

Norwegian EFL Teachers' Perceptions about the Role of Literature in Vocational Studies

A mixed-method study



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Abstract in Norwegian

Innføringen av LK20 medførte flere endringer i det obligatoriske engelskfaget på Vg1 i Norge. En av endringene er at yrkesfagelevne får all engelsk opplæring i Vg1. For å gjøre opplæringen mer relevant for elevene har en fjerdedel av kompetansemålene fått yrkesfaglig innhold. I LK20 blir danning fortsatt regnet som et overordnet mål i den norske skolen. Dette innebærer at elever skal tilegne seg faglig kunnskap, og samtidig utvikle seg på et personlig plan.

Forskning har vist at skjønnlitteratur kan være spesielt passende for å fremme aspekter knyttet til danning og interkulturell kompetanse. Skjønnlitteratur kan skape muligheter for å utvide elevenes syn på verden ved å gi innblikk i ulike perspektiver som igjen kan bidra til elevenes refleksjon rundt holdninger og verdier. I lys av Fagfornyelsen og implementeringen av nye læreplaner fra høsten 2020, var målet for denne studien å undersøke engelsklærernes syn på den kommende læreplanen og deres rapporterte bruk av skjønnlitteratur i undervisningen i engelskfaget på yrkesfag.

Denne studien har basert seg på en kombinasjon av kvantitativ og kvalitativ tilnærming, med bruk av intervju og spørreundersøkelse. Spørreundersøkelsen ble sendt ut digitalt, mens intervjuene ble gjennomført fysisk i løpet av høsten 2019. Det empiriske materialet for studien består av spørreundersøkelsen og transkripsjonene av intervjuene med engelsklærere som jobber på yrkesfaglige linjer.

Resultatene kan tyde på at lærerne mener at skjønnlitteratur spiller en viktig rolle i engelskfaget, men at praktiske faktorer bidrar til at de leser mindre skjønnlitteratur på yrkesfag enn de ønsker. Videre viser resultatene at noen lærere bruker mer tid på skjønnlitteratur enn andre. Funnene indikerer også at lærerne ser sammenhengen mellom skjønnlitteratur og læreplanens mål om å fremme danning. I forhold til lærernes syn på den nye læreplanen, indikerer funnene at de fleste lærere ser på Fagfornyelsen som positiv, samtidig som de ikke tror at den vil kreve en fornyelse av den allerede etablerte undervisningspraksisen deres. Lærerne i studien er opptatt av å skape relevans i engelskfaget - dette i tråd med Utdanningsdirektoratets mål. I studien fremkommer det at det er ulik oppfatning av hva relevans innebærer.

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Key Abbreviations

EFL – English as a Foreign Language

IC – Intercultural Competence

VG1 – Upper secondary students in their first year of secondary education

LK06/13 – *Kunnskapsløftet*, the former Norwegian curriculum

LK20 – *Kunnskapsløftet*, the current Norwegian curriculum

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Chapter 1: Introduction

1.1 Background of the thesis

Society is changing rapidly, and what students learn in school must be relevant and future oriented. This was the overall argument provided by the Norwegian government when they initiated the renewal of all subject curricula in 2015. With the renewal to prepare the students for the future school, the overarching aim of *Bildung* is still present in the revised version. In short, *Bildung* or all-round development are linked to the students' personal development where the school help them create a good foundation for understanding themselves, others and the world, and help them make good choices in life (The Norwegian Directorate of Education and Training, 2019). This overarching aim is essential for students to be able to participate in all areas of life including work and societal life. A term closely linked to *Bildung* is Intercultural competence (IC) and can in short be said to the ability to communicate across cultures and will be further elaborated on in sub-chapter 2.1. Fictional literature used to play an important role in the promotion of *Bildung* and IC in the EFL classroom. However, after the curriculum renewal, a quarter of the competence aims have been given vocational content to make the English education more relevant for the students in vocational studies (The Norwegian Directorate for Education and Training, 2019). This change has led to fewer competence aims related to literary exploration and one could therefor argue that literature might play a less prominent role in the vocational competence aims. Against this backdrop, the main focus of the study is to explore teachers' perceptions on the use of literature in vocational studies and to investigate if and how the teachers recognise literature as a tool for *Bildung* promotion in vocational EFL classrooms in upper secondary school.

Fictional literature has always been an essential part of my life back when my mother read books for me before I could read myself. Being able to use my imagination helped me as a child. I learned about foreign countries and cultures and human experiences such as sorrow, loneliness, and happiness through reading. When I became older, I realised that I had learned a lot by reading fictional texts that I have used in different social and educational settings. With this in mind, my hope is that teachers working in vocational studies perceive it essential to provide opportunities to experience fictional literature in their vocational classrooms. During my practice at the teacher training programme at university, I observed and taught the English subject in several vocational classes and paid attention to how teachers used fictional literature in their teaching. While some included fictional literature from the textbooks in their teaching, others used fictional literature to learn about a specific topic, e.g., English-speaking countries. During discussion with the teachers,

they gave me the impression that they perceived fictional literature to be a more natural part of the English subject in general studies than in vocational studies. I found their views intriguing as the subject had the same subject curriculum at the time and therefore decided I wanted to investigate several teachers' perceptions of working with fictional literature in vocational studies. and In light of the renewal of the English subject and my personal experience with fictional literature inspired me to investigate what teachers working with vocational studies perceive the role of fictional literature to be in their classes.

1.2 The renewal of the English subject

After approximately ten years of function, the national curriculum entitled the *Knowledge Promotion* (Kunnskapsløftet) from 2006 was recently replaced with a revised version of all subject curricula. The revision involved primary, lower secondary, and upper secondary education, including general and vocational classes in upper secondary education. The creation of this new curriculum was initiated in 2015 on behalf of the Ministry of Education and by royal decree. The government sought to renew all subjects to enable more in-depth learning and to make the curricular guidelines more relevant for the future (Hoff, 2019, p.28). This process was based on the Official Norwegian Report 2014:7 *Elevers læring i fremtidens skole* and the Official Norwegian Report 2015:8 *The school of the future*, both authored by the Ludvigsen Committee. According to the government, greater focus should be placed on the schools' mission of broad education and qualification, and the government gave priority to three interdisciplinary topics: *democracy and citizenship, sustainable development, and health and life skills* when renewing the school subjects (Ministry of Education and Research, 2016).

This inclusion was done in order for students to be familiarised with key social challenges in society today. The revision entailed a new Core curriculum stating overarching values and principles, new subject curricula, and changes in the curriculum structure. These new subject-specific curricula were gradually introduced over a period of three years, beginning in the autumn of 2020. At upper secondary level, the implementation began in VG1 at both general and vocational study programs. The renewal has led to several changes for the English subject in vocational studies. The main change relevant for this study is the separation of the curriculum for vocational and general studies in VG1, leading to two sets of competence aims. These new competence aims can be viewed as more utilitarian and linked to the vocation of the students (e.g., Hoff, 2019; Brevik & Rindal, 2020) Utilitarian aims can be linked to the usefulness of the subject, which can be tested and measured. In contrast, *Bildung* and the overall educational goals are concerned with students' development on a

personal and cultural level which are challenging to assess with a test. One consequence of this is that the role and status of fictional literature within the English subject in vocational studies seems to have been reduced compared to the previous curriculum. This will be discussed in sub-chapter 2.1.1.

Another significant change is the altered core elements of the subject. *Literature, culture, and history* are no longer core elements and have been replaced by *Working with texts in English* (Norwegian Ministry of Education). It could be argued that notions of *Bildung* and culture appear to be significantly toned down compared to the previous curriculum with the change from 'Literature, Culture and History' to 'Working with texts in English' (Hoff, 2019, p.29). The data in which this present study is based were collected before the new curriculum was implemented. Taking this into account, the intention of the present master's thesis is to explore the phenomenon of teachers' perceptions of working with fictional literature and the potential consequences the new curriculum will have for their teaching in vocational EFL classrooms in upper secondary school.

1.3 The role of fictional literature in the English subject at upper secondary school

In the present thesis, the term 'fictional literature' is used in reference to "any literary narrative, whether in prose or verse, which is invented instead of being an account of events that in fact happened" (Abrams 1993, p. 64). I will rely on Abrams' definition of literature, which means that literature will be understood broadly and encompass fictional novels, short stories, excerpts from novels, plays, and digital games, films, and television programs (Abrams & Harpham, 2012). Furthermore, the terms 'fictional literature' and 'fictional texts' will be used interchangeably throughout this thesis.

Fictional literature can serve multiple purposes and open for many learning possibilities. In addition to helping students to expand vocabulary, structure sentences and paragraphs, fictional literature is a medium suitable to broaden the students' horizons and to provide insight into various aspects of the human condition (Van, 2009). According to the curriculum, teachers of English stand quite freely regarding which kind of texts to focus on and how to work with fictional literature in the classroom. This might lead to significant differences from classroom to classroom in terms of the students' learning materials. This freedom leaves the individual teacher with a great responsibility as they must find a balance between factual and fictional texts and equip the students with tools so they can discuss and evaluate both literary and factual texts.

Fictional literature can work on an emotional level and affect the learners' cognitive development (Ibsen, 2000) and can therefore be well suited to promote *Bildung* and Intercultural Competence (IC). Working with fictional texts in the classroom can also be a starting point for meaningful discussions where students are allowed to voice their different values, attitudes, and

opinions, but at the same time encourage respect among the students and the ability to accept different attitudes and values (Fenner, 2014). However, research recently conducted at the University of Stavanger found that teachers of English at upper secondary school experience difficulty getting their students to read longer fictional texts and have witnessed negative attitudes towards reading (Habegger-Conti, 2015 p.106). Students today are passing over the traditional printed books for more “modern” forms of entertainment such as watching tv and playing online games (Habegger-Conti, 2015 p.108). These new forms of fictional literature require less reading and perhaps less concentration than reading longer texts. Given these challenges and opportunities related to using literary texts in educational contexts, it will be interesting to investigate what teachers of English perceive the role of fictional literature to be in vocational English.

1.4 How fictional texts can promote *Bildung* in vocational studies

This thesis focuses on fictional literature instead of factual texts as fictional literature is a medium well suited to promote *Bildung* and Intercultural competence. The reasons for this will be elaborated on in this sub-chapter 2.1.2. Furthermore, *Bildung* is a term explicitly mentioned in the Core curriculum, in section 2. *Principles for education and all-round development* where the following is written:

The school's mission is the education and all-round development [*Bildung*] of all pupils. Education and all-round development are interlinked and mutually dependent, and their underlying principles should help schools accomplish this dual mission. Primary and secondary education and training is an important part of a lifelong process which has the individual's all-round development, intellectual freedom, independence, responsibility and compassion for others as its goal. (The Norwegian Directorate of Education and Training, 2017)

In this statement, the term *Bildung* is explicitly expressed as the school's mission. Here *Bildung* is used as a synonym for all-round development and is recognized as a lifelong process. However, one could argue that the overarching *Bildung* aims coexist with more concrete, level-specific aims, focusing on skills, knowledge, and competencies that can be assessed and tested (Hoff, 2019, p.8). The school assignments can be separated into the utilitarian purpose, on the one hand, and principles of *Bildung* on the other. The utilitarian purpose refers to the teaching practices which emphasise testable knowledge like the competence aims, which can be seen as more instrumental aims since they emphasise knowledge and skills which can be tested. Whether or not a student has developed *Bildung* is not possible to test. The formative assessment conducted each year is done to promote

learning and development of competence in each subject. At the same time, in the 'Relevance and Central Values' section in the subject curriculum of the English subject (LK20), English is presented as one of the main subjects in developing cultural understanding, identity development, and *Bildung* promotion. Despite what is expressed in the 'Core curriculum' and in the 'Relevance and central values section', one could argue that the promotion of *Bildung* in the upper secondary school is under pressure partly through the concepts and logic of market thinking that largely control the education sector and future developments (Ulvik & Sæveot, 2013, p.33).

OECD (Organisation for Economic Co-operation and Development) is an organisation that works for economic cooperation and development, and is also behind several of the tests used in school contexts. In many ways, the economic aspect is worth wondering about since financial ideals might not correspond with the school's educational ideals of all-round development. If one has too much emphasis on measurable results, this may stand in the way of the school's *Bildung* project, which cannot be measured as a product (Ulvik & Sæveot, 2013, p.33). As teachers work under pressure to deliver results at the tests, it might lead to teaching practices which emphasize testable knowledge and skills which may not necessarily promote learning processes that involve the development of *Bildung*. According to Hellesnes (1992), learning a foreign language does not automatically promote *Bildung* and it is perfectly possible to encounter teaching which does not promote *Bildung*. Aase (2005b) separates between teaching which merely transmits knowledge, and teaching which both transmits knowledge and impacts the learner's thinking and personal development. This is where fictional literature can be helpful as these types of texts usually work on an emotional level and affect the learners' cognitive development (Ibsen, 2000). This is important in promoting abilities such as independence, responsibility and compassion for others which was expressed as the school's mission (The Norwegian Directorate of Education and Training, 2017).

1.5 Research gap

There have been carried out several studies regarding how fictional literature can develop *Bildung* and/or Intercultural competence. However, to my knowledge, no empirical research has specifically examined how English teachers working in vocational studies in upper secondary school perceive and report on their practices when they work with fictional literature.

Bildung and intercultural competence will probably always be relevant as we live in a multicultural society in a globalised world and the role of fictional literature as a *Bildung* and intercultural competence promoter has been discussed in (e.g., Fenner 2001, 2011; Hoff, 2013; and Ibsen & Wiland, 2000). In light of the renewal, with the focus on more instrumental aims in the

English subject for vocational studies, investigating teachers' perceptions of fictional literature is even more needed as this aspect of the subject is still clearly expressed in the 'Relevance and central Values' section of the English curriculum, but less visible in the competence aims for vocational studies.

As a background context to the present investigation, it is relevant to mention studies that explore teachers' views and attitudes towards the use of fictional literature in the EFL classroom. For example, Stavik (2015) wrote her master thesis doing a qualitative study of teachers' views on the teaching of literature. Another focus point of the thesis was on what kind of literary texts the teachers choose to teach and why since, according to the subject curriculum, they have the freedom to choose. The study's findings indicated that most teachers agreed that teaching fictional literature was necessary for developing *Bildung*. However, this study was conducted in 2015 and therefore before the renewal of the English subject curriculum which is a focus point for this current study.

Grimstad's master thesis from 2017 explored English teachers' understanding of the concept of *Bildung* and how this might affect their teaching. Her hypothesis was that Norwegian teachers differ in their interpretation and understanding of the concept of *Bildung*, and in the English language teaching, this might affect what the students learn and how the teaching is practised. This hypothesis was investigated by sending out a questionnaire, having an email interview, and one lesson observation. The main difference between this project and the present study is that Grimstad's participants were teachers working at lower secondary school, while the participants in this project work at the upper secondary level in vocational studies.

Lastly, Beenfeldt (2016) wrote her thesis where she did a qualitative case study where she investigated how the graphic novel could create opportunities for fostering students' multimodal reading literacy in the upper secondary EFL classroom. The aim of the study was to explore how graphic novels can create opportunities to develop language learners' multimodal reading skills. Beenfeldt herself acted as both the English teacher and as the researcher and her participants were her own vocational English students. The findings from the study indicate that graphic novels are suitable for language learners at different levels. Furthermore, the findings showed how the visual format of the graphic novel helped the students experience the reading experience as positive. Beenfeldt further suggested that graphic novels should be considered by teachers of English as a potentially powerful narrative vehicle for connecting the teaching and learning of the English language. The main difference between Beenfeldt's study and the current one is that her project revolved around the development of multimodal reading skills, and not the potential promotion of *Bildung* and IC through literature. Another main difference was that the focus of the project was on

the vocational students, and not the teachers and their perceptions on the role fictional literature plays in vocational studies.

Regarding fictional literature and IC, Hoff has written several articles. In her article from 2013, she examined the role of fictional texts in the English classroom, and the role literature might take in the development of intercultural competence. The article provided a practical example of how learners can be guided better to understand 'Self' and 'Other.' In the article from 2017, Hoff presented a qualitative study of socio-cultural approaches to literary texts in upper secondary EFL-classrooms in Norway. The article examined the 'intercultural reader' and how the intercultural reader can develop their competence. The findings showed that the text interpretation processes rely on interrelation between tasks, literary texts, and classroom participants. Further findings showed the importance of critical exploration of emotions evoked by literary texts to avoid enhancing stereotypical views of different cultures instead of challenging them. These findings are relevant to this study as it shows how complex the text interpretations process is and the importance of critical exploration of literary texts to promote Intercultural competence which is part of the *Bildung* aim. It will be interesting to see if the teachers working in vocational studies are aware of this when working with fictional texts in their classrooms.

Research conducted at the University of Stavanger by Habegger-Conti (2015) found that teachers of English at upper secondary school experience difficulty getting their students to read longer fictional texts and witnessed negative attitudes towards reading (p.106). The study concluded that teachers have little control over the current shift from 'old' media such as novels to 'new' media such as films, music, and TV series. Instead of viewing this shift as something negative, Habegger-Conti suggested that teachers should rethink what reading and literacy could mean in the twenty-first century. Furthermore, the study concluded that new media such as the internet, music, films and TV series can be used in the same way as traditional literature, to be a "path to personal development, insight and knowledge" (Habegger-Conti, 2015, p. 122). The findings that new media can promote *Bildung* is relevant to the current study as teachers of vocational studies might report to use several of these "new media". In relation to the current study, the significance will be to investigate how teachers of English in vocational studies use these forms of 'new media' and if they see the same opportunities for *Bildung* promotion as Habegger-Conti.

Research regarding vocational English teachers' attitudes to vocational subjects, representatives of various industries, and students have been carried out. For example, Myhre (2015) found that while English teachers prioritise work with technical terms, industry representatives emphasised the need for written and oral English skills. This study thus showed that the English teacher's understanding of 'vocationalisation' of the English subject does not necessarily correspond

to the needs of working life. Sagli (2017) touches on similar questions in his master's thesis, where he observed teaching and interviewed English teachers and students in three vocational education programs. While the students said they did not experience vocational English teaching as particularly relevant, the English teachers in the study expressed uncertainty about creating authentic learning situations in English. Both of these studies focused on vocational students but did not have literature and *Bildung* promotion as the aim of investigation.

This sub-chapter have looked at previous research on literary reading in the English subject and promotion of *Bildung* and IC in the English subject. Studies show that fictional texts do have a great potential for providing the students with different perspectives which can expand their worldview and promote *Bildung* and IC. This is also expressed in the subject curriculum. However, to my knowledge, there is little information on the tension between the English subject's utility and educational goals through a focus on vocational subjects. More information is needed on how teachers perceive the role of literature in vocational studies and the extent to which, the teachers' reported practices correspond with central theories on literary reading and prior research on pedagogical approaches to literature.

1.6 Teacher cognition

With any curricular changes, teachers might have to change their belief system as well as their classroom practice. This current study can provide an overview of the beliefs of a limited sample of English teachers working in vocational studies. Teacher cognition can be defined as “the unobservable cognitive dimension of teaching- what teachers know, believe, and think” (Borg, 2006 p. 81). This has been recognized as a necessary aspect of educational research for the last 25 years, and the concept is concerned with teachers' behaviour and their underlying beliefs, knowledge, and experience, which influence behaviour and action within the classroom. The main challenge with the study of beliefs is that beliefs are not directly observable (Borg, 2006, p.89). Methodologically, the challenges have been for researchers to draw out the teachers' beliefs through direct and indirect strategies. Borg argues that direct strategies are very often not the most productive, as many teachers have never been asked about their beliefs and have not been given the opportunity to articulate them either. Further, he points out how another challenge in studying beliefs can be to spot the difference between contextualized versus abstract concepts when talking about beliefs (Borg, 2006, 89). For example, suppose you ask a teacher their beliefs about using fictional literature to promote intercultural competence. In that case, the teacher might answer something abstract and theoretical that would not necessarily correspond with their practice within the classroom. They can say they believe in using fictional literature to promote intercultural competence; however, some students

struggle to read in their classes, and they want their students to pass their course. Therefore, they do not use fictional literature when they teach themselves but agree that other teachers should (Borg, 2006, 91).

Beliefs can be separated into two categories, *core beliefs*, and *peripheral beliefs*. Borg distinguishes between core beliefs and peripheral beliefs in terms of strength and argues that "our core beliefs are the ones that are most stable and powerful in what we do." Peripheral beliefs, however, are beliefs which one is less committed to and which are perhaps less stable (2006, 90). The complexity of teacher cognition can be seen when tension between the core and peripheral beliefs arises as they are disposed to a certain inconsistency.

Teacher cognition plays a vital role in this study as the informants are teachers. As a researcher, I needed to be aware of this cognitive dimension. It is crucial to remember how the participants' underlying beliefs, knowledge, and experience influence their behaviour in the classroom. Furthermore, they only report on their own practice which does not necessarily reflect what they actually do in the classroom. The discussion of this study is meant to cast light upon Norwegian EFL teachers' perceptions concerning literature use in vocational classrooms in Norway.

1.7 Research questions

As mentioned, notions of *Bildung* and IC seems to be toned down in the new competence aims for vocational studies with a quarter of the aims now related to the students' vocational study programs. Against this backdrop, the following overarching research questions guide this study:

What are English teachers' beliefs about the role of literature in vocational English?

Sub questions:

- What do they report about their current teaching approaches to literature in the classroom?
- What are their perceptions about the renewal of the English subject curriculum for vocational studies?
- What are their perceptions about the future role of literary reading in vocational English in light of the renewal?

My thesis aims to explore how teachers working in vocational studies perceive the role of fictional literature in the English subject. The study investigates teachers' reported views on the renewal and their perceptions of the role and classroom approaches. The study will shed light on how, and the

extent to which, the teachers' reported practices correspond with central theories on literary reading and prior research on pedagogical approaches to literature. The goal is not to generalise but to gain a deeper understanding of how some teachers experience working with fictional literature in vocational classes. As already discussed, fictional literature has considerable potential for providing the students with opportunities to develop *Bildung* and IC. However, it is interesting to investigate if the teachers have this aspect in mind when deciding what fictional literature to read in the English classroom and how they work with it. I hope that my study can provide useful insight that help educators reflect on their choices of learning materials in vocational studies and hopefully the results might motivate teachers working in vocational studies to use fictional literature in their classes to promote aspects of *Bildung* and IC. Getting an insight into some teachers' perceptions and thoughts on their teaching practices can also prepare me for my future as a teacher and give me inspiration on how I can include fictional literature and work with the texts so the student might develop aspects of *Bildung* and IC.

1.8 Research method

The data collected for this study was gathered from an online questionnaire and three in-depth interviews. The methods employed are mainly qualitative, though the questionnaire includes both quantitative and qualitative questions. 27 vocational English teachers from different upper secondary schools in all areas of Norway answered the questionnaire. Out of the 27 teachers, three teachers volunteered to be interviewed.

The questionnaire consisted of 13 questions, nine closed and four open-ended, related to the renewal, and the use of fictional literature in vocational studies. The closed questions asked the respondents to tick off the box on whether they strongly agree, agree, neither agree nor disagree, disagree or strongly disagree to different statements. The remaining closed questions asked the respondents to tick off different fixed alternatives or rank a set of fixed alternatives from most to least. The qualitative questions asked the teachers to elaborate on a topic by freely writing in their answers. The second element of the current study consists of three in-depth interviews with three different vocational English teachers. The interviews were semi-structured and allowed the teachers to explain and elaborate on the questions asked. The methods used are thoroughly discussed in chapter 3. The combination of a questionnaire and in-depth interviews might provide insight into how teachers perceive the role of literature in vocational classes, which contributes to answering the research questions.

1.9 Outline of the thesis

The present chapter has presented the background and aim of the present study. Chapter 2 provides an overview of the theoretical framework guiding this thesis, focusing on the relevance of these theories for reading and teaching fictional literature. In addition, theory on vocational studies will be presented. Chapter 3 presents the rationale behind the choice of research methods, as well as the procedures for data collection and analysis procedures which were employed in this study.

Additionally, a discussion of ethical considerations and possible limitations are included. Chapter 4 presents and discusses the key findings in relation to the theoretical perspectives defined in Chapter two. Finally, chapter 5 sums up the key findings, didactic implications and offers suggestions for future research.

Chapter 2: Theoretical and empirical background

This chapter lays the theoretical background for my attempt to answer my research questions. The first sub-chapter discusses the term *Bildung* and the role *Bildung* plays in the Norwegian upper secondary school. The following sub-chapters discuss the role of literature in the EFL teaching, beginning with a historical overview followed by a look at literary theories and how these might influence teachers' views of the role of fictional literature. Sub-chapters 2.2-2.2.2 discuss the renewal of the English subject, followed by a look at the new competence aims. Sub-chapters 2.3-2.3.5 examines vocational studies in upper secondary school as the programme consists of various study programmes with varying views of the role of the English subject. First, a historical overview will be presented, followed by two theoretical perspectives: ESP and VOLL. Furthermore, sub-chapter 2.3.3 includes a section about motivation and relevance in vocational studies as these concepts have been particularly focused on in vocational studies due to the fact that several vocational students have not completed their education (SBB 2013; Wendelborg, Røe and Martinsen, 2014). Lastly, a brief discussion of the FYR-project, a project where the overall goal was to investigate the extent to which and in what way 'vocationalisation' and relevance can contribute to increase motivation and learning outcomes for students, and thus the probability that they complete upper secondary education will be discussed.

2. *Bildung* in upper secondary school

The Norwegian school has *Bildung* as an overall aim of education, but the understanding of *Bildung* in the context of education has changed through the years. Many definitions of *Bildung* have been offered for an educational setting. According to Pieper (2006, p.5), *Bildung* can be defined as

[...] developing and bringing out the full potential of a human being, based on his/her nature, but stimulated and structured by education. [...] During this process the mental, cultural and practical capacities as much as the personal and social competencies are being developed and continuously widened in a holistic way.

This definition shows how the process of *Bildung* is connected to education and that students, through education, can develop their mental, cultural and practical capacities. These capacities can be understood as knowledge and skills, while the personal and social competencies can be regarded as more long-term aims. The personal and social competencies are difficult to assess but essential to

become a full member of society. The *Bildung* tradition in education originates from eighteenth-century philosophical and educational thought (Hoff, 2018, p.69). At that time, *Bildung* referred to the ideal of cultivating man's abilities in the image of God (Ulvik & Sæverot, 2014, p.35). When reintroduced by educators in the 1970s, its meaning was connected to a vision that education should not only be a way of gaining knowledge, but to foster critical thinking and identity as society grew more multicultural (Aase, 2005, p.16). This view is still present in today's postmodern society and is often associated with developing personal identity, critical thinking, democratic citizenship, and moral values (Thavenius, 1995; Hoff, 2014). Wolfgang Klafki developed the term *Bildung* further when he describes three traditions of *Bildung* in education: Material, Formal and Categorical *Bildung*. Material *Bildung* was typical for the 19th century as many travelled to educate themselves in fine arts, literature, drama, and architecture (Brekke, 2010, p.31). Thus, Material *Bildung* is focused on specific knowledge the students should acquire. Students traveled to educate themselves and read literature that the teachers regarded as important as it conveyed the "appropriate" way of thinking. The aim was for the students to take on the same perspective as the teacher regarding the literature.

The second tradition, Formal *Bildung*, can be said to be less static and, according to Klafki, is the development of values, critical thinking, ethical abilities, morals, and the ability to learn and gather information (Klafki, 1996, p. 174, 185-195). Hence, the students' involvement and emotions with a text are of significance. The last tradition, Categorical *Bildung*, is achieved by what Klafki calls "exemplary teaching". By learning the most fundamental in every subject, the students could reach a deeper understanding of methods and achieve insight that can be transferred to deal with all kinds of issues in life (Klafki, 1996, p. 200-203). Categorical *Bildung* aims for exemplary teaching to facilitate *Bildung* and less extensive subject curricula to give room for in-depth study to achieve insight (Klafki, 1996, p. 190-193). In order to develop Categorical *Bildung*, it requires the students to take an active part in his or her own learning process through critical thinking. The students will be introduced to basic knowledge about a topic and be encouraged to expand their perception of the world. Categorical *Bildung* is focused on how the reader works with the text and how the reader can be affected by it. Through discussion and reflection of the text, students can expand their worldview.

The notion of *Bildung* is expressed in the Core curriculum and the subject-specific curriculum. The concept is complex and its meaning is constantly re-evaluated and redeveloped in foreign language learning (Stavik, 2015, p.14). One could argue that the view of *Bildung* and how it relates to the English subject has moved from a discussion related to content and methods towards a discussion of how the English subject may help develop critical individuals who can competently interact with other cultures. Furthermore, for students to obtain *Bildung*, they need to have

internalized values, "...personal as well as cultural values in relation to others" (Pieper et al., 2007, p. 540). Therefore, it is imperative to remember that students might not obtain *Bildung* even if they have achieved all of the competencies in the competence aims in, e.g., the English subject curriculum (cf. Pieper et al., 2007, p.539-530). Thus, the aims of *Bildung* is quite broad and might seem a bit overwhelming. Hopefully, through the answers provided by the participating teachers, it may be possible to see if the teachers are aware of the *Bildung* aim of the subject and if so, how they interpret the term.

2.1 *Bildung* and intercultural competence in the English subject

Intercultural competence is regarded as a vital aspect of *Bildung* (Fenner, 2014; Hoff, 2014; LK20). In the "core elements" of the English subject in LK20, the term intercultural competence is explicitly written:

Thus the pupils will develop *intercultural competence* enabling them to deal with different ways of living, ways of thinking and communication patterns. They shall build the foundation for seeing their own identity and others' identities in a multilingual and multicultural context. (Ministry of Education and Research, 2019, Official translation)

The Norwegian Directorate for Education and Research here define how intercultural competence is to be understood as skills necessary to handle differences. The importance of IC is stressed and regarded as a tool to help students with their identity development in a multilingual and multicultural context. There are multiple definitions to IC, but according to Byram (2008, p.68-69) "to be able to act intercultural there has to exist a willingness to empathize with, and search for, a deeper understanding of the underlying values in a culture, even when the values are incompatible with one's own". However, Hoff (2014, p.78) points out how one needs to understand intercultural competence as more than the emphatic tolerance of otherness or the inclination to understand oneself and the other in terms of one another. According to Hoff, intercultural competence also involves the ability to navigate conflict, complexity, and ambivalence in a constructive manner (Dervin 2016; Hoff, 2016; Kramsch, 2011). It follows from this that the development of intercultural competence in the EFL classroom is a challenging project (Hoff, 2014, p.77). With the focus on 'In-depth learning' in the new curriculum, this might provide opportunity to explore issues and topics such as conflict, ambiguity and complexity more in-depth which is essential if the EFL student are to gain intercultural competence (Hoff, 2014, p.79)

Ulvik & Sæverot (2013) offers several pedagogical approaches for teachers to help students developing *Bildung*. Firstly, the teacher can give students experiences through media that affect the students (cf. Eisner 1985). The English subject is well fitted to do precisely this as several of the competence aims relate to reading and working with different types of literature. Literature can be a good medium to create different interpretations, leading to a classroom with multiple voices where students can practice formulating meanings, debate, and listen to contrasting views. However, it is essential to note that even though students' experiences can be a starting point, one must not remain there. As Ziehe (2001) points out, school is an institution that can introduce students to knowledge and experiences they would not otherwise have become familiar with, but in a way that allows them to respond in different ways (Ulvik & Sæverot, 2013, p. 43). Therefore, the students must be *challenged* in order for their perspectives to be broadened, cf. categorial *Bildung*. This aspect is also vital in terms of development of IC (Hoff, 2016).

