says she has discussed the exams with her colleagues, but due to lack of experience she does not have much to say on this topic. However, she does point out that in her opinion the exams lack vocationalisation. This is a topic of discussion amongst the English teachers at her school. She is under the impression that the vocational competence aims are not tried in the English exam.

### 4.1.5.2 *Teacher B*

Teacher B emphasizes the discrepancy between the vocational competence aims in the Knowledge Promotion English curriculum and the exams.

[19] "... I think it doesn't fit together. So the competence aims say that we should focus on the vocational tools and equipment, and working life, and then we come to the exam and they are tested in something completely different."

In example [19], teacher B explains her frustration at the situation. She feels she is doing the pupils a disservice by vocationalising because there is much more that they are supposed to learn about that is also more relevant for the exams.

[20] "So I feel that I'm rushing things now when we are close to the exam. OK, we have to have some literature, we have to have some films and something to talk about or write about."

Teacher B explains that with the exams approaching, she now has to try to get as much general material as possible into the lessons. She finds it hard to motivate the pupils for the exams, as they are tired of the general material in the English subject.

### 4.1.5.3 *Teacher C*

Teacher C is brutally honest in his opinion on the English exam:

[21] "I think the exams are terrible".



He elaborates: [22] “Anyone who knows a bit of English can take that exam. You don’t need to have been in any English lessons at all to take that exam. It’s too general. At the same time it’s too general for the vocational pupils. They don’t feel at home in it either.”

What teacher C says in example [22] is that when the exams are going to be given to both vocational and general studies, there has to be a compromise in the content.

[23] “So I feel that they exam is a little bit in between both; too general and a little bit too easy and something that doesn’t push the academic students on what they have learnt during the year, and it’s too academically oriented for the vocational pupils.”

Teacher C thinks that the exam is a compromise between vocational and general studies. It is too general in content for the vocational education programmes, and the level of difficulty is too low for the general studies. This compromise is, according to Teacher C, not doing any of the education programmes any good. The pupils at general studies do not get to show their knowledge in the topics that the curriculum outlines, and the vocational pupils are not asked for vocation-specific topics.

[24] “I don’t see the idea about them having the same exam. I don’t think that is a good idea at all.”

In example [24] Teacher C calls for a locally given exam, similar to what the pupils get in Norwegian. This is also similar to the exam given in the R94 curriculum.

[25] “There are so many vocational programmes that it would still be very general, and it would always be on topics like health and environment, safety, work ethics, those kind of general subjects.”

Here, Teacher C explains that a purely vocational-specific English exam would still be fairly general, since it has to cater for all the different vocational programmes, from Health and Social Care to Building and Construction. However, in order for this to be implemented, a separate curriculum would have to be introduced, allowing even more focus on vocational topics in the English vocational classroom.

#### 4.1.5.4 *Teacher D*

The general nature of the English exam is also a source of frustration to Teacher D:

[26] “What I think is a joke is the exam on the foundation course. You can, a person who is able to speak English and is normally smart, you can take anyone of those in and put him or her at an exam table and they will be able to get a passing degree. When a pupil from vocational studies sits for an exam, they won’t get the opportunity to write anything about all the vocational topics that I’ve brought to class.”

In example [26], Teacher D points to the general nature of the English exams. His opinion is that all the vocational topics he has spent time on in the vocational classes are a waste of time when it comes to the exams. They are tried in general topics not related to vocation. The reason for this, he says, is that the exams are written to cover the whole country. When it comes to the exams, the vocational education programme that you have chosen does not matter anymore.

[27] “If you want to change the way a subject is taught, the best instrument you have to do that is the exams. [...] You prepare them for an exam, normally, and in vocational studies like it is today, you are encouraged and told to bring in topics relevant to their programme subjects, but they’ll never be tried in this at the exam. Because there is only one exam supposed to cover all of it. [...] That is why it is a joke.”

Again, Teacher D explains why he characterizes the final exams as “a joke”. In example [27] he explains why, in his opinion, vocationalisation will not be fully implemented. In order for this change to come about, there has to be a change in the exams. Teacher D also proposes an alternative to the current exams:

[28] “Before 1994 we had exams that were made locally, and I think that was better.”

Teacher D calls for a change, where exams should be made locally to fit the vocational classes, with topics and texts that are truly vocationalised.

## 4.2 Quantitative results: the questionnaires

### 4.2.1 Description of the sample

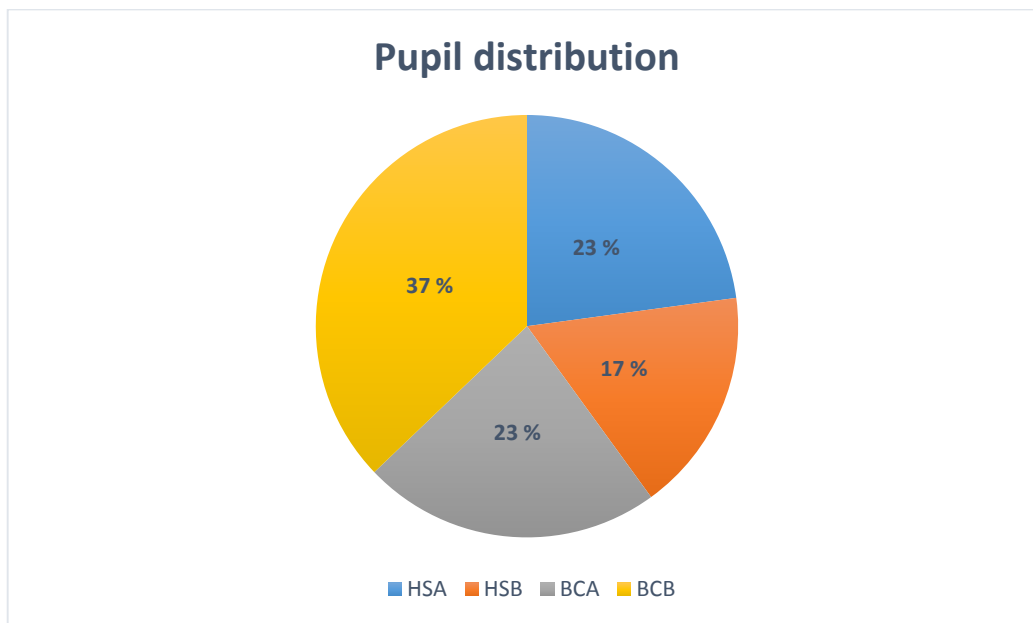
The pupils who participated in the questionnaire were from four different classes; two Building and Construction classes and two Health and Social Care classes. Since vocational classes in Norway have a limited number of pupils in each class, the population of the study is quite small. In all, there are 35 pupil questionnaire responses. The majority of these pupils are between 17 and 18 years old. For simplicity, the Health and Social Care classes are labelled HSA and HSB, while the Building and Construction classes are labelled BCA and BCB.

**Table 3: Pupil informant distribution in numbers and percentages**

<i>Class</i>	<i>Number of informants</i>	<i>Percentage of total population</i>
<i>HAS</i>	8*	23%
<i>HSB</i>	6	17%
<i>BCA</i>	8*	23%
<i>BCB</i>	13	37%
<i>In all</i>	35	100%

\* Convenience sample classes

**Diagram 1: Pupil distribution**



It can be seen from diagram 1 that the population is made up of two classes of Health and Social Care pupils and two classes of pupils from Building and Construction. In the Health and Social Care classes there are 8 pupils (23%) and 6 pupils (17%), constituting 40% of the total population. The two classes of Building and Construction pupils, consists of 8 pupils (23%) and 13 pupils (37%), which makes up 60% of the total population.

#### 4.2.2 Coding the results

The questionnaire is built up with questions in six different categories; attitudes to learning and reading English, motivation, material and resources, vocational topics, future work and the informants' opinion of a meaningful English lesson. The following presentation aims to show the distribution of answers given in the questionnaires. These results are later to be discussed in chapter 5.

The response alternatives are based on the Likert scale. For the statements 1.1 – 1.4, 2.1 – 2.9, 4.1 – 4.6 and 5.1 – 5.3 the response alternatives are *strongly agree*, *agree*, *uncertain*, *disagree* and *strongly disagree*. In statement 3.1 and 3.2, the options were *very often*, *often*, *sometimes*, *almost never* and *never*. In some of the diagrams these five options have been collapsed into three: *strongly agree/agree*, *uncertain* and *disagree/strongly disagree*, and *very often/often*, *sometimes* and *almost never/never*. The reason for collapsing is simplifying the readability.

When coding the findings, *strongly agree* was given the value 5, *agree* 4, *uncertain* 3, *disagree* 2 and *strongly disagree* 1 (Dörnyei 2003:37). Based on this, the mean score and modal score to each set of questions and to each individual question could be found. By comparing the different classes, discrepancies were discovered between the different classes or education programs. The same coding was performed for the frequency questions, grading them from 5 to 1 where *very often* got 5, while *never* got 1.

**Table 4: Coding of response options**

<i>Value:</i>	5	4	3	2	1
<i>Response option:</i>	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
<i>Response option:</i>	Very often	Often	Sometimes	Almost never	Never

Listed under the category material and resources, question 3B asked the pupils to list the use of other resources. Common resources were listed, and the pupils were asked to cross off the boxes with familiar resources used in English lessons. The pupils were also encouraged to add their own resources. The results from this part of the questionnaire is found in category 3, under sub-section 4.2.3.5.

The informants' opinions on a meaningful English lesson, were enquired about in the last category, labelled category 6. This was an open-ended question, where the results were categorised in two main categories depending on their focus; Vocational English subjects or General English subjects. The results were then sub-categorised in the five categories; *Communication focus, Language focus, Content focus, Activities* and *Entertainment focus*. A detailed presentation of the results is found in sub-section 4.2.3.6.

#### **4.2.2.1 Missing data**

It is quite common to have a few missing values in every questionnaire. It is not always clear why the answers are missing. This can be due to lack in understanding, a mistake or a refusal to answer (Dörnyei 2003:105-106). In this study, the missing data were few and consequently disregarded and not included when calculating mean scores. Data was

categorised as missing if a pupil crossed in between two of the boxes, crossed in more than one box or left the box blank.

### **4.2.3 Presentation of findings from the questionnaires**

Table 5 is provided in this section to give an overall view of the questionnaire results in the order in which they were given. The findings will be discussed in detail in the following paragraphs.

### 4.2.3.1 Overall Questionnaire Summary

**Table 5. Questionnaire responses, closed-ended questions (numbers and percentages)**

	<i>Statements</i>	<i>Strongly agree / Agree</i>		<i>Uncertain</i>		<i>Disagree /Strongly disagree</i>		<i>Missing</i>	
1.1.	I enjoy learning English	28	80%	6	17%	1	3%		
1.2.	I like to read texts HSC/BC topics	19	54%	12	34%	4	12%		
1.3.	I like reading books in English.	13	37%	12	34%	10	29%		
1.4.	I enjoy reading in English.	23	66%	7	20%	5	14%		
2.1.	I feel motivated to learn English.	25	71%	6	17%	3	9%	1	3%
2.2.	I feel motivated to speak English.	28	80%	5	14%	2	6%		
2.3.	I feel motivated to speak English about HSC/BC.	18	51%	13	37%	4	12%		
2.4.	I would like to learn more HSC/BC in English.	25	71%	6	17%	4	12%		
2.5.	I am motivated to learn more English words.	28	80%	4	12%	2	6%	1	3%
2.6.	I am motivated to learn more English words about HSC/BC.	26	74%	4	12%	4	12%	1	3%
2.7.	I am motivated to learn more about the English speaking world.	18	51%	12	34%	5	14%		
2.8.	I feel motivated to learn English about HSC/BC.	24	68%	6	17%	4	11%	1	3%
2.9.	I think our text book is interesting.	17	48%	8	22%	9	25%	1	3%
4.1.	I think the text book has enough texts about HSC/BC.	15	43%	9	25%	11	31%		
4.2.	I think the text book should have more texts about HSC/BC.	15	43%	15	43%	5	14%		
4.3.	We learn enough about HSC/BC in English lessons.	15	43%	12	34%	7	20%	1	3%
4.4.	I feel competent to write about HSC/BC.	16	46%	15	43%	4	12%		
4.5.	I feel competent to talk about HSC/BC.	16	46%	12	34%	7	20%		

4.6.	I get to use my knowledge in HSC/BC in the mock exams.	10	28%	21	60%	4	12%		
5.1.	I would like to work locally in the future.	18	51%	14	40%	3	9%		
5.2.	I would like to work internationally in the future.	12	34%	16	45%	7	20%		
5.3.	Our English lessons prepare me for my future job.	20	57%	11	31%	3	9%	1	3%

*Statement*

*Very often  
/ Often*

*Sometimes*

*Almost  
never /  
Never*

*Missing*

3.1.	We use a text book in English.	28	80%	4	12%	3	9%		
3.2.	We use other resources than the text book in English.	8	22%	23	65%	4	12%		

In table 5 all statements are given chronologically, as presented in the questionnaire, except statements 3.1 and 3.2, which had different response options, as discussed in section 4.2.2. The distribution of the pupil informants' answers is presented in number and percentages. This table is a collapsed representation of the overall responses. Hence, the results are presented in three categories rather than the original five categories. However, there are differences between the different education programmes and classes. These responses are sorted by categories and explained in more detail in section 4.2.3.2.

In order to get a better overview of which statements got high and low scores, table 7 gives the mean scores and modal scores of all the closed-ended statements. The statements are sorted by their mean scores in descending order. The table also refers to the value most often found among the responses, i.e. the modal score.



**Table 6. Overall questionnaire responses, closed-ended questions (Mean and modal scores)**

	<i>Statement</i>	<i>Mean score</i>	<i>Modal score</i>
1.1.	I enjoy learning English.	4,173	4
2.5.	I am motivated to learn more English words.	4,096	4
2.2.	I feel motivated to speak English.	4,076	4
2.1.	I feel motivated to learn English.	4,027	4
2.6.	I am motivated to learn more English words about HSC/BC	3,964	4
2.8.	I feel motivated to learn English about HSC/BC.	3,813	4
2.4.	I would like to learn more about HSC/BC in English	3,785	4
5.3.	Our English lessons prepare me for my future job.	3,753	4
1.4.	I enjoy reading in English.	3,735	4
2.7.	I am motivated to learn more about the English speaking world.	3,622	3
5.1.	I would like to work locally in the future.	3,562	3
2.3.	I feel motivated to speak English about HSC/BC.	3,551	4
1.2.	I like to read texts about HSC/BC topics.	3,465	4
5.2.	I would like to work internationally in the future.	3,395	3
4.2.	I think the textbook should have more texts about HSC/BC.	3,341	3
4.4.	I feel competent to write about HSC/BC.	3,305	¾
4.5.	I feel competent to talk about HSC/BC in English.	3,266	4
4.6.	I get to use my knowledge in HSC/BC in the mock exams.	3,243	3
1.3.	I like reading books in English.	3,225	3
2.9.	I think our textbook is interesting.	3,218	4
4.3.	We learn enough about HSC/BC in English lessons.	3,146	4
4.1.	I think the textbook has enough texts about HSC/BC.	3,127	4
	<i>Statement</i>	<i>Mean score</i>	<i>Modal score</i>
3.1	We use a textbook in English.	4,237	5
3.2	We use other resources than the textbook in English.	3,256	3

The highest scoring statement is 1.1 “I enjoy learning English”, which is given an average score of 4.173. This indicates that the average opinion of the informants is that they *strongly agree* or *agree* with the statement “I enjoy learning English”. The modal score of 4 indicates that the answer most commonly occurring among the informants is *agree*. Other statements scoring above 4 in average are “I am motivated to learn more English words” at 4.096, statement 2.5 “I feel motivated to speak English” at 4.076 and statement 2.2 “I feel motivated to learn English” at 4.027.

At the other end of the table is statement 4.1 “I think the textbook has enough texts about Health and Social Care or Building and Construction”. The average score of 3.127 suggests that the opinion of the informants is between *uncertain* and *agree*, while the modal score of 4, indicates that the most frequent response was *agree*. However, since the mean score is the lowest, this indicates that a number of pupils disagree with this statement, saying that they want more texts about their vocational education programme in their textbooks.

The statements in 3.1 “We use a textbook in English” and 3.2 “We use other resources than the textbook in English” regard the use of textbooks and other resources in English lessons. Here, it can be seen by the mean score of 4.237 and the modal score of 5 that the pupils agree with statement 3.1 saying that textbooks are in frequent use in the vocational English classroom. The use of other resources, statement 3.2, are less frequent, with the modal score of 3, *sometimes*. The average score here is 3. 256, thus the informants’ average opinion lies between the alternatives *sometimes* and *often*.

#### ***4.2.3.2 Detailed presentation of the findings***

The detailed results from the questionnaire filled out by the pupils will be presented in tables, followed by a brief explanatory comment. The results are presented using the categories from the questionnaire:

- Category 1: Attitudes to learning and reading English
- Category 2: Motivation
- Category 3: Material and resources
- Category 4: Vocational topics
- Category 5: Work and relevance
- Category 6: Meaningful English lesson

#### 4.2.3.2.1 Category 1: Attitudes to learning and reading English

Table 7 revisits the gathered data on whether the pupils in the four vocational classes enjoy learning English and like reading English texts. All the five response options are presented, showing the diversity in the answers in numbers and percentages.

**Table 7: The pupils' attitude to learning and reading English.**

<i>Statement</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Uncertain</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Missing</i>
1.1. I enjoy learning English	11 31%	17 49%	6 17%	1 3%		
1.2. I like to read texts about HSC/BC.	5 14%	14 40%	12 34%	3 9%	1 3%	
1.3. I like reading books in English.	3 9%	10 29%	12 34%	8 23%	2 6%	
1.4. I enjoy reading in English.	6 17%	17 49%	7 20%	3 9%	2 6%	

According to table 7, an overwhelming majority agrees with statement 1.1 "I enjoy learning English". All together 28 pupils (80%) answered that they agreed or strongly agreed on the statement and none of the pupils strongly disagreed. However, the result is not as positive when it comes to reading in English. The lowest scoring statement is statement 1.3 "I like reading books in English". 8 pupils (23%) reported to disagree with this statement and 2 pupils (6%) strongly disagreed.

When more closely examined with a separation of the classes, the difference in results can be seen more clearly than in table 7.

**Table 8: The pupils' attitude to learning and reading English by class (average mean and average modal scores)**

<i>Statement</i>	<i>HSA</i>	<i>HSB</i>	<i>BCA</i>	<i>BCB</i>	<i>Average mean score</i>	<i>Average modal score</i>
1.1. I enjoy learning English	4.125	4.5	4.375	3.692	4.173	4
1.2. I like to read texts about HSC/BC.	3.875	4.167	3.75	2.923	3.679	4
1.3. I like reading books in English.	3.25	3.833	3.125	2.692	3.225	3
1.4. I enjoy reading in English.	3.625	4.333	3.75	3.231	3.735	4

Table 8 suggests that the overall scores are considerably high. It can be seen that HSB has the highest mean score with 4.5 in statement 1.1. "I enjoy learning English". The lowest scoring statement, is statement 1.3 "I like reading books in English", which has a mean score of 2.692 in BCB. This statement also has a modal score of 3, which is the lowest average modal score of the statements in this category. When presenting the mean scores in a diagram, the differences between the individual classes become clearer.

**Diagram 2: Attitude to learning and reading English by class.**

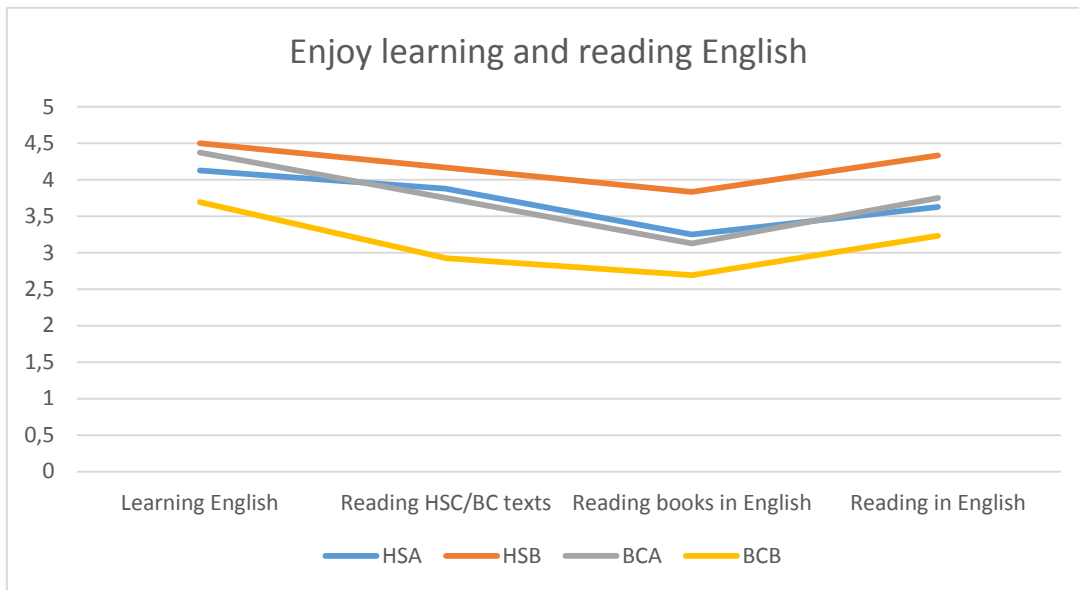


Diagram 2 shows the mean score to each question. One can clearly see a difference between the different classes in the answers given to all the statements. While HSB is the most positive to the learning of English and reading in English, BCB is the least positive. One can see that statement 1.3 “I like reading books in English” is the least popular statement, whereas statement 1.1 “I enjoy learning English” is the statement most pupils agree with overall.

#### 4.2.3.2.2 Category 2: Motivation

In category 2, motivation, the positive tendency continues. As can be seen from the following table, table 9, the majority of the pupils chose the response options *Strongly agree* or *Agree*. However, in this category there are five missing answers.

**Table 9: The pupils' motivation.**

	<i>Question</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Uncertain</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Missing</i>
2.1.	I feel motivated to learn English.	11 31%	14 40%	6 17%	3 9%		1 3%
2.2.	I feel motivated to speak English.	10 29%	18 51%	5 14%	2 6%		
2.3.	I feel motivated to speak English about H&SC/B&C.	3 9%	15 43%	13 37%	4 11%		
2.4.	I would like to learn more about H&SC/B&C in English.	4 11%	21 60%	6 17%	4 11%		
2.5.	I am motivated to learn more English words.	9 26%	19 54%	4 11%	2 6%		1 3%
2.6.	I am motivated to learn more English words H&SC/B&C.	7 20%	19 54%	4 11%	4 11%		1 3%
2.7.	I am motivated to learn more about the English speaking world.	8 23%	10 29%	12 34%	4 11%	1 3%	
2.8.	I feel motivated to learn English about H&SC/B&C.	5 14%	19 54%	6 17%	4 11%		1 3%
2.9.	I think our text book is interesting.		17 49%	8 23%	6 17%	3 9%	1 3%

Table 9 shows that the statement most pupils strongly agree with is 2.1, "I feel motivated to learn English". One also finds that no one strongly agrees with statement 2.9 saying that their text book is interesting, but in fact three informants strongly disagree on this statement.

**Table 10: The pupils' motivation by class (average mean and average modal scores)**

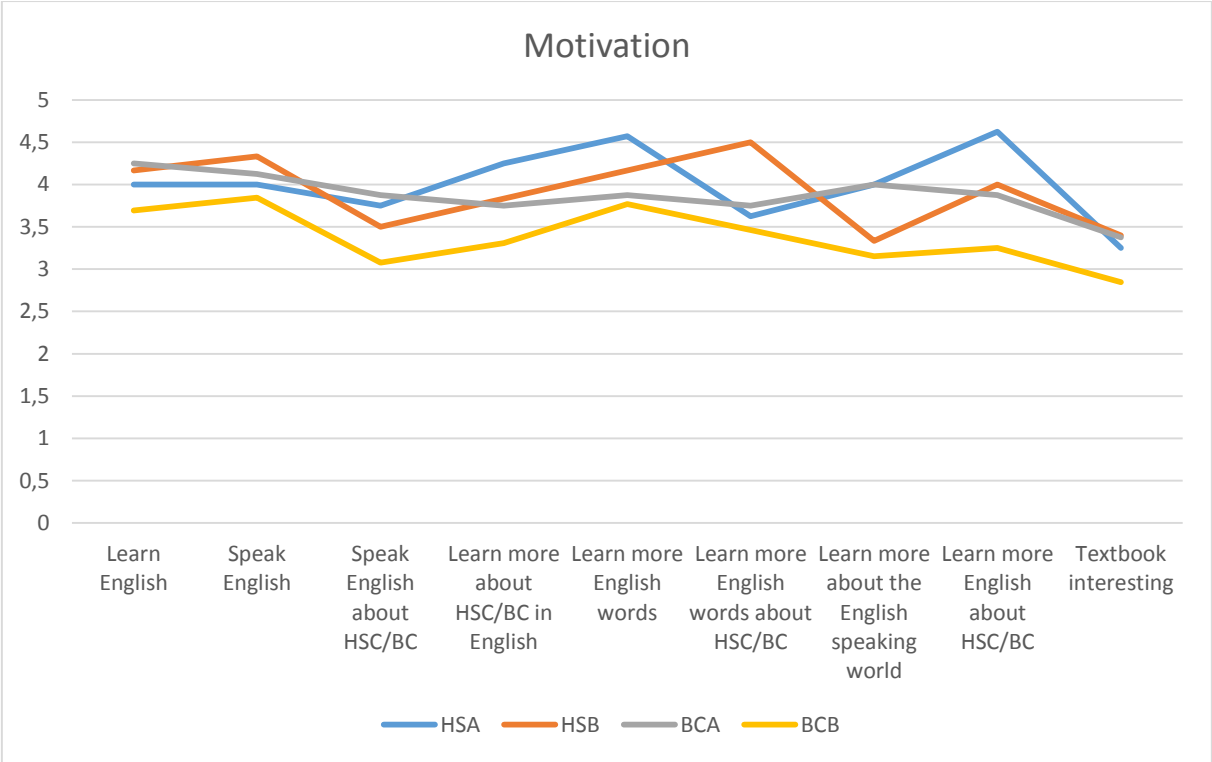
<i>Question</i>	<i>HAS</i>	<i>HSB</i>	<i>BCA</i>	<i>BCB</i>	<i>Average mean score</i>	<i>Average modal score</i>
2.1. I feel motivated to learn English.	4	4.167	4.25	3.692	4.027	4
2.2. I feel motivated to speak English.	4	4.333	4.125	3.846	4.076	4
2.3. I feel motivated to speak English about H&SC/B&C.	3.75	3.5	3.875	3.077	3.551	4
2.4. I would like to learn more about H&SC/B&C in English.	4.25	3.833	3.75	3.308	3.785	4
2.5. I am motivated to learn more English words.	4.571	4.167	3.875	3.769	4.096	4
2.6. I am motivated to learn more English words H&SC/B&C.	4.143	4.5	3.75	3.462	3.964	4
2.7. I am motivated to learn more about the English speaking world.	4	3.333	4	3.154	3.622	3
2.8. I feel motivated to learn English about H&SC/B&C.	4.125	4	3.875	3.25	3.813	4
2.9. I think our textbook is interesting.	3.25	3.4	3.375	2.846	3.218	4

Table 10 suggests that the highest average mean score in category 2 was given in statement 2.5 “I am motivated to learn more English words”. This statement got an average mean score of 4.096. In addition the same statement got the single highest mean score of 4.571 by HSA. The lowest average mean score is found in statement 2.9 “I think our textbook is

interesting” with the score of 3.218. This statement also got the single lowest mean score by BCB at 2.846. Statement 2.7 “I am motivated to learn more about the English speaking world” was the only statement to get a modal score of 3, indicating that response option *uncertain* was the most frequently used answer.

The differences between the classes can best be seen through diagram 3.

**Diagram 3: Pupils’ motivation by class**



It can be seen from diagram 3 that HSA has a high reported motivation. The scores are more equal in this category compared to the previous one. It can be seen from the peaks that HSA has the highest mean score in statements 2.4 “I would like to learn more about Health and Social Care in English”, 2.5 “I am motivated to learn more English words” and 2.8 “I am motivated to learn more English about Health and Social Care”, while HSB has the highest mean score in statements 2.2 “I feel motivated to speak English”, 2.6 “I am motivated to learn more English words about Health and Social Care” and 2.9 “I think our textbook is interesting”. This indicates that the Health and Social Care classes have the highest mean scores in 7 of the 9 statements given. However, in statement 2.7 “I am motivated to learn more about the English speaking world”, the HSA and BCA have the same score. One thing



that remains constant, though, is BCB's negative results, scoring lowest in all the statements regarding motivation.

#### 4.2.3.2.3 Category 3: Materials and resources

Table 11 revisits the data gathered on the use of materials and resources. Two of the classes, HSA and BCA are using the textbook *Skills* (Lokøy et. al. 2013), while the remaining two classes, HSB and BCB are using the textbook *Tracks* (Fuhre et. al 2007). The results shown in table 11 are presented in numbers and percentages.

**Table 11: Overall use of materials and resources.**

	<i>Statement</i>	<i>Very often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Almost never</i>	<i>Never</i>	<i>Missing</i>
3.1	We use a textbook in English.	22 63%	6 17%	4 11%	3 9%		
3.2	We use other resources than the textbook in English.	3 9%	5 14%	23 66%	4 11%		

It can be seen from table 11 that a majority of the pupils replied *very often* on statement 3.1 "We use a textbook in English". While 22 pupils (63%) respond that they *very often* use textbooks in English, only 3 (9%) say they *almost never* use them. When examining 3.2 "We use other resources than the textbook in English", the most common response is *sometimes*, with 23 responses, a response rate of 66%.

A more detailed presentation of the results by class are given in table 8.

**Table 12: Use of materials and resources by class (average mean and average modal scores)**

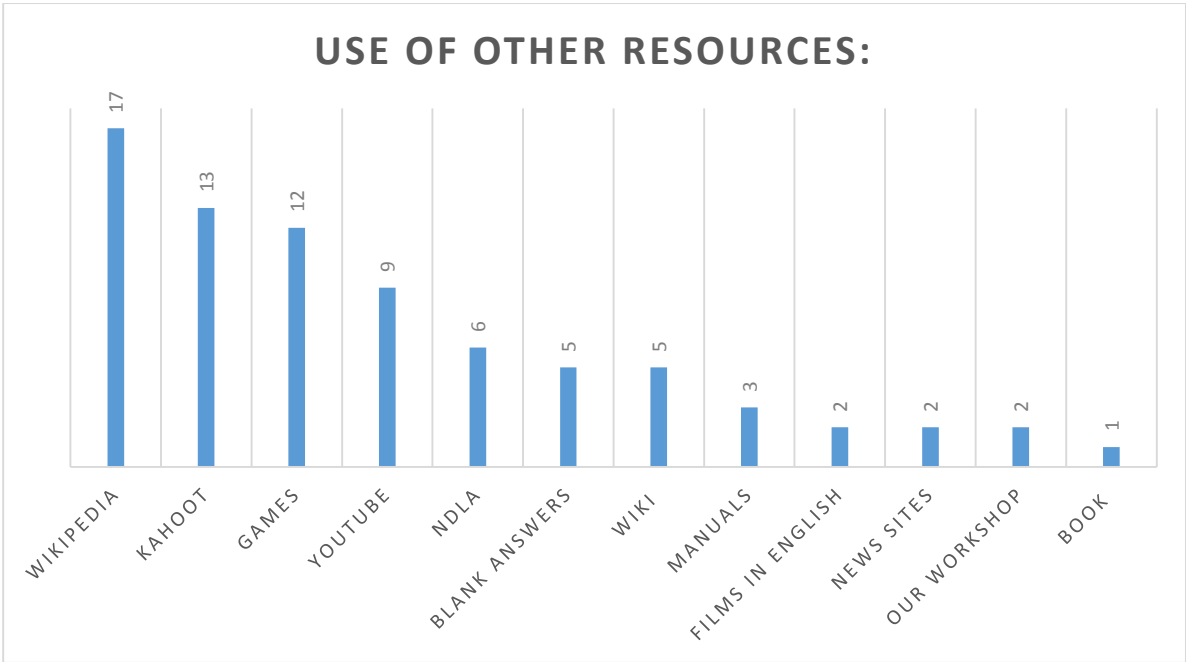
		<i>HSA</i>	<i>HSB</i>	<i>BCA</i>	<i>BCB</i>	<i>Average mean score</i>	<i>Average modal score</i>
3.1	We use a textbook in English.	4.625	3.333	4.375	4.615	4.237	5
3.2	We use other resources than the textbook in English.	2.875	4.167	2.75	3.231	3.256	3

Table 12 indicates certain patterns and tendencies in the examination of mean scores sorted by class. While HSA has a mean score of 4.625 in textbook usage, indicating a very frequent use of the textbook, they report a more seldom use of other resources. With a mean of 2.875, this places HSA between *sometimes* and *almost never* in reported use of other resources. BCA and BCB’s results also correspond to the same relative scores.

On the opposite side of the scale, there is HSB scoring 3.333 in textbook use, placing the mean score in between *sometimes* and *often*. Using other resources, however, is something that is done *often* to *very often*, according to the mean score of 4.167.

In addition to closed-ended questions, the pupils were asked which alternative resources were used in the English lessons, except from the English textbook. Alternatives were given, and the pupils answered by ticking off the boxes next to the alternatives. In addition, the pupils could also add their own resources. The responses are found in diagram 4.

**Diagram 4: The use of other resources in English lessons (3B).**



Of resources used, diagram 4 shows that the online encyclopaedia *Wikipedia* is reported utilised in the English lessons by the most informants. 17 informants reported that this had been in use in their English lessons. The next two resources on the list are the game-based classroom response system *Kahoot* and games, reported respectively 13 and 12 times. The number does not add up to the number of informants, as there were no limitations as to

how many alternatives the informants could choose. Several informants chose to cross off more than one alternative, but only three informants added a resource; one wrote *book* and two answered *films*. 5 informants chose not to answer this question.

In diagram 5, the responses are shown in more detail. The diagram illustrates the use of other resources used in the English lessons for each class.

**Diagram 5: Use of other resources in English lessons by class.**

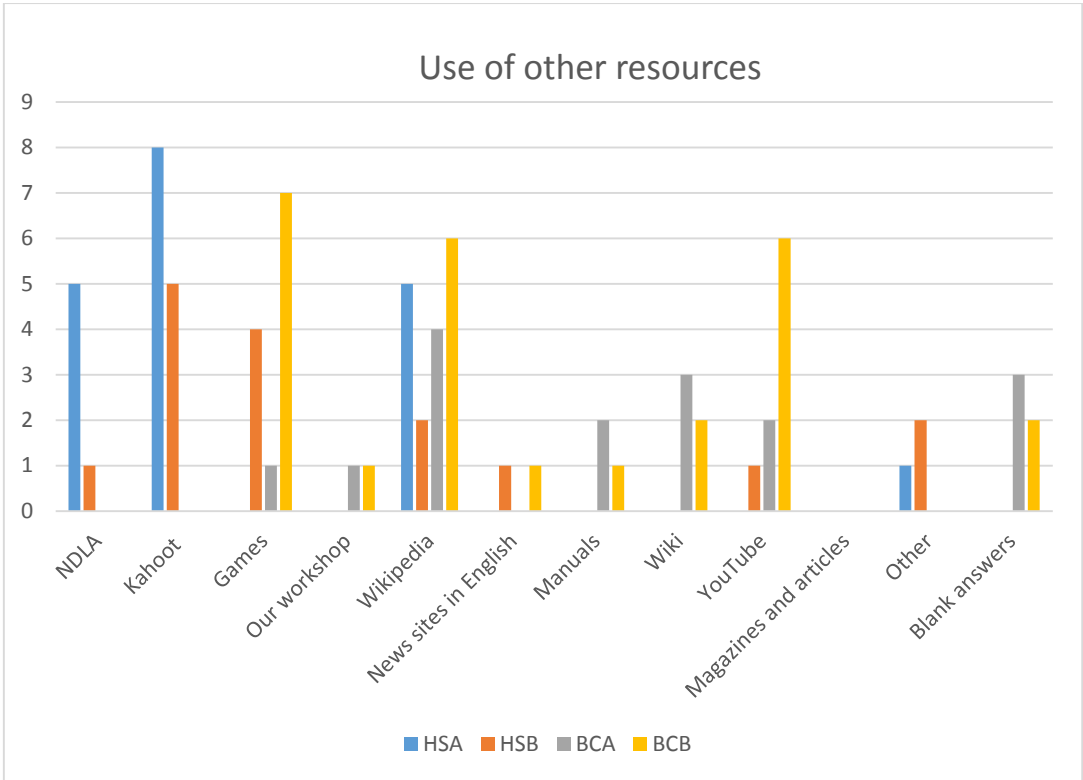


Diagram 5 suggests that NDLA, Kahoot and Wikipedia are most commonly in use in HSA, Kahoot and games are most frequently used in HSB, Wikipedia and Wikis are most commonly used in BCA and games, Wikipedia and YouTube are found most frequently in BCB.

**4.2.3.2.4 Category 4: Vocational topics**

In order to find out more about the pupils’ attitude to vocational topics versus more general topics, they were given six statements relating to vocational topics. The education programme Health and Social Care is for this purpose labelled HSC, while BC stands for Building and Construction.

**Table 13: Overall results on vocational topics.**

		<i>Strongly agree</i>	<i>Agree</i>	<i>Uncertain</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Missing</i>
4.1.	I think the textbook has enough texts about HSC/BC.	3 9%	12 34%	9 26%	9 26%	2 6%	
4.2.	I think the textbook should have more texts about HSC/BC.	2 6%	13 37%	15 43%	3 9%	2 6%	
4.3.	We learn enough about HSC/BC in English lessons.		15 43%	12 34%	4 11%	3 9%	1 3%
4.4.	I feel competent to write about HSC/BC.	1 3%	15 43%	15 43%	2 6%	2 6%	
4.5.	I feel competent to talk about HSC/BC in English.	1 3%	15 43%	12 34%	6 17%	1 3%	
4.6.	I get to use my knowledge in HSC/BC in the mock exams.		10 29%	21 60%	4 11%		

It can be seen from table 13 that the results show a discrepancy in the answers. While 24 pupils (69%) *strongly agree, agree* or are *uncertain* with statement 4.1 “I think the textbook has enough texts about HSC/BC”, there are still 30 pupils (86%) that *strongly agree, agree* or are *uncertain* about statement 4.2 “I think that the textbook should have more texts about HSC/BC”. In addition one can see quite a strong self-confidence in the informants in 16 pupils (46%) agreeing with statements 4.4 “I feel competent to write about HSC/BC” and 16 pupils (46%) agreeing with statement 4.5 “I feel competent to talk about HSC/BC”. However, at 21 pupils (60%), a majority are uncertain as to whether they get to use their knowledge about HSC/BC in the mock exams, which is statement 4.6.

If assorted in class, it is easier to compare the answers by finding the mean score of each statement. As mentioned in section 4.2.3.5, the textbooks in question in statements 4.1 “I

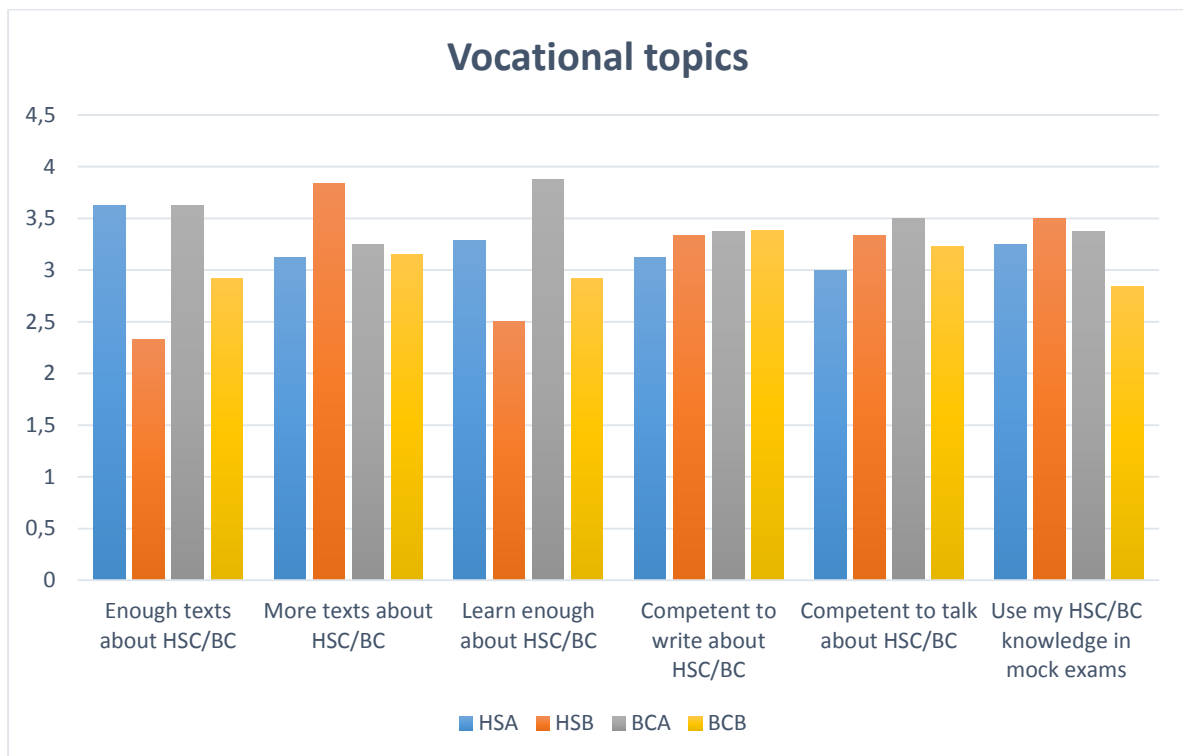
think the textbook has enough texts about HSC/BC and 4.2 “I think the textbook should have more texts about HSC/BC” are *Skills* (Lokøy et. al. 2013) for HSA and BCA, and *Tracks* (Fuhre et. al. 2007) for HSB and BCB.