Lastly, the school must allow students to experience and learn through action themselves (Dewey 1938). "Learning by doing" entails that learning should be promoted through students' experiences, and the more senses used, the greater the chance of involvement from all the students. Creative and practical tasks must also complement the school's theoretical assignments as these tasks might promote a sense of inclusion for students who might have talents outside the areas the school traditionally cultivates. This might apply to some vocational students who finds the practical approach (learning through apprenticeship) more exciting and motivating (Hestetraet & Ørevik, 2018). Altogether, students might learn at a school with greater variety in the forms of representation (Ulvik & Sæverot, 2013, p.43). Literature can provide a variety of representations as it can be a good way to introduce students to literary experiences they would not get outside of school.

Vocational students are also expected to participate and contribute to democracy, and therefore, it is important for the education system to foster individuals who are willing to participate and contribute (LK20). So far, *Bildung* has been connected to abilities such as compassion, responsibility, and the ability to make rational choices, and these are considered central values in a democratic society (Ulvik & Sæverot, 2013, p.41). According to Klafki (2011), *Bildung* can also be tied to social issues. He considers *Bildung* a democratic civil right and an essential condition for democracy (Klafki, 2011). Klafki's recommendation is that teaching should be linked to contemporary key problems that are constantly changing and must be redefined. In this way, Klafki does not view *Bildung* promotion as static but as a dynamic process between the individual and culture (Ulvik & Sæverot, 2013, p.35). In the process of creating the new curricula, The Ministry of

Education and Research identified these key problems, and they have therefore included two interdisciplinary topics in the English subject, namely *Health and life skills* and *Democracy and citizenship*. Whereas *Health and life skills* are related to developing the ability for students to express themselves both orally and in writing, *Democracy and citizenship* regards how a student can experience different societies and cultures by communicating with others, regardless of linguistic or cultural background and this is where intercultural competence is essential (LK20). Again, one can see the importance of *Bildung* and IC in the English subject curriculum.

2.1.1 Historical overview of the role of literature in the Norwegian EFL classroom

The role literature has played in the learning of English has changed over time depending on literary and linguistic theories and theories of language learning (Fenner, 2018, p.217). Literature has traditionally held an important place at the upper secondary level, primarily due to the influence of the teaching of Latin. Latin teachers used "all-purpose texts," which means they used several authentic texts to learn vocabulary, grammar, and translation. There was a shift from the middle of the 19th century, and all students had to be taught western canonical literature. The aim of reading literature was to develop material *Bildung*: to gain insight into what was seen as the English-speaking culture (Fenner 2005, p.218). At this time, culture was regarded as a static entity. According to Fenner, "the aim of reading literature was to become acquainted with the target language culture through reading authentic literary texts" (2018, p.219). Today, however, the concept of *Bildung* entails a different meaning, and the promotion of *Bildung* should lead to democratic, critical thinking citizens who contribute to society, discussed in sub-chapter 2.1.

In the 1980s, the Communicative Language Teaching (CLT) method was introduced, and this approach focused on authentic factual texts like articles, newspapers etc., which represented the "everyday life of normal people" (Newby, 2006). This view is still present today, and according to Kramsch, the view of culture in foreign language learning changed from "Big C culture" to "little c culture" (2006, p.218). Kramsch explains "Big C culture" to be "the product of a canonical print literacy acquired in school; it is synonymous with a general knowledge of literature and the arts". whereas "Little c culture" on the other hand, can be viewed as "the culture of everyday life and includes the native speakers' ways of behaving, eating, talking, dwelling, their customs, their beliefs and values" (Kramsch, 2012, p.65/66). Today, alongside the Norwegian subject, the English subject has a good position as far as literature is concerned since students generally have a high level of English as they are exposed to English from an early age. Despite this, some teachers find it challenging to work with literature, especially in vocational classes, as they worry about students not

reading long texts (Habegger-Conti 2015). Moreover, for many learners, literature read in school is the only literature they come across. Therefore, the teachers play an important role in this respect in choosing suitable learning materials and guiding the students' reading processes.

2.1.2 The role of literature in the English subject

According to Fenner (2018), “[l]iterature can play an essential role in developing cultural competence, as it is the personal voice of a culture and provides a personal encounter with members of the target community” (p.225). Furthermore, as stated in Core curriculum, a vital task of education is to expand young individuals' horizons by exposing them to texts and topics that they may not encounter in their own personal worlds of experience (Ziehe, 2001). However, this does not happen automatically just by exposing them to fictional literature. EFL-teachers need to help learners establish a meaningful and negotiation dialogue with different cultural expressions (Hoff, 2018, p.82). Literature can be seen to represent the personal voice of a culture and suitable to create meetings across cultures (Fenner, 2012, 2017). These meetings might lead to an understanding of foreign cultures and an understanding of one's own which are important in development of Intercultural competence. However, literature can, on some occasions, be read merely as a tool to gain knowledge of a topic, and such reading is often concentrated on learning facts, vocabulary, and linguistic structures (Fenner, 2018, p. 216). However, this could be a loss for the students as fictional literature can be a suitable catalyst for developing learners' empathy and identification with individuals from foreign cultures (Bredella, 2006) due to its open and undetermined form (Kramsch, 1993).

2.1.3 Approaches to reading literature

There are several different approaches to reading literature, but some approaches have been more influential in a classroom context. Literary theories have influenced the pedagogical approaches used in the EFL classroom. This sub-chapter will present two such approaches: Text-centred approaches and Reader-centered approaches, to show how reading literature in the classroom has changed over time.

2.1.4 The influence of New Criticism literary theory

Text-centered approaches include Russian Formalism, Structuralism, and New criticism. The significant impact these theories have had on working with literature is that they reflect the view that the meaning of the text resides in the text alone, and, consequently, there exists a “correct” reading of the text. Furthermore, they emphasize close reading as the appropriate strategy to decipher this meaning (Fenner, 2018, p.221). New criticism centered around the individual work of art as an independent unit of meaning and rejected bringing the author’s personal history into its interpretation (Fenner 2018, p. 221). In other words, the new criticism movement was opposed to the critical practice of including historical or biographical data in the interpretation of a work. This approach might not be as relevant in the classrooms today, but through this approach, close reading developed (Fenner 2018, p. 222). Close reading is a deep analysis of how a literary text works and includes looking at subject, form, and specific word choices. However, the reader’s role as co-producer of meaning when interpreting a work of literature is not important (Fenner, 2014, p.221). With this approach, the students do not get involved with the fictional texts in the same manner as they would if they are regarded as the ones who “realize” the texts by bringing their own knowledge and experiences into their interpretations (Iser, 1978).

2.1.5 The influence of Reader-Response literary theory

Reader-centered approaches to fiction in the classroom became more common from the 1980s. This pedagogical approach was influenced by reader response theory and the main idea was that literature must be read to be fully realized, in other words, the meaning of the text is understood to be created through the interaction between the reader and the text (Fenner, 2018, p.223). In this theory, the reader's role as a carrier of his or her background, knowledge, and personal experience into the cultural encounter gives the reader a more important role than previously (Fenner, 2018, p.220). According to Van (2009), “a reader-response oriented way of working with literature would promote learning activities that [...] encourage students to draw on their personal experiences, opinions, and feelings in their interpretation of literature” (p.5).” When working with literature in this manner, the students are regarded as active interpreters of the texts, and they are allowed to connect what they are reading to their own lives. Young people search for an identity and reading about literary characters with experiences both different and similar from their own can help them develop their own identities (Appleyard, 1991, p.97). Therefore, by being active interpreters, the students might have a

more personalized learning experience which can increase their motivation and participation (Van, 2009, p. 6).

One important reader-response scholar was Louise Rosenblatt (1995), and she defined two ways of reading literature: in an *effere*nt manner and an *aesthetic* manner. Whereas *effere*nt reading focuses on taking away information located in the text, e.g., related to a particular cultural or linguistic issue, an *aesthetic* reading process emphasises the feelings evoked in the reader by more formal characteristics of the texts (Fenner, 2014, p.223). Aesthetic reading can be explained as reading to explore a literary work and oneself, emphasizing the reader's experiences of and relationship with the text. It is important to note that the Reader-response theory should not be carried out too far, in the sense that *any* personal interpretation of the literary text is seen as valid (Fenner, 2014, p.223). The students' interpretations have to be carried out within the limits of the texts, and the students must be able to justify their interpretations (Fenner, 2018, 223). For the past few decades, a reader-response approach to literature has been the norm in English didactics (Fenner, 2018, 232). However, learning takes place through social interaction, and the teacher can be regarded as the primary resource person who can challenge the learners' understanding through communication about the texts. Furthermore, through communication about the texts, the students will become aware of their strengths and shortcomings in interpreting the text by listening to their classmates and discovering new aspects of the text (Fenner, 2014, 230).

The challenge when working with fictional literature can be for teachers to turn to so-called "comprehension question," i.e., a question that checks that the learners have understood what happens in the text and the answer to which can be found in the text. To promote *Bildung* when working with fictional literature, authentic questions need to be asked, i.e., questions that engender answers that are not predetermined (Fenner, 2014, p.230). Open questions that genuinely ask for the learners' personal view, e.g., How they liked the text or reacted to the narrative voice, require personal interpretation (Fenner, 2001; 2012). In what way the respondents work with fictional literature in their classrooms might reveal if they have a text-centered or student-centered approach. This in turn can have a bearing on whether / how notions of *Bildung* are involved.

2.2 The renewal of the English subject in vocational studies

The Norwegian Directorate for Education and Training have prioritised language learning and reading as the department want students to experience that it is a resource to speak several languages both inside and outside of school (The Norwegian Directorate for Education and Training, 2019). According to the Directorate, through their work with the subjects, students should become confident

users of the English language to use English to learn, communicate, and connect with others. The Directorate still perceives the English subject as central in promoting intercultural understanding, communication, and identity development (The Norwegian Directorate for Education and Training, 2019). In other words, the directorate continues to consider the English subject to be a valuable promoter of *Bildung*. In vocational studies, the students now have one full year of English in VG1, instead of separating the subject over two years. In addition, one-fourth of the competence aims include more vocational content to give the students a sense of relevance (Ministry of Education and Research, 2016, No: 35-16)

2.2.1 Changes in the subject-specific curriculum for the English subject

One significant alteration is the revision of one of the Core elements of the English subject. The Department of Education has altered the last Core element from “Culture, society and literature” (LK06/13) to “Working with texts in English” (LK2020), and this word change could be significant. For example, in the LK06/13, fictional literature used to be awarded a particular role in the context of *Bildung*, as this type of text was singled out as a medium through which one might gain "a deeper understanding of others and oneself" (Hoff, 2018, p.77). However, with the renewal, one could argue that fictional literature might have lost this prominent role, as 'literature' has now been replaced by 'texts'. In the revised Core elements of the subject, the following is written about *Working with texts in English*:

by reflecting on, interpreting, and critically assessing different types of texts in English, the pupils shall acquire language and knowledge of culture and society. Thus the pupils will develop intercultural competence enabling them to deal with different ways of living, ways of thinking and communicating (The Norwegian Directorate for Education and Training, 2019).

In this passage there is no specific mention of fictional literature, and therefore one could argue that literature no longer has the same status in the English subject curriculum. Students are still to learn to think critically and develop intercultural competence, but it seems this can be achieved through all types of texts rather than being specifically linked to the reading of literary texts. Accordingly, teachers are left with even more freedom of choice in terms of choosing learning materials. However, one could argue that not including the term fictional literature in the official guideline allows teachers not to use fictional literature in their teaching, thereby potentially depriving students of meaningful cultural experiences and identity development possibilities.

2.2.2 The competence aims

Another essential alteration in the renewal is the separation of the competence aims for vocational and general studies. As mentioned, in vocational studies, one-fourth of the competence aims are vocationally oriented in LK20, and the argument behind this is to create relevance for the students, specifically in relation to the vocation of their choice (Ministry of Education and Research, 2019). The competence aims in English in vocational studies that mention aspects that can be tied up to their vocation are the following:

- listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations
- explain the reasoning of others and use and follow up input during conversations and discussions on vocationally relevant topics
- describe key features of the development of English as a language in working life
- read and summarise vocational content from English-language documentation
- create texts relevant to the vocation with structure and coherence that describe and document the pupil's own work and are adapted to the purpose, receiver and situation (The Norwegian Directorate of Education and Training, 2019)

These five competence aims illustrate a significant focus on the students' professional careers in the syllabus, mentioning the word vocational/vocationally in every aim. The aims are related to developing oral competencies in addition to developing the students' writing and reading. According to the syllabus, the students shall train for their future profession, and these aims display what students will have use for in their future professions.

Reading and working with fictional literature can be linked to the promotion of *Bildung* and in the new aims for vocational studies, one could argue how aims related to literature have been reduced for the benefit of more utilitarian aims related to the students' vocation. However, as mentioned in sub-chapter 2.1, the Directorate still perceives the English subject as central in promoting intercultural understanding, communication, and identity development. Accordingly, the tension between these overarching *Bildung* aims and more utilitarian goals may potentially affect how the role of literature is realised in vocational English classrooms.

The competence aims for English in vocational studies that mention aspects that can be tied up to literature are the following:

- read, discuss and reflect on the content and language features and literary devices in various types of texts, including self-chosen texts
 - explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts
 - discuss and reflect on form, content and language features and literary devices in cultural forms of expression in English from different media in the English-speaking world, including music, film, and gaming
- (The Norwegian Directorate of Education and Training, 2019)

These competence aims show us that there are aims related to literature in the syllabus, even if "literary devices" are only explicitly mentioned two times. The terms "explore," "discuss," and "reflect" can all be tied to the learners' ability to develop their critical thinking (a crucial aspect of *Bildung*, cf. Hoff, 2014), as these terms often encourage the learners to take an analytical approach to texts and to support their statements with arguments and/or evidence. Moreover, vocational students are to discuss, reflect, and explore key social challenges such as diversity and social conditions. These skills can be related to *Bildung* through the focus on reflections of diversity. *Diversity* can be explained as the quality of including people of different ethnicities, cultures, etc., in a group or organization (Merriam-Webster. (n.d.). Diversity). Literary texts can be both historical and current, and can provide valuable insight into how people have suffered under discrimination and social conditions or how one might feel if one is stigmatized due to ethnicity or culture. This is why I argue that these competence aims are related to *Bildung* and IC even though they do not use the term explicitly. Still, one could also argue that the role of traditional, script-based literature is not so clear in the new aims, in that only multimodal texts such as "music, film, and gaming" are mentioned explicitly.

2.3 Vocational studies

The EFL subject in vocational studies differs from general studies in terms of structure and traditions of learning and teaching (Hestetræet & Ørevik, 2018, p.308). In terms of structure, vocational studies consist of different study programs with different professions. Therefore, the role of the EFL subjects varies from study program to study program, especially the variation they assign to the role of the English language (Hestetræet & Ørevik, 2018, p.308).

2.3.1 Historical overview

The EFL subject in vocational studies has been through 3 national curricula renewals, leading to changes in several aspects of the subject. Before introducing the *Reform 94* curriculum, practical vocational English had an explicit priority, although learning targets covered some knowledge of English-speaking cultures (Hestetræet & Ørevik, 2018, p.308). This practical approach to English was effective in motivating the students, yet it created worry among Norwegian education authorities as to the structure of vocational studies. This worry grew as students started moving “sideways” in the educational system, not completing their training (Hestetræet & Ørevik, 2018, p.309). This trend was considered to be unfortunate for the socio-economy as well as for individual career planning and on that account, a new national curriculum, *Reform 94*, was created (Hestetræet & Ørevik, 2018, p.309). With this curriculum, the standardisation of the common core subjects resulted in an identical English subject curriculum for general and vocational studies (Hestetræet & Ørevik, 2018, p.309). In 2006, with the *Knowledge Promotion* curriculum, English became a common core subject across all areas of study.

2.3.2 The EFL subject in vocational studies

The English subject used to be divided across the first two years of upper secondary school. Today, the English subject in vocational studies has been moved to VG1. During the last 60 years, many changes have occurred in the industry and the job market. These changes have led to the demand for higher education and competencies amongst citizens. To illustrate this, in 1950, only 13 percent of the population had finished upper secondary school as the norm was to begin work straight after primary school (Wendelborg et al. 2014). Today, however, 97 percent begin at upper secondary school. This development shows that society is in less need of citizens who only finished primary school (St. meld. 44 (2008-2009)).

In terms of vocational education programs, statistics show that only 55 percent of the students who enter finish upper secondary school, which means that vocational students struggle the most to complete their training (SSB, 2013). There can be several reasons behind these statistics. One might be that these students have the average weakest academic starting point from secondary school and therefore struggle to master the theoretical requirements in upper secondary school (Wendelborg et al. 2014). At the same time, other researchers such as Brevik, Flognfeldt, and Beiler (2020) call it a "myth" that students in vocational subjects do not master or are motivated to read theoretical texts, especially when the texts are in English. They claim that in some contexts, this is used as an

argument that students should be allowed to "avoid" reading long or fictional texts in English (Brevik et al. 2020).

What distinguishes vocationally oriented English from general studies is a crucial question. In terms of *knowledge*, it is relevant to ask if *knowledge* means the same in general and vocational studies. Some knowledge is arguably essential for general and vocational students, for example, knowledge of historical events leading up to a present situation (Hestetraet & Ørevik, 2018, p.314). The most significant difference between general and vocational studies is the tradition of apprenticeship. Vocational studies have a long tradition of learning through an apprenticeship where the master or teacher instructs and demonstrates, while the students observe and then practise the same task (Hestetraet & Ørevik, 2018, p.315). Most English teachers come from an academic tradition and understanding how vocational students learn and work might make it easier for the teacher to find suitable methods and materials. In most professions today, English is used as a *lingua franca* and vocational students need a thorough knowledge of their field and the ability to handle and adapt to change within the field and cooperate with people from all over the world.

2.3.3 Motivation and relevance in vocational studies

Creating *relevance* has been a goal for English teachers working in vocational studies. Research shows that the term *relevance* has multiple definitions, but the present thesis relies on the definition created by Stuckey, Hofstein, Mamlok-Naaman, and Eilks (2013). According to them, teaching relevance comprises of three dimensions: social, individual, and vocational. These dimensions correspond well with the understanding of relevance as expressed in the FYR project, with the addition of what is described as a youth dimension (Ytre-Arne, 2015). Related to the English subject, the societal dimension can be linked to the English language's role as a *lingua franca* - and the importance of language for students 'participation in democratic processes in and outside Norway'. The individual dimension focuses on students' individual needs and interests in English. In contrast, the youth dimension is linked to social interaction in youth environments the students identify with (Skarpaas & Brevik, 2018). In the past, relevance has often been linked to aiming the teaching in a more vocational direction. The new English subject emphasises that students should experience that learning English is relevant for professional and social life and the youth culture they identify with. (cf. Skarpaas & Brevik, 2018,). Based on research and practice related to English teaching in vocational subjects Skarpaas and Brevik (2018) argue that vocational relevance is not enough and that in order to create good English teaching in vocational studies, relevance is a prerequisite. Whether vocational relevance, societal relevance, youth relevance, or individual

relevance is emphasised differently during the school year is less important than the relevance of English teaching is made visible to the students (Skarpaas & Brevik, 2018).

The teacher can use students' previous experiences to promote new knowledge and make this knowledge relevant for the student's daily life (Freire 1974; Tiller 1995). If the students understand why it is important for them to learn something and find it relevant for their own lives, learning might become easier. Unfortunately, several students feel that their experiences are being devalued in school and that there is no room to bring them into school (. Research shows that gaming is a cultural phenomenon popular amongst boys and that many boys have a high level of English (Brevik, et al. 2016). Many students use their English skills daily to orient themselves online, play online games, consume English-language music, TV series, movies, news, and other impressions, and interact with others (Brevik, 2016b; Rindal, 2014; Simensen, 2010). Therefore, one could assume that many students are highly motivated to learn English.

Promoting learner motivation has been an important aim for vocational English teachers as some learners might struggle with motivational challenges. According to Ryan and Deci (2000) to “be motivated means to be moved to do something” (p.54). Motivation can be divided into *extrinsic* and *intrinsic* motivation and “intrinsic motivation defines an activity done for its own sake without the anticipation of external rewards and out of a sense of the sheer satisfaction it provides” (Ryan and Deci, 2000, p.55). Students can be said to possess intrinsic motivation which is related to curiosity and activity. Intrinsic motivation cannot be created by teachers, but teachers can help, encourage and support students' intrinsic motivation by creating conditions supportive of autonomy and competence reliably.

However, many students might not possess intrinsic motivation for the English subject and therefore it could be simpler for teachers to evoke *extrinsic* motivation. According to Ryan and Deci, *extrinsically motivation* can be linked students seeing the value of working with school related tasks, in other words, students have an extrinsically motivated behaviour because it leads to a separable outcome (2000, p.55). Extrinsic motivation describes activities students engage in while anticipating rewards, and in relation to school in the form of good grades or fear of punishment (Tohidi & Jabbari, 2012).

2.3.4 Theoretical perspectives: ESP and VOLL

This section presents two theoretical as well as practical approaches to vocational English, *English for Specific purposes* (ESP) and *Vocationally Oriented Language Learning* (VOLL). As English has the status as a *lingua franca* most places in the world, it is essential for tourists and employees who travel in their work to communicate functionally in English. In addition, many students use English

daily, and some school students even choose English pronunciation according to the identity they want to present (Rindal, 2013). Due to this extensive language learning outside school, many students develop pretty advanced language skills, most often in informal, oral English (Hellekjær, 2012a; Hellekjær, 2015; Ibsen, 2004).

Within this context, ESP emerged as a term for the learning and teaching English for use in technology, science, and commerce internationally (Hutchinson & Waters, 1987). ESP envelopes two significant categories, *English for Occupational Purposes* (EOP) and *English for Academic Purposes* (EAP) (Munby, 1978, p.2). This division was made within a profession and indicated whether English was learned mainly for work or academic study. *Register* and *genre* analysis remain central and this entail working with relevant vocabulary that is central in vocational studies for students to be able to discuss their work and communicate effectively at their workplace (Hestetraet & Ørevik, 2018, p.311). However, one could argue that the ESP approach is relatively narrow and does not consider other areas where using English is needed. Furthermore, by using the ESP approach to vocational English, fictional literature might seem irrelevant because there is little analysis of register and genre related to reading and working with this type of text. Teaching within the ESP approach might entail using more factual texts as learning material to include relevant vocabulary and work-related themes. The pedagogical implication of this will be that teachers who prefer the ESP approach might not include much fictional literature in their teaching as it is not as relevant.

Vocationally Oriented Language Learning (VOLL) is the second theoretical and practical approach relevant to English in vocational studies. VOLL emerged from the Council of Europe's work on education development and is a framework of theory and principles on language learning in vocational studies (Hestetraet & Ørevik, 2018, p.312). Unlike ESP, which focuses on specific areas of language use, VOLL takes a holistic perspective to language learning and integrates professional language with the language needed in other areas of life (Hestetraet & Ørevik, 2018, p.312). In the VOLL framework, there are no boundaries between working life and social life.

Both theoretical perspectives mentioned are relevant to English subjects in vocational programs in upper secondary school. As discussed in sub-chapter 2.2.2, the competence aims in LK20 are now more influenced by the vocation of the students with a stronger focus on work-specific language and this can be linked to the ESP perspective. While ESP approach may be drawn on to study structures and communicative functions of genres in the workplace, the VOLL approach has got a broader view on language learning and this can be just as valuable, as it focuses on the integration of workplace-specific language with a wider set of skills related to social interaction. Therefore, one could argue that the VOLL approach to language learning is more related to *Bildung*

as it has a broader view of language learning than the ESP approach. To promote *Bildung* and IC expressed in the purpose section of the subject, seeing the student as a whole is necessary, and the VOLL approach might thus be more suitable to promote this aspect of language teaching. One aspect of the present study consequently involved investigating how, and to what extent, these perspectives were reflected in the participating teachers' views about the role of fictional literature in vocational English.

2.3.5 The FYR project

From 2011 to 2017, the Directorate of Education and Training worked with the FYR project (Yrkesretting og relevance i fellesfagene på yrkesfaglige utdanningsprogram) as a separate initiative in the Ministry of Education's "Program for better implementation in upper secondary education". The overall aim was to investigate to what degree and in what way *vocational aimed teaching* and relevance can enhance learners' motivation, which might lead to their completion of upper secondary school (Wendelborg et al. 2014). The study looked at the English subject and the subject of mathematics, as these subjects belong to the core subjects and are therefore obligatory for every VG1 student. Further, the study looked at different attempts at *vocational aimed teaching* and observed that *vocational aimed teaching* does not enhance students' motivation. One finding from the project showed that the relationship and chemistry between teacher and students contributed to increased motivation and a sense of mastery with the students. There was a connection between teachers' ability as class leaders, how they adapted their teaching, and how they tried to make the subject relevant for vocational students (Wendelborg et al, 2014). According to the findings, it looked like teachers who had a particular subject-specific background and knew their subject well also managed the role as a class leader better, and students responded better to this kind of class leadership.

Another significant discovery was that teachers displayed a good understanding of the term *vocational aimed teaching* but struggled to put it into practice. Furthermore, the researchers found that teachers who were not familiar with their students' study programs should not aim for *vocational aimed teaching* simply because it is written in the curriculum. According to the study, this will only lead to a strange teaching situation that will have little to no effect on the students' learning outcome (Wendelborg et al. 2014). The study encouraged teachers to focus on relevance, and stressed how relevance depends on the students' study programs, core subjects, and the group of students (Wendelborg et al. 2014). This current study examines literature use in vocational studies and the influence of the FYR project might therefore be relevant for this study. Teachers' perceptions of relevance might affect their views towards using fictional literature in vocational studies.

Chapter 3: Methods and materials

This chapter will give an overview of the different methods of data collection and analysis used to provide answers to the research questions of the current thesis. Moreover, this chapter will provide information regarding the chosen mixed-method approach along with its strengths and weaknesses. In the first section, a description of what mixed method research entails will be presented, followed by a presentation of the chosen research design along with the rationale for conducting a mixed-method study. Furthermore, this chapter will give an account of how the data was collected and analysed. The final three sections (3.5-3.7) will cover the study's reliability and validity, ethical considerations and challenges, and the possible limitations of the material and methods.

3.1 Mixed method research

"Your research approach can be as flexible as you wish. You may, in fact, want to take a multimethod approach in your search for answers. There is never a 'one and only way to carry out a project"

(Hatch and Lazaraton, 1991)

As Hatch and Lazaraton point out, there is never "one single way" to carry out a research project, and how to decide which research method to choose requires careful consideration.

Dörnyei (2007, p.44) defines mixed methods research to be "a combination of qualitative and quantitative methods within a single research project". Qualitative research is a more open-ended approach in which the inquirer asks general questions to participants, and the participants shape the response possibilities (Creswell 2012, p.19). In qualitative research, the data is usually collected through interviews, observations, and field notes. The aim is to develop a deeper understanding of a central phenomenon. The data are usually collected based on information from a small number of participants to gain access to their personal views (Creswell, 2012, p.16). Therefore, the findings will not be generalisable due to the small number of respondents. This will be elaborated on further in sub-chapter 3.7.

Quantitative research can be described as the act of "analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research" (Creswell, 2012, p.13). As this is a relatively small project, it might not be possible to analyse trends or to relate variables using statistical analysis. However, it is possible to compare the results with previous research. Every method comes with both strengths and

weaknesses. Perhaps the most acclaimed strength of the mixed-method approach is how increasing the strength of one method also eliminates the weaknesses of the other method (Dörnyei, 2007, p. 45). By using both qualitative and quantitative approaches, one can combine the strengths of both, and as Dörnyei puts it, "words can be used to add meaning to numbers and numbers can be used to add precision to words" (p. 45). In terms of weaknesses, Hesse-Biber and Leavy (2006) raise the issue of how proficient any given researcher can be in both types of methodology and if it is then better to stick with one type of methodology. Another issue voiced by Maxwell and Loomis (2003) is the issue of "anything goes as long as you mix them" mentality. Still, the combination of quantitative and qualitative methods has come to be seen as an enriching approach.

3.1.1 Rationale for the choice of mixed methods

This research project aims to examine teachers' views on fictional literature in vocational studies. After reviewing the literature, I decided on a mixed-method approach with a online survey with both quantitative and qualitative questions and three qualitative in-depth interviews. Mixed method research has become well-established within educational research and according to Borg (2019), is an excellent scope for combining quantitative and qualitative measures in the study of language teacher cognition (p. 1157). To use only quantitative methods like a questionnaire with closed-ended questions and Likert scales would not be an adequate approach to capturing the teachers' perceptions regarding literature. But a questionnaire including both quantitative and qualitative questions would provide perhaps more accurate and suitable data concerning the teachers' perceptions about fictional literature in vocational studies. Furthermore, interviews can also give more room for explanations, follow-up questions, or the different teachers' accounts about their practices, while a questionnaire would give limited room for such (Creswell, 2012).

3.1.2 The explanatory sequential design

Within the mixed-method research approach, there are several possible designs. In this project, I chose to use an *explanatory sequential mixed method design*. According to Creswell (2012), this is the most popular form of mixed method design in educational research and consists of first collecting quantitative data and then collecting qualitative data to explain the quantitative results (Creswell, 2012, p.542). With the explanatory sequential mixed method design, one can either prioritize the quantitative or the qualitative data. In this project, the priority was laid on the qualitative data as this

data was the most information-rich and thus provided more information related to the research questions.

Using the explanatory sequential mixed method design can be an advantage for the researcher and the reader, as there are clearly identified quantitative and qualitative parts that make it easier to both conduct and read (Creswell, 2012, p.543). The main disadvantage is that this design is quite labour intensive, both in terms of expertise and time (Creswell, 2012, p.543). It is time-consuming to gather both quantitative and qualitative data, and knowledge of both methods is required. Another difficulty in using this design is that the researcher must decide what aspect of the quantitative results to follow up on (Creswell, 2012, p.543). This project relied on *convenience sampling* (Creswell, 2012, p.145) This entails that the sampling of the participants was not based on their answers but on their willingness to participate in further interviews. This is one of the important limitations of this project, as the recruitment of participants according to methodological literature, ideally, should be selected based on their answers (Creswell, 2012). In practice, however, this is difficult to achieve due to pragmatic considerations such as time and money (Dörnyei, 2007, p.127). The positive feature of this sampling is that the participants are usually willing, which can contribute to a rich dataset (Dörnyei, 2007, p.129).

3.2 Context and participants

The data for this research project was gathered at upper secondary schools in two different counties in Norway, one in the eastern part and one in the western part of Norway. The participants were teachers who work as English teachers in vocational studies at upper secondary schools in Norway. There were no other criteria for selecting participants for this project except that they worked as English teachers in vocational studies. In total, 27 teachers completed the online survey and 3 of these teachers also participated in the interviews. The interviewees are in the current study referred to as Teacher 1, Teacher 2 and Teacher 3. The teachers will be further presented in sub-chapter 4.3.1.