**Table 14: Results on vocational topics by class (average mean and average modal scores)**

	<i>Statement</i>	<i>HSA</i>	<i>HSB</i>	<i>BCA</i>	<i>BCB</i>	<i>Average mean score</i>	<i>Average modal score</i>
4.1	I think the textbook has enough texts about HSC/BC.	3.625	2.333	3.625	2.923	3.127	4
4.2	I think the textbook should have more texts about HSC/BC.	3.125	3.833	3.25	3.154	3.341	3
4.3	We learn enough about HSC/BC in English lessons.	3.289	2.5	3.875	2.923	3.147	4
4.4	I feel competent to write about HSC/BC.	3.125	3.333	3.375	3.384	3.304	¾
4.5	I feel competent to talk about HSC/BC in English.	3	3.333	3.5	3.231	3.266	4
4.6	I get to use my knowledge in HSC/BC in the mock exams.	3.25	3.5	3.375	2.846	3.243	3

When examining statement 4.1 “I think the textbook has enough texts about HSC/BC”, table 14 suggests that HSA and BCA are more content with their textbook’s selection of vocational texts than HSB and BCB. However, all four classes have a mean score of more than 3 in 4.2 “I think the textbook should have more texts about HSC/BC”, which suggests that the informants are uncertain or agree with this statement. In statement 4.6, BCB, with a mean score of 2.846 are *uncertain* or *disagree* on whether they get to use their knowledge of Building and Construction in the mock exams. The other three classes all have a mean score of over 3, suggesting that they are more positive towards this statement.

**Diagram 6: Vocational topics by class**



It can be seen from diagram 6 which statements have the largest difference between the classes. Statements such as 4.4 “I feel competent to write about Health and Social Care or Building and Construction” and 4.5 “I feel competent to talk about Health and Social Care or Building and Construction” are fairly even in mean scores. Statements about vocationalisation of material, 4.1 “I think the textbook has enough texts about HSC/BS”, 4.2 “I think the textbook should have more texts about HSC/BC” and 4.3 “We learn enough about HSC/BC in English lessons” show more conflicting views between the different classes.

#### 4.2.3.2.5 Category 5: Work and relevance

In order to find out more about the future plans of the informants, they were given three statements regarding their vocational future and perceived use of the English learned in the lessons. Table 15 gives the overall answers to these statements.

**Table 15: Overall results on work and relevance**

		<i>Strongly agree</i>	<i>Agree</i>	<i>Uncertain</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Missing</i>
5.1.	I would like to work locally in the future.	5 14%	13 37%	14 40%	3 9%		
5.2.	I would like to work internationally in the future.	5 14%	7 20%	16 46%	5 14%	2 6%	
5.3.	Our English lessons prepare me for my future job.	5 15%	15 43%	11 31%	2 6%	1 3%	1 3%

Table 15 suggests that there is much uncertainty regarding their plans for their vocational future, as can be expected from young adults. However, in statement 5.1, 18 responded to *agree* or *strongly agree*, whereas only 12 responded *agree* or *strongly agree* in statement 5.2. This shows that there are more informants wanting to work locally than internationally. The responses to statement 5.3 suggests that the informants find the content of the English lessons to be relevant for their future job, with 20 informants answering *agree* or *strongly agree* to this statement. However, the differences between the individual classes are illustrated in table 16.

**Table 16: Results on work and relevance by class (average mean and average modal scores)**

		<i>HSA</i>	<i>HSB</i>	<i>BCA</i>	<i>BCB</i>	<i>Average mean score</i>	<i>Average modal score</i>
5.1	I would like to work locally in the future.	3.125	3.333	4.25	3.538	3.562	3
5.2	I would like to work internationally in the future.	4.125	3.667	3.125	2.538	3.364	3
5.3	Our English lessons prepare me for my future job.	3.875	3.833	3.75	3	3.615	4

According to table 16, the highest mean score in statement 5.1 “I would like to work locally in the future” was in BCA, with 4.25. This suggests that the informants in BCA *agree* or *strongly agree* on this statement. In statement 5.2 “I would like to work internationally in the future”, HSA, at 4.125, has the highest mean score, while BCB at 2.538 has the lowest mean score. This suggests that HSA pupils are more likely to want to work internationally than BCB.

In statement 5.3 “Our English lessons prepare me for my future job”, the mean scores of three of the classes are quite similar. BCB’s mean score of 3 shows a significant difference in opinion when compared to the other classes, suggesting a less positive view on this statement.

In all three statements, the Health and Social Care classes were at one end of the scale, whereas the Building and Construction classes found themselves at the other end. This difference in opinion is shown in diagram 7, where the education programmes are compared.



**Diagram 7: Work and relevance by education programme**

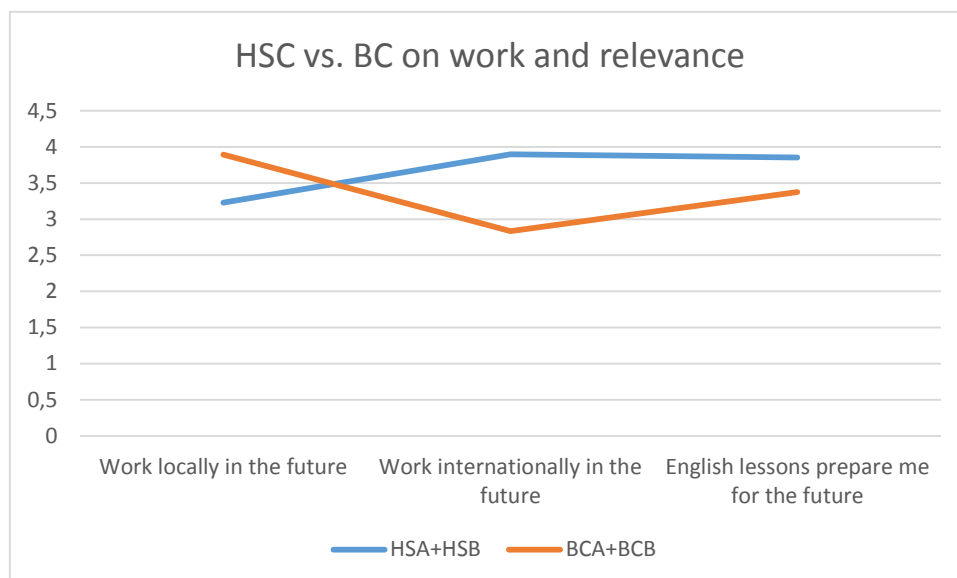


Diagram 7 indicates strong differences in opinion between the two education programmes. In statement 5.1 "I would like to work locally in the future", the Building and Construction pupils in this questionnaire, with an average mean score of 3.894, are inclined to work locally in the future. This mean score puts the responses closer to *agree* than to *uncertain*. The Health and Social Care pupils, who at 3.229 have lower average mean score, are less certain if they want to work locally. The roles are reversed in statement 5.2 "I would like to work internationally in the future", where the Building and Construction pupils scored 2.832, while the Health and Social Care pupils' mean score was 3.896. In statement 5.3, the results reveal that at 3.854, the Health and Social Care pupils find that "Our English lessons prepare me for my future job", which coincides with their results in 5.2, saying that they want to work internationally. The Building and Construction pupils are more uncertain of the relevance of their English lessons in comparison to their future job with a mean score of 3.375.

#### 4.2.3.2.6 Category 6: Meaningful English lesson

The intention behind category 6 was to get the pupils' opinion on what constituted a meaningful lesson to them. This was an open-ended question, allowing for answers in English or Norwegian. The results were first categorised into two main categories; general English and vocational English. This was to show how many wanted a general focus and how many wanted a vocational focus in their ideal, meaningful English lessons. Responses ranged from vocationally specific answers such as "Get more knowledge about Health and Social Care in English" and "When we learn more about building and new words relating to building", to more general answers such as "As long as we speak English and write it" and "Learning words and sentences in English".

After being categorised into general English and vocational English, the results were subsequently categorised into five sub-categories depending on what specifically the informants wanted to focus on in a meaningful English lesson. These sub-categories were *communication focused*, *language focused*, *content focused*, *activities* and *entertainment focused*.

**Table 17. Pupils' choice of focus in a meaningful English lesson.**

<i>Vocational English subjects</i>			<i>General English subjects</i>			<i>Blank answers</i>	
Communication focus	1	3%	Communication focus	3	9%	4	11%
Language focus	2	6%	Language focus	6	17%		
Content focus	3	9%	Content focus	6	17%		
Activities			Activities	7	20%		
Entertainment focus			Entertainment focus	3	9%		
<b>Sum</b>	<b>6</b>	<b>18%</b>		<b>25</b>	<b>72%</b>	<b>4</b>	<b>11%</b>

Table 17 suggests that 25 (72%) of the pupils think that focusing on general English subjects would prove the most meaningful in English lessons, while only 6 of the informants (18%) wanted to focus within the vocational English subjects. 4 informants chose not to answer this question, constituting 11% of the population.

The responses included answers that were communication focused, such as “talk and communicate with other people. Understanding people”. Others had more focus on language: “learning words and sentences in English” and “learn new words and information”. There were pupils more concerned with content: “Deeper insight into topics. More discussions and films” and “Get more knowledge about health and social care in English”. Many wanted to focus on activities in order to learn: “Group work, tasks, talking about a specific topic” and “read out loud and do tasks afterwards”. Finally, there were pupils whose aim was entertainment: “Do fun things and learn in addition” and “Watch films”.

Diagram 8 shows the distribution in responses in more detail, based on the classes.

**Diagram 8: Results on a meaningful English lesson by class**

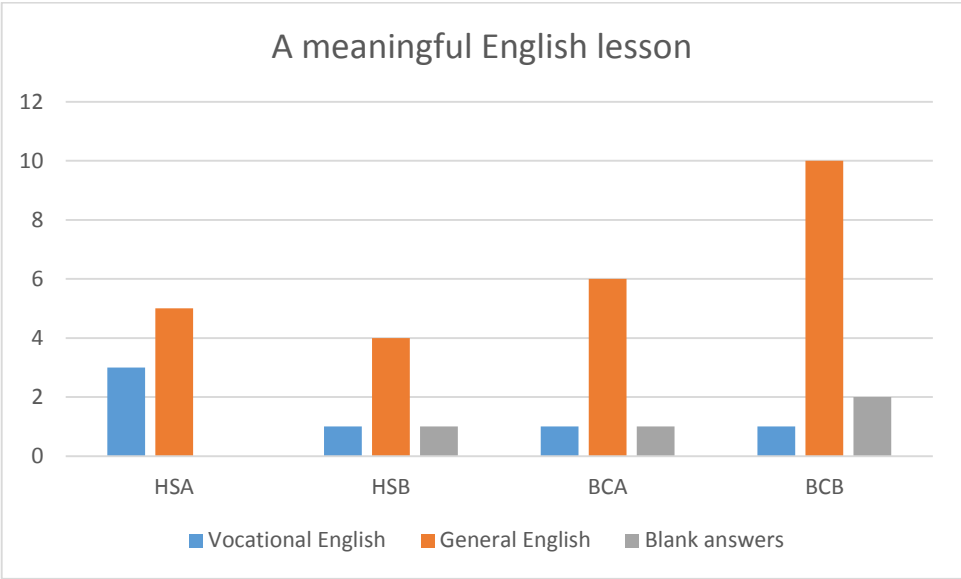


Diagram 8 indicates that HSA is the class where the most pupils wanted to focus on vocational English subjects. Three of the pupils chose to respond within this category, whereas the remaining five wanted to focus on more general English subjects. In the other three classes, only one pupils each expressed a wish to focus on vocational English subjects in the English lessons.

## 5 DISCUSSION

In this chapter, the results and findings from the current study are analysed and discussed in light of theory and previous research. The analysis is carried out with reference to the main aim of this study, investigating the teachers' and pupils' views on the concept of vocationalisation and how the government initiatives promoting vocationalisation are implemented and used in upper secondary schools. The background against which analyses and discussions are based is given in chapter 2, consisting of official documents such as the Education Act and the Knowledge Promotion curriculum LK06, as well as elements from theories regarding motivation, learning and views of knowledge. Results are further discussed through linking English teaching in the vocational classroom to the current government initiatives NyGiv/New Possibilities and the FYR project, and to the vocational language learning approach VOLL.

### 5.1 The teachers' views on vocationalisation and prioritisation of it.

Research questions 1 and 2 aim to investigate the teachers' views on vocationalisation, and to what extent this is a priority in the vocational English classrooms of the teacher informants. These two research questions are closely related, and are therefore discussed in relation to each other. The first section, 5.1.1, deals with the difference between vocationalisation on a regular basis and vocationalisation as extensive interdisciplinary projects. Further, in section 5.1.2. two factors impacting whether or not teachers vocationalise are discussed, namely vocational knowledge and interdisciplinary cooperation.

#### 5.1.1 Vocationalisation on a regular basis or as extensive interdisciplinary projects

The qualitative results illustrate a consensus among the teacher informants on the importance of adapting the material or finding external material in order to vocationalise in the English vocational classroom. Vocationalisation is a requirement in §1 – 3 of the Education Act and the current English curriculum, and the result of the qualitative interviews indicate an overall positive view on vocationalisation. However, the findings show that vocationalisation of the English subject is solved differently amongst teachers, due to a difference in views on the purpose of language learning in a vocational context.

The findings indicate that teaching experience seems to be a deciding factor in the informants' view on vocationalisation. The more inexperienced teachers are bound by the curriculum and the textbooks. The results reveal that they have a compartmentalised view of the topics in the textbook and the current competence aims of the Knowledge Promotion LK06, and that they view vocationalisation as more of a separate topic and an addition to the general competence aims than a means of achieving the general competence aims. In the interview, a feeling of stress of adding more vocational subject content to an already extensive and theoretical curriculum is expressed. This indicates a view of vocationalisation as an addition to the curriculum. The results of the current study reveal that the vocational component of the English curriculum in these classes is separated from the rest of the curriculum, and is taught in specific periods during the school year. According to one of the teachers in this study, vocationalisation is realised either through extensive interdisciplinary projects or by focusing on vocabulary such as names of tools and equipment. This is an observation shared by Brewster, who holds that vocational language learning is often reduced to rote language focus and translations of vocational terms from L1 to L2 (Brewster 1995:2). Brewster attributes this to a "lack of training in business or technical fields at university or lack of practical job experience" (1995:2 – 3). When related to the current study, this is true of the inexperienced teachers.

The results reveal that the teachers viewing vocationalisation as a separate unit are more positive to extensive interdisciplinary vocational projects. These projects are conducted as a collaboration between common core subject teachers and vocational teachers. Though they are often time consuming and difficult to organise, the inexperienced teachers of this study think that they give way to a better understanding for both the teachers and the pupils involved. For inexperienced teachers without extensive knowledge within the vocations in the education programme, the use of such interdisciplinary projects is a way of approaching the competence aims regarding vocationalisation. These projects are one form of interdisciplinary collaboration, which will be further discussed in section 5.1.2.

A contrasting view on vocationalisation found in the qualitative results is the more experienced teachers' perspective on vocationalisation as a means to reach both the general and the vocational competence aims. This approach to English language learning is not vocationalisation through extensive, interdisciplinary projects, but rather using adapted or

authentic vocationalised material to reach several of the competence aims in ordinary English lessons. This view is reflected in Hasselgreen's article (Hasselgreen 2005:10). The role of the teacher is to choose teaching methods and content that suit the pupils, and the KL06 English curriculum gave the teachers freedom to do so (Hasselgreen 2005:7). In practice, this implies selecting vocationalised teaching material for the vocational education programmes.

The experienced teachers in this study claim to have a range of teaching material gathered over the years, as well as reported openness to finding new and updated material. Their approach to vocationalisation is one that shares many characteristics of VOLL, including their focus on using learner centred, content based and task based approaches. By integrating several subjects in their choice of material and methods, including the vocational subjects, their approaches are also interdisciplinary (Vogt and Kantelinen 2012:5). What distinguishes the experienced teachers' approach from that of the inexperienced, is the reported ability to integrate these approaches in ordinary English lessons as opposed to relying on extensive, time-consuming interdisciplinary projects for reaching the vocational competence aims of the curriculum.

In my experience, many of the approaches discussed in the previous paragraph are demanding and require a high level of interdisciplinary knowledge. In addition a high level of confidence and experience as a teacher is required. However, when applying motivational theory to these approaches, it can be seen how the pupils may benefit from them. Through these approaches, the relevance of the English subject becomes visible and therefore learning the English language will have a purpose for the learners; they see that learning English will actually help them in their professional life. In turn this will lead to an increased intrinsic motivation, in that the interest in learning is sparked (Ryan and Deci 2000:61; Strandkleiv 2006:18). In addition the extrinsic motivation is activated, as the necessity of learning enough to communicate and understand becomes clear (Strandkleiv 2006:21).

### **5.1.2 Vocational knowledge and interdisciplinary cooperation**

When vocationalising, the teachers need competence in not only the English language, but also vocational knowledge, i.e. knowledge about the vocation or vocations of the specific education programme. The results show that it is easier to vocationalise if the teacher is educated within a similar field, such as the case is with one of the teachers who is educated

within physical education and teaches English in a Health and Social Care class. A logical deduction is therefore that it is equally hard to teach within a vocational context that one is unfamiliar with. One solution to this problem is ensuring the common core subject teachers' continuity in that they get to specialise within an education programme instead of having to teach at several education programmes or changing education programmes each year. This is an administration question (Vaag Iversen et. al. 2014:106).

As emphasised by Hestnes, the ideal situation would be that the common core subject teachers also had experience within the vocational education programme (Hestnes 2000). This, however, is not realistic. Still, it is important that the language teachers work closely with the vocational teachers, and are open to interdisciplinary projects and vocationalisation, which the qualitative results revealed that all informants were to some degree. In the English curriculum, an in-depth project focusing on their education programme is a requirement (Norwegian Directorate for Education and Training 2012b). This is an opportunity for interdisciplinary collaboration and exchange of knowledge. Research literature supports the view that contact, communication and cooperation between vocational teachers and common core subject teachers is essential in order to achieve implementation of vocationalisation (Vaag Iversen et. al. 2014:34; Repstad 2013:28).

While the results show that the importance of interdisciplinary cooperation was emphasised by the teacher informants, their experiences with interdisciplinary cooperation were mixed. One of the informants expressed that there was a tendency that the vocational teachers devalued the common core subjects in comparison to the vocational subjects. In this way interdisciplinary cooperation may be seen as conducted on the vocational teachers' terms. This can be caused by a difference in views of knowledge. As discussed in section 2.5.2., different teaching traditions value different types of knowledge. While the common core teacher often values knowledge as a mental capacity and something that the pupils have, the vocational teaching tradition is more practical, and therefore knowledge is acquired through concrete work (Repstad 2013:20; Newell et. al. 2009:3). It is therefore important that the teachers involved are aware of the differences, and that the different traditions negotiate a common understanding.

Another criticism of interdisciplinary cooperation was the reported lack of initiative shown by vocational teachers. It seemed as though the common core subject teacher was expected to be the driving force in the cooperation. This separation of roles, where the common core subject teacher's role is that of a judge making unpopular decisions, while the vocational teacher is more of an instructor or a mentor to the pupils is now under revision. It is important that the pupils see the relevance of the common core subjects in their future vocation, and therefore there is an increased focus on fundamental skills implemented by the LK06 curriculum:

“In the Knowledge Promotion five skills are defined as fundamental skills prerequisite for learning and development in school, work and society. These skills are decisive instruments for learning in all subjects and concurrently a prerequisite in order for the pupil to show his/her competence” (Ministry of Education and Research 2012:5)

As previously discussed in section 2.3., the five fundamental skills referred to in the Knowledge Promotion are reading, writing, numeracy, speaking and digital competence. These fundamental skills are incorporated in *all* the LK06 curricula, and together they contribute to increase the overall competence in the subjects (Ministry of Education and Research 2012:5). Since these skills are incorporated in all the subjects, all teachers regardless of which subjects they teach have a responsibility to teach the fundamental skills and monitor the pupils' development. One example of this is that writing no longer belongs only to the Norwegian subject, but must be taught also in the vocational subjects. Likewise, numeracy, which traditionally has been a mathematical skill, now must be included also in subjects such as English and social science. In return, the subjects that were previously seen as purely theoretical, such as Norwegian and English are vocationalised and by definition more practical or relevant to their future vocation. This may change the traditional roles of common core subject teachers and vocational teachers, which again may bridge the differences and challenges in interdisciplinary cooperation. Since the introduction of the fundamental skills, the link between theoretical knowledge and future vocation is not only the common core teachers' responsibility, but also part of the vocational teachers' obligation (Stene et. al. 2014:91). This has led to new demands on the vocational teachers, which again require further education. The government's response to this is the extension of the FYR project, which will be further discussed in section 5.3.



## 5.2 The pupils' motivation for the subject of English and views on vocationalisation

Research questions 3 and 4 examine to what extent the pupils are motivated for the subject of English and what the pupils' views are on vocationalisation. The material analysed is retrieved through the use of a quantitative questionnaire. The following sub-sections are a discussion of the findings on pupil motivation and vocationalisation based on 35 pupil responses. The first section, 5.2.1, deals with the pupils' motivation for the subject of English. The second section, 5.2.2 discusses the quantitative results on the pupils' views on vocationalisation.

### 5.2.1 The pupils' motivation for the subject of English

Motivation is, as previously discussed in section 2.5.1., a key learner characteristic when it comes to foreign language learning (Byram 2004:425). In the quantitative questionnaire, category 2 comprised of statements specifically on motivation. However, several other statements in the questionnaire were also, directly or indirectly, related to motivation.

The results from the current study strongly indicate that the pupils enjoy learning English. If enjoyment, interest or inherent satisfaction is involved, a high level of intrinsic motivation is implied (Ryan and Deci 2000:61). According to Strandkleiv there are three psychological needs that are important within intrinsic motivation; the need for autonomy, the need for competence and the need for belonging (2006:15). In vocationalising, the pupils are surrounded with material they have an interest for and feel they are mastering, enhancing a feeling of autonomy. In addition, they build knowledge within English on a scaffolding of known vocational theory, which fulfils the need for competence (Richards and Rodgers 2014:28). When doing so in a familiar environment within a small group of peers, the need for belonging is also met.

This positive attitude towards the English subject is a contradiction to the results presented by Sjøveian, where she found that none of the pupils found the English lessons or the teaching to be positive (Sjøveian 2012). The findings in the current study show a relatively high level of reported motivation for the subject of English in all four classes, in spite of individual differences between the classes. However, one of the classes scored consistently lower than the others with regards to motivation. Using motivational theory, this negative

tendency can be explained by lack in extrinsic motivation (Strandkleiv 2006:21). There are external regulations that activate the action, or in this case, there are regulations that stop the action. In this case these regulations are the demands of the final exams. When collaborated, the results indicate that the pupils feel that there is no reward in learning English, since the exams are too demanding and not vocationalised to a full extent. The connection between mastering, motivation and vocationalisation is also emphasised by Vaag Iversen, who holds that there is a clear correlation between intrinsic motivation, relevance in the common core subjects and the feeling of mastering the common core subject (Vaag Iversen 2014:110).

Results from the interviews indicate that when asked about his perception on motivation and attitude to the English subject amongst pupils in vocational education programmes, one of the teachers said that it seemed like some of the vocational pupils had been allowed to develop a negative attitude to the subject over the years, and that they reinforced poor self-confidence in the subject. Strandkleiv, who holds that pupils end up giving up before they have tried if they have previously experienced multiple and repeating defeats, shares this view (2006:23). If not dealt with, the feeling of inadequacy and negative learning experiences might lead to problem behaviour, amotivation, which again results in pupils dropping out of upper secondary education (Strandkleiv 2006:23; Hestnes 2000).

Another result related to motivation that is worth discussing is the pupils' plans for the future. Though the pupils are still young and their plans undecided, the tendency based on the result is that while pupils in Health and Social Care classes are prone to work internationally, Building and Construction pupils are more likely to work locally. If the aim is international employment, there are certain academic demands that must be met, and to be eligible to compete for these jobs the aim must be to achieve good marks. These demands then trigger extrinsic motivation due to external regulation (Ryan and Deci 2000:61). In addition, the subject of English is perceived as essential to ensure successful communication in an international vocational setting. A perception that something is useful will trigger intrinsic motivation, and aid in the learning process (Strandkleiv 2006:15). For several of the Building and Construction pupils, the aim is local employment. The urgency in learning English is perceived as less important, which may cause lack in both extrinsic and intrinsic motivation.

However, as pointed out by one of the teachers in the qualitative interviews, certain vocations and sectors are becoming increasingly multicultural, which requires competence in English. The same teacher also emphasised the need for more competence in intercultural communication and cultural understanding, suggesting a view of a more holistic approach to the teaching of English. This is a characteristic shared by VOLL by integrating both vocational, linguistic and social skills in their approach (Vogt and Kantelinen 2012:3).

### 5.2.2 The pupils' views on vocationalisation

Category 4 in the questionnaire deals specifically with vocational topics. However, there are a number of other statements related to vocationalisation. In studying the results from category 4, they seem rather similar at first glance. There are, however, differences depending on class and education programmes.

An overall result is that most of the pupils report a high degree of vocationalisation in their English classes, and that the pupils have a positive view on the concept of vocationalisation. However, the results indicate that there are certain differences to consider. A tendency is that the Health and Social Care classes are generally more positive to vocationalisation than the Building and Construction classes. If cross-referenced with the statements regarding their plans for the future, conclusions can be drawn on the basis of perceived relevance, future use and motivation. This was discussed in the previous section, 5.2.1.

In my experience, I find it is easier to vocationalise in the Health and Social Care classes because the topics lend themselves more easily to vocationalisation. There is a closer relationship between those vocational subjects and the common core subjects, as the vocational subjects for example require written texts of a certain length and structure. In addition, the teaching approaches and methods used in the Health and Social Care classroom are closer to those of the common core subjects. Two examples are the use of discussions and role-plays. Another argument for this is that the academic view of and approach to knowledge and teaching in the Health and Social Care classroom is closer to that of common core subjects. Lectures or classroom teaching is the norm and learning is individual in the academic and Health and Social Care tradition, while in other vocational education programmes, the use of workshops, learning by doing and social learning is more common (Stene et. al. 2014:17). This similarity in teaching traditions might be one of the

reasons why so many Health and Social Care pupils go on to supplementary studies after two years of vocational education. Statistics show that Health and Social Care pupils constitute the largest group of pupils in the supplementary courses after the 2 years of vocational education, qualifying them for college or university admission (Bjørkeng 2013). The percentage of pupils moving on to college or university from Health and Social Care, may suggest that they have high intrinsic motivation (Ryan and Deci 2000:61).

Studying the data, one class stands out as more negative towards vocationalisation than the other three classes. However, this negativity can be understood when seen in light of the open-ended question asking the pupils what constitutes a meaningful lesson. When cross-referenced, the results indicate that the pupils of this particular class think the mock exams and exams to a large extent measure general English knowledge rather than vocational English knowledge. The pupils might therefore think that in order to perform better in the mock exams and exams, there is a need for an increased amount of general English topics within the English subject. The vocationalised material is therefore perceived as unnecessary and of little relevance to the English mock exams and exams, affecting their motivation. The extrinsic motivation is low due to external regulation in the form of a low perceived value in the vocational knowledge (Ryan and Deci 2000:61). This again influences the intrinsic motivation, because the interest in the knowledge is no longer present (Ryan and Deci 2000:61). This negativity turns into a bad spiral, as the pupils' lack in intrinsic motivation influences their achievement (Ellis 2012:687). The result of this is amotivation, or in worst case, dropping out of upper secondary education (Hestnes 2000). Vocationalisation of the final English exam will be further discussed in section 5.4, including the subsections 5.4.1 and 5.4.2.

If the tests and mock exams are vocationalised, the outcome can be quite the opposite of the bleak picture of amotivation and drop out rates. Results from the qualitative interviews indicate that the teachers have experienced that vocationalisation seems to help those who are struggling with the English subject. They get to learn more about what they are interested in and get knowledge that is relevant to their vocation. Their acquired competence within the English language is built using a scaffolding of vocational knowledge and interest (Richards and Rodgers 2014:28). Vocationalisation is therefore based on constructivist and sociocultural learning theory, saying that the new knowledge is

reorganised on the basis of existing knowledge and mediated using a scaffolding of existing knowledge and/or other individuals as reference (Richards and Rodgers 2014:27-28).

However, in the qualitative results there is also a claim that the assumption that pupils in vocational education programmes are actually interested in their vocational subjects is sometimes wrong, a point made also in Vaag Iversen et. al. (2014:109). This means that vocationalisation as a means to increase motivation is not always an option, and that one cannot reach all the pupils no matter how well vocationalised the material and the lessons are. Applying VOLL theory, this situation might be resolved using a learner centred approach. VOLL's starting point is the learner, and taking into consideration their prior knowledge, their goals and their interests (Richards and Schmidt 2010:327). By focusing more holistically on communication in the context of the learner's life, language learning can be achieved (Brewster 1995:2). However, there must be a willingness and motivation on the pupil's part, as intrinsic motivation is a strong contributor in second language learning (Ellis 2012:687).

### **5.3 Implementation of government initiatives.**

Research question 5 aims to examine the implementation of government initiatives. The government initiatives discussed are the changes made in the 2010 and 2013 revisions of the LK06 curriculum, in addition to the FYR project aiming to aid teachers in the process of vocationalising. One of the most important characteristics in the FYR project is the implementation of a culture of sharing amongst teachers. The following discussion is therefore divided into two sub-sections. Section 5.3.1 discusses the implementation of FYR resources in the schools, and section 5.3.2 is a discussion on the implementation of a culture for sharing, both locally and nationally.

#### **5.3.1 The implementation of FYR resources in schools**

Three of the teacher informants reported to have attended FYR courses. Results from the interviews indicate that while the more inexperienced teachers reported a positive attitude to FYR, the experienced teachers were more apprehensive and sceptical.

In order to spread knowledge on vocationalisation and give support, the FYR project appoint assemblage point schools in each region. At these schools, they have common core subject coordinators employed in part by the FYR project for spreading knowledge and giving advice on vocationalisation. Results from this study indicate that the inexperienced teachers felt

more confident after the FYR gathering and that the resources available helped in the vocationalisation of the English subject.

The experienced teachers, while positive to the idea behind FYR, were apprehensive. One of the teachers emphasised the need for a purpose behind the implementation, and the need for a direction from the school administrators. The other teacher had little faith in the implementation of government initiatives such as FYR. He calls these initiatives “hot air balloons”, which he has seen quite a few of during his 30 years in the school system. In these situations, it is the school administration’s responsibility to map how this initiative can be implemented at their school, as the success in implementation of government initiatives depend on the support from the administration and resources attached to them (Vaag Iversen et. al. 2014:106). If the idea of vocationalisation is to be implemented fully, it must permeate the school. The administration must not only be supportive, but also have concrete expectations towards the cooperation of teachers across the different departments (Repstad 2013:27).

With the extension of FYR and the increased focus on fundamental skills, came a stronger demand to collaborate across disciplines. Another result from the qualitative interviews indicated that interdisciplinary collaborations sometimes proved difficult. This may imply differences in views of knowledge and in application of theories of learning between the English teachers and the vocational subject teachers. However, both the Core curriculum and the English curriculum from the 2013 revision of the Knowledge Promotion LK06 both promote interdisciplinary collaboration and a more holistic approach to knowledge in order to ensure the pupils’ personal, academic and professional development (The Royal Ministry of Education, Research and Church Affairs 1993:17; Norwegian Directorate for Education and Training 2012b). With its focus on fundamental skills, the revised KL06 requires all teachers to be competent in teaching reading, writing, listening, numeracy and digital competence. Negotiating a common interdisciplinary understanding and finding common ground is therefore important across different teaching traditions. One instrument in this process are the FYR gatherings developed to increase common core subject teachers’ and vocational subject teachers’ competence within the fundamental skills and vocationalisation (<http://www.udir.no/Upload/FYR/Rammeverk%20Fyr.pdf?epslanguage=no>). From a VOLL perspective it can be argued that interdisciplinary collaboration will result in complex tasks,

integrating several subjects, which in turn will impact pupil productivity, learning and personal professional development (Lee 2008:130).

### 5.3.2 The implementation of a culture for sharing

The FYR project emphasises the importance of a culture for sharing teaching material and ideas amongst teachers, inexperienced and experienced alike. When inexperienced, there is a need for something to help you get started, whereas experienced teachers need inspiration to avoid becoming set in their ways and to develop as teachers. The importance in sharing vocationalised teaching material and projects is emphasised in FYR. The process of sharing is carried out through gatherings, regional coordinators and websites designed for sharing.

The qualitative results indicate that the inexperienced teachers see the culture for sharing as an important factor for their success and self-confidence in the classroom. Sharing annual plans, teaching material and methodical advice from colleagues in the English department or across the internet, will be of great importance for a newcomer. In the results, there is a tendency that when more experienced, the willingness and openness to share seem to decrease. This result, however, might also have to do with gender or other personality traits. One of the teachers mentioned the need to put his mark on the material used in the classroom, and the difficulty of taking others' ideas and implementing them as one's own. From a VOLL perspective, this view can also come from a learner centred approach, where the topics must be tailored to be as relevant as possible to the individual learner and his/her interests and future vocation (Vogt and Kantelinen 2012:5). In my experience, tailoring teaching material requires a sense of ownership to the material, in addition to an understanding of the individual learner, which is complicated if the material has not been processed by the teacher him-/herself.

FYR resources are open to anyone on NDLA's FYR website, <http://fyr.ndla.no/>. NDLA contains both vocationalised and general subject material, and is designed to be used by both teachers and pupils. Results in the current study show that all four teachers report to have used resources from this site to a smaller or larger extent, though, as previously discussed, some are more reluctant and emphasise the need to adapt material in order to be comfortable with it. All subjects are involved in sharing, as many of the resources are

interdisciplinary. If vocationalised knowledge is to be used in relation to English language learning, there need to be cooperation and sharing of knowledge between the teachers. As pointed out by Hestnes, the ideal English teacher would also be educated within the vocational field (Hestnes 2000). As this is unobtainable, the second best solution is sharing knowledge and ideas, as well as cooperating in planning a holistic approach to language learning.

The available FYR resources are comprehensive, and many of the ideas share characteristics with VOLL approaches. The most prominent common trait is the emphasis on interdisciplinary activities (Vogt and Kantelinen 2012:5) However, in addition the resources are content based, as they are gathered in topics and education programmes. This ensures contextualised learning tasks (Vogt and Kantelinen 2012:5). Depending on how the resources are used, the resources can also be used to promote and foster learner autonomy, which is another characteristic of VOLL (Vogt and Kantelinen 2012:5). The vast selection of tasks and activities give the teachers and pupils an opportunity to choose what they learn and how they learn it, thus promoting autonomy (Richards and Schmidt 2010:326).

## **5.4 The final English exam**

Research question 6 investigates to what extent the teachers are satisfied with the final exams in the English subject, seen in connection to the emphasis on vocationalisation. All pupils in upper secondary school, whether in general studies education programmes or vocational education programmes, are eligible to be selected to sit the same English exam. In this discussion there are two important aspects that need further discussion; the vocationalisation of the final English exams and the purpose of the final English exams in comparison with the purpose of the English subject. These will be discussed in sections 5.4.1 and 5.4.2.

### **5.4.1 Vocationalisation in the final exams**

In spite of the English curriculum revisions in both 2010 and 2013, which required more vocationalised material to be used and vocationalisation of the competence aims, this has had little impact on the design of the final English exams. The results of the current study indicate that there is a strong consensus among the informants when asked about the final exams; all four teacher informants agree that the vocational competence aims are not tested



in the current exams. However, this lack in vocationalisation also affects mock exams, as previously given exams are often used as mock exams the following years, which leads to poorly achieving pupils and amotivation. This was also briefly discussed in section 5.2.1.

According to the qualitative results, the inexperienced teachers often feel that they have to have a certain number of general literary texts and films in order to prepare the pupils for the tasks and genres they are tested in at the exams. This may lead to rushing things at the end of the year in order to make sure that the pupils have something to write about in the exams. The focus is therefore on literature and films of a more general nature as the exams are approaching. This may be confusing for the pupils, as they see that the vocational knowledge they have acquired in their English lessons is not valued when exams are approaching, and thus the activities seem less goal-directed and motivation is lost (Schunk, Pintrich and Meece 2008:4).

If the vocational competence aims are tested in the written exam, the pupils are tried in more general vocationally related competences, as it is difficult to vocationalise in detail to fit all the different education programmes, as there is a multitude to choose from (Hellekjær 2011:44). The topics and tasks given in a vocationalised exam based on all education programmes, will be too general in the sense that it will most likely be about Health, Environment and Safety (HES), workplace ethics, and similar tasks that are vocational, but not vocation-specific.

Results indicate that this general design of the final exams affects the teachers approach and attitude towards vocationalisation. Teachers get frustrated that the curriculum and government initiatives such as FYR emphasise the importance of vocationalisation, rooted in motivational theory, but then they are not tested in those competence aims in the exams.

This shows the dichotomy between reality in the classroom and what the exams demand. The results from the current study correspond to the results reported by Vaag Iversen et. al., saying that the teachers are afraid to vocationalise to a larger extent due to a fear of doing the pupils a disservice when it comes to the exams (2014:107). Nearly 40% of the common core subject teachers think that the regulations in the curriculum and the design of the exams to a large or a very large extent prevent vocationalisation (Vaag Iversen 2014:107).

This especially affects the teaching of English, as the exam is centrally made and all education programmes sit the same exam.

From a VOLL perspective, one can argue that the central exams are not learner centred. The pupils' prior knowledge, goals and interests are not enquired after or taken into consideration in the design of the exam (Richards and Schmidt 2010:327). Contrary to VOLL theory, the exam tasks are not contextualised and they lack authenticity and relevance to their future vocation (Vogt and Kantelinen 2012:5 – 6). The content based and task based characteristics which are indicative of VOLL approaches are therefore not present in the thinking behind the current design of the English exam. Seen from a motivational point of view, the lack in contextualised tasks, relevance and authenticity in the English exam again lead to a low intrinsic motivation for the subject of English (Strandkleiv 2006:15).

#### **5.4.2 The purpose of the final exam vs. the purpose of the English subject**

The aim for the acquisition of the English language in the upper secondary Norwegian school is described in a list of competence aims, and the final test of these competence aims is the final exams for vg1 general studies education programmes or vg2 vocational education programmes. Since the 2013 revision of the curriculum, six of the competence aims are related to vocationalisation (Norwegian Directorate 2013).

In the results of the qualitative interviews all four teacher informants claim that the vocational competence aims are not tested properly in the exams. Furthermore; if there are tasks related to vocation, these are too general, is the claim. General vocational topics such as Health, Safety and Environment (HSE), safety and communication are not specific enough.

A pass in the English exam gives the pupil a university and college admission certification in English. In the other common core subjects, however, supplementary studies are required to achieve university and college admission certification. There is an ongoing discussion regarding the width of the English subject, when what most vocational pupils need is the theoretical foundation for a practical career.

One can ask whether a common curriculum and common exam is the best solution. One of the teachers interviewed in this study held that the vocational pupils primarily need to be

able to communicate in a multicultural workplace. In addition, there is need for a basic knowledge in the English subject on topics such as the English speaking countries and the position of English as a world language. Another teacher claimed that when designing a common exam, both the general studies and the vocational education programme lose. As discussed in the previous section, 5.4.1., even the vocationalised questions in the exams become too general for the vocational pupils. For the pupils in general studies, the exam also has little to do with what is taught throughout the year, e.g. about the English-speaking countries and literature from different parts of the world. Instead, they are at risk of choosing a task designed for the vocational pupils, that they have a limited knowledge in, e.g. Health, Environment and Safety (HES) in the workplace, work ethics, etc.

When the experienced teachers call for a locally made, more vocationally oriented English exam for vocational education programmes, they indirectly call for a separate English curriculum covering vocational English. This view is shared by Hiim, who claims that instead of one common curriculum, there should be multiple curricula, specifically related to each individual vocational education programme (Hiim 2013:351). To a great extent I agree with Hiim and the experienced teachers. However, in my opinion it is first and foremost the examination provision that must be revised. According to Vaag Iversen et. al., the English exam is one of the greatest obstacle for the implementation of vocationalisation (Vaag Iversen et. al. 2014:107). There is, however, no need to implement separate curricula for the different education programmes. The LK06 English curriculum gives maximum freedom to teachers in both teaching approach, method and subject content as long as the competence aims are reached (Hasselgreen 2005:7 – 8).

## 6 CONCLUSION

### 6.1 Summary

The current study has aimed to study and explore the concept of vocationalisation, seen from both the pupils' and the teachers' perspective, and to investigate how the government initiatives promoting vocationalisation are implemented and used in upper secondary schools. In this chapter, the findings of the current study are summarised with reference to the research questions given in section 1.5. Research questions 1 and 2, and 4 and 5 have been combined due to partially overlapping answers.