3.3 The questionnaire

To gather quantitative data and to discover similarities and differences between teachers' perceptions and experience with fictional literature in vocational studies, I decided to create an online questionnaire as this is time efficient and practical. The questionnaire used in this study contained nine closed questions with fixed alternatives and three open questions that could be categorized as qualitative. Using an online questionnaire often distributed over the internet can potentially reach a large number of informants. These are the main strengths of this type of method. In this project, all

respondents answered the same survey, and hence the preparations were necessary as the survey cannot be altered during the data collection (Grønmo, 2016, p.192).

3.3.1 Designing the questionnaire

The preparations before sending out the survey are significant and probably the most time-consuming. The questionnaire used in this study included both qualitative and quantitative questions. The survey used for the current study included both *background questions* and *substantive questions* (Czaja & Blair, 2011, p.2). The two *background questions* included were related to gender and how long they had worked as teachers. The number of background questions was deliberately held small, as background questions also have a cost as they add to the length of the survey (Czaja & Blair, 2011, p. 2). The grouping of the questions is also an essential aspect of the survey. Dillmann (2000) points out that for mail surveys, the respondents should have a sense of progressing smoothly and, one hopes, rapidly through the questionnaire. The main part of the questionnaire consisted of *substantive questions* which are questions to address different aspects of the research goal of the study (Czaja & Blair, 2011, p.2).

Motivating respondents to participate in a survey can be challenging, and there is not a large body of research literature on this topic. However, there is evidence that most refusals occur in the introduction or during the very first questions (Czaja & Blair, 2011, p.9). Therefore, the introduction is important and should quickly give information to the respondents on the subject, purpose, and responsible institutions. In other words, it should give the prospective respondent sufficient information about the study to satisfy the needs of informed consent (Czaja & Blair, 2011, p.4). In addition, the introduction also serves to convince potential respondents that the study is important enough for them to give their time and effort. When designing my survey, I wrote an introduction where I informed the potential respondents of the topic of the survey.

Firstly, I decided to formulate the questionnaire in English. The reason for this was that the respondents are working as English teachers and I therefore assumed they would be comfortable and able to answer the questions in English. The questionnaire was divided into four parts (see appendix 8). The first part covered some background information asking the teacher about their age and length of teaching experiences. The second part covered teachers' understanding of the term fictional literature and their reported approaches to fictional literature. The third part covered the teachers' perception of all-round development and the final part of the questionnaire covered the teachers' beliefs about the renewal of the English curriculum for vocational students. As mentioned, the online survey created for this current study consisted primarily of closed questions but also included a few

open questions. The benefit of asking closed questions is that they are easier to manage and answer for both the respondents and the researcher, especially if the questions are complex or sensitive (Grønmo, 2016, p.194). However, by including answer alternatives, the researcher already gives options that could lead to respondents answering differently than they usually would (Grønmo, 2016, p.194). Most of the survey questions were substantive and accounted for most of the data (Czaja & Blair, 2011, p.2). As I wanted to investigate the teachers' perceptions, opinions and approaches to fictional literature, most of the questions in the survey were evaluative. Evaluative questions refer to the respondent's values and opinions, while cognitive questions concern facts (Grønmo, 2016, p.197).

The closed questions were often formulated as statements that the participants would state their agreement to, or as questions that included different set alternatives the participants could choose between. The use of such questions can be connected to the advantages of quantitative data gathering such as efficiency. On the other hand, one problem with set categories can be that they do not find an answer category they want and therefore settle for another one, even though it does not match their honest answer. Therefore, the questionnaire also contained open-ended, evaluative questions to provide the participants with the opportunity to answer in their own words, and thus write their personal experiences and perceptions. After the questionnaire had been edited based on the feedback from my supervisor, I felt that it included what I needed to be able to gather data that could help me answer my research questions.

3.3.2 Contacting participants and sending out the questionnaire

After preparing the questionnaire and having all permissions from the NSD, (see appendix 1), I began to contact schools by email. Beforehand, I had decided to contact schools in two counties in Norway, one situated in the eastern part and one in the west. This was done to help me as a researcher minimize travel time and keep the project costs low. I began contacting schools by emailing the head of departments and principals, asking them to distribute to teachers with the right competence. To find the right emails, I looked through the home web page of all the schools in the two chosen counties, and this was a time-consuming process. In addition, I chose to send out a personal email to each person so they would not see they were on an email list and therefore hopefully feel more obliged to answer. After sending out the emails, I realised I needed to contact more schools as not many people answered. I therefore sent out a new round of emails in two new different counties in Norway. Furthermore, I posted the questionnaire in a Facebook-group for English teachers in upper secondary schools in Norway with about 1500 members. I believed this

could boost my response rate, but after a couple of weeks I realised that this approach did not increase the number of participants. In the program SurveyExact, which I used to create the survey, I could see that over 150 people had opened the link to the survey. However, only 27 teachers completed it, and 13 teachers have answered only some of the questions.

3.3.3 Analysing the questionnaire data

The analysis process is based on the answers from the EFL teachers who completed the online questionnaire. The analysis process had to meet both the quantitative and qualitative elements with both closed and open-ended questions. To analyse the quantitative data, the program SurveyXact was used. The first step was to process the raw material by removing the participants that did not complete the questionnaire. Furthermore, the answers to the open-ended questions were separated from the answers to the closed-ended questions, as these had to be dealt with differently. The program SurveyXact did not only help to gather the data but was also useful when handling the quantitative data. The answers to the closed-ended questions were transformed into figures in the program providing a good overview and statistics of the quantitative data material.

The open-ended questions from the questionnaire were processed through an initial coding to get an overall impression of the data (Friedman, 2012). The answers to the open-ended questions were separated from the quantitative data and re-organised to get a better overview. The next step involved finding patterns and identify the reoccurring topics or themes in the participants' answers. Next, a thematic analysis was conducted, and the aim was to produce broad descriptive statements that reflected the overall understanding of the data in response to the current research questions of my study (Lester et al. 2020). The coding phase consisted of three phases where in the first phase, I assigned codes to the entire data set and this served to identify important answers. The next phase involved moving to a higher level of inference, trying to connect the statements more directly to the focus of the study (Lester et al. 2020). In the third phase, I tried to connect the statements and reflections with specific conceptual and theoretical ideas mentioned in the theory chapter. The analysis categories which emerged from the questionnaire were created after I had identified the material. The coding form was then used at the open-ended questions in the questionnaire as well as the interviews (see figure 1).

The coding form was created to get a visual overview of how and if the categories were present in the statements in the qualitative questions from the questionnaire. Furthermore, the coding form helped me visualise how many statements possibly could be connected to each category. The

dataset from each open-ended question were colour coded and categorized as it would be important to be able to compare the results from the open-ended questions with the answers to the interviews.

3.3.4 Possible limitations of the questionnaire

A questionnaire is a simple and effective way of reaching out to many respondents, but it also has limitations. One main challenge when designing the questionnaire was to make it straightforward, and as Dörnyei (2007, p.115) points out, this might lead to superficial data. Another challenge is clarity; I do not know if the respondents understood the questions according to my intention, as I was not present to assist the respondents in answering. One measure taken to help prevent this was to put my telephone number and email address in the information letter in case the respondents had any questions. However, none of the respondents contacted me throughout the process, and the most likely scenario is that the ones who encountered problems decided to give up filling in the questionnaire. Another limitation of the questionnaire is that today, email is a channel where one receives offers and junk emails. Therefore, there is a chance that the invited teachers might not have felt as obliged to answer the questionnaire since it was distributed online. Furthermore, I wanted a specific set of respondents with special competence. In hindsight, I realised that the questionnaire was rather demanding of my respondents, as some of the questions concerning the renewal might have been too specific.

3.4 Semi-structured interviews

In the current study, I collected the primary qualitative data by conducting semi-structured interviews with three different teachers who work as English teachers in vocational studies at upper Secondary schools in Norway. The teachers were asked approximately 12 questions, but due to the semi-structured interview guide there are variation in relation to how many questions that were asked in total. The questions asked about their perceptions of and experience with fictional literature in vocational English classrooms and their expectations for the curriculum renewal and their views of all-round development.

3.4.1 Designing the interview guide

The interviews conducted in this study belong to the semi-structured interview category. As the name indicates, the interviewer provides specific guidelines, often in the form of an interview guide

(structured) but is also keen to follow up exciting developments during the interview (hence the "semi"- part). This particular approach was chosen as the format is open-ended, and the interviewee has the opportunity to expand on the topic in an exploratory manner (Dörnyei, 2007, p.136).

Therefore, all the questions were open with no answer categories. The interviews were recorded on a private recording device and later transcribed, (see Appendix 5, 6, 7). These transcripts constitute one of the two empirical data sources. I wanted to investigate teachers' perceptions on fictional literature in vocational classes and connect them to competence aims and the general aims of education. Therefore, I designed my interview guide with questions related to the participants' perceptions and experience with fictional literature without explicitly mentioning the concepts of *Bildung* and intercultural competence. I wanted to investigate how they articulated their use of fictional literature without guiding their answers in any particular direction.

3.4.2 Conducting the interviews

The respondents had the opportunity to write their name at the beginning of the questionnaire and by this they consented to be contacted for an interview. A few teachers did, and they were contacted. The form of sampling described above of the teachers is called convenience sampling. This form of sampling is the most common way of carrying out sampling on a postgraduate research level (Dörnyei, 2007, p. 99). During the autumn semester of 2019, I contacted and visited all three teachers at their respective schools to conduct the interviews. Teachers A and B worked at the same school, while teacher C worked at another school. All teachers agreed to conduct the interview in English. Before the interviews, the plan for collecting and storing the research data was shared and approved by the NSD. The interviews were audio-recorded with a private recording device according to the NSD guidelines and restrictions (see Appendix 1 & 2). All of the participating teachers were at work during the interview, and one had colleagues coming in and out of the room where the interview took place. However, after hearing through the audio-recording, the voices of the other teachers are barely noticeable, and it was not possible to hear what they said. Before pressing the audio recorder, all three interviewees were made aware of their rights and had to sign a consent form after the interviews were done.

I initiated the interview by asking which vocational study programs they teach, which helped set the tone and create contact (Dörnyei 2007, p.137). As a result, the climate during the interviews was good, and I believe one reason for this is that they saw me as a teacher-student and not a researcher. On the other hand, one could argue they are the authorities with knowledge and experience from the classroom and therefore probably felt more relaxed, and this consequently eased them to open up.

The questions were often asked or formulated in various ways or at different times in each interview process, depending on the direction that the interviewee's answer took us in. The interviews varied in length, from 30 minutes with Teacher 1 and 3 to 15 minutes with Teacher 2. Despite the differences in length, the main points in the interviews remained the same.

3.4.3 Transcribing the data

I quickly realised the costliness and lengthy process of transcribing the interview data (Creswell, 2012, p.229). The data material consisted of semi-structured interviews where the transcript includes both the words of the participant and the words of the interviewer. There have been debates regarding whether or not to use punctuation when transcribing (Magnusson & Marecek, 2015, p.74). Some researchers argue that adding punctuation during transcription imposes the transcriber's meaning-making onto the participant's talk (Magnusson & Marecek, 2015, p.74). However, one could argue that any method of transcribing involves interpretation in one way or another. The main argument for using punctuation is that a transcription written entirely without punctuation will be difficult for the reader to interpret (Magnusson & Marecek, 2015, p.74). Consequently, punctuation was included in the transcripts.

Another step taken to facilitate comprehension was to render the interviewees' spontaneous oral speech into readable written textual form (Kvale, 2007, p.132). To facilitate comprehension, I intentionally left out several pauses and fillers that appeared during speech as I believe what was said by the teachers to be more interesting than how it was said. After the transcriptions were completed and anonymized, the audio file and transcripts were stored safely at a password-protected computer. Before I started the analysis process, I listened to the audio recording one last time while reading the transcribed text to ensure it reflected the audio recording as accurately as possible.

3.4.4 Analysing the interview data

With research questions related to teachers' perceptions and reported approaches to fictional literature and their views on the renewal, the analysis of the interview data was based upon the meaning of what was said during the interviews through a content analysis (Kvale, 2007, p.132). The data was organised and prepared for analysis through transcribing, as described in section 3.4.3. The next step was to code the data into different categories based on the overall impression of the data. This overview provided made it possible to identify frequently mentioned aspects as well as compare the data from the different interviews. This process of analysis was done in line with Creswell's steps for analysing and interpreting qualitative data (2014, p. 197). Once the data was organised, they were

colour-coded to discover frequencies and make comparisons (Kvale (2007, p.105). Many of the answers from the interviewees were long segments of speech and through reading each unit of meaning, the essence of each unit was organised into shorter segments, without changing the meaning of the unit. This process can be called meaning condensation, where long statements are compressed into briefer statements, where the main sense of what is being expressed is rephrased into few words (Kvale, 2007, p.107). This method can help the researcher analyse extensive and complex interview transcripts to create a clear overview of the teachers' perceptions and reported practises (Kvale, 2007, p.107).

The categories that were created was based on aspects mentioned that were relevant to the guiding research questions of the current study. The occurrence of a specific category within each of the participants' answers could be identified through colour-coding. The occurrences of a category within an answer would thereby be marked with a specific colour. Thus, each of the participants' answers could contain several different categories. With the background knowledge that the theory-chapter provided, categories for analysis were developed. In addition, I made a coding form (Appendix 10) after I had decided on the categories to get a visual overview over how and if the categories were present in the different interviews and how many statements possibly connected to each category that occurred. I created thematic categories based on reoccurring themes in the questionnaire which I wanted more elaborations on. I decided on 3 categories with relevant sub-categories that could be used both in order to discuss teachers' perceptions on literary reading in vocational classes and their views on the renewal of the subject curriculum for the English subject. These categories were:

- **Current teaching approaches to literature**
- Interested in youth culture
- Comments on the cultural aspect of the subject
- Motivation and relevance

- **The renewal of the English subject**
- Thoughts of the renewal
- Positive/Negative to renewal

- **Their views on literary reading in vocational studies**
- Students should read literature for pleasure
- Connects fictional literature to promotion of *Bildung*/all-round development
- Vol & ESP perspective on language learning

(Figure 1: Categories for analysis)

These categories were created in light of relevant theory discussed in chapter 2 in addition to themes identified in the questionnaire. The categories used to frame the discussion of the interview results could elaborate and clarify on the ambiguous findings from the questionnaire. However, the questions in the interview-guide had a broad scope, and the researcher noticed in hindsight that some of the questions, i.e., asking the teachers what they felt to be the most important aspect/basic skills for the students to learn (See appendix 4 for interview-guide), could not necessarily be connected to their perceptions of their approaches to fictional literature or their views on the renewal. Therefore, the interview transcripts contain perceptions and reflections from the teachers, which cannot be tied to my research questions. This might have led to a more limited discussion in chapter 4 than preferable.

3.5 Reliability and validity

One could argue that it is almost impossible to avoid the potential errors related to validity and reliability in a study, but several steps were taken in the design of the study to avoid such errors. Validity refers to the extent to which an account accurately represents the social phenomenon to which it refers (Gibbs, 2007), or to put it another way, that the findings genuinely represent the phenomenon the study claims to measure, i.e., it needs to be correlation between the research questions and the analysis of the data (Dörnyei, 2007, p. 51).

The sampling method used in this study is perhaps the most threatening to the internal validity of this study as all of the participant volunteered. Even so, the study had to be voluntary to be in line with Norwegian regulations and therefore this threat can be seen as somewhat unavoidable.

Reliability refers to the consistency of the approach used by the researcher and for this study, reliability will be related to how the data was analysed and how the use of the study's instruments could provide reliable data. This study relied on the automatized export from the SurveyXact program and this provided less room for mistakes and errors regarding the quantitative data. In terms of the qualitative data, colour coding was used during the analytical coding process. I read and coded the material two times with several days apart to ensure the correct category for analysis and to make sure that there was not a drift in definition of codes (Creswell, 2012). Furthermore, I tried to the best of my ability to provide context to the statements used during the analysis of the qualitative data. To ensure my study's reliability, I have tried to be transparent and provide insight into how my study was conducted to the best of my ability. I have described the process's various steps in detail by including quotes from the participants in the presentation and discussion of the findings to show the

reader the basis for my interpretations. As a researcher, I have also pointed out the limitations of my study both in sub-chapters 3.7 and 5.3.

3.6 Ethical considerations

During a research project like this which involves human participants, several ethical questions need to be considered. The participants' contribution is of fundamental value for the study and it was crucial to ensure and respect the participants' rights. This study involved gathering data by using audiotape and was therefore subject to notification to the Norwegian Centre for Research Data (NSD). Permission to carry out the project was granted in September 2019. Several measures were taken to ensure the protection of the right of the participants in this project. Firstly, the online survey was distributed by email with a hyperlink to the survey. This kept the anonymity of the respondents as there was no need for direct contact between respondents and researcher. All of the participants were made aware of their rights and how their anonymity and confidentiality would be secured. The participants were also made aware that they could withdraw from the study at any time. The volunteers for the interviews had first answered the questionnaire and filled in their name and agreed for me to contact them.

Another aspect of the research is the question about how much information should be shared with the participants about the research (Dörnyei, 2007, p. 65). I did not share the research questions with the participating teachers as I did not want to risk that the teachers answered pre-rehearsed or answered what they believed I wanted to hear. It is to be noted however, that my own understanding of statements made by the participant in the questionnaire and the interviews may, to some degree, have been infused by my own professional values and perceptions, despite my best attempts to stay objective (cf. Punch & Oancea, 2014).

In terms of ethical issues related to transcribing, it is important to uphold the participants' anonymity and confidentiality (Dörnyei, 2007, p. 75). In this project, I made it impossible for others to connect the interview material with the participant by never using names and guarding the transcripts against unauthorised access. I stored the answers on a password protected computer which only I had access to.

3.7 Possible limitations

With any research study, limitations will occur, and the current study is no exception. Firstly, and perhaps the most obvious one is related to the fact that all of the participating teachers volunteered. Convenience sampling creates dilemmas for the researcher as the data material might affect the projects' validity more than if one used another sampling method. The teachers who participated might have felt like they knew enough to participate or knew what they believed to be the correct answers. However, this limitation is inevitable, as the NSD requires that participants cannot be forced to participate.

Secondly, the researcher was the primary instrument of the entire project, including creating the interview guide and conducting the data collection and analysis. This could lead to mistakes in connection with data gathering and potential misinterpretations of the collected data. Another point to consider, is that there was no direct contact with the respondents of the survey. Therefore I cannot be absolutely sure that the people who have answered the online survey are vocational English teachers. However, one can assume that people not fitting this criterion would not bother to answer this type of survey. A minor limitation is that the transcription of the interviews is the primary source material of this project, yet I did not transcribe the data straight after the interviews. Thus, body language and atmosphere during the interviews might have been forgotten.

As this project aimed to investigate teachers' experiences, perceptions, and feelings, the data is centered around what they say, not their behaviour. I did not do a case study or observe the teachers involved, and, as in any study which involves teacher cognition, my data has only provided insight into what the participants say, not what they actually do within the classroom. An interview situation can make the interview objects filter their views or provide biased responses due to the researcher's presence (Creswell, 2014, p.191). This could be a potential limitation for the interviews in my study, but the questions and formulations were made in the attempt to limit the occurrence of such pitfalls. Still, this study relies on the answers from teachers, and there is no guarantee that the teachers actually do what they say they do (Friedman, 2012). Another point to be made is that I do not know if they reported about their core beliefs or peripheral beliefs (Borg, 2006. p.90).

Few respondents in the survey is another possible limitation as this could affect the generalisability of the quantitative material. The lack of respondents could be related to the length of the questionnaire, or the mix of open and closed questions, as this could have affected the participants' will to respond as open questions are more demanding. Another possibility could be the

theme of the survey, and that English teachers simply do not find fictional literature in vocational studies to be an interesting topic. As mentioned, the data material used for this research was limited to the experience of a few teachers, and the findings are not directly transferrable to other contexts. However, the findings of this study mirror the beliefs of some teachers through the period of implementing a new curriculum. Furthermore, by offering detailed descriptions of the empirical data material and theoretical framework, I hope this research will provide information that can contribute to the knowledge base in English didactics.

Chapter 4: Results and discussion

This chapter will present and discuss the findings of my analysis of the questionnaire and interview data in relation to relevant theory. For organisational purposes, the findings from the questionnaire are presented first in sub-chapter 4.1-4.2, followed by the findings from the qualitative interviews in sub-chapter 4.3-4.3.7. The findings from the questionnaire will be presented in chronological order, beginning with the quantitative section in the questionnaire. In this section of the questionnaire, the responding teachers were asked several questions with set alternatives where they report on their usage and views of fictional literature in their vocational classes. This section is followed by a section with both qualitative and quantitative questions asking for their opinions on the curriculum renewal and their views on the term all-round development which was another way of asking their views on aspects of *Bildung*, a term which has been described in sub-chapter 2.1. This was followed by a set of statements related to the English subject in vocational studies where the teachers had to choose their answers based on a likert-scale ranging from *strongly agree- to strongly disagree*. This question provided a more general insight into the teachers' perceptions of the themes, in addition to look for consistency in their answers.

The analytical categories presented in sub-chapter 3.4.4 will frame the discussion of the qualitative questions from the questionnaire and the interviews. Following Merriam's (2009) advice on how to present evidence in qualitative research reports, the respondents' answers to the open-ended questions will be woven into the narrative (p.254). It has to be kept in mind that the data which are being discussed here only display the opinions of a limited number of English teachers and can therefore not be generalised. However, the investigation and analysis might provide in-depth insight into teachers' thoughts and views on fictional literature in vocational English.

As mentioned, the last sub-chapters 4.3-4.3.7 will present and discuss findings from the interviews according to four overarching themes which emerged out of the analysis of the qualitative data from the questionnaire:

- Reports on classroom practises and usage of fictional literature
- Views on the role of fictional literature in vocational studies
- Perceptions about the future role of literary reading in vocational English
- Perceptions of *Bildung* promotion in vocational studies

Figure 2: Themes which emerged out of the analysis of the qualitative data

4.1. Results from the questionnaire

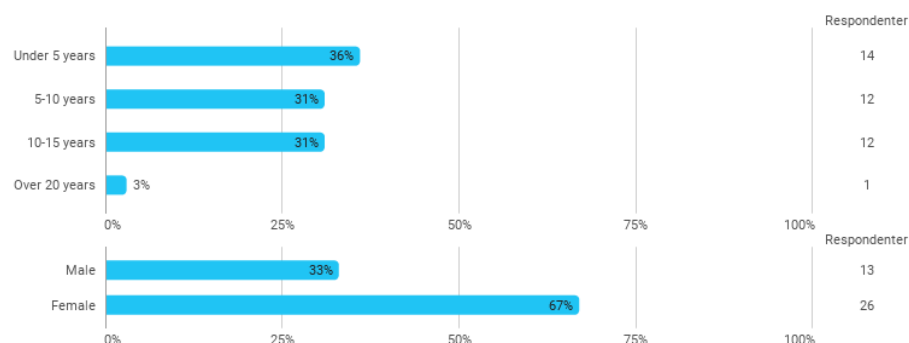
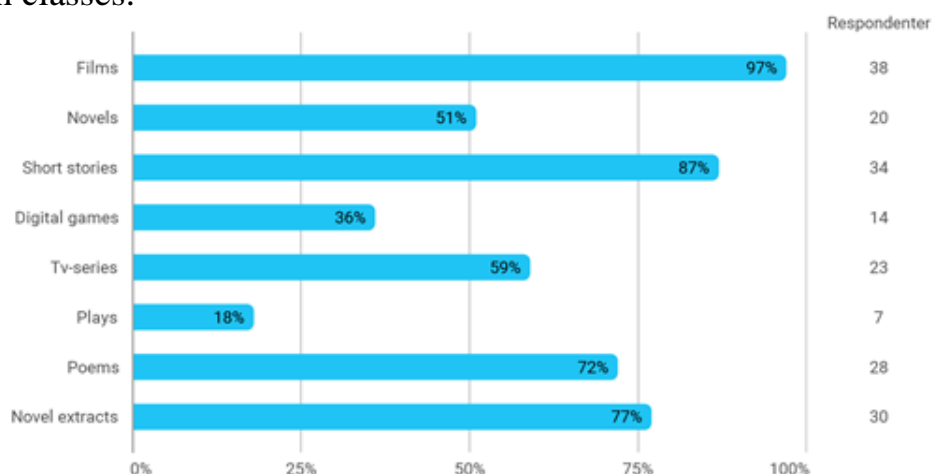


Figure 3: Results from the background questions asking about gender and active work years

The first part of the questionnaire contained two background questions concerning gender and active years working as teachers. These questions revealed that there were 26 females and 13 males who answered the questionnaire. The background questions were initially included to create more variables, but after consideration I chose to not explore the data material according to these variables as no significant trends or patterns could be identified in this respect. In terms of how long each of the participants had worked as an English teacher in vocational studies, the data showed that 36% had under 5 years' experience, 31% had between 5- and 10-years' experience, 31% had between 10 and 15 years' experience, and only 1 person had worked over 20 years. In other words, there was an even distribution of experienced and less experienced teachers among the participants in terms of how long they had taught vocational English.

4.1.1 The teachers' reports on their usage of and views on fictional literature in vocational English classes.



(Figure 4: Please tick off which types of English fictional literature you make use of in your vocational classes. Results from question 3 in the questionnaire)

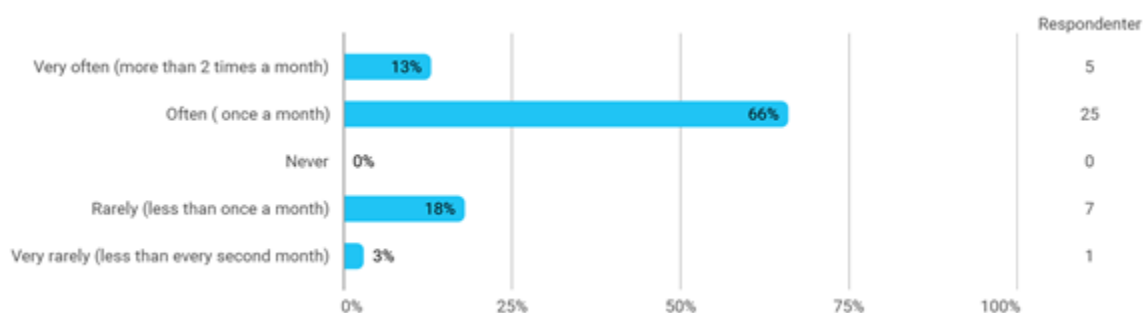
After the two background questions, the second section in the questionnaire consisted of questions related to what types of fictional literature the teachers make use of as well as questions concerned with potential challenges with using fictional literature in vocational studies. The first question in this section (Question 3) asked the teachers to indicate which types of English fictional literature they use in their vocational classes. The rationale behind the selection of genres emerged from the definition of fictional literature by Abrams (Abrams 1993, 64) mentioned in sub-chapter 1.3, where the fictional literature is understood as “any literary narrative, whether in prose or verse, which is invented instead of being an account of events that in fact happened”. With this definition in mind, I found commonly used literary genres for the participants to choose among. Nevertheless, this question should perhaps have included an “other” category so that the respondents themselves could have added other genres if they wanted to.

As one can see from Figure 4, most respondents ticked off at several genres: *films*, *short stories* and *novel extracts* were the most commonly reportedly used by the responding teachers. This finding correlates with findings from other research studies within the field which shows how *film* is a medium often popular amongst students as it is a multimodal text which many students engage through digital media (Lund, 2006a). Furthermore, previous research shows that adolescent learners have a preference for literature in which they can get involved and can identify with the characters. In other words, stories which they perceive as “real” and stories that “make them think” (Appleyard, 1991, p. 100). Film is a medium which can meet all of these preferences.

As seen in Figure 4, *plays* were definitely the least popular genre, and this might be linked back to the students' personal worlds of experience (Ziehe, 2001). Plays could be associated with

canonical texts, which are regarded as highly valued literary texts within the English-speaking cultures, for instance the plays of Shakespeare (Hoff, 2017; Fenner, 2018). To focus on canonical texts like Shakespeare, often in a pre-determined way, might be associated with the Material *Bildung* tradition and may be regarded as somewhat “old fashioned” (Fenner, 2018, p.19). Yet some readers may challenge this view by insisting that there are plenty of modern and current plays. Plays used be a highly valued form of literature, associated with what Kramsch (2006) calls big C culture (see sub-chapter 2.1.3), while the genre might have lost this prominent position due to the technological development. To read a whole play or a novel can be quite time consuming, which might be why 7 teachers reported using poems. *Films* might be recognized as a more accessible medium for both teachers to use and students to understand, and perhaps that is why teachers rank this genre of literature the most commonly used. For instance, a film usually lasts around two hours while in a book there can be several hundred pages and accordingly requires that more time is spent reading it. Furthermore, film is a multimodal genre as it includes both image and sound and this might contribute to make it more accessible to students as it is more familiar. In the reading process of a book, a certain level of imagination is required to interpret the characters and the plot. In films, many of the creative choices have already been made, the characters appearance and the settings are already decided.

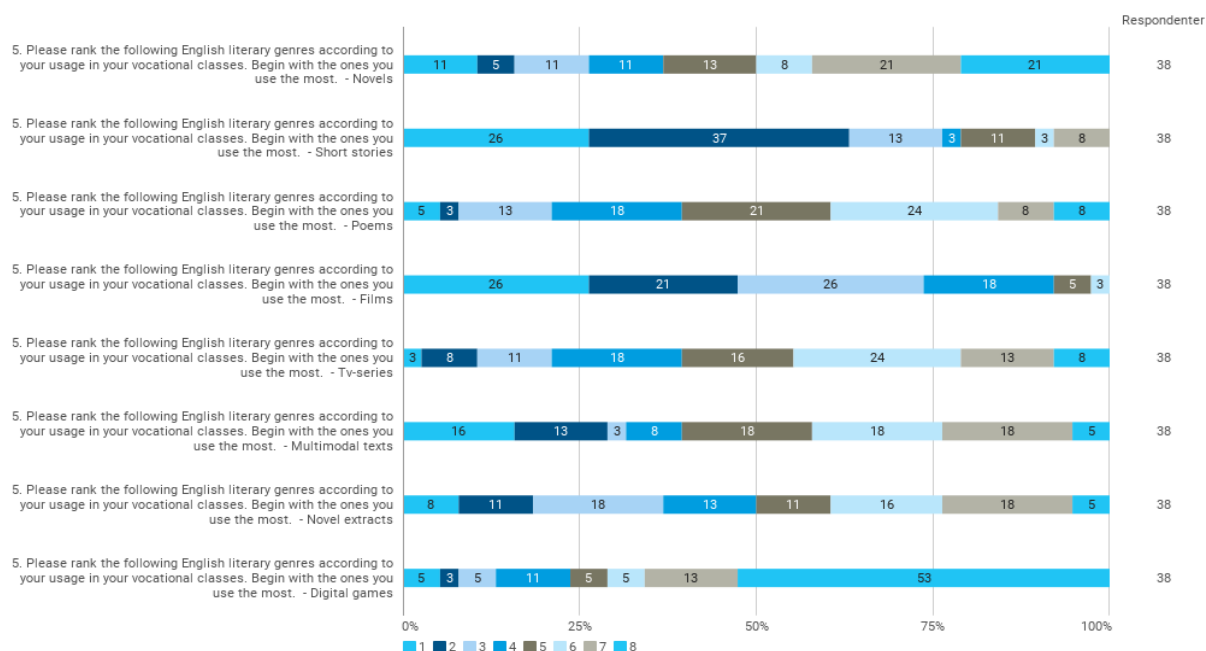
In short, teachers seem to make use of many different types of fictional literature, the most popular being *films* and *short stories* and *novel extracts*. In hindsight, the questionnaire should have included a question concerning the rationale behind the teachers’ preference in literary genres in addition to an “other” category so that the respondents themselves could have added other genres if they wanted to. This issue was discussed in the interviews sub-chapter 4.3.2.