#### 6.1.1 What are the teachers' views on vocationalisation and to what extent is vocationalisation given priority in the vocational classroom?

The result of the interviews indicate an overall positive view on vocationalisation. The findings illustrate a consensus among the teachers on the importance of adapting the material or finding external material in order to vocationalise in the English vocational classroom.

The findings leave no doubt that teaching experience and self-confidence within the subject play a decisive role in the teachers' view of vocationalisation and the degree of priority of vocationalisation. While the results indicate that the inexperienced teachers have good intentions, seeing the bigger picture requires experience. The inexperienced teachers therefore has a view of vocationalisation which resembles that of the ESP approaches, with a clear separation between vocational and non-vocational topics. Rather than using vocationalisation as a means to learn English, they perceive vocationalisation as an addition to the curriculum, which restrict the priority given to vocationalisation. The experienced teachers on the other hand, tend to rely more on their instincts and experience than on government papers. They look for material that is relevant and interesting for the pupils and look for connections to the vocational subjects. Their approach is a more holistic one, with the language in context. Vocationalisation then becomes a means rather than an end, suggesting an approach to English language learning in line with the theoretical framework behind VOLL.

### **6.1.2 To what extent are the initiatives, such as FYR, by the Department of Education implemented and used in upper secondary schools?**

When looking at views on government initiatives, the roles are reversed. While the experienced teachers are apprehensive and more critical towards implementation of government initiatives, the inexperienced teachers are positive and eager to engage in the implementation of FYR. This may come as a result of the many revisions and rapid changes in curricula over the recent years. The experienced teachers have seen and adapted to many of these revisions, and are therefore apprehensive to change yet again. The inexperienced teachers have not yet experienced multiple changes, and therefore take the government initiatives at face value.

### **6.1.3 To what extent are the pupils motivated for the subject of English and what are the pupils' views on vocationalisation?**

The results from the pupil questionnaires show that the pupils overall have a positive view on the English subject, which indicate a high level of motivation for the subject of English. The positive tendency continue with regards to their views on vocationalisation. Although there are variations within the individual classes and education programmes, the results are more positive than expected based on previous research. Generally, the Health and Social Care classes reports a higher motivation towards the English language. This may indicate that they see a relevance in what they learn in connection to their future plans regarding work, as more Health and Social Care pupils were prone to work internationally in the future. It may also indicate a view of knowledge in Health and Social Care that has more in common with the academic common core subjects. Overall, the tendency was that the Building and Construction class from the all vocational school had the most negative responses, suggesting a low motivation for the English subject. The other three classes were fairly similar, taking turns to be the most positive.

### **6.1.4 To what extent are the teachers satisfied with the final exam in the English subject, seen in connection to the emphasis on vocationalisation?**

All four teachers agreed on the importance of vocationalisation and they saw a dire need for a change in the final English exams towards a more vocationalised version. None of the teachers mentioned the need for a separate English curriculum for the vocational education

programmes, though one teacher indicated that for vocational classes intercultural communication and cultural understanding was more important and another teacher suggested a need to get deeper into the vocational subject matter in English lessons.

## 6.2 Implications

The results of this study may contribute to some implications concerning the vocationalisation of English. It seems pupils in the vocational classroom need to be reminded of the importance of the common core subjects in general and of the English language in particular in work as well as life. Before going into dialogue with the pupils, it is essential that the common core subject teachers and the vocational subject teachers negotiate a common understanding of their roles in this process, and that the teachers work together on the pupils' fundamental skills.

The findings of this thesis seem to indicate that the school administrations have a decisive role in the implementation of government initiatives such as FYR. In schools where the administration has sufficient knowledge, the teachers are more positive towards the implementation. Organisational relations, such as time set aside for cooperation, allowing for specialisation within a vocational field, and a sense of direction and purpose of the initiatives must be considered and prioritised by the administration in order to facilitate implementation.

## 6.3 Concluding remarks

To my knowledge there is no complete theoretical framework for vocationally oriented language learning. The contribution of this thesis is therefore to shed light on important aspects of vocationalisation, using the concept of VOLL and other relevant theory. By combining the characteristics of VOLL with the vast amount of FYR resources, a good foundation for laid for vocationally oriented language learning.

## 6.4 Further research

This study mainly takes the teachers' perspective, enquiring into their views and opinions on vocationalisation, government initiatives and the final English exam. In addition the pupils' views and experience of the subject of English and vocationalisation is explored. However, there is still a need to know more about what happens in schools today, with reference to vocationalisation of the subject of English. More research may lead to a more unified understanding of the concept of vocationalisation.

It also seems relevant for future research to explore how vocationalisation is carried out in the classroom. Through methods such as observation with subsequent pupil interviews, useful knowledge may be added as to how the concept of vocationalisation is approached in various vocational English classrooms.

Concerning approaches to vocationally oriented language learning, there seem to be a need to develop the theoretical framework further. For future research, it may be interesting to explore further which approaches may be applicable when it comes to vocational English learning in particular. As this study discusses VOLL and FYR, it may also be relevant to find out more about the theoretical framework behind these concepts, as theoretical grounding is hard to come by.

Investigating other aspects of the English vocational classroom, such as the priority and need of *bildung* in the vocational language classroom, may yield valuable information, as there seem to be a need for more research in the English vocational classroom.

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## 8 APPENDICIES

### 8.1 Appendix A – Information to participating teachers

Til engelsklærer på vg2 Bygg- og anleggsteknikk / Helse – og oppvekstfag

#### **Forskningsprosjekt om engelsk på yrkesfaglege utdanningsprogram utført av Universitetet i Bergen**

Eg heiter Maria Storevik, og er mastergradsstudent ved Universitetet i Bergen. Eg inviterer deg til å delta i eit forskningsprosjekt om engelsk på yrkesfaglege utdanningsprogram. Det er eit todelt prosjekt med ei spørjeundersøking til elevane og eit intervju med lærarane. Spørjeundersøkinga vil berre ta 10 – 15 minutt. Hensikta med prosjektet er å kartlegge korleis engelskundervisinga føregår på vg2-nivået på Bygg- og anleggsteknikk/Helse –og oppvekstfag. Målet er å bidra til engelskundervisinga innanfor yrkesfaga. Du har rett til innsyn i dei opplysningar som er registrert om deg i prosjektet, i tillegg til eit samandrag av det ferdige prosjektet.

Deltaking i denne delen av prosjektet inneber at eg intervjuar deg. Eg vil komme på besøk som avtalt i løpet av april/mai 2014. Eg vil bruke lydopptak ved intervjuet for å sikre pålitelegheit. Desse vil bli transkriberte og anonymiserte. Yrkesfagsklassen din, Bygg- og anlegg/Helse-og oppvekstfag vg2, vil få utdelt ei spørjeundersøking som dei må svare på innan utgongen av april 2014. Sidan elevane blir spurt om å delta, vil eg informere og innhente samtykke frå foreldra dersom elevane er under 18 år.

Det er frivillig å delta i spørjeundersøkinga og intervjuet, og du kan på kva som helst tidspunkt trekkje deg. Eg håpar likevel at du vil bidra til forskningsprosjektet og føle at du også får utbytte frå det. Det er ingen andre enn min rettleiar og eg som vil få tilgang til dei personidentifiserbare opplysningane. Vi er underlagt teieplikt og opplysningane vil bli behandla konfidensielt. I publikasjonar vil opplysningane vere fullstendig anonymisert, slik at ingen enkeltpersoner kan kjennast att.

Prosjektet er planlagt ferdig innan juni 2015, og det er meldt til Personvernombodet for forskning, Norsk samfunnsvitenskaplig datatjeneste AS. Etter prosjektslutt vil lydopptak og øvrig datamateriale bli destruert. Universitetet i Bergen er behandlingsansvarleg institusjon. Kontaktinformasjon finner du nedst i dette brevet.

Ver venleg og svare på e-posten for å bekrefte at du vil vere med på undersøkinga.

Ta gjerne kontakt med meg pr. e-post om de har spørsmål ([maria.storevik@sfj.no](mailto:maria.storevik@sfj.no)). På førehand takk for samarbeidet.

Med venleg helsing  
Maria Storevik

Tlf. 976 32 100

E-post: [maria.storevik@sfj.no](mailto:maria.storevik@sfj.no)

Rettleiar: Torill Hestetraet, Universitetet i Bergen.

## 8.2 Appendix B – Informed consent

Til foreldre og føresette/elevlar over 18 år,

### **Undersøking om engelskfaget i yrkesfaglege utdanningsprogram ved Universitetet i Bergen**

Eg inviterer din son/dotter/deg til å delta i eit forskingsprosjekt som inneber at eg leverer ut eit spørjeskjema i klassen til din son/dotter/din. Mitt namn er Maria Storevik, og eg er mastergradsstudent ved Universitetet i Bergen. Mitt mastergradsprosjekt er om engelskfaget i yrkesfaglege utdanningsprogram. Hensikta med prosjektet er å kartleggje korleis engelskundervisninga føregår på to utdanningsprogram; bygg- og anleggsteknikk og helse- og oppverkstfag. Målet er å bidra til forskning om korleis engelskundervisninga føregår og korleis ein kan betre treffe denne målgruppa. Sidan elevane blir inviterte til å vere med i ei spørjeundersøking, vil eg informere og innhente samtykke frå elevlar over 15 år om spørjeundersøkinga.

Deltaking i denne delen av prosjektet inneber at eg intervjuar engelsklæraren i din son/dotters klasse/din klasse. Deretter vil eg levere ut eit spørjeskjema til kvar elev i klassen. Dette spørjeskjemaet er heilt anonymt. Eg vil kome på skulebesøk i mars/april 2014.

Det er frivillig å delta i spørjeundersøkinga. Eg håpar likevel at du vil bidra til forskingsprosjektet og føle at du også får utbytte frå det. Det er ingen andre enn min rettleiar og eg som vil få tilgang til dei personidentifiserbare opplysningane. Vi er underlagt teieplikt og opplysningane vil bli behandla konfidensielt. I publikasjonar vil opplysningane vere fullstendig anonymisert, slik at ingen enkeltpersonar kan kjennast att.

Prosjektet er planlagt ferdig sommaren 2015, og det er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS. Etter prosjektslutt vil datamaterialet verte sletta og/eller anonymisert. Universitetet i Bergen er behandlingsansvarleg institusjon. Kontaktinformasjon står under.

Dersom du ønskjer å delta i prosjektet, er det fint om du signerer den vedlagde samtykkeerklæringa og returnerer den til læraren innan \_\_\_\_\_.

Ta gjerne kontakt med meg pr. e-post om de har spørsmål (maria.storevik@sfj.no).

På førehand takk for samarbeidet.

Med vennleg helsing,

Maria Storevik

Tlf. 57 83 48 29 / 976 32 100

e-post: maria.storevik@sfj.no

## SVARSLIPP

### Undersøking om engelskfaget i yrkesfaglege utdanningsprogram ved Universitetet i Bergen

Eg har mottatt skriftleg informasjon og er villig til å delta i studien.

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Dato

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Signatur elev over 15 år

## 8.3 Appendix C – NSD Approval

**Norsk samfunnsvitenskapelig datatjeneste AS**  
NORWEGIAN SOCIAL SCIENCE DATA SERVICES



Harald Hårfages gate 29  
N-5007 Bergen  
Norway  
Tel: +47-55 58 21 17  
Fax: +47-55 58 96 50  
nsd@nsd.uib.no  
www.nsd.uib.no  
Org.nr. 985 321 884

Torill Irene Hestetræet  
Institutt for fremmedspråk Universitetet i Bergen  
Sydnesplassen 7  
5007 BERGEN

Vår dato: 04.04.2014

Vår ref: 38311 / 3 / KH

Deres dato:

Deres ref:

### TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 27.03.2014. Meldingen gjelder prosjektet:

<i>38311</i>	<i>Vocationalisation of English in Upper Secondary School</i>
<i>Behandlingsansvarlig</i>	<i>Universitetet i Bergen, ved institusjonens øverste leder</i>
<i>Daglig ansvarlig</i>	<i>Torill Irene Hestetræet</i>
<i>Student</i>	<i>Maria Storevik</i>

Etter gjennomgang av opplysninger gitt i meldeskjemaet og øvrig dokumentasjon, finner vi at prosjektet ikke medfører meldeplikt eller konsesjonsplikt etter personopplysningslovens §§ 31 og 33.

Dersom prosjektopplegget endres i forhold til de opplysninger som ligger til grunn for vår vurdering, skal prosjektet meldes på nytt. Endringsmeldinger gis via et eget skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>.

Vedlagt følger vår begrunnelse for hvorfor prosjektet ikke er meldepliktig.

Vennlig hilsen

Katrine Utaaker Segadal

Kjersti Haugstvedt

Kontaktperson: Kjersti Haugstvedt tlf: 55 58 29 53

Vedlegg: Prosjektvurdering

Kopi: Maria Storevik maria.storevik@sfj.no

*Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.*

*Avdelingskontorene / District Offices:*

*OSLO:* NSD, Universitetet i Oslo, Postboks 1055 Blindern, 0316 Oslo. Tel: +47-22 85 52 11 nsd@uio.no  
*TRONDHEIM:* NSD, Norges teknisk-naturvitenskapelige universitet, 7491 Trondheim. Tel: +47-73 59 19 07 kyrrsvarva@svt.ntnu.no  
*TROMSØ:* NSD, SVF, Universitetet i Tromsø, 9037 Tromsø. Tel: +47-77 64 43 36 nsdmaa@svt.uit.no



### Prosjektvurdering - Kommentar

---

Prosjektnr: 38311

Vi kan ikke se at det behandles personopplysninger med elektroniske hjelpemidler, eller at det opprettes manuelt personregister som inneholder sensitive personopplysninger. Prosjektet vil dermed ikke omfattes av meldeplikten etter personopplysningsloven.

Det ligger til grunn for vår vurdering at alle opplysninger som behandles elektronisk i forbindelse med prosjektet er anonyme.

Med anonyme opplysninger forstås opplysninger som ikke på noe vis kan identifisere enkeltpersoner i et datamateriale, verken:

- via kombinasjon av bakgrunnsvariabler (som skole, kjønn, alder osv.)
- via kode og koblingsnøkkel som viser til personopplysninger (f.eks. navn)

Prosjektslutt er 01.06.15. Data slettes.

Enkeltpersoner vil ikke kunne identifiseres i oppgaven.

# 8.4 Appendix D – Questionnaire: Building and Construction

## ENGLISH IN THE VOCATIONAL CLASSROOM

### BUILDING AND CONSTRUCTION

This questionnaire is about the teaching and learning of English in the vocational classroom at vg2 level. Please answer the questionnaire if you are a student on the education programme Building and Construction at vg2 level. Please return the questionnaire by Friday 30. May 2014.

The questionnaire should take between 10 – 15 minutes to complete and is part of a Master Thesis research project on English in the vocational classroom carried out by Maria Storevik, the University of Bergen. Filling in the questionnaire is voluntary, but your contribution would be greatly appreciated. The study aims to provide a representative picture of students’ views and for this reason it is desirable that as many Building and Construction students as possible participate. The project has been reported to and approved by the Privacy Ombudsman for Research at the Norwegian Social Science Data Services. The collected data will be processed confidentially and will be completely anonymised in publications.

Thank you very much for taking the time to respond to this questionnaire.

I am:

- Female
- Male

For each question, tick the one option that best reflects your view on learning English in Building and Construction.

1) Your beliefs about learning and attitude to the language: Below there are a number of statements. For each statement, tick the one option that best reflects your view.

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
--	-------------------	----------	-----------	-------	----------------

I enjoy learning English.					
I like to read texts about Building and Construction topics.					
I like reading books in English.					
I enjoy reading in English.					

2) Your opinions about motivation: Below there are a number of statements. For each statement, tick the one option that best reflects your view.

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
I feel motivated to learn English.					
I feel motivated to speak English.					
I feel motivated to speak English about Building and Construction.					
I would like to learn more about Building and Construction in English.					
I am motivated to learn more English words.					
I am motivated to learn more English words about Building and Construction.					
I am motivated to learn more about the English speaking world.					
I feel motivated to learn English about Building and Construction.					
I think our text book is interesting.					



3)

a) Materials and resources: Below there are a number of statements. For each statement, tick the one option that best reflects your view

	Very often	Often	Sometimes	Almost never	Never
We use a text book in English.					
We use other resources than the text book in English.					

b) Materials and resources: Below are a number of resources listed. NB! You may tick more than one box.

We use the following materials in our English classes.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> NDLA                              | <input type="checkbox"/> Kahoot                      | <input type="checkbox"/> Games   |
| <input type="checkbox"/> Our workshop                      | <input type="checkbox"/> Wikipedia                   | <input type="checkbox"/> News sites in English<br>(e.g. CNN, BBC, Huffington Post, etc.) |
| <input type="checkbox"/> Building and Construction manuals | <input type="checkbox"/> Wiki                        | <input type="checkbox"/> Other: _____  |
| <input type="checkbox"/> YouTube                           | <input type="checkbox"/> Magazines and/or newspapers |  |

4) Vocational topics: Below there are a number of statements. For each statement, tick the one option that best reflects your view

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
I think the text book has enough texts about Building and Construction.					
I think the text book should have more texts about Building and Construction.					
We learn enough about Building and Construction in English lessons.					
I feel competent to write about Building and Construction.					
I feel competent to talk about Building and Construction in English.					
I get to use my knowledge in Building and Construction in the mock exams*.					

\*mock exam = tentamen/heildagsprøver

7) Work: Below there are a number of statements. For each statement, tick the one option that best reflects your view

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
I would like to work locally in the future.					
I would like to work internationally in the future.					
Our English lessons prepare me for my future job.					

8) What is a meaningful English lesson to you? / Kva er ein meningsfylt engelsktime for deg? (Answer in English or Norwegian.)

If you would like to participate in a follow-up interview of this questionnaire, please write your e-mail address here: \_\_\_\_\_

# 8.5 Appendix E – Questionnaire: Health and Social Care

## ENGLISH IN THE VOCATIONAL CLASSROOM

### HEALTH AND SOCIAL CARE

This questionnaire is about the teaching and learning of English in the vocational classroom at vg2 level. Please answer the questionnaire if you are a student on the education programme Health and Social Care at vg2 level. Please return the questionnaire by Friday 30. May 2014.

The questionnaire should take between 10 – 15 minutes to complete and is part of a Master Thesis research project on English in the vocational classroom carried out by Maria Storevik, the University of Bergen. Filling in the questionnaire is voluntary, but your contribution would be greatly appreciated. The study aims to provide a representative picture of students’ views and for this reason it is desirable that as many Health and Social Care students as possible participate. The project has been reported to and approved by the Privacy Ombudsman for Research at the Norwegian Social Science Data Services. The collected data will be processed confidentially and will be completely anonymised in publications.

Thank you very much for taking the time to respond to this questionnaire.

I am:

- Female
- Male

For each question, tick the one option that best reflects your view on learning English in Health and Social Care.

5) Your beliefs about learning and attitude to the language: Below there are a number of statements. For each statement, tick the one option that best reflects your view.

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
I enjoy learning English.					

I like to read texts about Health and Social Care topics.					
I like reading books in English.					
I enjoy reading in English.					

6) Your opinions about motivation: Below there are a number of statements. For each statement, tick the one option that best reflects your view.

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
I feel motivated to learn English.					
I feel motivated to speak English.					
I feel motivated to speak English about Health and Social Care.					
I would like to learn more about Health and Social Care in English.					
I am motivated to learn more English words.					
I am motivated to learn more English words about Health and Social Care.					
I am motivated to learn more about the English speaking world.					
I feel motivated to learn English about Health and Social Care.					
I think our text book is interesting.					

7)

c) Materials and resources: Below there are a number of statements. For each statement, tick the one option that best reflects your view

	Very often	Often	Sometimes	Almost never	Never
We use a text book in English.					
We use other resources than the text book in English.					

d) Materials and resources: Below are a number of resources listed. NB! You may tick more than one box.

We use the following materials in our English classes.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> NDLA                              | <input type="checkbox"/> Kahoot                      | <input type="checkbox"/> Games   |
| <input type="checkbox"/> Our workshop                      | <input type="checkbox"/> Wikipedia                   | <input type="checkbox"/> News sites in English<br>(e.g. CNN, BBC, Huffington Post, etc.) |
| <input type="checkbox"/> Building and Construction manuals | <input type="checkbox"/> Wiki                        | <input type="checkbox"/> Other: _____  |
| <input type="checkbox"/> YouTube                           | <input type="checkbox"/> Magazines and/or newspapers |  |

8) Vocational topics: Below there are a number of statements. For each statement, tick the one option that best reflects your view

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
I think the text book has enough texts about Health and Social Care.					
I think the text book should have more texts about Health and Social Care.					
We learn enough about Health and Social Care in English lessons.					
I feel competent to write about Health and Social Care.					
I feel competent to talk about Health and Social Care in English.					
I get to use my knowledge in Health and Social Care in the mock exams*.					