(Figure 5: How often do you use English fictional texts in your vocational classes? Results from question 4 in the questionnaire)

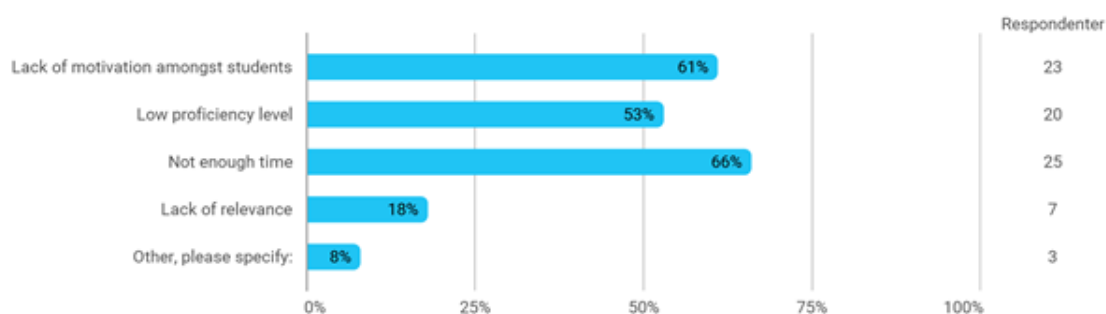
Question 4 was posed in order to gain information on how often the responding teachers believed they made use of fictional literature in their teaching in vocational studies. As one can see from Figure 5, not a single teacher selected the *never* alternative and only one chose *very rarely*. According to Borg (2006, p.91), there can be a tension between the teachers' beliefs and practices and this question only reveals their beliefs on how often they use fictional literature in their classrooms, not their actual classroom practises. Most teachers probably know that it is important to include all literary genres in their teachings, however, for a variety of reasons, might not prioritise this as much as other teaching materials.

According to Figure 5, a total of 79% report that they use this type of text 'often' or 'very often' in vocational English. In other words, this suggests that they believe that fiction is a relevant medium in vocational subjects. The categories for this question 'often' or 'very often' were created on the basis when the English subject in vocational studies was divided over two years. This structure led to few English lesson per week and consequently, the categories 'often' and 'very often' seemed adequate even though once a month and more than two times a month is not really that often. In sum then, according to this data material, most teachers report that they tend to use fictional literature often in their vocational studies and they also make use of several different literary genres.



(Figure 6: Please rank the following English literary genres according to your usage in your vocational classes. Begin with the ones you use the most. Results from question 5 in the questionnaire)

Question 5 asked the respondents to rank literary genres according to the frequency of usage in their vocational classes. The results were similar to question 3, the majority of the responding teachers put *multimodal texts* to be the literary genre they use the most in their vocational classes. The responding teachers might have interpreted the option *multimodal texts* differently as the category is unclear. In hindsight, this question could have been rephrased and the *multimodal texts* option been dropped as a number of the other response options are also by definition multimodal texts such as *films*, *tv-series* and *digital games*. Still, genres such as *films*, *tv-series* and *digital games* are genres commonly used in classroom due to their accessibility and popularity amongst students and therefore natural to include in this question. Figure 6 displays how *films* and *short stories* also were popular genres, and this might be seen in connection to teachers previous research (Habegger-Conti, 2015), where findings showed that teachers experience difficulty in getting their students to read longer fictional texts (p.106).



(Figure 7: What is in your opinion the main challenge of working with fictional literature in vocational studies? You can choose more than one. Results from question 6 in the questionnaire)

Question 6 asked for the teachers' opinions on what they considered to be the main challenges of using fictional literature in vocational classes. They could choose more than one option when they answered. Most teacher selected several options, and *not enough time*, *lack of motivation amongst students* and *low proficiency level* were the top three. Some of these issues have been investigated previously and teachers have reported how they find it challenging to work with literature as they worry about students not being able to read long texts (Habegger-Conti, 2015).

When this questionnaire was created, the English subject in vocational studies was structured over the course of two years and this might be a significant factor as to why 66% of the respondents reported that there was not enough time to (sufficiently) incorporate literature when teaching vocational English. 7 respondents answered *lack of relevance* and this is perhaps the most interesting alternative. Relevance was discussed in sub-chapter 2.3.3, but this answering alternative is ambiguous and could be interpreted differently by the respondents. Still, by answering lack of

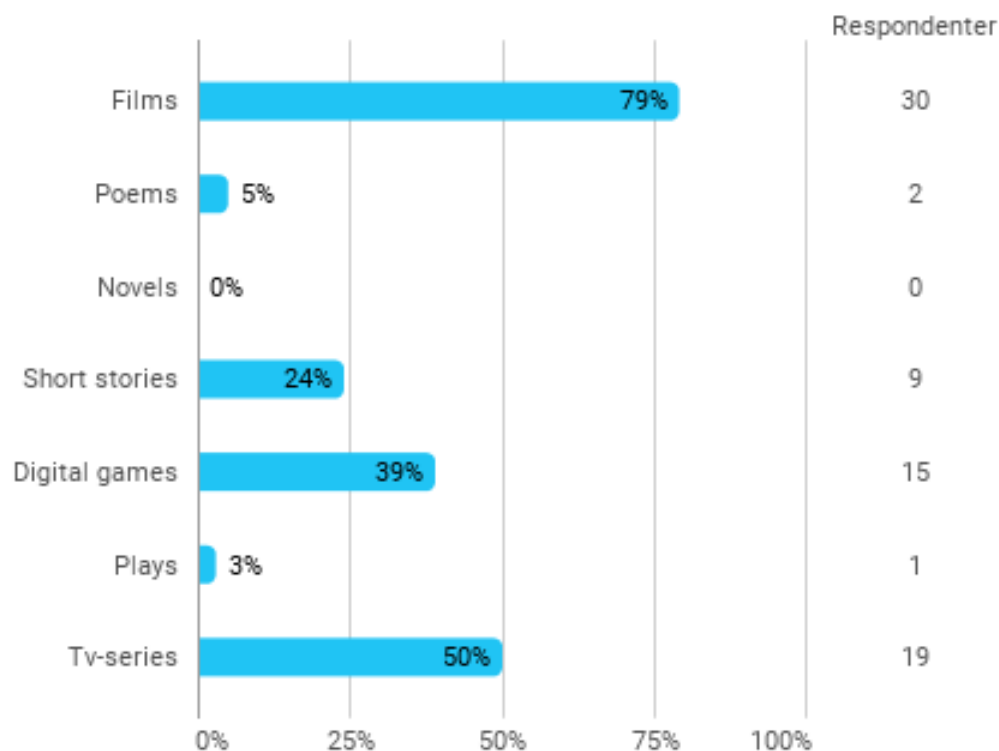
relevance, it may indicate that these respondents have a perception of vocational English as primarily being concerned with providing the students opportunities to read texts that are directly relevant to their future occupation. Hence, a possible interpretation of this finding is that they do not regard literary reading useful in this connection.

Three teachers provided answers to the “*other, please specify*” category in their own words:

- lack of novels that can be used for classes with very varying degree of proficiency.
- Depends on the type. They like films, TV shows and games. Reading? Not so much. In the latter case it's motivation.
- Not enough time to find and read relevant texts as a teacher.

The first respondent points to the challenge of finding literary texts which allows him or her to cater to the individual needs of the learners with varying levels of reading proficiency. Finding literary texts suited for everyone might be challenging, but according to Fenner (2018, p.231) the students can select their own reading material and not read the same story, but still talk to their peers about their experience. Fenner further stresses the importance that reading of literature does not always require technical analysis, although a certain knowledge of relevant vocabulary is necessary.

The second quote points to young learners’ preferences for digital multimodal literary texts and argues that they are not motivated to read traditional, print based literary texts. This respondent echoes the responses to the “lack of motivation amongst students”. This point of view has been brought to light in previous empirical research on the role of literature in Norwegian EFL classrooms (Habegger-Conti, 2015). The last citation is also reminiscent of two of the above answer categories as it addresses the pressures teachers are under when it comes to time and finding teaching materials that are relevant to the learners. This issue was further explored during the interviews in sub-chapter 4.3.2.



(Figure 8: “In your experience, what types of fictional literature tend to create most excitement amongst your students? You can choose more than one”. Results from Question 7 in the questionnaire)

In contrast to question 6 regarding challenges of using fictional literature, question 7 asked “In your experience, what types of fictional literature tend to create most excitement amongst your students? You can choose more than one”. The results from question 7, illustrated by Figure 8 show how the participating teachers reported that *films* (79%), *TV-Series* (50%) and *digital games* (39%) tend to create most excitement amongst their students. If one compares this to Question 5 regarding what genres the responding teachers report to use the most, they do match on the literary genre *films*. Both genres can be put within the multimodal genre which is now more present in the new curriculum with the specific mention of multimodal literary genres such as music, films and digital games in the competence aims (LK20). The inclusion of these new digital genres which students meet both inside and outside of school can be seen in relation to the aim of creating relevance expressed by The Norwegian Directorate for Education and Training (2019).

4.1.2 The teachers’ thoughts on the term “all-round development”

Question 8 was an open-ended question asking: “In the Core Curriculum, values of all-round development and Intercultural competence are expressed. Do you feel that the current competence aims (LK06) for the subject of English reflect these values? If so, why or why not?”

I did not use the term *Bildung* in the question as the respondents might not be familiar with this term. Instead, I chose the term all-round development which is the term used in LK06. These terms have previously been introduced and discussed in sub-chapter 2. It is important to note that the terms all-round development and Intercultural Competence were not explained in the questionnaire and therefore all the answers are based on the participants' own understanding of the terms. This question was included in the questionnaire to investigate the respondents' perceptions of the competence aims in relation to the terms all-round development and Intercultural competence.

The main trends emerging from the responses to Question 8 were that most teachers agreed that the competence aims reflected values of all-round development and Intercultural Competence. Many of the responding teachers answered a simple yes without explaining further. Several of the respondents indicated that they found the aims to be wide and therefore open for different interpretations. The teachers who disagreed claimed *lack of time* to be a challenge to go into enough depth for the aims to reflect values of all-round development.

Several respondents wrote how they found the competence aims to be wide and open, and consequently believed they are able to integrate different aspects of all-round development in their teaching. One teacher answered "the pupils are to reflect around their own learning, and there are some competence aims that touch upon culture specifically. Could definitely be improved and developed, though". With this comment, this teacher connects the students' reflection upon their own learning to *Bildung* development. A few respondents did not find the competence aims to reflect potentials for all-round development. One respondent wrote that there were "Too many competence aims to cover in short time" while another respondent claimed that "there is little time to read much fiction and that professional English was something this teacher prioritized as this is what is most interesting and important to the students". This statement could be linked to the ESP approach mentioned in Sub-chapter 2.3.4 in the sense that this teacher finds learning professional English to be important for vocational students, and could be achieved by learning relevant vocabulary.

Another respondent did not find the competence aims to reflect values of all-round development and IC, "because since the subject has been structured over two years with so many competence aims there hasn't been enough time to focus on one text or topic in any depth." In other words, this teacher is not happy with the structure of the subject and wants more time for in-depth learning. Along with the implementation of the new curriculum, came a structural change in vocational studies which might provide more time for teachers and learners to explore texts more in depth. The last teacher who did not find the aims to reflect potentials for all-round development, claimed that "These values can be found in the general/overriding part of the English core curriculum but could have been better implemented in the competence aims that follow." In other

words, this teacher points to an apparent dichotomy between the overarching aims for the English subject and the competence aims, potentially affecting both the frequency of usage as well as the way in which literary texts are approached in the vocational English classroom. This finding is of significance as the respondent reacted to the former competence aims in Lk06. This dichotomy between the overarching *Bildung* aims and the competence aims is even more visible in the new competence aims.

4.1.3 The teachers' views on the renewal of the English subject

Question 9 was concerned with the renewal of the English subject curriculum and the suggested competence aims related to culture, history and literature. It is important to note that this question was based on the draft from 16.09.2019 (which was only available in Norwegian) rather than the finalized and official version, however, all of the competence aims which are mentioned below ended up in the finalised curriculum. When designing this question, I only included the aims related to culture, literature and history as I wanted their opinions on these specific competence aims to try to gain information regarding their views on *Bildung* and all-round development. Accordingly, some teachers might find other competence aims more important or irrelevant. This question was designed to make teachers reflect upon the (then) new draft, and the responding teachers shed light on topics concerning literary genre, culture and relevance:

In the most recent draft from 16.09.2019 for the English subject in vocational studies by Fagfornyelsen, the following competence aims related to culture, history and literature have been suggested for the English subject in vocational studies:

1. *utforske og reflektere over mangfold og samfunnsforhold i den engelskspråklige verden ut fra historiske sammenhenger*
2. *diskutere og reflektere over form, innhold og virkemidler i engelskspråklige kulturelle uttrykksformer fra ulike medier, inkludert musikk, film og spill*
3. *lese, diskutere og reflektere over innhold og virkemidler i ulike typer tekster, inkludert selvvalgte tekster*
4. *beskrive sentrale trekk ved framveksten av engelsk som arbeidsspråk*

Are there any of the suggested competence aims above you find particularly important or irrelevant? If so, why? or why not?

Altogether, the vast majority of the respondents found all of the competence aims mentioned in Question 9 to be important. However, the responding teachers also had opinions ranging from the view that “the competence aims may be done relevant by picking the right texts” to the claim that the competence aims are “nearly impossible to reach”. Most of the responding teachers seemed pleased

with the competence aims as they found the aims to be quite open, but at the same time more precise. Some teacher saw the draft to be relatively similar to the former one, while many teachers did not elaborate and only answered yes.

Whereas most teachers agreed that competence aims number one, two and four were important, very few mentioned competence aim number 3 which was to “read, discuss and reflect on the content and language features and literary devices in various types of texts, including self-chosen texts”. The lack of comment on this particular aim might suggest that they do not find literary analysis to be a very important concern, perhaps prioritizing more reader-centered activities which emphasize the students’ personal response to the text (cf. 2.1.5). Furthermore, it is worth noting that the teachers have not commented on “self-chosen texts” even though they in both Question 6 and Question 7 in the questionnaire addressed the importance of using texts that the students find relevant and motivating. As mentioned in sub-chapter 2.3.3, one way of promoting motivation can be to support learner autonomy (Ryan and Deci, 2000).

What competence aims one, two and four have in common is that they are the competence aims which can easily be related to culture and history based on the formulation in the draft using these words explicitly. Intercultural competence is by several respondents recognised as an important aspect of the *Bildung* project in the Norwegian school system. They seem to be aware that in order to develop *Bildung* and Intercultural competence, students need to discuss, reflect and make up their own mind as well as being challenged (Hoff, 2018). To just read and be exposed to fictional literature is not enough. As mentioned, most teachers agreed that competence aims number one, two and four were important and one respondent illustrates this by claiming:

I believe that it is important to include this (meaning competence aim number 1) in the English curricula, if not the essence of the subject will be lost, in my opinion at least. The subject is a *Bildung* subject, and therefore it is important to include how people around the world live and work, and not just focus on our own country. (Appendix 9)

In this comment, this respondent links *Bildung* to learning about foreign cultures and people from all over the world. The respondent calls it the essence of the subject, and this is one example displaying how one teacher not only acknowledges, but strongly values, the *Bildung* aspect of the subject. According to the Scandinavian *Bildung* tradition the purpose of education is to foster personal growth in addition to knowledge and skills (Hoff, 2018). Today, *Bildung* is perceived as a dynamic process of socialisation creating students who are able to participate in society in a constructive manner (Aase 2005b; Eide, 2012; Fenner, 2018b, Hoff, 2019). Society today is

multicultural and knowledge about foreign cultures is necessary to be able to participate in society, just as this respondent claims.

Several respondents found the first competence aim “explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts” to be of the greatest importance. This competence aim might be connected to the term *Bildung* through the choice of verbs such as *explore* and *reflect* which are verbs connected to abilities linked to *Bildung* development, see sub-chapter 2.1. Also, by including the words *diversity* and *historical contexts* contributes to link this aim to aspects of *Bildung*. One teacher claims how “There is an increase of right-wing ideas among people in Europe. I would claim this is mainly because of lack of historical knowledge.” Another opinion expressed concerning the first competence aim was “The first one; because it is important to have knowledge about society, multiculturalism and history to understand the world we are living in and why people are the way they are or why there are conflicts etc.” Both of these comments demonstrate the teachers’ awareness of how important this aspect of the subject is, and in the new subject curriculum it is stated how the English subject shall contribute to prevent prejudices and help students open up to new perspectives (Department of Education and training, 2019).

The respondents were in general pleased with competence aim number 2: “discuss and reflect on form, content and language features and literary devices in cultural forms of expression in English from different media in the English-speaking world, including music, film and gaming” as this aim now specifically mentions digital, multimodal literature of a variety of genres. One teacher acknowledges that “Games have finally been given a place in the competency aims. This will do much for the pupils that traditionally choose vocational studies. Gaming has been a key factor in lifting boys' language and cultural skills.” With this statement this teacher seems to indicate that there is a difference between vocational and general studies. The questionnaire does not provide insight into whether the teachers perceive this difference to pertain to the learners’ motivation or competence level, or both, so this was something I wanted to investigate further in the interviews (Sub-chapter 4.3.6) However, this respondent’s comment illustrates the teachers’ general satisfaction with the fact that the curriculum opens up for the inclusion of “new” types of text which may be suitable for learners in vocational English classes.

One respondent points to the Departments of Education’s acknowledgement of the ongoing evolution of the literary genre by the implementation of digital games, films and music in competence aim number 2. The teacher writes “As the population reads less traditional literature, it becomes increasingly important to give students a framework to better understand newer forms of cultural expression (such as music, film and games)”. What constitutes traditional literature is

dependent on the teacher you ask, and for some teachers, traditional literature only includes printed texts such as novels, short stories etc., while others have a wider understanding of what traditional literature is. This printed form of fictional literature has had a prominent role in the English subject and how this role might be undergoing a change (Fenner, 2014). Another aspect of the comment is how the teacher claims that the population reads less literature, and this claim is supported by research showing how children and students read less printed literature outside of school (Habegger-Conti, 2015).

There has been carried out research concerning boys' language and cultural skills, and this research show boys use more oral English outside of school when playing video games etc. (Brevik et al. 2016), still, this type of text competence has not been appreciated and implemented explicitly in the English subject curriculum until now. Since the new aim now specifically mentions literary genres such as music, films and digital games, which can be viewed as more modern form of literature, some teachers might have to make use of new literary media and develop new practices to meet this new aim. This could present a challenge as many teachers are *Digital immigrants* (Prensky, 2001) and may not have grown up with the same digital possibilities as the students today, and This potential issue was investigated further during the interviews in Sub-chapter 4.3.6.

There were varying opinions on the fourth competence aim: “describe key features of the development of English as a language in working life”. Several respondents pointed to this as highly relevant as they found it important to understand the use of English as a work language. One teacher considered this competence aim to be the most relevant for vocational students in their future occupation. His experience was that “Pupils often think they will not need their English after school but are very often wrong.” Interestingly, this competence aim was also critiqued by two other respondents calling it “too vague” and claiming, “it makes little sense- should they learn how to describe English as a work language or actually learn about the English they need?”. This can be seen as an illustration of the diversity between the respondents in their regards to this competence aims. On the one hand, one respondent perceives learning work-related language to be the most important. In other words, he is concerned with the utilitarian purpose of the subject.

In sum then, the main trend emerging from the responses to *Question 9* in the questionnaire was that the teachers found the competence aims mentioned to be of relevance and all had different ways of making them relevant. There was a tendency among the respondents to find aim number 1 to be of most significance due to the wording which includes knowledge about society, multiculturalism and history. One teacher, for instance, illustrates this by claiming there is an increase in right wing ideas in society due to lack of historical knowledge. Therefore, the teachers found this aspect to be important as they recognise how their students are expected to participate and

function in a multicultural society and consequently need abilities to think critically, be compassionate and to learn to participate in a society with disagreement. All of these abilities can be tied to Intercultural competence. In addition, students need help to understand and to help to prevent prejudice arising by providing historical knowledge. Finally, most of these thoughts are articulated in the overarching aims in the ‘Relevance and central values’ section of the English subject. Accordingly, the responses to question 9 reveal how many teachers are aware of the more elusive *Bildung* aspect articulated in Core curriculum and the ‘Relevance and central values’ section of the subject.

4.1.4 The teachers’ opinions on statements regarding the English subject

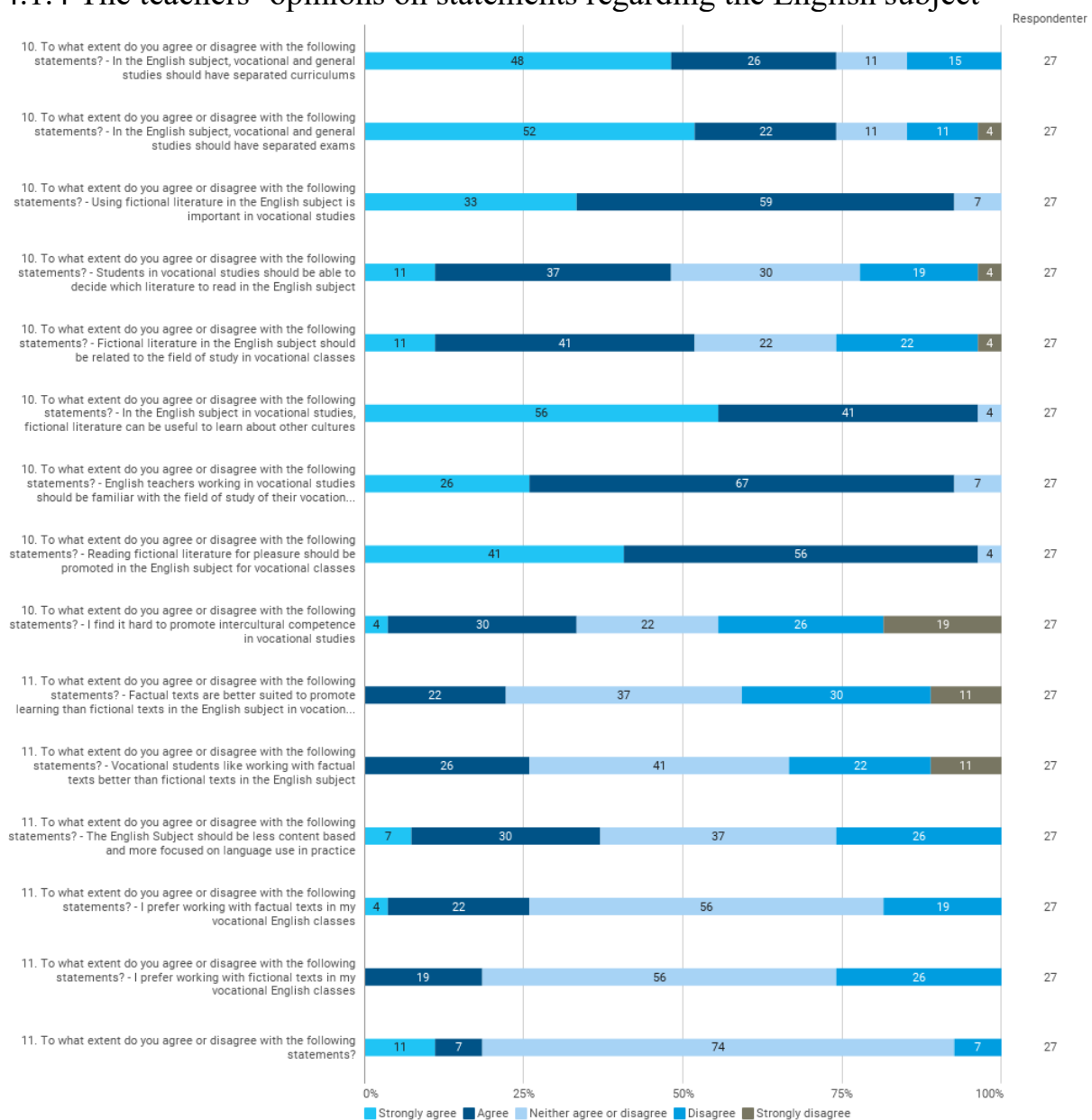


Figure 9: To what extent do you agree or disagree with the following statements? Results from Question 10 and 11 in the Questionnaire.

Questions 10 and 11 consisted of a scaled set of 14 statements ranging from strongly agree to strongly disagree. Some of these statements could be read as a rephrasing of earlier questions and some statements included elements from several of the previous questions in the questionnaire. Other statements had to do with exam evaluations, preference of working with factual or fictional texts and thoughts on which of them was best suited to promote learning. The findings from *Question 10 and 11* show how 52% strongly agree and 22% agree that the separation of exams for vocational and general studies is a positive thing and this issue was elaborated on during the interviews. Another interesting finding from *Question 10 and 11*, is how all responding teachers find using fictional literature in the English subject important in vocational studies. As discussed in sub-chapter 1.6, by agreeing to this statement, they do not reveal any information concerning their own use of fictional literature in their own vocational classrooms. In connection with this, it is interesting that almost half of the respondents (41%) also agreed that fictional literature in the English subject should be related to the field of study in vocational classes alongside the 11% who strongly agreed to the statement. There were 22% who disagreed with this statement. This suggests that a majority of the respondents might primarily be concerned with the utilitarian purpose of the subject rather than more overarching *Bildung* aims related to the learners' personal growth. This view can further be linked to the statement "The English subject should be less content based and more focused on language use in practice". To this statement 30% agreed, 7% strongly agreed, 37% neither agreed or disagreed and 26% disagreed and this variation confirms that the balance between the instrumental aims related to language use and the more content-based aims is something teachers have varying opinions about. To the statement "I find it hard to promote intercultural competence in vocational studies", 45% does not find this aspect of vocational English teaching to be hard, whereas 34% do find it challenging. As mentioned in sub-chapter 2.1, intercultural competence is part of the overarching aims of the English subject as all students need abilities to communicate effectively across cultures. How the respondents interpret the term intercultural competence might affect their response as this term was not defined within the questionnaire. To the statements "I prefer working with fictional texts in my vocational classes" and "I prefer working with factual texts in my vocational classes" 56% answered neither agree nor disagree on both statements. Perhaps the most interesting finding related to these statements, however, is that 26% preferred working with factual texts, whereas 19% preferred working with fictional texts. This finding display that the teachers show a slightly preference for factual texts, even though they were quite consistent with their 56% who neither agreed or disagreed.

The respondents did not quite agree to the statement that students should be able to decide which literature to read in the English subject in vocational studies. One respondent stands out by strongly disagreeing. The remaining of the teachers (37% agreed while 11% strongly agreed) agreed to letting students choose their own fictional literature to read, and this view was reinforced and elaborated on by one of the teachers during the interviews in sub-chapter 4.3.5. All responding teachers agreed to or strongly agreed to the statements “fictional literature can be useful to learn about other cultures” and “reading fictional literature for pleasure should be promoted in the English subject for vocational studies.” According to Fenner (2018), “literature in the English classrooms is primarily read in order to develop intercultural competence” (p.232). This has to do with the fact that former curriculum, LK06/13, emphasized the role of fictional literature in relation to intercultural learning with notions that reading fictional literature can “promote a deeper understanding of others and of oneself” (LK06/13). However, information to support this was not given in the questionnaire.

The next question in the questionnaire, Question 12 was also an open question where the respondents had to answer in their own words. This question was related to the curriculum renewal and asked the respondents: “What do you think could be positive and negative aspects of the intended “slimming down” of the competence aims in the English subject according to Fagfornyelsen, especially for vocational classes? The findings indicated that there was a divide among the respondents in terms of how they regarded the “intended slimming down”. Whereas several expressed positive aspects such as “more time”, “greater leeway in choosing content” and “less rushing to finish the competence aims”, others pointed to negative aspects such as “the cultural aspect might suffer” and that “many former competence aims are conjoined with a comma”. A couple of respondents also questioned the statement as they did not find there to be an actual “slimming down” of the competence aims.

Among the positive aspects mentioned, several of these had to do with time aspect which has been mentioned in answers to previous questions as well. One respondent claimed that if the aims were to be slimmed down, it would provide “more time to delve into the subjects thoroughly” while another emphasized that there would be “less content to focus on”. Again, the respondents stress how they find there to be too little time to cover all of the competence aims. In addition, their answers indicate that they have wished for more time for in-depth study which could be linked to the new prominent concept of in-depth learning now visible in the new curriculum. In-depth learning can be defined the gradual development of knowledge and lasting understanding of concepts, methods and contexts in subjects and between subject areas (Norwegian Directorate for Education and Training, 2019). For this to happen, both students and teachers need “more time to delve into the subjects thoroughly” as pointed out by a responding teacher. All of these statements reveal the respondents’ preference for a

less content-based curriculum. They emphasize how this would open up more opportunities for in-depth learning and how they hope more time and space will help them adjust their teaching in a more vocational direction. One respondent doubted the “slimming down” would have any profound effect on vocational classes and instead emphasized that “moving the entirety of the English course to a single year will be a massive improvement in giving me the opportunity to adapt my lessons to my students' needs.” In other words, this respondent was more concerned with the structural change which is also a part of the new curriculum. The main negative aspect brought up by the respondents was that they believed the draft to look like a summary of the former aims and that they found them to be difficult to understand. This respondent illustrates this view by claiming “reforms with the intent to slim down and cut away mostly ends up adding confusion and a lack of clarity in intent instead.” This view represents a contrasting view to the previous respondents who found the new aims to be clearer and more precise.

Another respondent further nuances the issue when he claims that “the cultural aspect might suffer”. This might indicate that he perceives there to be less focus on the cultural dimension of the subject in the new competence aims and views this a loss for the English subject. The cultural aspect can be linked to *Bildung* and IC which is part of the overarching aims of the subject. In other words, with a slimming down of the competence aims, this teacher is afraid that the aims which can help achieve these aims might be cut for the benefit of other aims. The last negative aspect pointed out by the respondents was the fact that it might be “more difficult to find common ground during exam evaluations, where the teacher may have focused on other topics than the external examiner”.

Altogether, the respondents pointed to both positive and negative aspects related to the new curriculum draft, but seen as whole, the majority were positive to the proposed “slimming down” of the competence aims. Several considered the aims to be broader than before, and this was seen as both a positive and a negative aspect. For those who saw it as positive they found that it would give teachers more time to delve into the subjects thoroughly, while those who viewed this to be negative found that broader aims required more time to fulfill and would therefore be more difficult. Another positive aspect expressed was that the proposed “slimming down” allowed teachers to go more into-depth and give teacher more freedom when choosing content. The respondents expressed several interesting concerns, one of them being difficulty to find common ground on exams. Another concern was how several of the teachers did not quite see the “intended slimming down” of the competence aims. The fact that the teachers had so different opinions to this question, triggered more questions and this was something I wanted to explore further in the interviews.

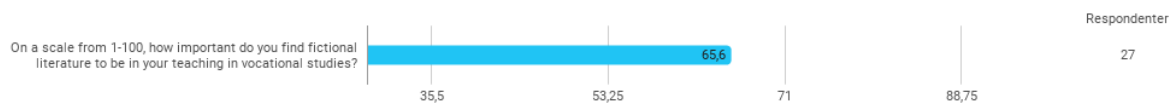


Figure 10 : On a scale from 1-100, how important do you find fictional literature to be in your teaching in vocational studies? Results from Question 13

Question 13 asked the respondents on how important they find fictional literature to be in their teaching in vocational studies. Figure 9 displays how the teachers responded, and on average, they believed fictional literature to be 65,6% important in their teaching in vocational studies on a scale from 0 to 100 %. This indicates that literature has a quite prominent role in their teaching of vocational English, which aligns well with what the respondents have already reported about their views and perceptions on their use of literature in vocational studies.

4.1.5 General trends from the questionnaire

The general trends from the questionnaire might indicate that the responding teachers do find the use of fictional literature to be of importance in vocational studies, although they find lack of time and motivation amongst their students to be the main challenge. The most commonly genres of fictional literature used were *films*, *tv-series*, *short stories* and *novels*. These were also the genres the responding teachers believed sparked most enthusiasm amongst their students. Moreover, several of the responding teachers also stressed the importance of aiming their teaching towards the vocation and interests of the students. Also, helping their students to prepare and pass their exam was a goal expressed by several teachers.

Time was mentioned as issue in *Question 6, 8 and 12* in the questionnaire. In both *Question 6* and *8*, lack of time was reported to be challenge by the teachers, whereas in *Question 12* regarding the intended slimming down, the teachers expressed hopes that more time would help with creating relevance to the vocation of the students. The consequences of lack of time according to the participants is that reading literature is not prioritized as it might not be regarded as relevant as other aims. Furthermore, they perceived lack of time to make it less possible to deal with texts in depth, which is necessary to promote both *Bildung* and IC (Fenner, 2018; Hoff, 2014). The teachers also pointed out that more time would help them adjust their teaching in a more vocational direction. This

shows how important the teachers find the vocational aspect of the subject to be, and perhaps that when the teachers feel like they lack time they do not prioritise reading fictional literature.

The responding teachers expressed various views regarding the potentials for all-round development inherent in the competence aims, some arguing that the aims expressed values of all-round development, while others pointed to an apparent dichotomy between the overarching *Bildung* aims of the subject and instrumental competence aims. To the questions regarding the subject curriculum renewal, most teachers found the aims to be quite broad and open for interpretation, and therefore had few strong opinions on the renewal. To the question regarding the intended slimming down of the competence aims in light of the renewal, the general response was that they would prefer it if there were less competence aims which could give them more time to focus on each aim. Others did not agree that there was a “slimming down” and believed it to be a conjunction of the former aims. To conclude, this fraction of the respondents did not seem to believe that the renewal would be a very significant change and that they could continue their practice in the subject as before.

4.2 Issues that will be explored further

The questionnaire provided some insight into how teachers report on their usage of and views on fictional literature in vocational English as well as the renewal of the curriculum but in order to get a more in-depth understanding of how the teachers perceive their use of fictional literature to teach vocational English, it was necessary to investigate this further.

As discussed in sub-chapter 2.2, with the renewal the vocational aspect is arguably now more visible through the separation of general and vocational studies as well as a focus on work-related language and materials specifically written in the new competence aims. Accordingly, the *Bildung* aspect might get lost if the focus of the English subject is mostly on the vocation of the students, which may potentially affect the extent to which they are given opportunities to work with fictional literature which can expose them to other cultures and lays the ground for discussions within the classroom. This issue will be discussed in more depth in sub-chapter 4.3.1. Furthermore, in the questionnaire, the teachers provided answers to what they believed to be the main challenge of working with fictional literature in vocational classes, as well as what types of literature their students tend to be the most excited about. Amongst challenges, the teachers mentioned time, lack of motivation and lack of relevance to be the main challenges. To investigate what the teachers see as relevant for vocational students was something which could be elaborated on during the interviews. Another issue which was not explicitly examined in the questionnaire was if the teachers have the

Bildung aspect in mind when they work with fictional literature in their teaching. In the questionnaire, the teachers provided information on a surface level and to gain a deeper understanding it was necessary to investigate this further during the interviews.

4.3 The qualitative interviews

This section will present and discuss the data collected from the three qualitative interviews. All three teachers provided answers which allowed for more insight into how teachers think about fictional literature in vocational studies. In the first section, I will introduce the interviewed teachers. Next, the findings will be discussed according to themes, beginning with the teachers' reports on their classroom practices related to fictional literature. This is followed by their views on the role of fictional literature and relevance and motivation. The renewal of the English curriculum is discussed in sub-chapter 4.3.5, followed by their perceptions of challenges of working with fictional literature. Finally, their views on fictional literature and *Bildung* and IC are discussed.

4.3.1 Presentation of the interviewed teachers

Teacher 1 had worked as a teacher in vocational studies for over ten years and taught both general and vocational studies. In the questionnaire, Teacher 1 reported the use of fictional literature in vocational classes to be vital at the same time as he hoped vocational studies were heading in a less theoretical direction (Appendix, 5 p. 114). Teacher 2 had worked as an English teacher for over ten years at the same school as Teacher 1. Teacher 2 displayed his attention to the utilitarian purpose of the subject as he reported about his focus on creating relevance and expressed a wish to change the end-of-year exam in a more practical way for vocational students.

Teacher 3 worked at a different school than Teachers 1 and 2 and had over 20 years of experience as a teacher. Teacher 3 stood out from the other teachers in the questionnaire by being negative towards the use of digital games and letting students choose their fictional texts. Moreover, Teacher 3 displayed notions of *Bildung* with his statements regarding literature use in vocational studies which will be discussed further.

4.3.2 The interviewed teachers' reports about their classroom practices related to fictional literature

All three teachers reported that they made use of fictional literature in their vocational classes, and as expected, they reported having different classroom approaches. Teacher 1 described how he uses fictional literature in his classes sometimes by having a book project or going to the theatre (Appendix 5, p. 114). During the interview, Teacher 1 supported the use of digital games. He experienced that digital games worked well in his class and was pleased that this text type was now explicitly mentioned in the new competence aims. For instance, Teacher 1 argued that including games is “[...] good because it’s a cultural phenomenon which is, which will just keep on expanding [...]” (Appendix 5, p. 116).

In contrast, Teacher 3 was not fond of digital games and felt he took away the fun of gaming when he tried to implement it in his teaching. However, he did perceive how so-called gaming could be good for oral development, but not give much practise in terms of reading longer texts (Appendix 7, p. 125). Teacher 2 did not bring up digital games during the interview but came with examples of his use of fictional literature when he talked about how he combines short stories with YouTube clips to create more relevance for his vocational students (Appendix 6, p. 119).

Furthermore, Teacher 2 reported that his focus was on work-related texts whereas Teacher 3 described how he made use of different forms of literature including films, poems and science fiction novels in his vocational classes. Teacher 3 informed on his usage of fictional literature by saying how he “at the beginning of each year see what kind and how much literature students can hold (Appendix 7, p. 128)”. With this comment he displays his perceptions concerning the importance of literature and that his rationale behind choosing literature is based on his students’ interests and proficiency level.

4.3.3 Views on the role of fictional literature in vocational studies

In addition to giving information on their classroom practices, the interviewees also provided their perceptions concerning the rationale behind their choice of fictional literature. Their rationales for text selection can be linked to how they view the role of fictional literature in vocational studies which was a question discussed during the interviews.

One main finding is how Teacher 1 and 2 both have in common that they find their vocational students to be less motivated for the English subject and consequently strived to find texts which could motivate their students (Appendix 5 and 6). Whereas Teacher 1 emphasised a more *aesthetic*

view of literature (cf. Rosenblatt, 1995) and wanted to promote joy of reading also outside of school, Teacher 2's rationale behind text choice was to find suitable and relevant texts to promote students' motivation for the subject and for them to see how relevant the English subject is for their future vocation. Furthermore, Teacher 2 claimed that the most important aspect for his vocational student was to:

[...] manage in life you know, there is no way today you can get away from using English in the workplace whether it is with customers or co-workers and it is important to be able to use the language in a way to talk to these groups then, and that means kind of, having to learn the terms needed to do the job (Appendix 6, p. 120).

In other words, he focused on the importance of learning the target language to be able to communicate in their future life but did not seemingly prioritise the cultural aspect and development of intercultural competence. This was echoed by Teacher 3 who also claimed students "need to know the language up and down and you need to be able to do things quickly and just to give a response to what happens in the classroom" (Appendix, 7, p.127). Both display a communicative approach to the English subject where the focus is on the students' abilities to communicate.

4.3.4 Relevance and motivation

The interviews provided a deeper understanding of the term relevance than the questionnaire provided. All three teachers focused on relevance in their vocational classes but interpreted the term quite differently. According to Norwegian educational researchers, relevance in an educational setting is concerned with "all students experiencing that their experiences, needs, and interests are linked to the use of English both in and outside the classroom, in the connection between the virtual and the real world" (Brevik et al. 2020). Creating relevance was something all of the three interviewed teachers had in common as a rationale behind their selections of texts. As mentioned in sub-chapter 2.3.3, relevance can be put in four dimensions: Societal, personal, vocational and youth dimensions (Stuckey, Hofstein, Mamlok-Naaman, Eilks 2013). The interesting finding from the qualitative interviews is how the three teachers interpret the term differently and include different dimensions.

In the past, relevance has often been linked to aiming the teaching in a vocational direction and this view was shared by Teachers 1 and 2. With the curriculum renewal, the new English subject emphasises that students should experience that learning English is relevant for professional and

social life and the youth culture they identify with (Brevik et al. 2020). Teacher 1 seemingly tried to aim his teaching so his students experienced relevance in several of the dimensions by aiming his teaching at the interests of the students both in and outside of the classroom, bringing in the virtual world to the classroom by including digital games. With this approach, he aimed to create relevance to their youth culture in addition to their vocation. Moreover, he was eager to reach his students on a personal level by inspiring to read literature for pleasure (Appendix 5, p.111). Teacher 3 seemingly wanted his students to have impactful experiences working with fictional literature and to achieve this he expressed the need to pick out the literature himself. With this approach, he has full control to frame his teaching in what he perceives to be within a meaningful context, while he at the same time deprives his students of the possibility to choose their own learning materials. It is interesting that he claims he wants to motivate his students when theory on learners' autonomy claims motivation can be enhanced by giving students freedom of choice in learning materials (Ryan and Deci, 1985). It is not to say that freedom of choice in learning materials is the only way to enhance motivation, motivation can be enhanced by allowing group work, giving positive feedback or connect the choice of learning materials to the students' interests.

Unlike the other two, Teacher 3 was more sceptical at aiming his teaching with too much focus on the vocation as he had experienced that many of the vocational texts did not motivate his students. This can be seen in relation to the national reports from the FYR project where they have concluded that both students and teachers believe that vocational education is not necessarily perceived as relevant (Iversen et al., 2014; Stene et al., 2014). Instead, he focused on giving his students personal experiences through literature which they could relate to their lives outside of school. One could therefore argue that he had a focus on the personal dimension of creating relevance which again can be tied to *Bildung*.

Teacher 2 displayed an emphasis on creating relevance for his students and this can be connected to *Contextualisation and Participation*, which are two main principles in vocational studies (Hestetraet & Ørevik, 2018, p.330). To make sure everybody knows the purpose and objectives of what goes on might enhance the students' motivation, and this was something Teacher 2 found to be necessary. When asked during the interview of which texts he used most in his vocational class, Teacher 2 answered "I started using, trying to use, texts that are relevant to you know, whatever study that they are doing" and continues by saying "I try, you know relevance is very important cause I see the motivation of the students, it grows, it's there when you do something they feel is relevant for the course (Appendix 6, p. 120)". Teacher 2 here argues that if teachers help their vocational students find relevance to their lives, this might enhance their motivation for the subject as they find it useful. This corresponds with central theories on relevance and motivation

(Brevik, 2016, Freire 1974). One interpretation of the statement is also how Teacher 2 seemingly focuses mostly on creating relevance to their profession with the choice of words saying “relevant to whatever study that they are doing”. This word choice suggests that Teacher 2 focuses on the vocational dimension of the relevance term.

Promoting motivation amongst vocational students has been an important aim for English teachers working in vocational studies (Hestetraet & Ørevik , 2018, p.317). Research shows, for example, that students' involvement increases when teaching includes activities and topics that can be explicitly linked to their life (Brevik, 2016). According to Hestetraet & Ørevik (2018), most vocational learners recognise the importance of learning English and are therefore highly motivated to learn English (p.317). This view was challenged by Teachers 1 and 2, who experienced that there was a difference in motivation amongst their general studies class and vocational class. Both teachers found the vocational students to be less motivated for the English subject (Appendix 5 and 6). This finding is compelling and implicates how there can be a gap between theory and practice. In addition to how they use literature in their teaching in vocational studies, the teachers were also asked about the role they believe fictional literature plays in the English subject in vocational studies. The role of fictional literature as it is outlined in the English Subject Curriculum can be open for interpretation, and that is why I wanted to investigate how working teachers interpret this and if they present the same views. It is worth noting how their classroom practices which were discussed in sub-chapter 4.3.2 may be influenced by the way they view the role of literature.

The interviews' findings confirmed that teachers interpret the curriculum differently and emphasise different aspects of the curricular guidelines. The findings suggest that all three teachers find the role of fictional literature to be of importance in vocational studies. In response to the questionnaire, they all indicated that they preferred to work with fictional texts in their classes, and when asked directly on his views on the role of fictional literature in vocational studies, Teacher 1 answered that literature

has a pivotal role to play. Twofold. Firstly, I believe, firmly, that students should be, again, exposed to literary text from both canonical literature, but also newer literature. Just for the pleasure of it, just to appreciate, to foster an appreciation for literature. And secondly, also to hopefully be inspired to some creative writing themselves (Appendix 5, p. 109).

In other words, Teacher 1 finds fictional literature to be of significance, and his emphasis on reading for pleasure can indicate that he has an aesthetic view of fictional literature (cf. Rosenblatt, 1995). Furthermore, Teacher 1 seems to focus more on the emotions the literature evokes in the

students than on the content of the text. In this statement, Teacher 1 also expressed how he hopes fictional literature can inspire students to do some creative writing themselves. Teacher 2 was not asked directly during the interview of his opinion on the role of fictional literature. His responses to the questionnaire indicated that he regarded fictional literature to be significant. However, his answers on this subject are limited. When Teacher 3 was asked about this topic, he answered the following:

It is always character development when you see how a person in a difficult situation is able to navigate and stay true to their own conscious or feeling of what is right. And I feel that is a much more interesting level of narration than the “who has got the biggest gun”, that’s not a very interesting story really, but the story of how are you able to kill your own devils, that’s fascinating and I think if it is done right, the student are really gripped by good character stories where the main character or other show how they navigate and how they develop and mature into being able to not just being able to take care of themselves, but take care of their close surrounding like their family, village or..(Appendix 7, p. 126).

With this statement Teacher 3 touches upon both *effereent* and *aesthetic* reading mentioned in sub-chapter 2.1.5. Efferent reading focuses on the content, the development of the story and its meanings (Fenner, 2014, p.223). For example, “who has got the biggest gun” can be interpreted as a so-called “comprehension question”, ie. a question that checks that the learners have understood what happens in the text and the answer to which can be found in the text. When working with fictional literature, authentic questions need to be asked, ie, questions which engender answers that are not predetermined (Fenner, 2014, p.230). Furthermore, Teacher 3 mentioned “how are you able to kill your own devils” which seems to be much more of a personal and philosophical question linked to aspects of the learners’ own lives in response to the literary character’s experiences. This is more in line with an *aesthetic approach* where the aesthetic reading process emphasises the feelings evoked in the reader by more formal characteristics of the texts (Rosenblatt, 1995). The last part of his statement with the notion that the text can “show how they navigate and how they develop and mature...” can also be linked to the concept of *Bildung*. Young people are in search of an identity and reading about literary character with experiences different from their own can help them develop their own identities (Appleyard, 1991, p.97). Moreover, when the literature read in the classroom represents a culture different from their own, it can expand the students understanding of the others’ point of view (Hoff, 2018). Teacher 3 continues his statement with “if it is done right the students are really gripped by good character stories” and his choice of words “if it is done right” suggests that he

believes there are several ways of working with literature, not all of them good. In the classroom, students learn through social interaction and through communication about the texts the students will become aware of their own strengths and shortcomings in interpreting the text by listening to their classmates and through them discover new aspects of the text through interpretations by them (Fenner, 2014, p.230).

To conclude, this quote might be interpreted in a way to assume that Teacher 3 finds fictional literature to be a suitable promoter of learners' empathy and identification with individuals from foreign cultures (Bredella, 2006) due to its open and undetermined form (Kramersch, 1993). He also displays his awareness that it is important *how* one works with literature as well. As a result of this statement, one could argue that Teacher 3 understands fictional literature to play an essential role in the English subject for vocational studies. Furthermore, he displays his awareness of the significance of *how* teachers work with literature is important and the potential impact this can have on the students.

4.3.5 Views on the renewal of the English subject curriculum for vocational studies

The questionnaire shed some light on the teachers' perceptions of the renewal of the subject curriculum, but this subject was something the interviewees could elaborate more on. The findings from the qualitative interviews confirmed the information from the questionnaire where most teachers did not have a strong opinion regarding the renewal or the new competence aims, other than that they found the separation between the general studies and vocational studies to be a positive alteration.

All 3 interviewees were asked what they thought of the renewal of the English curriculum for vocational studies and if they found the competence aims to be more vocationally oriented. I showed them a draft of the new aims from The Department of Education and training and all of the suggested aims ended up in the finalised curriculum. All three teachers found the new aims to be quite open to interpretation (Appendix 5, 6, 7). Instead of focusing on the upcoming competence aims, Teachers 1 and 2 emphasised the end of year exam. They found it essential to change the written exam to better fit vocational students. As an illustration, Teacher 2 claimed, "I've been more occupied with the actual exam rather than the curriculum itself because I feel it is possible to make that relevant [...]" (Appendix 6, p. 120).

The next question related to the curriculum renewal was concerned with the competence aims and asked about how about how the interviewees perceived the proposed learnings aims as described in the curriculum draft (Appendix 4). At the time of the interviews, it seemed like there was less

focus on history and culture in the new draft as there were fewer competence aims related to history and culture than in LK06/13 discussed in sub-chapter 2.2.1 To focus less on the cultural aspect was something Teacher 2 found to be necessary as he was of the opinion that vocational and general students should have different learning outcomes in the English subject and thus required different ways of teaching:

if I were to kind of teach them the same way I would be wrong, so that's not preparing them for the future and that is what we are here for, so I agree that there should be more vocational, vocationally aimed, work aimed material for the vocational students and more to prepare students for studies in the general studies class (Appendix 6, p. 122).

With his emphasis and word choice that “if I were to kind of teach them the same way I would be wrong, so that's not preparing them for the future” he suggested how he finds there to be a different purpose for the two groups in terms of what they are going to do after upper secondary school, which again requires a different set of skills. Furthermore, his choice of words here suggests that he wishes the English subject to become more vocationally aimed and to use more work aimed material for the vocational students as he perceives this to be the best way to prepare the students for their future. One interpretation of this can be that Teacher 2 seems to emphasise their future occupation and not their future in a broader *Bildung* perspective. This statement was echoed by Teacher 1, who expressed sadness that he had to compromise on behalf of his subject. By compromising he perceived that many skills like reading canonical literature and the ability to write argumentative essays might not feel as relevant to the students and therefore teachers must sometimes subdue the academic ambition on their students' behalf (Appendix 5). Still, he agreed with Teacher 2 that there was a difference between the two groups and, therefore, they required different methods and learning materials. In other words, the views of both Teachers 1 and 2 align with the findings from the FYR-project where the vocational students report they wish for more vocational aimed training in the core subjects (Wendelborg et al. 2014).

Teacher 1 did believe there to be a greater emphasis on competence aims related to basic skills than before. He claimed the aims are more grounded in relevance to vocational relevance than they used to and thought this to be a good thing (Appendix 5, p.115). He nuanced his answer by claiming it was possible to see the intercultural aspect in some of the competence aims, but it was not front and centre (Appendix 5, p.115). This answer was followed up by a question on whether or not it was possible to come away with not using fiction literature at all in vocational studies, and to this, he replied that this is something he would never do and that “[a]lways aiming for practical tasks of

writing resumes, CVs, instructional manuals. It could be boring, and sometimes it's useful to break that up with what my subjects are good at and that's also giving them an aesthetic experience" (Appendix 5, p 116). Teacher 3 did not answer whether or not he found the draft to be more vocationally oriented than LK06/13 but looked at the list and talked about the aims he recognised as vocational oriented. He began looking at the list and claimed:

so this one is quite easy, the oral bit about the profession but the textual bit is difficult so that's quite consistent when we try to look at documents or texts from their work, they are too difficult and the language and the sentences are too long and the phrasing is too, there are too many adjectives and too many nouns and not enough simple verbs that will: what's going on here, so my main uhh... this is not..., my practice as a teacher, I don't use work related texts a lot because they are too difficult (Appendix 7, p. 128).

By the oral bit and the textual bit, Teacher 3 likely refers to the competence aims "listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations"(LK20). To put it another way, Teacher 3 finds the aims, which include working with or creating vocational texts, to be too demanding for his students, and due to complex language, he does not use work-related texts. The implication of this is that he does not educate his students to read work related texts, and therefore one must assume he uses other types of texts to gain knowledge of the language as he perceives this to be a better way to expand his students' vocabulary and general English competence.

Furthermore, the teachers were asked about whether they think the subject is headed in a new direction as a result of the curriculum renewal. The findings indicated a divide among the interviewees on this issue. Whereas Teachers 1 and 2 emphasised how they hoped the subject would move in a less theoretical direction, Teacher 3 seemed to highlight that even though the subject is heading in a particular direction, to be loyal to the competence aims, you will have to be disloyal to some of the others (Appendix 7, p. 128). In addition, Teacher 3 claimed that it was part of his job description to navigate through the list every year. He further contended that even though he continued using science fiction instead of work-related documents, his students would still encounter and learn functional English in those texts, which could be helpful in the work-related field (Appendix 7, p. 129). In other words, Teacher 3 did not seem particularly interested in changing his practice even though some of the competence aims explicitly mentioned using work-related documents. He perceived there to be "[...] so much interconnection in the language between being able to tell a story about life and the different levels that we have and the language that you use in

work-related documents (Appendix 7, p. 129)”. This view contrasts that of Teacher 2, who emphasises the need to create relevance by using and connecting the texts to the vocation of the students to enhance motivation (Appendix 6, p.120).

Concerning the new competence aims and the inclusion of more digital texts, Teacher 1 uttered how he feels EFL teachers should be interested in youth culture and how many teachers grew up in a different technological world than the students today. He mainly talked about digital games and how the inclusion of the word digital games in the competence aims is a good thing: “It’s good because it’s a cultural phenomenon which is, which will just keep on expanding, it’s one of the bigger, I think it’s bigger than the movie industry now (Appendix 5, p. 117)”. Research shows that gaming is a cultural phenomenon popular amongst boys and that many boys have a high level of English (Brevik et al. 2016). Teacher 1 exhibited his openness to youth culture and thus highlighted his interest in including his students’ interests as a teacher. He claimed several of his students identify themselves as gamers and that “I know that’s debatable sometimes that you shouldn’t always aim for the leisurely activities of the students that they’re interested in but I think that’s one way of hooking them and reaching out to them as well (Appendix 5, p. 111).” He believed digital games were an interesting form of narrative and mentioned he used the digital game *Assassins Creed*, which is historically based, while at the same time being action-driven. Using digital games, he added a multimodal dimension to the literature, enhancing the students’ motivation as many students engage through digital media (Hestetraet & Ørevik, 2018, p.322). This view was echoed by Teacher 2, who said he liked to combine the more traditional forms of literature like a short story with a multimodal text like a YouTube clip (Appendix 6, p.119). He elaborated on this by saying

I use documentaries, short Youtube programs where they talk about how to fix cars and what tools you need and so on and then at the same time, I do not use the textbook a lot, but for instance, in the textbook we have a text by Roald Dahl where he writes about driving the motor car talking about the past when his mother had just got herself a car and so, I combine different text then. I do similar things in all the groups that I teach, I try, you know relevance is very important cause I see the motivation of the students, it grows, it’s there when you do something they feel is relevant for the course (Appendix 6, p.120).

With this comment, Teacher 2 explains further how he combines different forms of literature by finding a common theme, in this example being motor cars, in order to enhance motivation. One interpretation of enhancing the motivation of the students could be that students today are *digital natives* and therefore fonder of digital forms of literature (Prensky, 2001). Many students use their

English skills daily to orient themselves online, play online games, consume English-language music, TV series, movies, news, and other impressions, and interact with others (Brevik, 2016b; Rindal, 2014; Simensen, 2010).

Altogether, Teacher 1 expressed sadness of potentially losing more of the cultural aspect of the subject but acknowledged that vocational English should have a more vocational approach. This was supported by Teacher 2, who believed focusing on vocational English was the best way to prepare the students for their future life. He emphasised how all students need to be able to speak English either in work-related situations or through studies, and therefore require a particular set of English language skills. This can be seen in relation to the EOP & EAP categories of the ESP approach (Munby, 1978). Teacher 3 found the new vocational-oriented competence aims demanding as he had experienced that vocational students struggled reading vocational material due to challenging language. Further, Teacher 3 perceived the draft to be a guideline and found it difficult to be loyal to all of the competence aims. Consequently, he had plans to continue using little work-related texts and continue his practise with science fiction instead. In other words, the interviewees' responses illustrate varied views on the curriculum renewal and indicate that it will affect their teaching practices in different ways and to a varying degree.

4.3.6 Challenges of working with fictional EFL literature in vocational studies

During the interview, the three teachers touched upon what they believed to be the biggest challenge when working with fictional EFL literature in vocational studies. The questionnaire also included a question about this issue, but the answers given in the questionnaire provided few details. In the interviews, the teachers were also asked if there were any types of literary text they deliberately steered away from in their EFL classes. The purpose of investigating their views on such issues was to provide more in-depth insight into potential challenges related to working with literary texts in vocational English. Similar to the results from the questionnaire, discussed in sub-chapter 4.1.1, the interviewed teachers answered motivation amongst students and variation in proficiency level as two of the main challenges. Teacher 1 argued that there was not much difference between the two and that the level within both general and vocational studies varied (Appendix 5, p.110). Teacher 2, on the other hand, noticed a more significant difference between her vocational classes and her general studies classes in terms of level and motivation. He explained that this might be since he taught the general studies class with the highest grades at the school (called "forskerklassen" in Norwegian). One interpretation of this can be linked to Self-Determination Theory mentioned in sub-chapter 2.3.3 where perhaps the students with the highest grades have a more intrinsic motivation for the subject,

whereas the vocational students might inhabit more have extrinsic motivation (Ryan and Deci, 2000). Teacher 3 only taught vocational studies and could therefore not say a lot on variation between the two study programs but agreed that difference in level of proficiency was a problem in his vocational classes. In response to the question of whether there were any literary genres they deliberately steered away from, Teacher 1 answered that he shies

away from some of the more difficult texts and I see that the, that these students they have quite, there's quite a range of proficiency in the class. So, some can read quite advanced literature or advanced language at least. While others struggle with quite basic English, so that's another issue (Appendix 5, p. 111).

Teacher 1 finds there to be range of proficiency within his classes, still he experience that many of his students have abilities to read quite advanced literature. Research show that many students are exposed to an increasingly extensive language influence via the media and travel activities. Many students use English daily, and some school students even choose English pronunciation according to the identity they want to present (Rindal, 2013). Due to this extensive language learning that occurs outside school, many students develop quite advanced language skills, but most often in informal, oral English (Hellekjær, 2012a; Hellekjær, 2015; Ibsen, 2004). The challenge for the teachers will therefore always be to find literary texts suitable for each student and this can be time consuming and demanding. Teacher 3 provided insight into both issues when he claimed that the main challenge of working with fictional literature was that there were many types of texts he could not use, often the more artistic or cognitive types of fiction, e.g., poetry (Appendix 7, p.124). By cognitive types of fiction, he might be referring to literature which might require technical analysis using appropriate literary terms (Fenner, 2018). In addition, he found it challenging to “get the students enthusiastic about it because the language is too difficult for them to grasp” (Appendix 7, p. 124).

Teacher 3 had a strong opinion that students should not pick out fictional literature themselves. While Teachers 1 and 2 reported that they tried to find texts aimed at the interest and vocation of their students, Teacher 3 claimed he often saw the work-related texts had too difficult language for his students (Appendix 7, p.128). Instead, Teacher 3 was more concerned with finding “good stories” for his students, and his experience was that the literary genre science fiction worked quite well in his vocational classes. He elaborated on this by claiming that in science fiction:

you have this element of, usually there is some kind of crisis, so you have this high level problem situation and then you'll often have some kind of special structure in the family situation, mid-level is also problematic and you have this good and there is and, in science fiction it is very typical that you have a special twist when it comes to character development, how the person develops cause they are put in extreme situations, and when you have these three layers of development or frames its.. um, the plot is often quite fast moving, so it keeps up the interest of the students, then, for me, that has become the go to thing when I want to develop students' grasp of written English because it doesn't just develop their reading skills, but also their writing skills, when we go through these stories [...](Appendix 7, p. 124).

In other words, Teacher 3 here gives his explanation for using science fiction in his vocational classes. He also indicated how he priorities the use of this fictional literary genre instead of other more work-related texts which the other teachers made use of. According to Teacher 3, layers of development in the text as well as a fast-moving plot are essential, on the grounds that such textual elements will help develop the students' knowledge of both reading and writing English. As previously noted, a consequence of this is that he does not necessarily follow up all of the competence aims since he spends more time focusing on science fiction instead of other work-related texts. With this approach, Teacher 3 has a different view than Teacher 2, who finds working with work-related texts important both to create relevance and enhance motivation. Teacher 2's main argument for this is his experience of how the students seem to be more motivated because they see that working with these texts can be relevant to their future careers. Teacher 3, on the other hand, turns to science fiction to promote excitement and motivation for his vocational students. In sum, then, all three teachers have different classroom approaches and believe in motivating their students for the English subject. Whereas Teacher 3 turns to science fiction, Teacher 2 finds using work-related material works well in his vocational classes. Teacher 1 is somewhere in between the two, balancing canonical literature and work-related texts.

4.3.7 *Bildung* and intercultural competence

The underlying principle of all education is *Bildung* (LK20). The school's assignment can be separated into the utilitarian purpose and principles of *Bildung* (see sub-chapter 1.1). This is presented as the dual mission of education but might be challenging for teachers to take into account both instrumental learning aims as well as the more elusive goal of *Bildung* in their teaching. During the interviews, this dual mission of instrumental learning aims and *Bildung* promotion was discussed

as I wanted to investigate whether and how the teachers' views on such aims might have an impact on their reported pedagogical approaches to fictional literature in the vocational EFL classroom.