\*mock exam = tentamen/heildagsprøver

7) Work: Below there are a number of statements. For each statement, tick the one option that best reflects your view

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
I would like to work locally in the future.					
I would like to work internationally in the future.					
Our English lessons prepare me for my future job.					

8) What is a meaningful English lesson to you? / Kva er ein meningsfylt engelsktime for deg? (Answer in English or Norwegian.)

If you would like to participate in a follow-up interview of this questionnaire, please write your e-mail address here: \_\_\_\_\_



## 8.6 Appendix F – Interview guide

### Interview guide

#### *Interview with the teachers before the questionnaires to the pupils: semi-structured interview*

##### *Education*

- What do you remember from your own experience with learning English at school?
- What do you remember from the English lessons?
- Which methods were used while you were a student?
- How and why did you become an English teacher? What education do you have?
- Why do you teach at a vocational education programme?
- Do you have any say in which vocational education programme you teach?
- What is affecting your development as an English teacher?

##### *Teaching*

- Is there something you emphasise more than other English teachers, do you think?
- What do you emphasise in your English teaching? Has this changed since the Knowledge Promotion was introduced? Has it changed since the English curriculum in the Knowledge Promotion was revised?
- How do you think when you are to cover the different vocation-specific curriculum aims?
- How do you think the text book covers the different vocation-specific curriculum aims?
- What is your opinion on vocationalisation? Is this a priority in your teaching?
- Do you teach different vocational education programmes? Do you teach at Programme for General Studies? Have you previously done that?
- How will you characterize the general attitude to the English subject in the vocational education programmes you have taught? Are some topics easier to teach than others? If so, which ones?
- Have you looked at previous exams and do these affect what you emphasise in your English lessons?
- How do you prepare your students for the English exams?
- Do you think all the curriculum aims are tried in the English exams?
  - If not, which ones are not tried in your opinion?
- Have you heard of the NY GIV-project and the sub-project FYR?
  - If yes, have you used resources attached to these projects? Why/why not?
  - If yes; which?

##### *The school*

- Is your school participating in any projects influencing/affecting your teaching approach in English?
- Which teaching resources do you have for the English subject at your school?
- Do you often cooperate with the other English teachers? How often? What do you cooperate about?
- Do you often cooperate with the vocational teachers? How often? What do you cooperate about?
- Is there something you think the school could have done to facilitate cooperation between the teachers?
- What can the school do to increase the competence within vocationalisation of the general subjects?

## 8.7 Appendix G – Transcribed interviews

### 8.7.1 Interview – Informant A:

R: For how long have you been a teacher?

I: A teacher? Yes, I started teaching in 2009, so ... and I have had a break, I have had a baby, so I have been home for one year. So four years, I think, yeah.

R: Is this your first school, or?

I: Yes, it is. I came from Trondheim, to Førde and I started here. This is my first teaching job, so I have no experience from other schools.

R: Mmmm, why did you choose to go to an upper secondary school instead of a lower secondary school?

I: Eh, honestly it was the job that was available at the time, because I was applying for a lot of jobs and eh, I got this one. So it was just a coincidence.

R: mmmmm...

I: Yes

R: What kind of an education do you have?

I: I have a Master's degree. My main subject is physical education. So I have been teaching also at this eh, Health and Social Care, eh the students, first year students, as well as physical education. So I have a Master's degree in movement science and then I took an extra year of English just to have another subject as well.

R: Yeah, sounds interesting and very relevant to the health care...

I: (Interrupts) Yes, I think so to. It helps me to... so I know a bit of their curriculum. And I think it helps me to make the... to "yrkesrette". Kva heiter det?

R: To vocationalise.

I: Yes, yes, it is easier to make tasks that are relevant for them, I think.

R: Because you teach English in Health and Social Care?

I: Yes, I have... I have one group of students from this department. But I also teach at another... I also teach Technical and industrial Production classes, and that's a bit more challenging. I think.

R: So many classes do you have in English, do you have...?

I: I have eh three.

R: Three

I: Yes.

R: And also Building and Construction? Do you have...

I: Oh, yes. I have three where I'm the main teacher, and then I have a small group of Building and Construction students, which we started helping just 2 months ago.

R: Yes, sounds good. So what about your own experience with English? Why did you choose English as a subject?

I: Eh, yes, I have read a lot of English. Books I have read. During my education. Eh, so I have always practiced skill, but also I enjoyed the subject in school. I had good grades and I have always read books in English, so I.... Yeah, it's a language I enjoy both speaking and reading.

R: mmmmm, do you remember anything from your English lessons when you were younger. What kind of caught your attention?

I: Eh, I just enjoyed writing, so I had teachers who... they praised my writing. I could write the longest stories and just from small photos, so that I think kept me interested, because, yeah, I enjoyed writing.

R: And, then you decided to become a teacher. What that also a coincidence, or did you make a conscious decision?

I: No, I did my master's degree and then I wondered what to do with it. So I took this one year of ... that you have to take to become a teacher, PPU, and then I just started, so I didn't actually mean to become a teacher. I wanted to work with athletes and so on, so that was a coincidence, yeah. But I enjoy it.

R. Yes, good.

I: But I was never the one to work as a substitute while I took my education, so I'm fresh as a teacher.

R: Good, and as you said, you applied to a lot of different jobs and it was kind of a coincidence that you came here, to a vocational education programme. Yeah, ok. As an English teacher is there something that you emphasise more than other English teachers, do you think?

I: I don't know. I think it's hard because I eh, I don't know what the other emphasise. I think I'm not the strictest one, but in the beginning you know you just have to try to do your best. For me I have tried to, I have tried to have that focus on things that are relevant for the students, you know, work with technical and industrial eh, study. And they are interested in cars and so on, so I have been working a lot with cars and tools and so on. I don't know if I have.... I'm just trying things now, and I have to just find what works and what doesn't work. But I focus on the oral part a lot, because I think it's important that they can make themselves understood, and also understand the spoken words.

R: I agree. What about, of course since you are a fairly fresh or new teacher, you haven't taught before the Knowledge Promotion. Have you... When you decide what to focus on, do you use the KO as a guideline, or?

I: I try to use the competence aims, so I look to them. Of course, they are.... They have... The English subject has more competence aims than the physical education subject. So of course I try to eh, build my teaching on them, but it's....eh, yeah, it's a lot. And also that they are not divided into first year and second year. I think it's eh, it makes it a bit more challenging. I use them and I am not familiar with the KO. Of course I know or I have heard of it, but I .... I have just started teaching. I haven't made myself familiar with things that have been before I started teaching.

R. But this knowledge promotion or the curriculum has been changed both in 2010 and 2012. Have you changed your teaching after that, do you think?

I: My teaching in general, do you mean?

R: Yes, or in English of course.

I: Well, as I started this last autumn, I haven't... the aims haven't changed since then, so I haven't, no.

R: There is a very ...eh, the emphasis now is on vocationalisation, which is "yrkesretting", and in 2012 the aims became more relevant to the vocation. Do you think that.... Well, what do you think of that when it comes to vocational classes?

I: Yes, I think it has to be that way, because they have to learn about things that they can use and they have to be interested to want to learn. My experience is that when I talk about tools and cars they want to participate, but when we talk about British history they are not as eh, engaged. So, I think it's about time and it's necessary. I welcome it. I think it's more interesting for me as well. It's about adapting the, eh, making things relevant for each class. Of course I have to make them different tasks for each group because they have different things they study, but it's more fun for me when it's more fun for them. So I... we have a colleague, Kristin Befring. She is, eh, engaged in FYR-project. She is a fyrbøter, so I talk a lot with her about this and she, and she has helped us a lot with vocationalisation.

R: Good, but you also have to cover of course the general parts like British history and American history, and how do you structure your plans or your year plans?

I: I have actually borrowed an old plan from a colleague this year just to help me along. We are changing the books. From next semester we're getting new books. But I've divided into, eh, used I think just as much time on the topics that are not relevant as such. So I try to make time for both. And I have, this year I have one big, long period of relevant material and then followed it with a period of history, but I think later I will break it up a bit so I will, eh, switch between the general material and the vocational material. But of course, in the... I think the books we are changing to, they have instead of just general British history, it's the history of the nursing assistants, professions and so on. They have focused on the parts of the history that is relevant to each.....eh, yeah.

R: Which text book is that?

I: Eh (hesitates). I've totally forgotten the title, but we have two. I can find it out for you. We, two different, it was one book that covered both of the first and the second year in one book. So, eh, we hope we can start using this book this autumn. (Autumn 2014).

R: And right now you're using?

I: Tracks. It's not a new book, and we're... they, my colleagues are tired of it. I've just started using it, so.... It's ok, but I think it eh, lacks something.

R: It might be outdated, maybe?

I: Yes, some of the information is not new enough.

R: When it comes to eh, well, you said that pupils were more interested when you made it more relevant by talking about their vocation. Are there other topic that are easy to talk about?

I: With the boys, they are quite interested in war history. So when we cover wars and this, some historical events they know a lot about, and, well, they are interested in countries and other cultures, but it depends on how tough the topic is and also if they have to know years and events. If they have to memorize, they find it hard to... to engage in the material, but if I pick one event and explore this further, they find it easier to be interested. (laugh)

R: Mmmmm...

I: So it depends on the class and I often try to focus on things I see that they enjoy. So I have focused a bit about, on wars in this one class I have. Eh, because they were... they were interested, so...

R: When it comes to making topics more vocationally relevant, which education programme do you find easiest to vocationalised?

I: Because I have worked on this department before, this Health and Social Studies, I find it a bit easier. I have also worked at a nursery home, so I know a bit about the job that they will end up having, or might end up having, so I think it was easiest to adapt the... to make the tasks and projects more relevant to them. And this class also have their work practice in Eng.. in London actually a few weeks ago. So we have some... we cooperated a bit me and teachers who teach the health subjects. So, yeah.

R: When it comes to exams, how did you.... How do you prepare your pupils for exams?

I: Yes, I'm new to exams as well. Eh, I've talked to them about how it.... If they were to.... F they were drawn. I've told them how it would be, but it's new to me as well, so... eh. I haven't known too much about it, but I've shared what I know... eh. If we end up doing an exam, I hope it goes well. But it's a bit scary as a new teacher to maybe have to sit an exam with the class, and I'm sure the more experienced teachers will have prepared their classes maybe a bit better. But, yeah.

R: Have you looked at previous exams?

I: Yes, we have... I haven't with my classes. We have been... with colleagues.

R: And do these emphasise on what you....do these affect what you emphasise on in your English lessons, do you think?

I: They haven't so, no, not really. Eh, no, as this is so new to be I have just used the book and competence aims and tried to... to teach them what I.... a bit of everything, so that if we have to sit an exam, they would have a chance. Because I think it's hard to know what to focus on, how to help them eh, in event of an exam. It's just a lack of experience on my part.

R: What about, do you think... what's your opinion of the exams?

I: The old exams, eh?

R: The previously given exams.

I: Yes, we have discussed this and of course they lack the vocationalisation.

R: Ok?

I: A lot of the tasks, so I don't have too much. I haven't studied them too closely, I have to. But, eh, a few of them are...(hesitates), some of our students are quite, they don't speak or know English that well, so it's a lot of tough tasks. So we often have to adapt them to fit, yeah. But it's not something I have used a lot of time studying.

R: But is there an ongoing discussion amongst you teachers that.... About the degree of vocationalisation, do you think?

I: I don't know if I would say ongoing, but it's something we focus on and we want to see more of... eh, because when we, also when we use this old mock exams, eh, they are general and not related to profession often, so it's something that is at least to some degree lacking, so this increased focus is very positive, it is. So yeah...

R: So, based on what you are saying, can I just conclude that you don't believe that all curriculum aims are tried in the English exams? Because you have vocation specific competence aims that are not covered in the exams?

I: Based on my... of course I haven't studied them extensively, but that's my impression, yes.

R: And of course, you are an all vocation.....

(Interrupted by telephone)

R: So, you have all vocational education programme classes, you don't have general education here at this school. And you are also what they call a FYR-school?

I: Yes, we have focused on that and a lot of us have taken courses. We have been to the gatherings, Ny Giv-gatherings. So yes, we focus on that.

R: How do you work with it on a daily basis?

I: We focus on eh, we started off this school year, we had these days when we sat together and planned project. Us English teachers and the teachers of the vocation subjects. So we planned projects and some have been carried out, and all throughout the year we have, different teachers have presented projects that they have worked with. And we shared experiences and so on, and we have been given time to work on projects together.

R: Do you focus on that on your planning days?

I: Yes, we have some time to plan and come up with projects, so... and I think the focus will be carried over to the next year. Our principal, she is very.... She really thinks that we should work hard on the vocationalisation. Because we have a lot of students who are struggling with this subject, and I think that we see that it helps, at least, yeah.

R: They get more motivated?

I: Yes, and they get to show what they're interested in and learn more about things that they know they may need to use, so my students when they were working on tools and so on, they worked hard and they all handed in their papers, so it's eh, I see it, that they find it more motivating.

R: Yeah, and this... you've been sent on courses?

I: Yes, some of us have been able to travel to..... I was in Oslo at this gathering, the Ny-Giv, and yeah....

R: Do you show each other, sharing?

I: Yes, we share. We have meetings following these courses and we share. And, of course our.... Eh, Kristin Befring as I mentioned, she is eh, I think part of her.. uh, she has had some percentages this year working as a .... Working with this project. And she is updating us on it.

R: Good.

I: We share material and tasks and so on, so yeah...

R: Do you have any special resources? Eh, because of this project?

I: Yes, we use NDLA, they have FYR-pages and a lot of good projects have been shared on this pages. So I use them a lot.

R: Are you also sharing on NDLA?

I: I haven't come up with too many projects on my own yet, so I, mainly I use the ones that others have shared and adopt them, but I want to share as well when I have some that I can... eh, that aren't already there.

R: And do you, as you said you are talking to other English teachers and cooperating, and what do they help with, kind of, other than the vocationalisation? Can they help you with other parts of the..

I: (interrupts) I get a lot of ideas and we share... they share with us newcomers, and I, eh, I have gotten a lot of help from them. It's about how to teach this and that, and how do you work with these subjects, and I get to see examples of tasks that they have used, and so on. So the experienced teachers they share a lot. So we have a sharing culture at this school.

R: Mmmm...

I: It's great because we.... Even if someone has a project they have used with cooking classes, I can adapt it to my classes quite easily.

R: What is your experience with working with the vocation teachers, the ones that are teaching the vocational subject?

I: I have, I have mixed experiences. Some really want to cooperate and others they do not. And I, I, it maybe, maybe they are uncomfortable with... maybe they don't speak English so well themselves, I don't know. But some they want to their thing, they have things that they have been doing all.... For a long time. So it's mixed, But I think the focus next year was going to be about teaching these I think, these teachers. Re...., eh, educating them a bit more, if I'm not mistaken, but yeah.... Of course it's not always easy to find common ground, but, eh, A lot are willing to try.

R: That's good. And, is there... you said that the principal is very keen and motivated to...

I: Yeah...

R: Do you think there is something that the school could do to facilitate this cooperation, to make it easier for you, other than you spending time on your planning days. Do you have any other thoughts on this?

I: It's hard to... We have been asking about more time and I know there is a limited amount of time we can get, but I think some have to be almost forced to participate, because I have reached out to some teachers and asked if we can work on something together and they.... Yeah, and nothing has come of it. So I think we have to.... Some have to be forced to. We have to make projects and we have to try them out. So, I think eh, yeah.... Maybe something like that. Because we need to tie the subject together I think.

R: And how can the school increase or help to increase the knowledge when it comes to vocationalisation of the general subjects? Right now they are a FYR school. Can they do anything else to increase it, do you think?

I: I'm not sure. I don't know. I don't think I can say anything, no.

R: No, but of course cooperating with each other and sending people to courses, you can't do much more, can you?

I: Yes, and I, they have also discussed... eh, someone came back from visiting another school and they had this "årshjul" where they had predetermined each... for .... They had themes. The year divided into equal parts and then they had themes. And then the English teachers could just look at this wheel and see "Ok, so they are working on cars, so WE can focus on cars". Because now we don't know what they do. So it was easier for them



to see what they worked on in the vocational subjects, and I think we are going to start making our own wheels from this following year.

R: And of course that sounds like a great idea, but then again comes the exams, right?

I: Yes, yes, so I don't know how to do it perfectly, but at least that's one way of... we can.... Because it's not easy to know as an English teacher "What are they working on now?".

R: Mmmm, eh, if we... if you were to predict the future, would you want to be a teacher at the vocational subjects, or do you have any other dreams and hopes?

I: I want to try teaching at a lower level. Eh, I would also like to try teaching on.... Maybe, on the, what do you call it, study...?

R: General studies?

I: General studies, yes, but I don't know. It's early. I'm just trying to see if I can teach English, because it's a lot to get into. So I don't know, but I want to try... try teaching on different levels and see where I enjoy.... Yeah, what I enjoy most.

R: Well, I think that's it. Good.

## 8.7.2 Interview – Informant B

R: So, you teach here at (anonymised) which is an all vocational school. Which classes do you teach?

I: I teach Building and construction first year, in English and Norwegian, and then I have the second year with English.

R: Yes, mmm...

I: Building and construction.

R: Building and construction, yes. And is this your.... How long have you been a teacher?

I: I started here April last year, so one year.

R: One year, yes. And have you been a teacher before that?

I: Yes, I started teaching in 2008 at a lower secondary school in (anonymised), and then I was teaching English and Norwegian mainly.

R: Mmm. So why did you choose to go here to .....?

I: Because I have always been curious at how it would be like to teach older students. I thought they would be more motivated, which I have found not being quite correct..... (laughter) But I think it's a very nice group of students.

R: Eh, what do you think.... If you back, why did you want to be an English teacher, do you think? Why is that your subject?

I: I have always been fond of languages, and English has always been one of my best subjects. And I thought if I was going to be a teacher I would have to be teaching in something within languages, and I have just always liked English.

R: Mmmm, do you remember when you were a student, or a pupil perhaps, eh. What do you remember from those English classes or English lessons? What did you like or what kind of sparked your interest?

I: Eh, good question. I eh... I liked learning new words, if we go all the way back to the beginning. And I remember sitting in the room switching between Norwegian and English, because then we had to write them down, all the new words. And I liked eh... reading. I just liked it all. But we didn't have so much presentations as the pupils today have, so I think they are better in those parts of the subject. With us it was just reading and re-telling a bit and then writing.

R: What kind of education do you have?

I: Yes, I have eh.... (thinking)

R: You went to teacher training in ... (anonymised).

I: Yes, teacher training in (anonymised), and then I had the eh... the subjects we had to have; Norwegian, Religion and Mathematics and eh..., of course, pedagogic. And then I went further on with Norwegian and English and some computer skills. And science, actually. Not my best subject, but...

R: In (anonymised), all of them or?

I: Yes.

R: Ok, so why... After you had finished your teacher training, you went on to lower secondary. And then, why did you choose to go here to (.....) at a vocational school?

I: I wanted new challenges because I felt that I had no motivation to continue where I was. I felt that it was so much more than teaching subjects, so I wanted to be a part of a more... eh, focus more on teaching subjects instead of being all the other parts, or professions.

R: Yes, and when it comes to English. Is there something you emphasise more than other teachers, do you think, because of the English subject?

I: Well, I'm not sure. I think there is a difference between the younger and the more.... The older teachers in the way we teach. I think we use more pictures and videos and discussions, while the teachers who have been teaching for a long time are more traditional in reading and writing and reading and writing. So I feel that the younger ones have more variation in their lessons.

R: More focus on the oral, maybe?

I: Yes, and I also think that it is because of... this generation, if we can say so, they are much more.... Eh, they get English from all over. Music, TV and computer games. They use English a lot more than we used to do and they do it orally, so they... often they are much better in oral English than written English. Now when we are going to have one mark in the subject, then we focus on what they are best at.

R: The Knowledge Promotion, Kunnskapsløftet. Do you think that the teaching of English has changed since the Knowledge Promotion came into the picture. Of course, you can't say so much about it, but have you heard from your colleagues for example that there is a big difference now compared to how it was before?

I: Actually, that is something that we have not spoken so much of. We are more focused on the exams that are closing in.

R: Yes, and how do you prepare your pupils for the exams?

I: In our lessons, I... if we read a text I ask them what they would say if they had to talk about that text at the exam and I try to teach them what... plot, setting in those texts and what they should focus on, and (hesitate)... yes, eh.

R: Do you use previously given exams?

I: Oh yes. Especially before we have those longer written tests before Christmas and Easter, then we use previous examination tasks. So they see how they are built up and what they have to do to .... Yes.

R: What is your opinion on the exams? Previous exams. For example, do you think all the curriculum aims are tried in these exams?

I: No, not really, and especially not for the vocational programmes. They have not been taken in care. So... in part 1 most of the pupils or students can write something about their vocational program. But in part 2 I think it's just regular texts.

R: So when you emphasize vocational relevance throughout the year and you come to the exam...

I: Then I think it doesn't fit together. So the competence aims say that we should focus on the vocational tools and equipment and working life, and then we come to the exam and they are tested in something completely

different. So I feel that I'm rushing things now when we are close to the exam. OK, we have to have some literature, we have to have some films and something to talk about or write about.

R: Because you are going to be asked that in the exams?

I: Yes

R: Do you feel that the vocationalisation that you do... does it help the pupils? What do they learn from it, except from words, of course? Do they become more motivated or?

I: Some do and some don't. Especially the first year students, they find it more interesting, because they are probably tired of all the theory from lower secondary. But some also say, why do we always have to focus on tools and equipment, why can't we just read and write English? So they have different opinions on what the subject should contain.

R: What about the second year?

I: They are more motivated for the vocational part of the book. They are tired of Australia and England and love stories.

R: I can see that. Do you think there are some topics that are easier to teach than others?

I: Yes, the topics about communication, because there is..... that is something that they experience every day. But our book is quite outdated. So we have to drag in some extra material.

R: And where do you get that material from?

I: Honestly, the internet. Other colleagues, who have been teaching for longer than me, and yes... that's what I have done.

R: So communication is quite easy for them to grasp?

I: Yes, and also the vocational parts. About literary texts, they are not motivated at all to discuss plot, characters, anything at all. That's boring.

R: Eh, I skipped some things. How do you think the text book covers the different vocation specific curriculum aims?

I: The first year book has more of it than the second year book.

R: That's "Tracks", right?

I: Yes, then we meet some students going to Ireland and Australia and they are being trainees for some programmes, and we learn about how concrete work is, for example, and plumbing, for example. But the second year is just work ethics and ...

R: Safety?

I: Yes, safety, and health safety and the environment, and not so much focused.

R: This is a so-called "FYR-school". Have you used any of the resources from this project?

I: Yes, I have found some assignments on NDLA, which I also used today.

R: What did you do today?

I: That was a FYR-project where Norwegian, English, Social studies and their vocational teachers went together to create a task where they should pick competence aims and give a presentation. For the English part, which was quite small, they were going to talk about some power tools and assess the risks and talk about how they could avoid being injured. So that was just a very small part.

R: What do you think is the... what do you gain from this kind of project? What are the advantages of such a project?

I: I think it's a good idea for all of the subjects to get a better understanding of each other's work and what we focus on, and also for the relevance for the students. They see how the subjects are connected to each other and how they can use it in all subjects.

R: Are there any disadvantages?

I: Finding time to plan these kind of assignments and also, like today when they were going to give this presentation for all of the teachers to be gathered at the same time, because we are teaching other classes as well. So that was quite challenging. And especially when some students are not ready and we have technical issues, then things fall apart. But I feel that more and more teachers are positive to these kinds of cooperation.

R: And I have heard that the principal at school is very positive to this?

I: Yes, she is. So we are rescheduling our school days for the next year, so Wednesdays the students are done at 12 and then we have meetings the rest of the day. Part of the reason is that we are going to get time to meet different teachers.

R: Have some time to discuss and plan?

I: I know we have talked about making an "årshjul", wheel of the year? Where themes are for example 6 – 8 weeks.

R: How are you going to incorporate the general part of the English course in there, do you think?

I: Then I just have to find texts or films that have something to do with the subject or the theme, which might be challenging, but we have some teachers that have quite a library within films, so we have to use each other, I think.

R: Do you feel that you often cooperate with other teachers? English teachers, for example?

I: Yes, I have been quite... I wouldn't have managed this year without them because I am so insecure about things, and I need some advice, and also I am sometimes unsure if what I have.... my thoughts or ideas are good enough, so then I need a second opinion. So it's very useful. And they have also supplied me with tasks they have used, so that I wouldn't need to spend too much time making ALL new things when they have something that I can just.. eh yes, make my own. So there is a good culture of sharing.

R: Good, and that's very important to especially new teachers, right?

I: Yes.

R: What about the vocational teachers. How is your cooperation with the vocational teachers?

I: The cooperation is all right, but I feel that their subjects are more important than Norwegian and English and mathematics. And if there are some cooperations to be done, their parts are more.... We need to find time when they are teaching and it's not so important with the rest of us. So I feel that they are... (hesitate) If we disagree on something, they have the last say in things.

R: So it's kind of up to them?

I: Yes, but I think it's becoming better and better.

R: What do you think the school can do to make it easier for you to cooperate?

I: I think that things are happening right now, because the principal is so positive to this kind of work. And we have had staff meetings where such things have been discussed and how important it is for the students, and now with more time to plan such projects, then we are on a good flow.

R: Have you been to courses to learn more about vocationalisation of the general subjects?

I: No, I have studied a lot of tools and I have asked my husband who is a carpenter; "what is this in Norwegian", because that's the first thing I need to know (giggle). And then the students also teach me. They then see that I don't know everything, and they can teach me some things, which I see they... (hesitate)

R: They enjoy and get motivation from doing it?

I: Yes, thank you. Because I say what is this in Norwegian and what is it used for? And then they have to explain what it's used for in English, so .... So they see the relevance. I have plans for next year, taking my students into the workshops so they can ... more than just see a picture in a book or something.

R: Yes, that's often a good idea. Where do you see yourself from now on? Do you like it here, are you going to continue working here?

I: Yes, I like it very much. I was a bit insecure some months ago, because of the students' motivation, but I enjoy teaching and enjoy being with the students, and I think that I have to work with myself and how to motivate them. That's when FYR... it's a good thing. To make relevant tasks.

R: Do you get to decide which education programme you want to be at?

I: I have just... I have all my lessons at Building and Construction, and I like it there. That's where I'm going to continue and I feel that is all positive because now I have learnt some tools and then I can just continue down that road instead of beginning all over again.

R: Because you are kind of lucky to only have one education programme, whereas other teachers might have three, four or five maybe?

I: Yes, I'm quite lucky there. I have had a few lessons at Health and Social Care, but I enjoy Building and Construction a lot more.

R: Do you find it easier to vocationalise there than in other education programmes, do you think?

I: No, I don't think so. I think that for the restaurant field, it's easier to teach about food and arranging parties and all the things there. And in Health and Social studies they have kindergardens and also food and health in general, I think it's easier to find information about those things than about excavators and wheel loaders, but I'm getting better.

## 8.7.3 Interview – Informant C

R: Which classes do you teach this year?

I: I have most academic classes, and then I have Building and Constuction first year and “Barne- og ungdomsarbeid”, what is that called in English?

R: I would just say, well “Health and Social Care” is the main education programme, so you can just say “Health and Social Care”.

I: Yes, second year students.

R: And then you teach general studies, as you said?

I: Yes

R: Which classes do you have?

I: The first and the third.

R: Ok, so you’re due for exams now.

I: Yes.

R: It’s very good to have both... (interrupted)

I: Yes, I think so.

R: So first of all, going way, way back, what do you remember from your experience with the English subject when you were a pupil?

I: I remember I always liked the subject, but I remember lessons being very static and predictable.

R: What did they focus on?

I: Reading and translation, mostly. And it was very much teacher-centred. Lecturing. Oral contributions would be reduced to reading and translation, and raising your hand and answering questions. Not a lot of group activities, or not a lot of attention to oral activities. That’s what I feel, anyway.

R: And still you liked it a lot?

I: Yeah, it has to do with interests and I was ok with it. But I have tried to model my own approach to teaching on what I thought was missing when I went to school myself.

R: Ok, so you prefer group work and oral contributions?

I: Yeah, I think that the teacher already knows English quite well, so I think my job is to kind of facilitate student activity as far as possible.

R: That sounds like a model teacher to me... (laugh) Why did you want to become an English teacher? What was your motivation?

I: A little bit... I wish I could have said that it has been a life long ambition, but it hasn’t. A little bit of a coincidence. I started studying comparative literature in Bergen and before that I had had a few lessons at this

school before moving to Bergen. Just as a replacement teacher. And I found out that it was something that was possible. It was something that I could do. And then I decided to take English as well. Those two subjects are very good in combination, and then I saw an advertisement that the school here needed to freshen up their staff (laugh), and that fit quite well with my plans so I moved back here and I started work here almost 14 years ago.

R: And you have worked full-time here since then?

I: Yes.

R: Then you teach both Norwegian and English?

I: A little bit of Norwegian, but I would say that 90% historically has been English for me.

R: Why do you now teach at a vocational programme in addition to the general studies?

I: I suppose that to make all the pieces in this jigsaw fit and fall into place, and it's also good in a way to be able to share these classes that, some of these vocational classes... I won't pretend that some of these are not a challenge. There is a matter of sharing this burden a little bit. And also because it's nice to see what else is going on. Teaching these general studies or academic classes is fairly easy because the pupils are quite.... They seem to have an inner motivation and you don't need a lot of motivation, that's entirely different. And I think that is something that might develop me as a teacher as well, to be able to... or to need to find a different approach to teaching.

R: Because you have to use different approaches... (interrupted)

I: Yes, so that will add tools to my tool kit.

R: Yes, do you get to choose which vocational programme you're teaching at?

I: Partly, you can make kind of a wish list. I've recently submitted one for the coming year. But mainly it's the administration that hands out...

R: And if you get to choose which every you want, which vocational programmes would you like to teach?

I: I like quite much Health and social care which I teach now because the first thing is that I think they need kind of a male presence in their classroom.

R: There are a lot of female teachers?

I: Yes, I think it can become a bit homogenous in a way. And also because I feel that they have mostly girls and they have... they seem to enjoy the subject and especially literary texts. It's easy to get discussions going. Of course you can get that in other groups as well, but... I also find it quite easy to find activities and material that can be relevant for their other vocational subjects as well so we can get a crossover between those two.

R: When you teach, is there something that you emphasise more than other English teachers do you think, or what's important to you?

I: What is important to me is that the pupils see that there is a plan behind each lesson and there is kind of a progression through the year as well, and also that there the right mix of activities, that there is variation between the kinds of activities and as mentioned earlier, that the students get to play an active part themselves.



R: You have been a teacher here for 14 years. That means that you were here before the Knowledge Promotion (Kunnskapsløftet). Did the Knowledge Promotion have an impact on what you taught and how you teach?

I: Both yes and no. I've always had these ideas that I've listed, and this new curriculum kind of emphasised some of these things. So I think it's more of a refining process and a development and a progression, rather than an outright change.

R: The new Knowledge Promotion was first introduced in 2006 and then it was revised in 2010 and 2012, because it became more vocation specific. How do you teach these vocation specific curriculum aims?

I: I try to look for connections, to look for the aims and the goals in their vocational subjects and see if there are elements that are connected or linked together in some way. You can always have these kind of standard things like reports, descriptions, project works that is kind of a crossover between subjects. What I think is just as important is to try to integrate it into ordinary lessons as well, to find material that is relevant to both subjects. That is demanding and it requires a lot of work, but I think that's perhaps even more important than having all these projects or these works that are to be evaluated. That's all good, but I think there is still a lot of work to do in terms of getting vocational topics into the English classroom on a day to day basis.

R: Yes, and which resources do you use to do this?

I: I try to use my imagination and try to look ... in Health and Social Care I've tried to look at a link between the educational systems and the roles of teachers and pupils. There is a lot of material both literary and films and those things that can be used in both of them, so I try just to be aware. That I make a mental note of things when I see this I can use. And there are of course resources out there that I can use, for example NDLA that has at least some ideas.

R: Which text book do you use?

I: We use the new *Tracks*.

R: And how is that, do you think in covering those vocational competence aims?

I: I don't like these texts books for vocational English very much. I don't think they... Some of the texts are not very interesting and some of them also underestimate the pupils, I think. So I prepare a lot of the material myself. I use some texts from the text book, but I'm not entirely comfortable with it.

R: Then it must be an advantage for you to have for example Health and Social Care several years in a row instead of doing one year of Health and Social Care and then go on to Construction and then ....

I: So you try to build on it a little bit every year and take things further,

R: Sounds like a good plan. Of course, my next questions was then what is your opinion on vocationalisation and is this a priority? And as you have said, it is. So why do you think this is so important?

I: It is important of course, because you kind of (Hesitates). Students will feel that you approach them in an area where they are comfortable. That is one advantage. At the same time, you have to make sure that this vocationalisation is not contrived. It has to be natural so it doesn't look artificial or contrived. I also think that is important, that you can't vocationalise for the sake of it. You need to have a purpose with it. But there is one kind of assumption that is not always right, and that is that the pupils in vocational studies are actually interested in their vocational subjects. That is not always the case, so then no matter how much you vocationalise, you won't reach all of them.

R: I see, and then you have the exams. How do you feel the exams are?

I: I think the exams are terrible.

R: Ok, why?

I: Because I see that the standard for general studies, they have the same written exam and I see that as a result the standard for them has dropped. Anyone who knows a bit of English can take that exam. You don't need to have been in any English lessons at all to take that exam. It's too general. At the same time, it is too general for the vocational pupils. They don't feel at home in it either. So I feel the exam is a little bit in between both; too general and a little bit too easy and something that doesn't push the academic students on what they have learnt during the year, and it's too academically oriented for the vocational pupils. I think, I don't see the idea about them having the same exam. I don't think that is a good idea at all.

R: How would you, for example in Norwegian they have locally given exams for the second year of vocational studies. Is that a good idea?

I: Yes, I think it is because if we were going to have two separate exams for vocational and general studies, then you would still... There are so many vocational programmes that it would still be very general, and it would always be on topics like health and environment, safety, work ethics, those kind of general subjects. You will never get deeply into their line of study. So I think the solution would have been a similar model, where this is done locally.

R: You also teach at general studies. How is the attitude towards the English subject in general studies compared to the one in vocational studies, do you think?

I: There are different kinds of vocational classes as well, so that varies quite a lot, but it is much easier in the general studies classes to get the pupils to express themselves both in writing and in oral activities. It seems to me that some of the vocational pupils have been allowed to develop a negative attitude and kind of reinforce poor self-confidence in the subject.

R: Is there a pattern in which programmes this is?

I: I think that, without being too stereotypical and prejudiced, the Health and Social Care classes are more likely to be positive towards English, but I have a Building and Construction class, first year, and they are very reluctant towards using English. Even if I give them an activity like "Read this text out loud and translate it to each other". I see that they know it, but they don't want to use it outside this given structure context of reading and translation.

R: Is it a gender thing as well, or do you think it's just.. (interrupted)

I: It might be and there might also be some social codes that might inhibit some of the pupils, like it's not very cool to be an active participant in the lessons, for example. There are some dynamics that we don't quite know the extent of.

R: Mmm, have you heard of NyGiv and FYR?

I: Yes.

R: Have you used any of the resources attached to these projects?

I: Yes, but more for inspiration and ideas, rather than.....

R: Why? Why can't you just take .... (interrupted)

I: I feel that for me to be comfortable, it needs my kind of fingerprint on it. I need it to get under my skin and I'm a bit picky when it comes to what I present to pupils. It needs in a way to be my way. Perhaps a bit arrogant attitude, but I think it works best to have a personal relationship to what I present to my pupils.

R: When it comes to the school, is this school participating in any projects that influences your English teaching?

I: What kind of projects would that be?

R: For example if you have any FYR-projects at school or if you have been sent to courses increasing your knowledge in one field or another?

I: I have been a NyGiv-representative for this school. I've been to a couple of gatherings, but I feel that... I think across all subjects both mathematics, Norwegian and English that everyone thinks kind of along the same lines, so I don't think very much new has come out of it.

R: Do you believe in these projects? Do you think it's a good idea?

I: Yes, but you need to know how to implement it. Of course increased awareness about such things as methods in the classroom, that's only good and that there is an arena for sharing ideas and activities for the classroom, that's of course good. But I see that, as mentioned earlier, I think many of these go along the same lines. There is not very much new in it.

R: Do you feel that there is a culture for sharing at your school?

I: Partly, it can always be better. (Thinking) But you're a little bit selfish also. You would expect to get something in return, of course. At the same time I share with the people I trust would use the material in the way that I have intended it to be used. So, at least I try to share ideas and material and some others do. Some others have an entirely different approach, so there wouldn't be any point in sharing that much, neither for them nor for me.

R: What about the cooperation between the general subject teachers and the vocational teachers?

I: Well, it depends very much on each study programme, but it has become better and easier. And it helps that you get new people in, who get kind of born into this idea when they enter. SO it varies quite a lot. It's very easy to do it in Building and Construction, and also in Health and Social Care, but I still have a feeling that it is the language teachers and maths teachers that must be the driving force behind it to make it work.

R: It only goes that way, doesn't go...?

I: Yes, it's possible that the other teachers will disagree with me, but I have that feeling.

R: In the coming year, the FYR-project is going to send 900 teachers, both vocational and general subject teachers, together to be trained together. Is that something that will work?

I: It depends. You can't just gather 900 people without a plan, so it depends on the plan and also what kind of... there must be some kind of demand on them, what happens afterwards. So there must be some kind of requirement for what the result is going to be. Courses, gatherings of different kinds do not have a value in themselves. It seems to be that as long as we have a course then it's good, per definition. But there needs to be a purpose with it and a direction. So it's hard to answer, it depends.

R: And also you have to have the school, the administration with you when it comes to these things. Is the school open for changes and open for new ideas?

I: Are you talking about this particular school?

R: Yes.

I: I feel that the good thing about this school is that we are very free to do what we feel is best, and that's a good thing because it gives you lot of room. But I also think you can say that this school does not have any kind of pedagogical ideology. There is no clear direction.

R: So you have the trust, but you don't necessarily have someone pushing you?

I: No. That can be good in terms of giving us a lot of room and a lot of opportunity to define what we are doing ourselves, and that is of course a good thing. But I suppose that is the same with most schools that you could have wanted some statements about which direction are we going in or which direction do we want to go.

R: Yes, so that's what the school can do to increase the competence level amongst the teachers?

I: Yes they can, but they have to be very careful in which direction to go. I also know that it's not a very easy task because teachers are very kind of single-minded. They ... We have our way of doing things. We are strong-minded, so it's not easy to change.

R: Protecting ourselves?

I: Yes, we have very set ideas about how to go about things. It's not easy.

R: Ok, thank you so much.

## 8.7.4 Interview – Informant D

R: What is your own experience when it comes to learning English at school? How did you like English when you were at school?

I: I started learning English at the age of 14 and the English I learnt at school... There was no English all over the place, to put it like that, like the situation is today. In my opinion English is no more a foreign language, it's more of a second language. Yes, I think I'll stop there.

R: Do you remember your English teachers focusing on something in particular?

I: When I?

R: When you were in school?

I: I'd say they focused very much on vocabulary. Vocabulary was important and pronunciation. Because we had no pronunciation role models, like pupils have today. They have listened to English since they were very, very small and English has been around. And we focused on grammar, the basic structures. Whereas today, the basic structures have become part of our students' language so to say the natural way, or at least the very basic structures. They still make a lot of mistakes with basic English grammar, but still... Vocabulary, pronunciation and the basics of grammar.

R: And of course you found this interesting seeing as you decided to become an English teacher, or why did you decide to become an English teacher?

I: (Hesitates) Hard to say, I can't refer to any specific incident when I... I've always liked languages and I teach a second foreign language as well, which is perhaps more close to my heart than English is, which is German. I (hesitates)... it's hard to say. It ended like that. I'm not able to point to anything in particular.

R: You say that you teach German as well. What kind of education did you take as a teacher?

I: Well, I studied those two languages at the University of Bergen back in the nineteen seventies, the latter half of the nineteen seventies, and I spent some time in the States as part of my language education in Bergen and also in Germany where I have been quite a few times and quite often and over extended periods as well. I feel that's important if you teach foreign languages, that you try to keep in touch with the countries and visit the countries and take part in all sorts of brush-up courses you can get your hands on.

R: Yes, why do you now teach at a vocational programme?

I: I've been here since 1987 and I have taught English in what the British would refer to as the 6<sup>th</sup> form, the ...eh

R: General studies

I: Yes, general studies. And I've taught the foundation course and at all levels of English in the 6<sup>th</sup> form. But I've also, it's part of my philosophy to teach at all the branches and I think that is a good thing that you know all the pupils at your school. You could easily end up in some sort of ghetto if you never see all the pupils. So that is why. And I've tried to ... Before each year starts you are normally asked what you would like to teach next year and I've always asked to be able to... to get the opportunity to teach both 6<sup>th</sup> form classes and vocational classes. Because there is a difference. There is a big difference.