The findings indicated a divide among the interviewees in terms of how they regarded this dual mission and if they had *Bildung* promotion in mind when working with fictional literature. Whereas Teacher 1 emphasised both aspects of the subject, Teacher 2 seemed to highlight the utilitarian purpose of the subject, finding it most essential to help his students to prepare for the future by learning relevant work-related vocabulary. When Teacher 3 talked about fictional literature and how using literature could teach students important life lessons, he displayed he had *Bildung* promotion in mind. He emphasised the personal development aspect with his focus on how compassion can be developed through reading and working fictional literature. Teacher 1 problematised this dual mission during the interview:

Hopefully, we will move in a less theoretical direction, because there will always be a debate about fending for our own in a way. We love our subject, right? So we would like to have as many aims as possible and then to have canonical literature, to be able to write argumentative essays and whatnot. And a lot of these skills might not feel that relevant to the students, so the challenge will always be to not compromising on the behalf of your subject and have academic ambitions on our students' behalf but to make it, not underestimate them, but make it relevant for them to see that this is a subject that I can excel in within my vocational, my choice of vocational study (Appendix 5, p. 113).

With this statement, Teacher 1 brings up the core of the conflict: he wants to have academic ambitions for his students as well as to make the subject relevant for their chosen vocation. When he claims that "a lot of these skills might not feel that relevant to the students" he might be referring to the skills related to *Bildung* which can be perceived as elusive and less important for students as they are not testable and regarded as more long-term aims.

Moreover, he brings up relevance, and how many students struggle to find relevance in being able to write essays and read canonical literature. However, it is not possible to generalise and say all vocational students lack motivation, in fact, according to Hestetreet and Ørevik (2014) many vocational students recognise the importance of learning English (p.317). One interpretation of Teacher 1's words, can be that he finds it is easier to skip the aims related to reading canonical literature and aims related to *Bildung* instead of the more instrumental aims which the students will be tested in through exams. Furthermore, he wishes his students to see that English is a subject they

can excel in and find English beneficial. This view can be linked to the utilitarian purpose of the subject, while at the same time be linked to *Bildung* promotion. To sum up, Teacher 1 recognises the importance of both instrumental learning aims and *Bildung* promotion but acknowledges that he might have to compromise on behalf of the underlying *Bildung* principle.

In contrast to this view, Teacher 2 was perhaps more focused on the utilitarian learning aims by concentrating on developing basic skills by practising reading and writing vocational-oriented texts such as CVs and manuals. In other words, notions of *Bildung* were not as apparent in his statements as an emphasis on the utilitarian skills needed to function in a workplace. The main argument for this approach was that he perceived that his students lacked motivation for the subject and that he perceived the subject to serve different purposes in the context of general and vocational studies, respectively. This was reflected in his claim that "I think that it should serve a different purpose because we have two different groups, one is going to go out to work straight after school here, and the other one is aiming towards studies (Appendix 7, p. 121). This view was echoed by Teacher 1 but not as clearly expressed by Teacher 3. However, as pointed out by both Teachers 1 and 2, the competence aims are relatively open and allow the teachers to quite freely make decisions and give room to include elements from both. When asked if he had *Bildung* in mind while teaching vocational classes, Teacher 1 claimed it was not front and centre when he taught vocational classes:

II: Yeah. And I try to ground it more than I would do in International English where it's more complex themes and the competency aims are more complex. So I guess that's the reason for it. But it's not like I shy away from touching upon intercultural texts, news. But I see that sometimes that can be more difficult to teach" (Appendix 5, p. 114).

In other words, Teacher 1 here indirectly notices a difference between the two groups as he believes some themes to be too demanding for vocational studies. This was echoed by Teacher 2, who noticed a larger difference between the two groups in terms of proficiency level and motivation which led to more focus on the utilitarian purpose of the subject.

Teacher 3 displayed his perception of the role of fictional literature by indirectly linking the role of fictional literature to *Bildung* promotion. During the interview, he said:

When it comes to identity development, yeah its, if you give them good stories to read, and to watch and to listen to, and talk about, that will engage them and give them and understanding of what they can do with their life, how they can carry responsibility, how they can live in a way that will take care of themselves so they are able to care of other people (Appendix 7, p. 131).

Abilities such as compassion, responsibility, and the ability to make rational choices are considered central values in a democratic society (Ulvik & Sæverot, 2013, p.41). As discussed above, fictional literature can be a suitable promoter of learners' empathy and compassion, and Teacher 3 claims good stories can promote compassion amongst students:

I. Do you think that can happen to students, compassion, can that be taught?

II. Yes, Oh yes, very much! Good stories... we are story creatures, we are embedded in stories, and we model our lives on stories. And teachers need to give the students good stories as much as they are able to, or as much as the students are able to hold (Appendix 7, p. 127).

In other words, Teacher 3 is telling us how much impact he considers reading and working with fictional literature can have on students if it is done right. Of course, many might question this statement, as it is a massive task to teach students' compassion. While it is true that fictional literature might promote understanding of oneself and others, it does not necessarily happen just by reading and working with fictional literature. Compassion is connected to personal development, which can occur if the students are exposed to new perspectives that might expand their worldviews and perspectives (Bohlin, 2013; Fenner, 2018; Hoff, 2016). However, it does not happen as an automatic result of being exposed of other perspectives and how one works with literature in the classroom is of great significance. Learning takes place in social interaction and therefore classroom work related to literature should consists of dialogues between learners and learners and the teacher (Fenner, 2018, p.229). Research also shows how many teachers use fictional literature to learn about a curricular topic and focus on curricular themes rather than focusing on the students' personal meeting with the texts (Fenner 2014, p.232). Communication around the texts is of great importance, and the nature of the tasks given in relation to a literary texts is essential in terms of creating dialogue and tasks which require the learner to interact closely with the texts. In addition, the task should encourage language production rather than reproduction (Fenner, 2014, p.231).

At the end of the interviews, Teacher 1 and 3 were asked how they regarded the “Relevance and Central Values” section in the English Subject Curriculum which focus on the overarching *Bildung* aims of the subject. The findings indicated a divide among Teacher 1 and 3 in terms of how they regarded this section. Whereas Teacher 3 found it to demand too much on behalf of the students, especially in terms of critical thinking, Teacher 1, on the other hand found it to be an ambitious but important paragraph. For instance, Teacher 3 argued that:

We are asking them to be critical uhh, in a way that is difficult for them to understand, our culture now is that we want the students to be critical from grade one, from 6/7 years old but we are not able to you know, make them critical in the true sense that they choose themselves because they don't know enough about any subject to be critical in the way that we mean critical. So we just teach them what is right and wrong, this is what you should think and then when they agree with the teacher, they are critical if the teacher views themselves as critical” (Appendix 7, p.130).

With this statement, he touched upon the Pedagogical Paradox, which consists of "how it is reasonable to assume that for education to be possible the individual must be free, and simultaneously, in order for the individual to become free education is necessary" (Uljens, 2001, p.3). In other words, students need to be free in order to make individual choices and form opinions, but at the same time, as Teacher 3 points out how teachers “just teach them what is right and wrong, this is what you should think and then when they agree with the teacher, they are critical”. One can interpret this as even though the school as an institution wants their students to become freethinking independent citizens’, the government also needs students to be willing to participate and carry the democracy further, and to support values expressed in the human rights. In the statement, Teacher 3 focused on the ability to be critical which can be linked to *Bildung* which is stated in the section 2.5.2 *Democracy and citizenship* of the curriculum. Here it says that students “[...] shall train their ability to think critically, learn to deal with conflicts of opinion and respect disagreement”. Critical thinking is here mentioned as an important skill in relation to democracy and citizenship. In other words, one could argue that Teacher 3 did have the *Bildung* aspect in mind with his relationship and perceptions with fictional literature, but at the same time critiqued the ‘Relevance and central values’ section as he found it implied an expectation of the students coming out of school with a "meta" understanding of life (Appendix 7, p.131). In contrast to this view, Teacher 1 found it to be a "quite lofty paragraph, but at the same claimed that the subject should be as ambitious” (Appendix 5, p.118). Further, he pointed to compassion and connected this to literature by claiming:

[...] the reason I love literature is that it will help us understanding other human beings and I think that's where we're at now. We live in a quite polarised society and a global society which is very polarised and then being able to take other's position and understanding and developing empathic skills is my main takeaway from that paragraph there (Appendix 5, p. 117).

To sum up, all three teachers provided information on how they work with fictional literature and, to some extent, the didactic rationale for their pedagogical approaches to literature. Teacher 1

displayed how he worked with fictional literature in his classes by reading Shakespeare, Dickens, and working with *Assassins Creed* (Appendix 5, p.110). Teacher 2 also gave examples of how he implemented both fictional literature with work-related texts by combining fictional short stories with YouTube clips (Appendix 6, p. 119). Teacher 3 reported how he spent much time working with fictional literature to increase reading, writing, and vocabulary, whereas Teacher 2 used work-related documents to work on similar skills. Teacher 1 seemingly used both fictional and work-related material but expressed how he perceived this as a timely and reasonable development in correspondence with the English subject heading in a more vocational aimed direction. Altogether, they displayed elements from utilitarian purpose and all-round development, which are the underlying principles of the school's mission.

4.4 Correlation between findings from the questionnaire and the interviews

Findings from both the questionnaire and interviews show most teachers report they view the role of literature to be important in vocational English, but due to challenges related to time constraints and motivation amongst students they might not spend as much time as wanted working with fictional literature. Results from the questionnaire indicate that teachers find literature is important but findings from the interviews can indicate that even if they find reading literary texts significant, they also highly value the vocational aspect of the subject as they find creating relevance to be important. Whereas the questionnaire provided information that the teacher found relevance to be of importance, the interviews gave insight into how differently the term can be interpreted. Whereas Teacher 1 seemed to interpret that relevance could mean youth relevance and societal relevance, Teacher 2 appeared to interpret relevance to be about teaching the students the English they will need in their future professions. Lastly, Teacher 3 seemed to interpret relevance to be about individual relevance. They believe that creating relevance is important, for instance by working with relevant texts or create relevant situations which the students might recognise.

The interviewees provide new insight into teachers' attitudes towards the future role of literary reading, where two out of three teachers see the change in the role of literature as positive for vocational students who are already struggling with the motivation for the subject. Both the questionnaire and the interviews reflect that it can be challenging to motivate students to read longer fictional texts e.g., novels. One of the interviewees, Teacher 1, reports an eagerness to explore different multimodal literary genres in the classroom because he believes it is important to keep up with youth culture to preserve the interest of his students.

Findings from both the questionnaire and interviews suggest teachers vary their use of fictional literature both in terms of frequency and types of texts they work with in vocational classes. Regarding the topic of their current approaches to literature, it ranges from mainly spending time working with science fiction to reading and working with car-manuals. All of the aspects above will be elaborated upon in the conclusion chapter, offering a more detailed summary of the main findings of the thesis.

Chapter 5: Conclusions

This final chapter of the thesis will present the key findings from the questionnaire and the interviews in relation to the research questions. Furthermore, didactic implications will be presented, and potential limitations of the thesis will be addressed. Finally, the last section of this chapter will offer suggestions for future research on the topic and some concluding remarks. My thesis aimed to explore teachers' beliefs about the role of literature in vocational English. Although only a small group participated in the study, the goal was never to generalise a larger population of teachers working in Norway. Instead, the aim was to understand how some teachers report on their current teaching approaches to literature in vocational classes and their perceptions about the future role of literary reading in vocational English in light of the renewal of the subject curriculum.

Theoretical background on the curriculum renewal and approaches to literature in the EFL classroom was discussed in Chapter 2, focusing on how literary theories might be reflected in pedagogical approaches in the classroom. Next, the role of literature in the Norwegian upper secondary EFL classroom was discussed to provide a historical overview of the role of fictional literature within the English subject. In addition, Hestetret and Ørevik's (2018) description of the English subject in vocational studies was discussed in addition to a section regarding motivation and relevance in vocational studies. Chapter 3 offered a rationale for the methods and material used to gather the data in the present study and the description of the research process. Twenty-seven teachers working in vocational studies filled in the online questionnaire, and three of these teachers also participated in the interviews. In chapter 4, the findings from the questionnaire were presented, while findings from the interviews were discussed according to the emerging themes. The findings will be summarised below.

5.1 Summary of the main findings

Overarching research question: What are English teachers' beliefs about the role of literature in vocational English?

Sub-questions:

- What do they report about their current teaching approaches to literature in the classroom?
- What are their perceptions about the renewal of the English subject curriculum for vocational studies?
- What are their perceptions about the future role of literary reading in vocational English in light of the renewal?

The main findings based on the questionnaire as well as the interviews related to my

overarching research question: What are English teachers' beliefs about the role of literature in vocational English? will be discussed in according to the three sub-questions of the thesis. The first finding is related to the first sub-question: What do they report about their current teaching approaches to literature in the classroom?

The findings presented in relation to the first sub-research question, concerning their reports about their current teaching approaches to literature, indicated that the study's participants had similar approaches in terms of genre, frequency, and rationale behind the choice of literature. The results related to participants' perceptions of their current approaches to fictional literature suggested that the teachers have a relatively high agreement in terms of what fictional literature they use and the potential challenges. These beliefs aligned with several Norwegian researchers' descriptions of literature and literature use in vocational studies (e.g., Fenner 2018; Hestetraet, T. & Ørevik, S, 2018;). Both the researchers and the responding teachers find literary reading to be a suitable way of promoting *Bildung* and IC but are also aware of the challenges. The results also indicate that they perceive the literary genre films, tv-series, and short stories to be the genres that sparked the most enthusiasm amongst their students. Furthermore, almost all claimed lack of time to be the main challenge, closely followed by lack of motivation amongst students. This indicates that the current study's participating teachers share a common understanding of the challenges identified in several previous studies (e.g., Habegger-Conti, 2015). The teachers mentioned approaches to literature that can be linked back to reader-response theory, where they focused on the learners' personal meeting with the texts, communication around the text, and the significance in how you work with a text (e.g., Ibsen, 2000, Fenner, 2014). These approaches are in line with theories regarding literary reading claiming how it is not enough to show the students a literary text to promote notions of *Bildung* and IC (e.g., Fenner 2018, Hoff 2016, Rosenblatt 1995).

Regarding their approaches to literature, the respondents displayed different perceptions of the rationale behind using fictional literature in vocational studies. Whereas some teachers view literary reading to be helpful to learn about other cultures, which can be linked to the educational goal intercultural competence, others focused more on the utilitarian aim of preparing the students for their future working life. These two perspectives require different learning materials, but both views can be grounded in the subject curriculum, respectively in the relevance and central values section and the competence aims.

In the questionnaire, all respondents agreed with the statement of how fictional literature can be useful to learn about other cultures. This indicates that the teachers share these views and hopefully read and work with fictional literature with the aim of promoting intercultural competence which is an important aspect of *Bildung* (Hoff, 2014; Hoff, 2016).

To the second sub-question, “What are their perceptions about the renewal of the English subject curriculum for vocational studies?” the results from the interviews indicate that the teachers perceive the renewal to be positive. However, at the same time, the results also revealed that a large part of the EFL teacher participants did not have any particular perceptions about the renewal, and this finding could be interesting as this might indicate that the teachers did not believe that they needed to alter their practices due to the curriculum change. However, when they were asked directly if they perceived that the subject was heading in a more vocational direction with more focus on work-related language, several teachers agreed and hoped the new changes would help the motivation for some of the students.

Relevance was a term that emerged out of the study as something all teachers strived to achieve for their students. Relevance can be separated into vocational relevance, societal relevance, youth relevance, or individual relevance (Stuckey, Hofstein, Mamlok-Naaman, and Eilks, 2013; Ytre-Arne, 2015). The most interesting aspect in this respect was, however, how differently the teachers interpreted the term. Whereas some teachers found it vital to create relevance by linking the subject to the students’ vocation, others claimed that creating relevance does not necessarily mean linking it to the vocation as students need competencies in English in several aspects of their lives. Their views indicate that this is an aspect of teaching in vocational studies that the working teachers do not agree. However, according to Skarpaas & Brevik (2018), the most important is to make the relevance of English teaching visible to the vocational students and this was echoed by most teachers.

Both views (vocational relevance and personal relevance) can be traced back to the curriculum, where the balance between the utilitarian purpose of the subject and the *Bildung* aims is visible as the subject is concerned with the practical use of English as well as the development of *Bildung* of young individuals (Hoff, 2018). The overarching *Bildung* aims are expressed in the Core curriculum in addition to the ‘Relevance and central values’ section of the subject-specific curriculum. In contrast, the more concrete, level-specific aims, focusing on skills, knowledge, and competencies, are expressed in the competence aims. One could argue how the VOLL perspective on language learning was more visible in the former subject curriculum with the focus to prepare students for both societal and working life (Hestetræet & Ørevik, 2018, p.312). In the VOLL framework, there are no boundaries between working life and social life, and integration of professional language with the language needed in other areas of life is essential. This is not to say that the teachers today do not prepare the students for societal life, but that the ESP perspective now more inspires the focus in the competence aims. The ESP approach focuses on specific areas of language use (Hestetræet & Ørevik, 2018, p.312). This entails working with relevant vocabulary that

is central in vocational studies for students to discuss their work and communicate effectively at their workplace. This view was shared by several teachers, but clearly expressed by Teacher 2 who claimed that to prepare his students for working life was a very important part of his job as an English teacher in vocational studies. To conclude, few teachers seemed to notice that fictional literature is less visible in the new competence aims. Several teachers expressed opinions of language learning within the VOLL perspective with their holistic views to language whereas other teachers, including Teacher 2, seemed to focus more on students being able to communicate effectively at their workplace.

To the third sub-question: “What are their perceptions about the future role of literary reading in vocational English in light of the renewal?” the results indicate that the responding teachers perceive literary reading to be important and 97% still report that reading literature for pleasure should be promoted. As the ‘Relevance and central values’ section of the subject curriculum considers the subject important in promoting *Bildung* and IC, it is noteworthy how the new competence aims might not reflect this as clearly as they did before as it is less explicitly focused on literary reading in vocational studies. However, this was not something the respondents reacted to, indicating that they did not find this to be significant. Many of the responding teachers answered how they believed the subject was heading in a less theoretical direction and that the exam would be altered to suit vocational students better. Neither of the interviewees had strong opinions towards the new competence aims and believed them to be quite open to interpretation.

Several teachers connected the role of fictional literature to notions of *Bildung* and IC by claiming that the students could learn life lessons through reading about fictional characters fighting through life. Thus, the teachers have perceptions about identity development when working with fictional literature which is part of developing *Bildung*. The teacher seemed to believe that through reading about literary characters with experiences both different and similar from their own can support them develop their own identities (Appleyard, 1991, p.97).

However, the teachers did not display the belief that literature in the English classroom is primarily read in order to develop intercultural competence like some Norwegian researcher claims (Fenner, 2018, p.232). The interviewed teachers shared their views on the role of fictional literature in vocational EFL classrooms. All three claimed literature has an important role in vocational studies, yet to a very different degree. Teacher 1 expressed that he thought fiction was important in vocational studies but might not use as much fiction as he would like. Furthermore, he thought it could be due to the students' lack of motivation and hoped the subject would be a little less theoretical and more adapted to the vocational students. This was echoed by Teacher 2, who strongly wanted the subject to head in a more practical and vocational direction as he believed this was what

the students themselves wanted. Thus, out of the three teachers, Teacher 2 displayed notions in accordance with the new competence aims, which can be regarded as more specifically related to the students' profession. However, almost as a contrast to Teacher 2, Teacher 3 understood the role of fictional literature to be about character development and how students can be gripped by good stories and inspired by character development in fictional literature to mature and take care of their surroundings. With this view, Teacher 3 shares what literary reading can assist with if the literature is worked with in ways that promote *Bildung*. The results may indicate that teachers believe that literature plays an important role but that practical factors contribute to them reading less fiction in vocational subjects than they would like. Moreover, the results differ as some teachers spend more time on fiction than others, but this is entirely in line with the curriculum, which does not lay down any guidelines on what type of texts can be used in the English classroom. The teachers seem to be aware that fictional literature is a suitable medium to promote *Bildung*, which entails personal growth and abilities that help them take care of themselves and their surroundings.

5.2 Didactic implications

The didactic implications from this study can be related to the teachers' perceptions of literary reading in vocational studies and their reflections regarding relevance. The study's participants suggested approaches to bringing fictional literature into the vocational English classroom and ways of creating relevance for the students. All three of the interviewed teachers created relevance for their students using different methods. Thus, these findings might indicate the need to establish a more common understanding as to what is relevant for vocational students in the English subject.

One way of promoting using fictional literature is to help teachers understand the potential fictional literature as a medium represents. Teachers might refresh their minds as to why reading fictional literature in the English subject can be useful to spark a love for reading in addition to notions of *Bildung* and IC which is written in the Core curriculum and in the 'Relevance and central values' section. Furthermore, to gain knowledge of teachers' opinions regarding approaches, challenges and solutions to literary reading, might inspire future discussions among teachers as they explore ways of including and working with fictional literature in vocational classes. The findings of the study further showed that the majority of the approaches the teachers used correspond with central theories on literary reading and prior research on pedagogical approaches to literature.

The findings suggest that the teachers do find literary reading to be of importance, but due to time and lack of motivation amongst students they make use of less literary texts than they would like. This displays that the teachers are aware of this, and therefore the didactic implication must be

to find ways of implementing literary texts in a way that the students find motivating. With the introduction of the concept *In-depth learning*, teachers might have more time to study the literary texts in more depth -which is necessary to promote *Bildung*.

However, with the subject heading in a more vocational direction, the use of fictional literature might be less prominent in vocational studies which might require teachers to be creative and find new ways of promoting *Bildung* and IC.

5.3 Possible limitations of the study and suggestion for further research

The findings of this study do not allow for generalizable findings due to the limited number of participants. Furthermore, the results from this study were found through interviews and a questionnaire and the study lacks observation of the teachers' classroom practices. The questionnaire and interview data only reflect the teachers' subjective experiences and beliefs, and it must be noted that teachers' beliefs are not directly observable and can be dynamic (Borg, 2018, p.77). Since the present study has not examined the accuracy of the teachers' reports, for instance by observing classroom practice, it cannot draw any conclusions as to how the participants *actually* work with fictional literature in vocational EFL classrooms.

In terms of further research, it would have been beneficial to investigate vocational students' views on, and experiences related to working with fictional literature, perhaps by doing a case study. Another alternative is to investigate students and teachers' perspectives on fictional literature within the same class. Then it would have been possible find out more about how they work with fictional literature and what types of texts they make use of in vocational studies. Since the subject curriculum has now at this present time been through a reform, it would be interesting to see if there are any significant changes as to how fictional literature are now used in vocational studies after the separation of vocational and general studies. As intercultural competence is now explicitly mentioned in the core elements in the new curriculum and as this is an important aspect of *Bildung* this aspect could have been interesting to explore more in depth in a context of vocational studies. Additionally, the term relevance was regarded as valuable to the participating teachers, therefore this would have been interesting to investigate this particular issue further.

5.4 Concluding remarks

Writing this thesis has provided me with knowledge and interesting perspectives on the use of fictional literature in vocational studies. To have several perspectives on the continuing debate on instrumental aims on the one side and *Bildung* aspect on the other provided insight and valuable

knowledge for my future career. Writing this thesis has motivated me to promote important aspects of *Bildung* to my future students and to do my best to help students get personally involved with the fictional literature explored in the vocational classrooms. Furthermore, it has reminded me of why we as teachers should include fictional literature in our teachings in English even though there might be challenges which the participating teachers helped point out. I hope that this thesis might inspire other vocational English teachers to reflect on their approaches to fictional literature in their vocational classrooms and that they encourage their students to read and enjoy fictional literature in all its forms.

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Appendix 1: NSD evaluation

NSD sin vurdering

Skriv ut

Prosjekttittel

Teachers views on fictional literature in Vocational Studies

Referansenummer

366767

Registrert

06.10.2019 av Mina Aronsen - Mina.Aronsen@student.uib.no

Behandlingsansvarlig institusjon

Universitetet i Bergen / Det humanistiske fakultet / Institutt for fremmedspråk

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Hild Hoff, Hild.Hoff.uib.no, tlf: 55582361

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Mina Aronsen, mina.aronsen@gmail.com, tlf: 47377355

Prosjektperiode

01.08.2019 - 01.09.2021

Status

21.06.2021 - Vurdert

Vurdering (5)

21.06.2021 - Vurdert

NSD har vurdert endringen registrert 02.06.21. Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 21.06.21. Behandlingen kan fortsette. OPPFØLGING AV PROSJEKTET NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet. Lykke til med prosjektet! Tlf. Personverntjenester: 55 58 21 17 (tast 1)

05.03.2021 - Vurdert

NSD har vurdert endringen registrert 03.03.2021. Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 05.03.2021. Behandlingen kan fortsette. OPPFØLGING AV PROSJEKTET NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet. Lykke til med prosjektet! Tlf. Personverntjenester: 55 58 21 17 (tast 1)

03.12.2020 - Vurdert

NSD har vurdert endringen registrert 02.12.2020. Med endring menes at dato for prosjektslutt er endret fra 01.12.2020 til 15.02.2021. Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 03.12.2020. Behandlingen kan fortsette. OPPFØLGING AV PROSJEKTET NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet. Lykke til med prosjektet! Tlf. Personverntjenester: 55 58 21 17 (tast 1)

22.05.2020 - Vurdert

NSD har vurdert endringen registrert 20.05.2020. Med endring menes at dato for prosjektslutt er endret fra 15.05.2020 til 01.12.2020. Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 22.05.2020. Behandlingen kan fortsette. OPPFØLGING AV PROSJEKTET NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet. Lykke til med prosjektet! Tlf. Personverntjenester: 55 58 21 17 (tast 1)

16.10.2019 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 16.10.2019, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte. MELD VESENTLIGE ENDRINGER Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html Du må vente på svar fra NSD før endringen gjennomføres. TYPE OPPLYSNINGER OG VARIGHET Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 15.05.2020. LOVLIG GRUNNLAG Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for

behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a. PERSONVERNPRINSIPPER NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om: - lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen - formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål - dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet - lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet DE REGISTRERTES RETTIGHETER Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20). NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13. Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned. FØLG DIN INSTITUSJONS RETNINGSLINJER NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32). SurveyXact og SAFE er databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29. For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon. OPPFØLGING AV PROSJEKTET NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet. Lykke til med prosjektet! Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix 2: Permission- Audio recording

 UNIVERSITETET I BERGEN
Institut for framandspråk

Til den det måtte angå

Dato
01.10.2019

Stadfesting ved bruk av privat optaksutstyr

Institutt for framandspråk stadfester med dette at **Mina Aronsen (20.04.1994)** er student ved Lektorutdanning med master i framandspråk (engelsk) ved Institutt for framandspråk, Universitetet i Bergen.

I samband med gjennomføring av intervju til masteroppgåva, treng Aronsen å nytte privat optaksutstyr. Institutt for framandspråk stadfester med dette at vi godkjenner bruken av privat optaksutstyr.

Desse forholda ligg til grunn for stadfestinga

- studenten må setje seg inn i relevant regelverk, og følge dette
- studenten må bruke ei sikker løysing for handsaming av personopplysingar, som til dømes SAFE (Sikker Adgang til Forskingsdata og E-infrastruktur)
- persondata skal så raskt som mogleg fjernast frå privat eining og ikkje delast utover det som er tillate i regelverket/godkjenninga av prosjektet

Nyttige lenker
[SAFE](#)
[Datatilsynet - Personvernregelverket](#)

Denne stadfestinga skal signerast av student og administrasjonssjef ved Institutt for framandspråk.

Mina Aronsen
student

 administrasjonssjef,
Institutt for framandspråk

Institutt for framandspråk
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Besøksadresse
Sydnesplassen 7
5007 Bergen

side 1 av 1

Appendix 3: Information letter

Vil du delta i forskningsprosjektet

” How do English teachers’ view fictional literature in the English subject in vocational studies and how do they interpret the current draft of the forthcoming English subject curriculum renewal?”

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut hva engelsklærere som jobber på yrkesfag tenker om skjønnlitteraturbruk på yrkesfag og den pågående fagfornyelsen. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet med prosjektet er en masteroppgave som blir skrevet i Engelsk didaktikk ved Universitetet i Bergen. Problemstillingen går ut på å finne ut hva lærere tenker om skjønnlitteraturbruk i engelskfaget på yrkesfaglige linjer i tillegg til deres syn på Fagfornyelsen. Dette gjøres ved å sende ut en elektronisk spørreundersøkelse i tillegg til intervjuer. Deretter vil svarene bli anonymisert og analysert av masterstudenten og forhåpentligvis vil svarene gi innsikt i holdninger blant lærere i forhold til skjønnlitteraturbruk i engelskfaget på yrkesfag. Opplysningene vil kun bli brukt til masterprosjektet.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Bergen er ansvarlig for prosjektet ved Professor Hild Hoff og masterstudent Mina Aronsen.

Hvorfor får du spørsmål om å delta?

Du har fått spørsmål om å delta fordi du underviser i engelsk på yrkesfaglige linjer. Målet er å få tak i så mange lærere som mulig for å få et bredt spekter av meninger og holdninger til litteraturbruk i engelskfaget på yrkesfaglige linjer. Utvalget er derfor trukket basert på yrke.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet innebærer det at du deltar på et kvalitativt intervju som vil ta ca. 30 min. Intervjuet vil bli gjennomført av masterstudenten og vil inneholde spørsmål knyttet til lærerens erfaringer med skjønnlitteraturbruk på yrkesfaglige linjer og deres holdninger til Fagfornyelsen. Jeg vil ta lydopptak av intervjuet og ta notater som jeg senere vil transkribere.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

De som vil ha tilgang til dine opplysninger er masterstudenten og ansvarlig veileder. For å sikre at uvedkommende ikke får tilgang til personopplysninger vil jeg ta lydopptak som deretter blir transkribert. Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data.

Datamaterialet vil bli lagret på en sikker to stegs-server som bare student og veileder har tilgang til. Svarene vil ikke kunne gjenkjennes av andre i masteroppgaven og vil ikke kunne bli koblet tilbake til enkeltlærere.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 15.05.2020. Etter dette vil personopplysningene og besvarelsene slettes.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra UIB har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med: Universitetet i Bergen ved Hild Hoff (epost: Hild.Hoff@uib.no) eller student: Mina Aronsen (epost: Mina.Aronsen@student.uib.no)

NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig

Eventuelt student

(Forsker/veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet, «How do English teachers' view fictional literature in the English subject in vocational studies and how do they interpret the current draft of the forthcoming English subject curriculum renewal?», og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i et intervju
- at opplysninger om meg publiseres slik at jeg kan gjenkjennes av meg selv i masteroppgaven

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 15.05.2020

(Signert av prosjektdeltaker, dato)

Appendix 4: Semi-structured interview-guide

Questions concerned with literature use in the classroom

1. Several competence aims include the term “text”, how do you interpret this term? What kind of texts do you use in your vocational classes?
2. What are your opinions on the role of fictional literature in the English subject in vocational studies?
3. In your experience, what are the challenges of working with fictional literature in vocational studies?
4. Are there any genres of fictional literature you deliberately steer away from in your vocational classes? If so, why?
5. What do you consider to be positive aspects of working with fictional literature in vocational classrooms?
6. As an English teacher teaching vocational classes, what do you feel is the most important aspect/basic skills for the students to learn?