R: Yes, how do you sum up the most important differences between teaching the ... (interrupted)

I: The most important differences would be that in 6<sup>th</sup> form classes, they attain a higher level of competence, which doesn't mean that you won't find pupils in the vocational classes with very good competence as well, but it has got to do with interests and the general culture and attitudes you find in vocational classes... they focus far more on their programme subjects. And, well, quite a few of the pupils are not that theoretical. So that is why I think, that's the main difference. Interest, attitude, motivation, that's where you find the main difference.

R: And which vocational programmes are you teaching right now?

I: This year I teach English for two, no one of the classes doing maritime studies, maritime subjects. They will eventually end up as engineers, first/second chef engineer on all sorts of vessels. And I also teach a class with carpenters, builders, and there is one class for the light vehicle mechanics. And that is a group with, a small group of five pupils where all of them are special needs pupils.

R: But all of those three (classes) are mainly, I would say, male dominated?

I: Yes, they are all boys. And normally there are one or two girls in those classes, but in four out of five cases I'd say... put it like that, quite a few of those girls quit.

R: They don't...?

I: They don't complete the course, quite a few of them.

R: So when it comes to your teaching of English, is there something that you emphasise more than other English teachers, do you think? Or is there something that you at least emphasise and feel is extra important in the English subject?

I: (Hesitates) I think it's important to, that is to keep a certain level of motivation. That you use texts and teach subjects related to their programme subject. That's important, because it's no problem discovering or seeing that if you bring to class too many texts and too many subjects related to the use of the English language all over the world, British politics, that sort of thing... You get a better response from the pupils if you teach them or bring to class topics that are related to their programme subjects. That is one of the things. And then there are the basics, for example English grammar, the conjugation of verbs. All basic things because they.... I'd say that the pupils you find in vocational studies... Most of the English they have learnt, they have learnt outside the school, quite a few. They have learnt English in a unstructured way. That is my impression. So they have a, sometimes a relatively rich vocabulary, informal words and expressions and they're far better at oral English than at written English. There. If you have other questions you would...

R: Yes, with the Knowledge Promotion of 06, Kunnskapsløftet, did anything change in the way that you, in your way of teaching English with the Knowledge Promotion, do you think? And it has since been revised in 2010 and 2012. Has this changed your way of teaching?

I: No, basically no. They opened up, you have to correct me if I'm wrong, to put more emphasis on topics related to their programmes subjects, didn't they? That's important, and I felt that....(hesitates) No, I didn't change anything, basically no. They, all these documents, they're full of hot air. Brutal, but.... There is such a discrepancy between what you read in these plans and these background documents and the situation in the class and the pupils that you meet, that it is a constant source of frustration to any teacher. And, yes, I call it hot air, because it is this discrepancy between the documents and the curriculum and the reality in the classroom.

R: And of course, the textbooks, they are made based on the Knowledge Promotion, but which textbooks do you use?

I: A textbook called "Tracks".

R: "Tracks", yes.

I: But I probably bring to class just as many texts from other sources than this text book, "Tracks". There are quite a few interesting things on the NDLA, but I also, particularly for programme subject topics I bring in texts from textbooks used 15 years ago. Because there are quite a few. That is a rich source of teaching material. (hesitate) And, yes. It's a quite a problem to make a textbook and bring in topics related to programme subject, that is the general kind of things talking about HES or bring up topics like interpersonal relationships or that sort of thing.

R: One of my questions were "what is your opinion about vocationalisation." And, of course, you prioritize that, don't you?

I: I think the pupils deserve it, because they are here to get the foundation, theoretical foundation for a practical career and that is what they...they ask for it.

R: To be able to communicate about their vocation later.

I: Yes, in their work places and in situations, and it is important. There is a real need for it, because you can go to any company around here and you will have to speak English to all the foreign workers. They are from Poland, Easter Europe. In the maritime sector there are quite a few of them. And particularly in the maritime sector there is a multicultural crew and English is the working language there. In addition to learning English they should also have been taught intercultural communication and cultural understanding. So, those things.

R: This year, you have previously taught at the general studies programme as well. Do you do that this year?

I: Not apart from German. Not English.

R: But in your experience, which topics do the pupils at general studies like? Are they different from the ones that they like in vocational studies?

I: Yes, it is of course (hesitates)... I think they are more willing to accept topics in the field of politics, social studies and of course literature. Some years back, we brought in... It wouldn't be... What sort of topics could you bring in? It's not like in the vocational branch where they have a trade and craft. They'll end up picking subjects from rather a wide variety of subjects.

R: The English in general studies can be used... You teach for example politics in English and then they can use it afterwards in Social Science and in their programme areas in general studies. And that is what you are trying to do in vocational studies as well, to teach them the English that they can use in their programme subjects.

I: But of course, vocational studies, they have got to know the basics about the English speaking countries, the position of English in the world today and I think it's also important to make them aware of what's the position of the English language in this country. That's important. You have got to bring in those things, that's a must. But what I think, that's something else, what I think is a joke is the exam on the foundation course. You can, a person who is able to speak English and is normally smart, you can take anyone of those in and put him or her at an exam table and they will be able to get a passing degree. When a pupil from vocational studies sit for an exam, they won't get the opportunity to write anything about all the vocational topics that I've brought to class. This exam is written to cover the whole country and no matter what the vocation you'll get that same exam paper.

R: But the Knowledge Promotion was revised in 2010 and 2012, and they put in more vocational directed competence aims. Are you saying that these are not tried in the exams even though?

I: They are not. If you have a look at the exams given the past years, there is nothing in it where they try the candidates' English competence in this field of study.

R: So do you think there should be different exams? The general studies should have one exam and the different vocational studies should have their English exam.

I: I think so. If you want to change the way a subject is taught, the best instrument you have to do that is the exams.

R: Because you use the exams to prepare...

I: You prepare them for an exam, normally, and in vocational studies like it is today you are encouraged and told to bring in topics relevant to their programme subjects, but they'll never be tried in this at the exam. Because there is only one exam supposed to cover all of it. I think that is... that is why it is a joke.

R: The exams?

I: They are so general. They talk about HES and workplace... They are not really tried.... (Mumbling) That is a problem for those people writing the exam papers. If they were going to try this, they would have to make hundreds of exams. Before 1994 we had exams that were made locally, and I think that was better.

R: That was better? Because they still have those exams in the Norwegian subject?

I: They do.

R: Were they made in the county and then corrected by the teacher?

I: That's correct.

R: When it comes to trends, this NY GIV-project and FYR sub-project, have you heard about those?

I: I have. I had a couple of pupils last year, and last year there was a lot of fuss around those things, NY GIV and FYR, but I'm afraid I haven't heard so much about it this year. I don't know why. It's normal that when a new idea crops up, there is a lot of fuss about it for a couple of years and then... (laughs) and then it all fades away.

R: So you don't have that much faith in this?

I: No, I don't.

R: Why not?

I: Because after 30 years in this business I've seen quite a few of these hot air balloons, and quite frankly I don't believe in it. It's normally some sort of politician initiated idea and then we must do something, some sort of... yeah, because the number of drop-outs is on the increase, so we have got to do something. And then they do something without really checking things out. And then you have it going for one, two, three years and then it all fades away. There was a lot of talk about it last year, less this year.

R: But the FYR-project are trying to make vocational teachers and general studies teachers work more together. Is that something you have done here at this school?

I: Yeah, yeah, and now they are doing it in other subjects as well, Norwegian and we have done that in English. Particularly in maritime studies, where I use texts and bring up topics in English that I know that they will teach in the programme subjects. So, that we, yes.

R: How do you find this cooperation with the vocational teachers?



I: No problem, really. They expect... We do have different expectations of things. Let's take light vehicle mechanics, where they normally, the teachers teaching the programme subjects, they go for the hard facts. Teach them the different parts, the English words for the different parts, what a combustion engine is... That's a good idea, but in addition you must teach them to express themselves for instance in proper forms of English. The pupils in the vocational studies branches write English, it's... this reflects the way they learn English, in an unstructured way and very often informal, oral slang, sort of. It isn't acceptable in the written form. And for instance in the maritime studies, these people will be responsible for ships and merchandise, and goods worth millions, and they are sooner or later going to end up in some sort of situation where they'll have to express themselves in oral or written English, so...

R: Communication is important?

I: It IS important, and particularly, I'd say it's more important for the maritime studies than for instance the car mechanics you will find around here because they don't operate in an international labour market.

R: An error in communication could be fatal?

I: Yes, it could. It is safety ... safety on a ship.

R: Do you often cooperate with other English teachers? What kind of cooperation do you have?

I: We exchange ideas and exchange (hesitates) texts, ideas. We do that. We work relatively.... We are sitting next to one another down there. I think we have a relatively high level of informal cooperation. We don't have that all many meetings, formal meetings, but we are sitting next to one another and if I want to know something I just turn my chair and ask, and so do the others. If I think I've come up with a good idea or found something useful, I send them an e-mail and I get e-mails of the same sort back.

R: So there is a culture for sharing?

I: Yeah, I'd say so. We give one another access to our Fronter-rooms. If I have something for them in my Fronter-room, I give my colleague access to my Fronter-room and you'll find it there. Yes, I think so. We don't have a weekly meeting. We are so close in the room there, it's simply turn around and ask, so there is a culture for sharing.

R: Is there something the school could do to facilitate the cooperation between both the general studies teachers and the vocational studies teachers?

I: By... The best thing they can do... The weekly schedule is organised in such a way that we are free and we have the opportunity to cooperate. That's the best thing they can do, and I think it was a good idea that the language teachers so to say got their own corner down there. I think that has paid off.

R: To be able to talk to others?

I: Right, you're sitting next to one another, and if there is a problem you flick your fingers and say "I've got a problem".

R: One last question, the FYR-project is now going to be extended to last for four more years. And they are going to send 900 teachers, both vocational and general studies teachers together on courses to learn how to work together and make it more relevant, to make the general studies more relevant for their vocation. Is that something you think will have an effect?

I: This is an attempt to make the subjects like English, maths, Norwegian, more relevant to the programme subjects?

R: Yes, by sending those teachers of those three subjects together with the programme teachers to courses...  
(interrupted)

I: And then the aim there is to come up with a system where you... this would probably mean cooperation, a lot more cooperation...

R: And maybe projects, yes.

I: I don't... based on what I have experienced over the past couple of decades at least... If they succeed it's ok, but I'd like to see hard facts before I say anything.

R: What would your suggestion be to help more pupils learn relevant topics and relevant information to get knowledge. I know it's a difficult question.

I: I'm afraid that the pupils.... I think really politicians should start addressing the pupils and their parents, because they have the key to this, more than the school has, more than the education system has.

R: And maybe start by doing something with the exams?

I: Yes, and this exam system, it.... You teach pupils this and that..... the exams – no, I have no further comment. It's as simple as that.

## 8.8 Appendix H – Overview of questionnaire responses

### Key:

F = female

M = male

A = agree, U = uncertain, D = disagree

O = often, S = sometimes, N= never

### Questionnaire:

HSA: 8 personar                      8F, 0M

HSB: 6 personar                      5F, 1M

BCA: 8 personar                      0F, 8M

BCB: 13 personar                      1F, 12M

HSA:

Q1

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
1.1.	I enjoy learning English	2	5	1			
1.2.	I like to read texts about Health and Social Care topics	2	3	3			
1.3.	I like reading books in English.	1	3	1	3		
1.4.	I enjoy reading in English.	1	4	2	1		

Q2

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
2.1.	I feel motivated to learn English.	2	3	2			1
2.2.	I feel motivated to speak English.	2	4	2			
2.3.	I feel motivated to speak English about Health and Social Care.	1	5	1	1		
2.4.	I would like to learn more about Health and Social Care in English.	2	6				
2.5.	I am motivated to learn more English words.	5	1	1			1
2.6.	I am motivated to learn more English words about Health and Social Care.	2	4	1			1
2.7.	I am motivated to learn more about the English speaking world.	4		4			
2.8.	I feel motivated to learn English about Health and Social Care.	2	5	1			
2.9.	I think our text book is interesting.		5	1	1	1	

Q3

a)

	Question	Very often	often	sometimes	Almost never	Never	Missing
3.1.	We use a text book in English.	5	3				
3.2.	We use other resources than the text book in English.			7	1		

b)

Other resources:	Frequency:
Kahoot	8
NDLA	5
Wikipedia	5
Book	1

Q4

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
4.1.	I think the text book has enough texts about Health and Social Care.	1	5	1		1	
4.2.	I think the text book should have more texts about Health and Social Care.	1	2	3	1	1	
4.3.	We learn enough about Health and Social Care in English lessons.		4	2		1	1
4.4.	I feel competent to write about Health and Social Care.		4	2	1	1	
4.5.	I feel competent to talk about Health and Social Care in English.		3	3	1	1	

4.6.	I get to use my knowledge in Health and Social Care in the mock exams.		3	4	1		
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Q5

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
5.1.	I would like to work locally in the future.		2	5	1		
5.2.	I would like to work internationally in the future.	3	3	2			
5.3.	Our English lessons prepare me for my future job.	3	4				1

Q6

What is a meaningful English lesson to you?

Blank x 0

To discuss the exercises we do. To do practical exercises in English. Not just read text and do written exercises related to it. Fun with oral activities.

Learn about health. Talk English out loud. Write glossaries. Practice writing correctly. Grammar.

Read a text out loud to the class and then discuss and reflect on it. Make Power point presentations.

To learn grammar and words that will help me communicating professionally. I want a proper language and I want to learn new things, instead of reading and doing tasks like we normally do. I want fun and interesting lessons that will leave me with knowledge.

Be able to talk and communicate with people from other countries. Understand their culture and traditions more.

A lesson that is varied and health related. For us who are about to work within the health field, it would be more sensible to learn about health in English, since English is a subject/language that everyone knows.

What is meaningful to me is to learn in a good and understandable way. It has to be relevant for later in life, for travelling and education and to be able to communicate and understand English, to avoid misunderstandings in some situations.

To read out loud and practice our pronunciation and learn words and how to write well in English.

HSB:

Q1

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
1.1.	I enjoy learning English.	4	1	1			
1.2.	I like to read texts about Health and Social Care topics.	2	3	1			
1.3.	I like reading books in English.	2	1	3			
1.4.	I enjoy reading in English.	3	2	1			

Q2

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
2.1.	I feel motivated to learn English.	3	2		1		
2.2.	I feel motivated to speak English.	3	2	1			
2.3.	I feel motivated to speak English about Health and Social Care.	1	1	4			
2.4.	I would like to learn more about Health and Social Care in English.		5	1			
2.5.	I am motivated to learn more English words.	2	3	1			
2.6.	I am motivated to learn more English words about Health and Social Care.	4	1	1			
2.7.	I am motivated to learn more about the English speaking world.	1	2	2		1	
2.8.	I feel motivated to learn English about Health and Social Care.	1	4	1			
2.9.	I think our text book is interesting.		3	1	1		1

Q3

a)

	Question	Very often	often	sometimes	Almost never	Never	Missing
3.1.	We use a text book in English.	2		2	2		
3.2.	We use other resources than the text book in English.	3	1	2			

b)

Other resources:	Frequency:
NDLA	1
Kahoot	5
Games	4
News sites in English	1
Wikipedia	2
Youtube	1
English films	2



## Q4

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
4.1.	I think the text book has enough texts about Health and Social Care.			3	2	1	
4.2.	I think the text book should have more texts about Health and Social Care.	1	3	2			
4.3.	We learn enough about Health and Social Care in English lessons.		1	2	2	1	
4.4.	I feel competent to write about Health and Social Care.	1		5			
4.5.	I feel competent to talk about Health and Social Care in English.	1	1	3	1		
4.6.	I get to use my knowledge in Health and Social Care in the mock exams.		3	3			

## Q5

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
5.1.	I would like to work locally in the future.	1	1	3	1		
5.2.	I would like to work internationally in the future.	2	1	2	1		
5.3.	Our English lessons prepare me for my future job.	1	3	2			

Q6

What is a meaningful English lesson to you?

Blank x 1

Reading from a book, exercises to the text we read

Learn new words

Get more knowledge about health and social care in English

Getting to speak/read out loud

To watch a film about learning techniques

A lesson where I can speak and discuss in English and get a challenge.

Also where I get to use my knowledge and have to try.

**BCA:**

## Q1

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
1.1.	I enjoy learning English	4	3	1			
1.2.	I like to read texts about Building and Construction topics	1	5	1	1		
1.3.	I like reading books in English.		4	2	1	1	
1.4.	I enjoy reading in English.	2	4	1		1	

## Q2

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
2.1.	I feel motivated to learn English.	4	3		1		
2.2.	I feel motivated to speak English.	3	4		1		
2.3.	I feel motivated to speak English about Building and Construction.	1	6		1		
2.4.	I would like to learn more about Building and Construction in English.	1	5	1	1		
2.5.	I am motivated to learn more English words.	1	6		1		
2.6.	I am motivated to learn more English words about Building and Construction.		7		1		
2.7.	I am motivated to learn more about the English speaking world.	2	5		1		
2.8.	I feel motivated to learn English about Building and Construction.	1	6		1		

2.9.	I think our text book is interesting.		5	2		1	
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Q3

a)

	Question	Very often	often	sometimes	Almost never	Never	Missing
3.1.	We use a text book in English.	6		1	1		
3.2.	We use other resources than the text book in English.			6	2		

b)

Other resources:	Frequency:
Games	1
Wikipedia	4
Wiki	3
YouTube	2
Our workshop	1
Building and construction manuals	2
Blank answers	3

## Q4

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
4.1.	I think the text book has enough texts about Building and Construction	2	2	3	1		
4.2.	I think the text book should have more texts about Building and Construction		3	4	1		
4.3.	We learn enough Building and Construction in English lessons.		7	1			
4.4.	I feel competent to write about Building and Construction.		5	2		1	
4.5.	I feel competent to talk about Building and Construction in English.		5	2	1		
4.6.	I get to use my knowledge in Building and Construction in the mock exams.		3	5			

## Q5

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
5.1.	I would like to work locally in the future.	3	4	1			
5.2.	I would like to work internationally in the future.		1	7			
5.3.	Our English lessons prepare me for my future job.	1	5	1	1		

Q6

What is a meaningful English lesson to you?

Blank x 1

To learn English

When I get to learn new words and expressions that are used in working life. We get to read and write text, but not too much.

Deeper insight into topics we are talking about. Not just reading texts and answering questions in the text book. More videos and verbal discussions with classmates and the teacher.

That we work with texts and exercises or talk and discuss.

If we learn something new and interesting the English lesson is meaningful.

When we read out loud and answer questions afterwards.

Learning English words and sentences.

**BCB:**

## Q1

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
1.1.	I enjoy learning English	1	8	3	1		
1.2.	I like to read texts about Building and Construction topics		3	7	2	1	
1.3.	I like reading books in English.		2	6	4	1	
1.4.	I enjoy reading in English.		7	3	2	1	

## Q2

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
2.1.	I feel motivated to learn English.	2	6	4	1		
2.2.	I feel motivated to speak English.	2	8	2	1		
2.3.	I feel motivated to speak English about Building and Construction.		3	8	2		
2.4.	I would like to learn more about Building and Construction in English.	1	5	4	3		
2.5.	I am motivated to learn more English words.	1	9	2	1		
2.6.	I am motivated to learn more English words about Building and Construction.	1	7	2	3		
2.7.	I am motivated to learn more about the English speaking world.	1	3	6	3		

2.8.	I feel motivated to learn English about Building and Construction.	1	4	4	3		1
2.9.	I think our text book is interesting.		4	4	4	1	

Q3

a)

	Question	Very often	often	sometimes	Almost never	Never	Missing
3.1.	We use a text book in English.	9	3	1			
3.2.	We use other resources than the text book in English.		4	8	1		

b)

Other resources:	Frequency:
Games	7
YouTube	6
Wikipedia	6
Wiki	2
Blank	2
News sites in English	1
Our workshop	1
Building and construction manuals	1



## Q4

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
4.1.	I think the text book has enough texts about Building and Construction		5	2	6		
4.2.	I think the text book should have more texts about Building and Construction		5	6	1	1	
4.3.	We learn enough Building and Construction in English lessons.		3	7	2	1	
4.4.	I feel competent to write about Building and Construction.		6	6	1		
4.5.	I feel competent to talk about Building and Construction in English.		6	4	3		
4.6.	I get to use my knowledge in Building and Construction in the mock exams.		1	9	3		

## Q5

	Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Missing
5.1.	I would like to work locally in the future.	1	6	5	1		
5.2.	I would like to work internationally in the future.		2	5	4	2	

5.3.	Our English lessons prepare me for my future job.		3	8	1	1	
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Q6

What is a meaningful English lesson to you?

Blank x 2

Watch films

That I learn English in a good way

When we learn about building and construction and learn new words relating to this.

When I can do things that help me improve, not just lessons that simply use up my time.

As long as we learn something it's good to me.

Learn English to communicate with other people in the world.

Group work, tasks and talking about a subject

When we talk a lot of English and discuss the English language.

When I have learned new words and get new information

As long as we speak English or write it.

A meaningful lesson is when we do something fun and learn something in addition.