Questions concerned with the renewal

7. What are your thoughts on the new Core Curriculum and the values expressed there?
8. In the current English curriculum general and vocational studies have similar competence aims, but in the draft, they have separated the two. Do you have any opinions on this?
9. What do you think about the competence aims for vocational studies in the latest draft? To what extent, do you think the renewal will change the English subject for vocational studies?
10. In the draft proposal, it seems like culture and literature might disappear as one of the basic skills, do you have any opinions on this?
11. In the draft, the word literature is not mentioned in any of the competence aims in vocational studies, instead they use the words like texts, films, games and other cultural expressions. Do you have any opinions on this?
12. In the survey, you were asked to about the intended “slimming down” of the competence aims in the English subject in vocational studies. What do you think are the positive and negative aspects of the intended “slimming down”?
13. In the most recent draft for the English subject in vocational studies, what do you think about the balance between competence aims related to basic skills and culture/literature/history?

All-round development (Bildung and Intercultural Competence)

14. In the Core Curriculum the following is written: **The school's mission is the education and all-round development (Bildung) of all pupils. Primary and secondary education and training is an important part of a lifelong process which has the individual's all-round development, intellectual freedom, independence, responsibility and compassion for others as its goal. The teaching and training shall give the pupils a good foundation for understanding themselves, others and the world, and for making good choices in life.** Do you think the promotion of all-round development is visible in the new competence aims? If not, why?
15. Is there anything you would like to add?

Appendix 5: Transcript of Interview 1

I: Researcher

II: Interviewee

I: Several of the competence aims include the term “text”, how do you interpret the word text?

II: How do I interpret the word text? In all its forms, it all relates to context. I believe that is also a phrase in the common reform, text in context. So, in relation to vocational studies and literature I try to expose my students to texts in both literary form and also more instructive pros. So, I guess in this setting, text, the easiest way to think about text is what you find in the text book, but in my lessons I also try to incorporate texts that are relevant to the vocational study and also news media, but I also use videos, news clips and clips from social media, tidbits from here and there. And I also consider that text.

I: And there you answered what kinds of text you use. So you just answered that as well.

II: Yup

I: So what kind of vocational study programs do you teach?

II: This year I only teach TIP, which is mechanical studies. First year, so I have 16 students here.

I: What are your opinions on the role of fictional literature in the English subject in vocational studies?

II: I think it has a pivotal role to play. Twofold. Firstly, I believe, firmly, that students should be, again, exposed to literary text from both canonical literature, but also newer literature. Just for the pleasure of it, just to appreciate, to foster an appreciation for literature. And secondly, also to hopefully be inspired to some creative writing themselves.

I: And this was also in the survey. What do you see as the challenges of working with fictional literature in vocational studies?

II: Time. Time is an issue because well here at this school they have a book reading project. Which is specifically aimed towards vocational students.

(I: oooh)

II: So I think that's nearing its end now, but in the months of September/October the students get to choose a book. And then I see that some of the students choose an English novel and then they get 15 minutes every day for silent reading. I haven't been able to incorporate that in my own lessons, sadly. There are different reasons for that, but time is an issue. So when it comes to incorporating literature and literary text in my lessons it would be extracts, short stories, extracts from novels, maybe some poems and ideally we would read not necessarily a class read. But I have another class (studiespesialiserende) 28 students and they started the book reading project yesterday and then they get to choose, well I, together with the librarians, choose 8 novels and yesterday the library presented these 8 books to 28 students and then they got to choose one and now we have 8 reading groups. So its not a class read, but they read together in a group of 3 or 4 students, but of course I have more lessons there and ideally I would like to do something of the same in the other class, the vocational class, but I guess I tend to use extracts and shorter texts. Just as I said, time is an issue.

I: Do you think structure has something to do with it? If they had English over two years?

II: Yeah, I would prefer to have more lessons, or all of it in one year.

I: Are there any genres of fictional literature you deliberately steer away from?

II: *giggle* No, not necessarily. I guess it tends to be what I read, what I'm familiar with, what I studies and what I read, so in the past couple of years I've tried to keep up with the young adult literature. Tried to keep up with that. I know that a lot of the students in this specific class they consider themselves gamers so they're into narratives, I mean narrative structures. So it its not like they might not read that many books, they might not read books at all, but they engage in narratives and I think its important to widen my horizon as well to what is a story. So take a game for instance like Assassins Creed, which is very historically based and its action driven and it could easily have been a book.

I: Yeah

II: So I try to draw on the students experience from gaming into text that I'm choosing and sometimes I could for instance use an Ernest Hemingway short story that might be a bit action based, and then connect that to some of the games that the students are playing. So I try, I know that's debatable sometimes that you shouldn't always aim for the leisurely activities of the students that they're interested in but I think that's one way of hooking them and reaching out to them as well. So, the answer to your question whether I shy away from a type of literature, of course I shy away from some of the more difficult texts and I see that the, that these students they have quite, there's quite a range of proficiency in the class. So, some can read quite advanced literature or advanced language at least. While others struggle with quite basic English, so that's another issue.

I: Do you feel like the level is different in your vocational class compared to your general studies class?

II: No, not necessarily, no, no. There's a range of proficiency in the other class as well. Yeah.

I: So what do you consider to be the positive aspects of working with fictional literature in your vocational class?

II: Well, listening and comprehension skills is also a part of the competency goals. So sometimes just to- and I have Norwegian as well in the same class, which is beneficial, so just reading aloud to them, I see that they appreciate that. And again, just to foster an appreciation for literature I think is a goal in itself. So that's fun. And sometimes also to challenge them a bit and look at, like we did Oliver Twist two weeks back. Not the whole book, but we did an extract and then we watched some clips from the old movie. I also took them to a play to see Romeo and Juliet, in Norwegian though at Riksteateret. And again, we didn't contextualise that in any form of writing, we just discussed it prior to watching the play, to see the play and then afterwards. But again just to expose them to different literary texts. I believe that's also part of the school's job.

I: Did they seem to enjoy it?

II: They really enjoyed it. It was quite a good interpretation of Romeo and Juliet and they were not very positive before the play. I sort of had to drag them to the theatre to see it. But they really enjoyed it, they did.

I: That's good. Do they often complain about the lack of relevance when you use fictional literature? Do they see the relevance or do you explain?

II: No. I try to explain and sometimes there might not be any relevance to the vocational study but, I would argue that for the most part its relatable at some level in their life. So, no I try to explain that and they haven't complained about things not being relevant, no.

I: So you, and it's written in the core curriculum right? The *Buildung* (danning)

II: Yeah, and all of it for instance is an... They're writing a text now, they could choose two tasks. The first task is about Oliver Twist and the workhouses in Victorian England. The second is to write about child labour or orphaned kids. And then some of them have read up on smartphones and how they're made, well the raw materials that is needed to create an iPhone. And then there's videos and Unisef have plenty of documentation on how child labour still exists today and they're able to relate that to their own vocational study, which is mechanical studies. So it's both relevant and it's also- I know that some of the students have had hardships in their own life so its definitively relatable to being young and being in a difficult family situation for instance. So Oliver Twist is usually quite a powerful text and Charles Dickens in general, although we never read a whole novel, but just the extracts and the fun names and yeah.

I: This is quite difficult to answer. What do you feel is the most important aspect of the basic skills for your vocational students to learn?

II: That's a broad question, but in, if I try to be specific it's of course being able to read a text and have an opinion on it. And preferably also write down those opinions and being able to structure a text. So it's been a lot of lessons on vocabulary expansion, expanding vocabulary, writing, engage in conversation, we had a look at a short documentary about Henry Ford, also relating that to tariff work. So I always try to make it relevant to what they're studying because this group of students are not particularly fond of my subjects Norwegian and English. They picked vocational study because they're practical, they enjoy being in the workshop, not necessarily in the classroom. So, we also have a cross curricular plan of creating a cross curricular project of instruction, so the students will, because we have a lot of new machinery in the work shop, they will need to create a simple video

tutorials, along with some written material for next year's students. So that will be something which is practical and could also work in Norwegian and in English so that's where we're at now.

I: That's really good, that's very interesting. And in the current English curriculum now they have separated vocational... No they have the same?

II: Yep

I: The same competence aims, but in the new drafts, they are separated. Do you have any thoughts on that?

II: I think there's, its... We're playing catch-up here because for the past 5, 6, 7 years there's been attempts to work on relevance in vocational studies and there was a project that lasted for quite some time which was called "Fyr". Fellesfag, yrkesfag og relevans. So I don't think it's something new that- English, Norwegian, math and science teachers are trying to make their subjects relevant to the different various vocational studies, so now its just in print which is good. So I think this has been going on for quite some time. And there's plenty of good things happening in vocational classrooms, especially English.

I: So what do you think about the, we have the competence aims here, if we relate it to the culture literature aspect. What do you think about, do you think the renewal will change the English subject? Are we heading somewhere, are we changing from the "kunnskapsløftet"? Are we going in a different direction?

II: Well, hopefully we will move in a more... Will move in a less theoretical direction, because there will always be a debate about fending for our own in a way. We love our subject, right? So we would like to have as much aims as possible and then to have canonical literature, to be able to write argumentative essays and whatnot. And a lot of these skills might not feel that relevant to the students, so the challenge will always be to not compromising on the behalf of your subject and have academic ambitions on our students behalf but to make it, not underestimate them, but make it relevant for them to see that this is a subject that I can excel in within my vocational, my choice of vocational study. But I think, I don't have basis to say this but my impression is that a lot of us as English teachers who teach at vocational studies, we... It's difficult to keep up with youth culture and what younger people spend their time on because a lot of us 40+ teachers, we grew up in a

different time, of course its not that I wouldn't play video games and watched English movies but we did read books. And the book as such on a philosophical level and a sociological level is challenged by other mediums, so I try the best I can to spend some time myself to keep up with games and jargon and what the students can't... Because the students do know a lot that is not necessarily appreciated in the EFL... in the classroom which is a pity because to me that's missed opportunities to develop my own teaching skills in English but also to keep up with cultural change. But then of course it's always a battle between what we used to teach and what we should teach and should we be a, should there be a balancing act between youth culture and canonical literature? Where else would they meet Romeo and Juliet other than in school for instance. So, there's always a balancing act I guess, but to me that's part of... The fun of being an English teacher to keep up with cultural change as well and see if I can find ways to engage my students.

I: That's a really good answer.

II: Thank you.

I: Do you think about the *Buildung* and the intercultural competence? Do you think about this aspect when you teach in your vocational class?

II: To be honest, that's more front and center when I teach another course "International English", which is a course I love to teach, but in vocational studies I... It's there but it's not like it's front and center. Yeah, and why is that?

I: Cause you've got an exam?

II: Yeah. And I try to ground it more than I would do in "International English" where it's more complex themes and the competency aims are more complex. So I guess that's the reason for it. But it's not like I shy away from touching upon intercultural texts, news. But I see that sometimes that can be more difficult to teach.

I: Because of the competence aims?

II: Yup.

I: Do you think that would change now that they've changed the competence aims for both vocational studies and general studies?

II: Yeah, it might be a clear separation between the two, yeah. And I also see that it makes sense to some extent when you look at the students motivation for the subject in itself, that makes sense.

I: Do you feel like general studies are more, they have more motivation than the vocational students?

II: Yeah.

I: Cause in the draft for the vocational studies, would you say there's an overweight of competence aims related to basic skills than the last one?

II: Yeah, I guess so. Then again it's more grounded in relevance to vocational relevance than it used to. Which I think is a good thing but again, its not that black and white either. I mean as it says here: "You need to discuss and reflect on form, content and trades in English language, cultural expression through media including music, movies and games". That could still be intercultural and you also have games where intercultural aspect it's also present, so again that might be part of it, but it's not front and centre it's not that important as we move forward.

I: Do you think, as a teacher, that you can get away with not using literature at all? Fictional literature.

II: No, hopefully not. And I wouldn't, I wouldn't. And I think the students would be, will be and they are tired of having me as their Norwegian and English teacher. Always aiming for practical tasks of writing resumes, CVs, instructional manuals. It could be boring, and sometimes it's useful to break that up with what my subjects are good at and that's also giving them an aesthetic experience.

I: Yeah. In terms of the historical aspect of the English subject, do you feel that that is still present?

II: It's still present, but I see it's more subdued and I think that's fine if we look at "VG1 Studieforbredende" where you need to familiarise the students with the English language, history, colonial history, again just quite briefly. But that's more subdued in vocational. I can see that and that's fine. But that doesn't mean that you omit it completely.

I: The phrase in English. “Arbeidsspråk”

II: Yeah and what is that? “Arbeidsspråk”.

I: Is it the general... It’s still “verdensspråk”

II: Yeah “verdensspråk”. So what’s the difference? Well, again a lot of my students here will end up in professions with other nationalities and then their work language will most likely be English. So, of course we do spend a lot of time on and then I see also, the textbook that we have. It is quite skills- it’s quite heavy on instructional relevant language, so there is a lot of workshop language, workshop vocabulary. Which is fun and I also manage to dig out some literary texts with workshop vocabulary. I guess that that’s the difference between “arbeidsspråk” and “verdensspråk”. Again, relevance. And I would argue, also for “studieforberedende” that they also need English as a work language or second language as most of us will, as Norwegians we sadly end up in a job where you do need to master both Norwegian and English. Not sadly. But sad for the Norwegian language.

I: Is there anything else you would like to add? You had such good answers.

II: Thank you. Well that’s good. Other things I would add... Well, I’ve always prided myself on teaching both, every year, teaching both “studieforberedende” and “yrkesfaglig” English because it gives me, you asked me earlier in the interview, whether I find it- whether I find the motivation or the proficiency level different and I see that in the past years that it has levelled out more than in the past, it was more clearcut that if you met students at vocational studies they would be weaker theoretically. But I do meet the whole range in both places. And I guess the reason for it, especially in English is that they, they’re exposed to English and they have been since they were born. Remember that the students that we have now they were born in 2003 and the iPad came in- came about 2009 or 2008, I think? And the iPhone came in 2007 and I think that’s... That might just be a technicality, but I think that quite a revolutionary way of engaging with text and technology, social media and the rise of social media and all that and also the online gaming experience of having tens and hundreds of students-

I: Which they have actually included now? Games?

II: Yeah they include it now, which I think... It's good because it's a cultural phenomenon which is, which will just keep on expanding, it's one of the bigger, I think it's bigger than the movie industry now. And I think that I see my own son, I have a son aged 6, he's speaks English now and the reason is, which is a dubious reason, because he has been watching YouTube a lot, right? But he speaks English and he's 6! And I started speaking English when I was 12-13. So, this should be present in the new curriculum as well. That there's quite a rich cultural plethora of English material out there. And again, that we as teachers should keep up with that, we should keep on expanding our knowledge about that. But again, what the school and we as teachers, as English teachers can provide is structure, linguistic knowledge, structural knowledge, how to produce a text and again the exam that we have is still an old fashioned exam that you sit down and you get two tasks and you have to do your best in structuring and jotting down your answers and I think that that's still a need. A dire need, because a lot of students are not able and have not trained for that and there's several reasons for that of course. Dyslexia and lack of experience, so it's an exciting time to be an English teacher.

I: So this is the last one. So in the core curriculum, the following is written: "The school's mission is the educational all-round development of all pupils primary and secondary education and training is an important part of a lifelong process, which as individuals all-round development, intellectual freedom, independence, responsibility and compassion for others as it's goal. The teaching and training show give the pupils a good foundation for understanding themselves, others and the world and for making good life choices". Do you think that the promotion of the all-round development is visible in the new competence aims?

II: The short answer would be yes. And then the long answer would be, whenever you ask a question to a language teacher, to delve into it and to decipher and of course to... How you interpret these competency aims, right? And I think the... It's quite a lofty paragraph and we shouldn't be less ambitious than what that paragraph is asking us to do. And I think the most important thing perhaps is compassion and how if you go back to literature again, the reason I love literature is that it will help us understanding other human beings and I think that's where we're at now. We live in a quite polarised society and a global society which is very polarised and then being able to take other's position and understanding and developing empathic skills is my main takeaway from that paragraph there. And yeah, I do think they do find a way to be expressed in these competency aims. I do.

I: So if I read you correctly you connect literature to -

II: Mhm, I do.

I: The promotional *Bildung* and compassion and... So literature is a way of...

II: Yeah. I think it was Harold Bloom an English professor in the states, who passed away recently, went famous when he said that "Literature should do three things, one: it should help the reader to develop a rhetorical skill, a skill to be able to phrase your own thoughts and convey them to your next of kin. And secondly, aesthetic skill. Being able to appreciate art and what makes us human beings. And thirdly, to develop empathy for others." Which I think sums it up quite nicely.

I: Thank you.

Appendix 6: Transcript of Interview 2

I: Researcher

II: Interviewee

I: Which vocational programs do you teach?

II: Health and what do you call it, I'm not exactly sure if you say upbringing or health, and electro and um, technical production

I: Right, do you teach both vocational and general studies?

II: Yes, I have the science class (forskerklassen), so there is a big difference between

I: That was my next question actually, do you find there to be a difference? In terms of structure, or the level within the classes?

II: Definitely, especially because I kind of teach the study group that has the highest grades to get into the school, most of them at least, so you know, and they got high goals for themselves as well, so yeah, there is a big difference between that and just passing the course, you know, like some others feel, they just have to pass English, but they are not thinking so much about using it for studies later or just wanting to use it to talk English, rather than to study.

I: Several competence aims include the term text, so do you interpret the term text, and what texts do you use in your vocational classes?

II: We had a lot of texts, you presented a lot of text types in the questionnaire that I answered, so you know, I interpret text in the same way you do.

I: Which texts do you use most in your vocational classes? Is there any genres you prefer?

II: I started using, trying to use, texts that are relevant to you know, whatever study that they are doing, and so, for instance, when I have the boys, cause they are all boys in my electro class and the technical production sort of the boys that want to become car mechanics, I use documentaries, short Youtube programs where they talk about how to fix cars and what tools you need and so on and then

at the same time, I do not use the textbook a lot, but for instance, in the textbook we have a text by Roald Dahl where he writes about driving the motor car talking about the past when his mother had just got herself a car and so, I combine different text then. I do similar things in all the groups that I teach, I try, you know relevance is very important cause I see the motivation of the students, it grows, it's there when you do something they feel is relevant for the course.

I: What do as an English teacher are the most important aspect or basic skills for your vocational students to learn?

II: Well, for my vocational students is definitely the fact that going to manage in life you know, there is no way today you can get away from using English in the workplace whether it is with customers or co-workers and it is important to be able to use the language in a way to talk to these groups then, and that means kind of, ehh, having to learn the terms needed to do the job

I: Are you familiar with the renewal of the English subject? Have you talked about it?

II: We have haven't talked about it, we have talked about it, ehh yeah, of course I am familiar with it

I: And in the current curriculum, they have the same competence aims, but in the draft they have separated the two, do you have any opinion on this?

II: You are talking about the competence aims for the vocational studies and the general studies

I: Yes

II: I think we all felt that uum, there's been a lot in the competence aims maybe, I feel that when it comes to the competence aims in the English subject they're quite open actually, there not very specific so it was already possible to make whatever you use in the classroom relevant for the vocational students. But the thing is, what we have all been occupied with is the actual exam that should be different and today we've had like one assignment in the exam that has been specifically aimed at the vocational students whereas we feel that there is a lot there that is in fact not relevant for our students. I've been more occupied with the actual exam rather than the curriculum itself because I feel it is possible to make that relevant and there is like one specific mentioning in the curriculum

in English and that is that you have to teach about indigenous peoples, other than that there is not much specific in the you know. I don't know if I answered your question correctly?

I: You did answer! As it looks now, it will be more vocational related competence aims perhaps, than it used to be?

II: That's fine by me, I mean, as teachers, we should have interpreted the other competence aims as well in that way, however other many felt that you're misleading your students if you totally aiming it at vocational studies, because that's not going to help them in an actual exam and some, when it comes to the oral exam as well, they'll think it's ok that maybe one of the assignments is aimed at the vocational assignment, but they don't want all of them to be, but hopefully in the future then, it could be a more practical assignment in English

I: So what do you think about the balance between the basic skills competence aims and the history, culture competence aims? It has been a bit debate if the history and culture aspect of the subject is being pushed out?

II: Yeah....

I: As it is more vocational aimed?

II: Exactly, and I feel it's the same way, I feel the same way about that as I felt aiming at the vocational field, you know, that it is up to the each individual teacher what they include, and I feel as a teacher that's my responsibility, If its, I know that some teachers might be upset about that, cause I think its very important, I think I wrote that in my answer, that what we see, the development today and how it is going that, I think it is very important to teach the historical aspect, but that's not specifically mentioned in the curriculum as it is today anyway so, I do that, but not all teachers do that, I know that

I: Do you see a changing view on the purpose of the subject? A difficult question to answers but..

II: I have to be honest, I haven't really sat down much, but I think that it should serve a different purpose because we have two different groups, one is going to go out to work straight after school here, and the other one is aiming towards studies, I think we should spent more time, which I do, because I have like I said, two different groups, I have group who is DEFINITELY going to study in

university because they are the science class and they have their goals kind already decided what they want to do many of them, and I think, if I were to kind of teach them the same way I would be wrong, so that's not preparing them for the future and that is what we are here for, so I agree that there should be more vocational, vocationally aimed, work aimed material for the vocational students and more to prepare students for studies in the general studies class.

I: Is that more demanding for you as a teacher? Because you need to

II: To do both you mean?

I: You need to, Your knowledge of the vocational program? It needs to be greater?

II: Yeah yeah, definitely, and that's why we have asked that, if we, we have can stay on the program you know, for several years, rather than be moved about, because I had to learn, I'm learning with my students, and had to last year with all these different tools and everything that students are supposed to know the names of, I don't know them, I don't know them in Norwegian (giggles). So you know, about different techniques and so on, what to do in the garage and whatever, it's not my job (giggles). Of course, if we could have teachers both and mechanics that would be the option, but that's not the case, so it's up to me, and I prefer not to have to learn to many things as I've already said, I'm already teaching three different groups and that's quite demanding and of course, you cannot, very often I cannot use the same material in the different groups so I do that very rarely.

Appendix 7: Transcript of Interview 3

I: Researcher

II: Interviewee

I: So firstly, what vocational study programs do you teach?

II: I teach restaurant og mat, helse og omsorg, naturbruk Vg1, naturbruk Aqua Vg2,

I: Do you have a general studies class as well?

II: No, not me

I: Is that deliberate? Do you prefer working with vocational?

II: it is not deliberate, but I really enjoy the connection to or the situation where the students have made up their mind on what kind of work they want to do as it gives tractions on how to, they ask why do we need to learn this and then we can connect this with their chosen career.

I: Is it more demanding of you? knowledge wise? Do you need to know something about their vocation?

II: Yes, but, uum, when I am in doubt, I sit down with their teacher, their vocational teacher, and sometimes we have projects together, for instance this school is applying to the authorities now, to start a small fish farm, experimental fish farm and in English, the aqua class wrote their own experiment, what they would like to use this opportunity that they would get with the fish farm, and so, I do the English bit and the other teacher do the more scientific bit

I: That's really interesting, so in your experience, what do you see as the challenges of working with fictional literature in vocational classes?

II. The main challenge is getting, many types of texts are excluded from what you can do. Songs are no problem, a type of poetry, but if we do more artistic or cognitive type poetry its difficult to, get the students enthusiastic about it because the language is too difficult for them to grasp on the other side, short stories and novels, I find that science fiction works quite well because you have this element of, usually there is some kind of crisis, so you have this high level problem situation and then you'll often have some kind of special structure in the family situation, mid-level is also problematic and you have this good and there is and, in science fiction it is very typical that you have special twist when it comes to character development, how the person develops cause they are put in extreme situations, and when you have these three layers of development or frames its.. um, the plot is often quite fast moving so it keeps up the interest of the students, then, for me, that has become the go to thing when I want to develop students grasp of written English because it doesn't just develop their reading skills, but also their writing skills, when we go through this stories. So I, and maybe my favourite book there, especially for boys is the first book in the series about ender that... The book is called *enders game* the author is Card, I have a readers block, but anyway, because, and then we get this situation where we read half and hour every week in a class and then the students have to read half and hour themselves and then we have a little test to push things along. To go back to poetry, I like some of the poems I found at the poetryfoundation.org which is a US based place where they don't just have the poem but they have an interview, they might have some texts about the poem so its really, and it is so diverse and there is so many types of poems there, so many different types of perspectives so it's a good place for English teachers to pick up material.

I: Are there any genres that you deliberately steer away from? Fictional literature? Do you use digital games for example? I see that digital games is now in the competence aims.

II: I have tried, but my feeling is that in the classroom I destroy the fun of the game by being too analytical and so, but I think it is a very good thing, the students use often several hours a day playing English language games where they are speaking with others so that's good for the oral development (those skills), but again it's not giving them much by way of reading, at least you know, longer texts, there might be two or three lines of just information on how to get to the next level. So I've tried games, I am not... I haven't been able to implement it in a way I find it is worth the students' time. We do watch some films, typically about central UK or US political figures, there is a push in the academic culture to use texts or films that are critical in a derogatory way of just normal life. So though there are some, you need to be able to tell the story of the down and out, but you don't need to just use that story as an excuse for the blame game. My feeling when it comes to the UK and the US culture is that for instance when it comes to slavery, Slavery was in every culture all over the world and the fight against slavery started in Portugal in the 1600s but it didn't push outside the Portuguese region, they did not attack other countries or ships that were transporting slaves, but it was in the 1830s in the UK that the real stop to slavery work started but the twist now is that UK slavery and US slavery is something that is, ...uhm, I never hear that people hear say that the fight against slavery in the world started in the British and the US culture.

I: So the nuance is important?

II: Yeah, and I, am not, I do not want to go there, I don't want people to feel bad about their own culture, I don't want people to feel bad about other cultures, the UK and the US. In Norway we are,

ehh, a lot of the good things in Norway have come as a result from good things in other countries including from the UK.

I: So what are your opinion on the role of fictional literature in vocational studies?

II: It is always character development, when you see how a person in a difficult situation is able to navigate and stay true to their own conscious or feeling of what is right. And I feel that is much more interesting level of narration than the who has got the biggest gun, that's not a very interesting story really, but the story of how are you able to kill your own devils, that's fascinating and I think if it is done right, the student are really gripped by good character stories where the main character or other show how they navigate and how they develop and mature into being able to not just being able to take care of themselves, but take care of their close surrounding like their family, village or..

I: But then you need to pick out the literature?

II: Yes

I: Because you ticket off at the survey that you do not want the students themselves to choose? Can you explain?

II: Because it is the, it is imperative that every person needs a father figure in body or symbolically, to say this is what is the good life and to give the student the knowledge and the understanding that a student has, you need to...to check it. For instance, in the book Ulysses by James Joyce, you have Steven who has Shakespeare as his symbolic father and Steven does not have any real contact with Shakespeare other than through his texts same as all of us but the thing is, he thinks that Shakespeare

is productive because of his, the pain of his relationship with Anne Hathaway. So Steven goes about wounding himself, destroying his relationship with friends and when there is a father figure, when Leopold comes and they have this meeting between Steven and Leopold, Leopold the father figure who has lost his own son ehh, Steven is not able to connect to somebody who'd be really healthy for him to connect with, so Steven in way is destroyed because he is too proud and he is too academic or theoretical in his life project, I need to destroy myself so I have experience so that I can become a writer because he thinks a writer has to write from his own experience whereas Leopold is mature and is a very humble man, has been really wounded by the loss of his future, because he lost his son.. but he has seen that compassion is the key to understanding not just yourself, but understanding other people and when you understand other people you can write. And that happens inside.

I: Do you think that can happen to students, compassion, can that be thought?

II: Yes, Oh yes, very much! Good stories... we are story creatures, we are embedded in stories and we model our lives on stories. And teachers need to give the students good stories as much as they are able to, or as much as the students are able to hold.

I: As an English teacher, this is probably a bit difficult, working in vocational classes, what do you feel is the most important aspect or basic skill for vocational students to learn?

II: Humm, we need to know the language up and down and you need to be able to do things quickly and just to give a response to what happens in the classroom so that the students have a sense of being subjects in you know... not subjected but being active in what is happening. That is more on the interpersonal level... uhh, teachers need to be able to pick out texts that will uhh create enthusiasm because if the student feels enthusiastic about something he will work and learn. Uhh, so

I try out different texts at the beginning of the school year to see what are they able to bear and how much or what kind of language level, where are they and then I choose after those initial four/five weeks and then I will choose what kind of curriculum I make use of during the year'

I: And now, if you look at the new competence aims, would you say it is more vocational themes than it used to be?

II: Uhhh, lets see, we could (He reads through the lists with competence aims). So this one is quite easy, the oral bit about the profession but the textual bit is difficult so that's quite consistent when we try to look at documents or texts from their work, they are too difficult and the language and the sentences are too long and the phrasing is too, there are too many adjectives and too many nouns and not enough simple verbs that will: what's going on here, so my main uhh... this is not..., my practise as a teacher, I don't use work related texts a lot because they are too difficult. I do some where we pick a lot of the words they need to know, to be able to speak about their work, but to raise their ability to use English in writing I turn to science fiction because that is, and texts that are able to carry the student because these academic or work related texts are quite often they are slow killers, they wear students down with the type of language they use.

I: Do you see a change coming? Are we heading more vocational aimed, can you still continue you practise?

II: Yeah, I mean, you know, the thing about a list like this, if you are loyal to some of these bullet points then you'll be disloyal to some of the others so there is a... that's part of my job description to navigate through this list through the year, and my feeling is that the cultural object of a language is so enormous, it's like you have this classical figure word called "plenitude", in Norwegian called

“Fylde, where something is so rich so no matter how much you cut it there is still more than enough. So even if we are working on, spending a lot of time with a science fiction novel there will still be a lot of.... A lot of things we encounter there and learn there in that text that we can use in work related field because there is so much interconnection in the language between being able to tell a story about life and the different levels that we have and the language that you use in work related documents, the only thing you don't get is a list of maybe one hundred or two hundred work specific phrases so that list you'll have to look at, no matter what do of other things, this list is something the students need to be able to handle, but we do do texts like: write a letter, write a report, and then we very often I use a storyline situation where there is a fire at your workplace and then they'll just write a fictional story so that they are into the situation one week and the next week write a about what mistakes led to this fire you know, and then write like a report or maybe a letter to the insurance company

I: Do they seem to enjoy that?

II: Yeah! Because they understand, you know, students enjoy the things that they understand, but the problem with school in my experience is when I give them things to do that they don't really understand...and

I: So relevance?

II: The relevance yeah, so when you, so I try to make first the situation which is, uhh like a story, you know, tell a story about something and then something happens and somethings goes wrong and something is, and because you understand this situation like a life situation, then you can do the paperwork after, the letter writing to the mother who lost her son because you were not able to stop

the truck or whatever. Or you prepare a speech at the, when they bury your friend, you know, you need to have this emotional hook in way, and if the emotions are not triggered its much more difficult, I mean, I guess they are just like you and me, its not, life is ... we think that we are rational, but I think that the rational is just something we use to explain the emotional and the emotional comes first, and that also goes for the English students. You need to trigger them in a way so that they understand the situation and feel some of the emotions of the situation then they can do work that is also work related.

I: And prepare them for life

II: Yes! Yes!

I: That really interesting and a really good answer! Så star det jo, vi tar bare dette på norsk: Jeg var inne å så på fagets relevans og sentrale verdier så star det nå: Engelsk er et sentralt fag for kulturforståelse, kommunikasjon, danning og identitetsutvikling. Engelsk skal bidra til å utvikle elevenes interkulturelle forståelse av ulike levesett, tankemåter og kommunikasjonsmønstre. Har du noen tanker?

II: My feeling is that it is much to difficult to expect students to come out of their high school years with an understanding that is very “meta” in a way to their life. We are asking them to be critical uhh, in a way that is difficult for them to understand, our culture now is that we want the students to be critical from grade one, from 6/7 years old but we are not able to you know, make them critical in the true sense that they choose themselves because they don’t know enough about any subject to be critical in the way that we mean critical. So we just teach them what is right and wrong, this is what you should think and then when they agree with the teacher, they are critical if the teacher views

themselves as critical. Aristoteles said: "I don't want the students to ask questions about the culture, to be critical about the culture before they are 21 years old" because you need to understand your culture, and culture is something that you live in, these are not stories on the outside, but these are stories that you live, that you inhabit and that inhabit you. I am not saying we should go there, to Aristoteles extreme, but maybe it is not so wise what we are doing that we are making, asking children and teenagers to behave like cognitive grown-ups before their time, they need to be in this relationship to a father or to this explain figure, a figure who can explain the world to them uhh so that they don't hurt themselves in their endeavour to engage with the world and so

II: So the first part of your sentence there, cultural understanding, communication, being educated, the word danning, it presupposes wisdom and wisdom you know, when we talk about wisdom we talk about depth but if you go to Homer, he will talk about that you have a hundred experiences.

Okey, that is wisdom, that was his word for wisdom and so we need to give children a lot of experiences , let them taste different kinds of texts and different kinds of stories and talk about them, what is the good life here, and then, out of that, we'll come this educated sense of what it is that is right and proper in our culture and setting, if you push this, if you make this too, take the children to the meta level to quickly, they will just be using your crutches to think, they will not really be standing on their own feet you know. When it comes to identity development, yeah its, if you give them good stories to read, and to watch and to listen to, and talk about, that will engage them and give them and understanding of what they can do with their life, how they can carry responsibility, how they can live in a way that will take care of themselves so they are able to care of other people. uhh, So I agree

I: So you think good stories can ..?

II: Oh yes, they are the number 1 tool in the subject

I: And they can be both fictional and factual right?

II: Yeah, but very often we will pick out both the fictional and the factual for their narrative juggling of emotion, of perspective, of development, so there is criteria for both fiction and factual texts. Let's see, the second part of your question here, "develop students intercultural understanding", you can let the children enter into the life of other people in other cultures and other ways of living, other ways of thinking and uhhm, but for me this would be secondary to understanding your own culturalshere. You need to develop the centre before you can develop the prefiere, otherwise some place in the prefiere will become the centre which I don't think is the intention of this text here. So, this is understanding yourself and your culture, this is understanding other people in your culture and other people in other cultures so its

I: But you need to understand yourself before others?

II: Yes!

Appendix 8: The Questionnaire

Thank you for participating in my study! The purpose of this survey is to gather information about your thoughts on the use of fictional literature in vocational English classes. The information will be analyzed in my master thesis at the University of Bergen within the field of English didactics. All answers will appear anonymously in my research. However, if you are willing to participate in an in-depth interview on the topic "Fictional literature in the vocational English classroom", please write down your name and tick off the box " I am willing to participate in an in-depth interview" on this page

Remember: You are allowed to withdraw from this survey at any point!

Are you willing to participate in a interview with the theme "Fictional literature in the vocational English classroom"?

- (1) I am willing to participate in an in-depth interview, please write your full name _____
- (2) No

1. Gender

- (1) Male
- (2) Female

2. How long have you worked as an English teacher in vocational studies?

- (1) Under 5 years
- (6) 5-10 years
- (7) 10-15 years
- (3) Over 20 years

3. Fictional literature is a wide term. In this survey the term literature will be defined in a wide sense to include films, computer games (that unfold like a narrative) and other forms of multimodal texts in addition to more traditional print-based texts like novels, short stories, poems, plays and novel extracts. Which of the following types of English fictional literature do you use in your vocational classes? You can choose more than one

- (1) Films
- (2) Novels
- (3) Short stories
- (4) Digital games
- (5) Tv-series
- (6) Plays
- (7) Poems
- (8) Novel extracts

4. How often do you use English fictional texts in your vocational classes?

- (1) Very often (more than 2 times a month)
- (2) Often (once a month)
- (3) Never
- (4) Rarely (less than once a month)
- (6) Very rarely (less than every second month)

5. Please rank the following English literary genres according to your usage in your vocational classes. Begin with the ones you use the most.

	1	2	3	4	5	6	7	8
Novels	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
Short stories	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
Poems	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>

	1	2	3	4	5	6	7	8
Films	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
Tv-series	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
Multimodal texts	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
Novel extracts	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
Digital games	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>

6. In your experience, what are the main challenges of using fictional literature in vocational classes? You can choose more than one

Please rank

- (1) Lack of motivation amongst students
- (5) Low proficiency level
- (2) Not enough time
- (4) Lack of relevance
- (6) Other, please specify: _____

7. In your experience, what types of English fictional literature tend to create most excitement amongst your vocational students? You can choose more than one

- (1) Films
- (2) Poems
- (3) Novels
- (4) Short stories
- (5) Digital games
- (6) Plays
- (7) Tv-series

8. In the Core Curriculum values of All-round development and Intercultural competence are expressed. Do you feel that the current competence aims (LK06) for the subject of English reflect these values? If so why or why not?

9. In the most recent draft from 16.09.2019 for the English subject in vocational studies by Fagfornyelsen, the following competence aims related to culture, history and literature have been suggested for the English subject in vocational studies:

utforske og reflektere over mangfold og samfunnsforhold i den engelskspråklige verden ut fra historiske sammenhenger

diskutere og reflektere over form, innhold og virkemidler i engelskspråklige kulturelle uttrykksformer fra ulike medier, inkludert musikk, film og spill

lese, diskutere og reflektere over innhold og virkemidler i ulike typer tekster, inkludert selvvalgte

tekster

beskrive sentrale trekk ved framveksten av engelsk som arbeidsspråk

Are there any of the suggested competence aims above you find particularly important or irrelevant? If so, why? or why not?

10. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
In the English subject, vocational and general studies should have separated curriculums	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
In the English subject, vocational and general studies should have separated exams	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Using fictional literature in the English subject is important in vocational studies	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Students in vocational studies should be able to decide which literature to read in the English subject	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Fictional literature in the English subject should be related to the field of study in vocational classes	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
In the English subject in vocational studies, fictional literature can be useful to learn about other cultures	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
English teachers working in vocational studies should be familiar with the field of study of their vocational classes	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Reading fictional literature for pleasure should be promoted in the English subject for vocational classes	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
I find it hard to promote intercultural competence in vocational studies	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

11. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Factual texts are better suited to promote learning than fictional texts in the English subject in vocational studies	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Vocational students like working with factual texts better than fictional texts in the English subject	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
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The English Subject should be less content based and more focused on language use in practice

(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
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I prefer working with factual texts in my vocational English classes

(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
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I prefer working with fictional texts in my vocational English classes

(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
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(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
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12. What do you think could be positive and negative aspects of the intended “slimming down” of the competence aims in the English subject according to Fagfornyelsen, especially for vocational classes?

On a scale from 1-100, how important do you find fictional literature to be in your teaching in vocational studies?

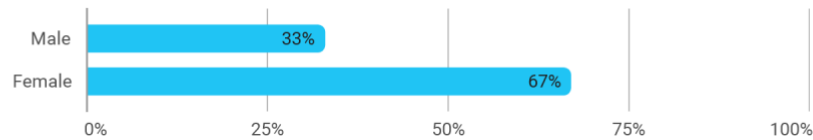
Thank you so much for answering this survey and helping me with my master thesis!

If you have any questions, please contact me at: mina.aronsen@student.uib.no

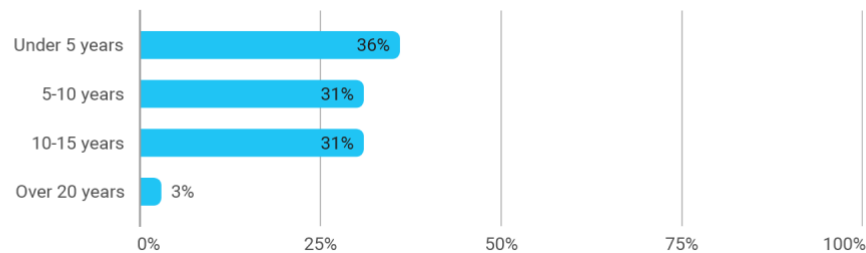
Mina Aronsen

Appendix 9: Results from the questionnaire

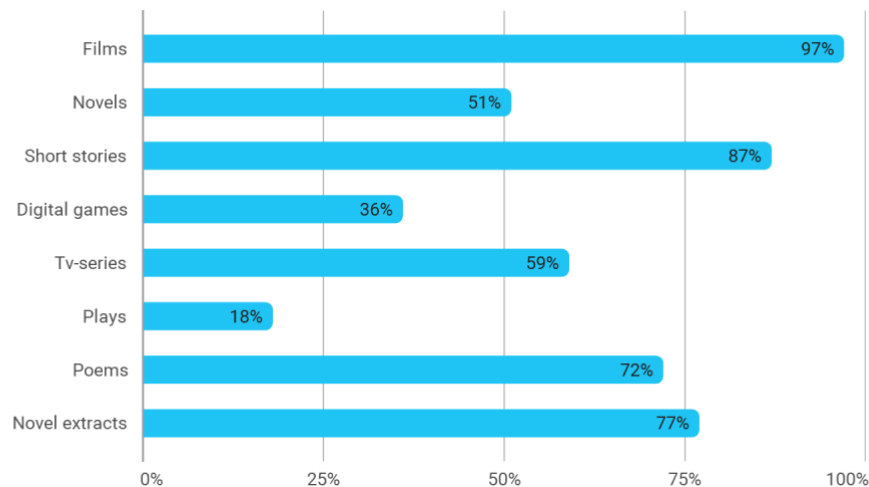
1. Gender



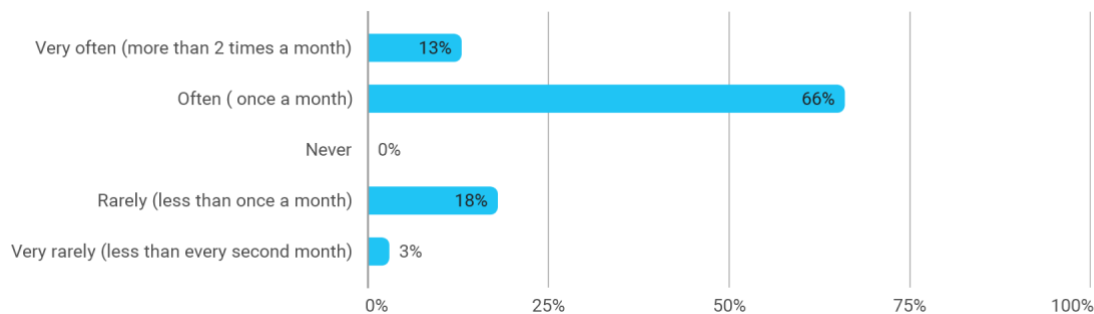
2. How long have you worked as an English teacher in vocational studies?

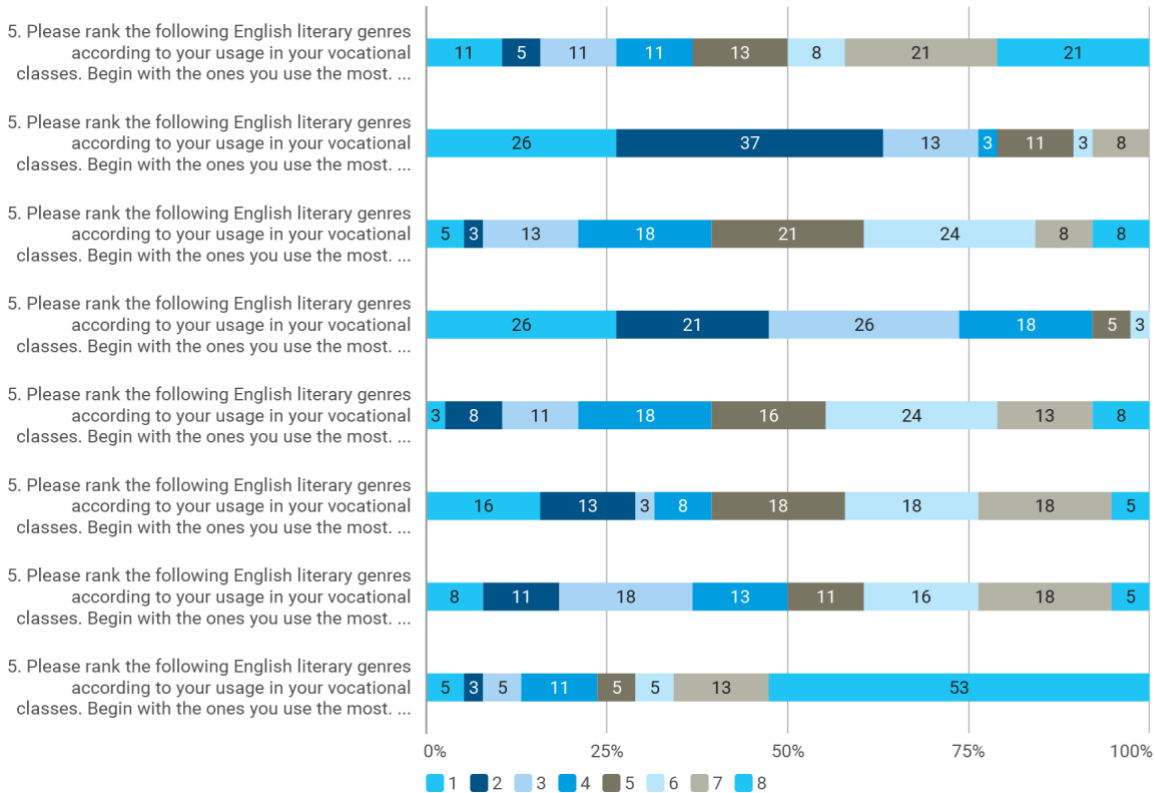


3. Fictional literature is a wide term. In this survey the term literature will be defined in a wide sense to include films, computer games (that unfold like a narrative) and other forms of multimodal texts in addition to more traditional print-based texts like novels, short stories, poems, plays and novel extracts. Which of the following types of English fictional literature do you use in your vocational classes? You can choose more than one

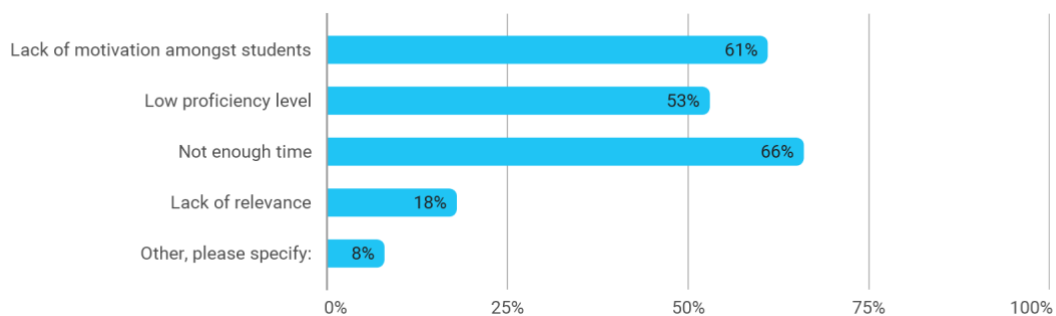


4. How often do you use English fictional texts in your vocational classes?





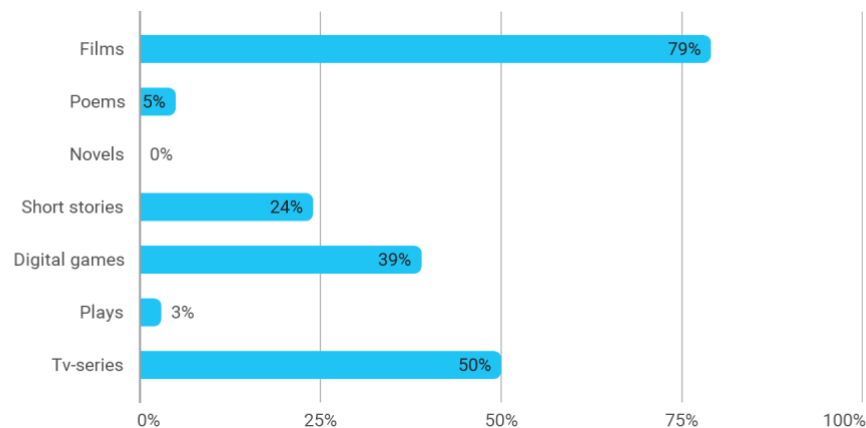
6. In your experience, what are the main challenges of using fictional literature in vocational classes? You can choose more than one - Please rank



6. In your experience, what are the main challenges of using fictional literature in vocational classes? You can choose more than one - Please rank - Other, please specify:

- lack of novels that can be used for classes with very varying degree of proficiency.
- Depends on the type. They like films, TV shows and games. Reading? Not so much. In the latter case it's motivation.
- Not enough time to find and read relevant texts as a teacher.

7. In your experience, what types of English fictional literature tend to create most excitement amongst your vocational students? You can choose more than one



8. In the Core Curriculum values of All-round development and Intercultural competence are expressed. Do you feel that the current competence aims (LK06) for the subject of English reflect these values? If so why or why not?

- yes
- Yes.
- No...Too many competence aims to cover in short time
- To some extent. Working on relevant factual and literary texts helps. So does working with different cultures around the world, but this is very dependent on the competence and interest/enthusiasm in the student.
- Yes. These values can be found in the general/overriding part of the English core curriculum, but could have been better implemented in the competence aims that follow.
- In a sense yes, but I feel that this is something that depends largely on how the teacher teaches and what the teacher focuses on in his/her teaching. So by just looking at the competence aims yes, but in practice it might not be the case.
- Yes, depending on how the teacher chooses to implement them.
- I choose texts and films for the stories' depth of character, not for any undefined all-round development. It is irrelevant whether moral character, or lack of it, is expressed in the students' own cultural framework or in some other cultural framework. They judge by our own cultures norms, no matter.
- I think that they reflect these values.
- Yes
- Yes
- Yes
- In part, but very vaguely - there is reference to culture in the "Culture, society and literature" part, but the competence aims do give you room to do it if you use your imagination!
- To an extent, but there is little time to read too much fiction, when there is so much to get through in such a short time. Professional English is generally prioritised as this is what is most interesting and important to the students.
- Considering the fact that the competency aims are incredibly open, yes. It is up to the teacher in each classroom to find suitable material to ensure that the pupils reach these goals.
- 15 year old competence aims naturally don't reflect all the new developments since then. They do cover a wide range of literature including its relevance to understanding native peoples and the culture of other English speaking countries, but the aims don't really touch on the underlying understanding of intercultural issues such as ethnocentrism and cultural relativism. The International English aims include that aspect, but vocational students will rarely take that subject (only as an optional subject in an optional VG3 extension course). As such the use of multicultural literature can end up out of context.
- Yes, because the aims are so wide I can choose to integrate different subjects in my teaching.
- Yes
- Yes, the pupils are to reflect around their own learning, and there are some competence aims that touch upon culture specifically. Could definitely be improved and developed, though.
- fff
- m

- No, because since the subject has been structured over two years with so many competence aims there hasn't been enough time to focus on one text or topic in any depth. I tried this year to read "The Absolutely True Diary of a Part-Time Indian" with two of my classes, and it took a lot of time. My students liked it, but since we listened to the audio book as they read (to accommodate students who need the extra support when reading) we didn't have time to discuss much of what they read or do much with it afterwards. My hope is that this will change with the new curriculum and class structure where the entire subject is taught in VG1.

9. In the most recent draft from 16.09.2019 for the English subject in vocational studies by Fagfornyelsen, the following competence aims related to culture, history and literature have been suggested for the English subject in vocational studies:

* utforske og reflektere over mangfold og samfunnsforhold i den engelskspråklige verden ut fra historiske sammenhenger

* diskutere og reflektere over form, innhold og virkemidler i engelskspråklige kulturelle uttrykksformer fra ulike medier, inkludert musikk, film og spill

* lese, diskutere og reflektere over innhold og virkemidler i ulike typer tekster, inkludert selvvalgte

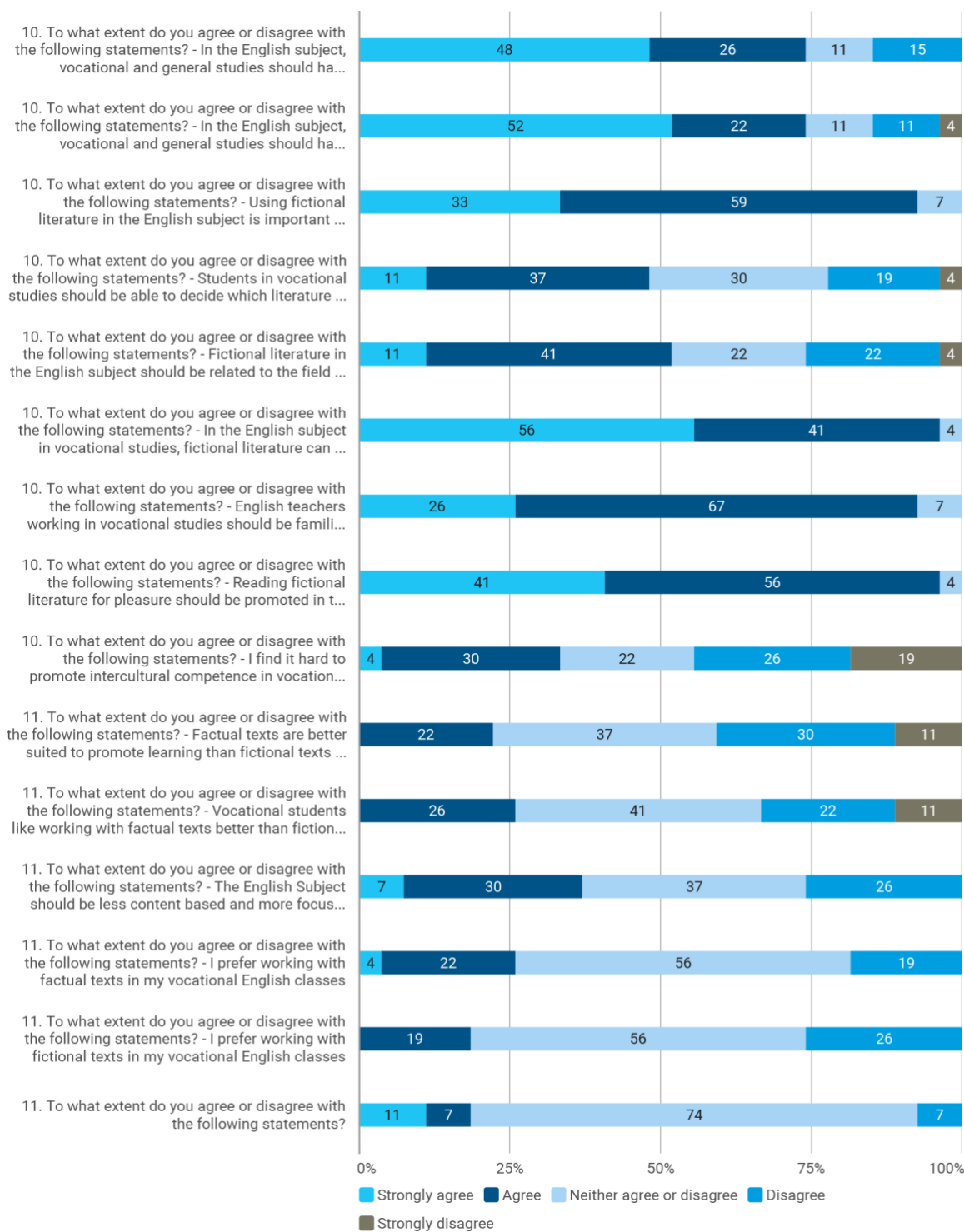
tekster

* beskrive sentrale trekk ved framveksten av engelsk som arbeidsspråk

Are there any of the suggested competence aims above you find particularly important or irrelevant? If so, why? or why not?

- det er viktig å kunne forstå bruken av engelsk som arbeidsspråk, og forstå virkemidler i språket
- They are all relevant
- All of them.
- Punkt 3.. den oppmunter diskusjon i klassen og krever lesing
- Not in themselves. The old curriculum can already include these aims. With a holistic approach, they may be relevant/important, but this depends on the teacher.
- nr 1 + 4
- beskrive sentrale trekk ved framveksten av engelsk som arbeidsspråk
- x
- I find it strange that film, music, and gaming are all mentioned in a separate competence aim and not as part of the aim on different types of texts. So I will say that the second competence aim is particularly important, and that competence aim number three should have been part of competence aim number two. The last competence aim is irrelevant for vocational students if the idea behind it is to discuss the history behind/how English has developed as a business/work related language. Then it would have been better to just discuss English as a business language as of today. The first competence aim is somewhat oldfashioned with its focus on "history". It would be more relevant for vocational students to talk about diversity and social conditions as they exist today. One can of course talk about historical aspects as well, but adding that dimension to the competence aim is irrelevant.
- I feel that these are all relevant and should be included in the curricula. I believe that it is important to include this in the English curricula, if not the essence of the subject will be lost, in my opinion at least. The subject is a Bulidung subject, and therefore it is important to include how people around the world live and work, and not just focus on our own country.
- No

- I think they are all important, and may be made relevant by picking the right texts
- I think the last competence aim is difficult to interpret. The first three are very similar to LK06 just written more precisely.
- Omgrepa historiske sammenhenger og mangfold er det samme som kritisk teori. Med andre ord, vi skal ikke utforske og reflektere historiske sammenhenger og anglo-saksisk identitet, bare de andre identitetene som identifiserer seg som Den andre i forhold til den anglo-saksiske. Hvordan kan vi utforske og reflektere over periferien når vi ikke kjenner kjernen som periferien identifiserer seg i forhold til? Kjernen må jo som historisk aktør snakkes ned i kritisk teori.
- All are important, but near impossible to reach.
- The first one. There is an increase of right-wing ideas among people in Europe. I would claim this is mainly because of lack of historical knowledge.
- No.2 and no.4. Relevance.
- Well - it really depends. If your vocational study is related to sales, knowing something about literary devices as they are frequently used in commercials and advertisements. However, if your vocational study is not related to sales, it might be hard to "sell" in terms of relating it to their life- and study-situation. The final one is too vague and makes little sense - should they learn how to describe English as a work language or actually learn about the English they need?
- Games have finally been given a place in the competency aims. This will do much for the pupils that traditionally choose vocational studies. Gaming has been a key factor in lifting boys' language and cultural skills.
- The third one isn't exactly paramount to their future lives. The first one is most important, followed by the second as a method of teaching the first
- diskutere og reflektere over form, innhold og virkemidler i engelskspråklige kulturelle uttryksformer fra ulike medier, inkludert musikk, film og spill - This acknowledges the ongoing evolution of the literary genre. As the population reads less traditional literature, it becomes increasingly important to give students a framework to better understand newer forms of cultural expression (such as music, film and games)
- No, and they can be combined nicely.
- No
- The first one; because it is important to have knowledge about society, multiculturalism and history to understand the world we are living in and why people are the way they are or why there are conflicts etc.
- I find them all to be refreshingly specific and in tune with the general part of the new curriculum.
- Last one is very important for vocational classes, as it is the most relevant for them in their future occupation. Pupils often think they will not need their English after school, but are very often wrong.
- rrr
- ,
- I think they work quite well, they contain much of the same goals as the former competence aims but in a form that allows us to use our judgement as teachers in what to focus on. I also appreciate that it specifically mentions texts that the students have chosen themselves.



12. What do you think could be positive and negative aspects of the intended “slimming down” of the competence aims in the English subject according to Fagfornyelsen, especially for vocational classes?

- Det er positivt at det legges til rette for mer dybdel ring i l replanen, det gir rom for   tilpasse til de ulike yrkesfagene
- Negative: broader competence aims, that require more time to fulfill. Positive: more in-depth.
- Focus
- Positive.. more time to focus on specific aims

- To a large extent, the subject matter is the same as before. There might be some adjustments in focus and emphasis, and a "slimmed down" curriculum might be easier to understand by the students.
- mer tid til enkelte emner, bedre muligheter til refleksjon, egne læringsstrategier, ordforråd osv...
- Positive; if it actually Works as a slimming Down, there will be less content to Focus on.
Negative; reforms With the intent to slim Down and cut away mostly ends up adding confusion and a lack of clarity in intent instead.
- I am not sure that a intended "slimming down" is a reality according to the last suggestion from UDIR. The competence aims as they are suggested now, looks more like a summary of the old ones. Maybe the feedback after the "Høring" made the ones in charge of the new curriculum afraid of making too many changes after all. Now, I have not read the whole document (the latest one)... But I had a discussion with my fellow colleagues on the changes made from the first draft. The first draft looked interesting and could have made a more positive outcome for the vocational classes. As they are now, it seems like only five competence aims are different from those intended for "studiespes" along with the separate exam (which is really good). Some of the differences in the competence aims can only consist of one single word, i.e. arbeidsspråk... Where instead of changing the one word, the whole competence aim should have been rewritten. There are no negative aspects when it comes to making a curriculum more relevant for vocational students. More relevant does not mean "easier".
- Positive: More time to focus on the remaining competence aims
Negative: too much dependant on the teacher in the class to fill teh competence aims.

Note: I find it difficult to say too much about the new curricula since we still do not know how assessmene will be done (written exam - oral?)

- More freedom of choice
- I don't think there has been any slimming down. Both the previous and New (as from the last update now in October) competence aims allow you to select material in order to implement them. You don't have to literally cover the Whole of the USA or Australia or the vocation. You make an educated selection of relevant material.
- Positive: Give the teacher greater leeway in choosing content.
- It's positive that they slim down the aims.
- Positive that it opens up to more cross-curricular work. Negative in the way that the Cultural aspect might suffer.
- Positive: Less rushing to finish the competence aims and more time to go in-depth

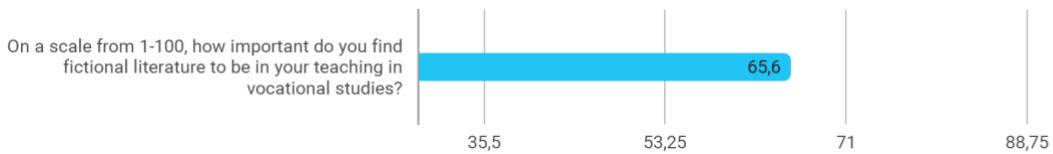
Negatives: They haven't really been slimmed than, but connected to each other and made more compact.

- Giving teachers more time to delve into the subjects thoroughly.
- It allows good teachers who adhere to concepts like "teaching by the aims" and "giving students a say" to thrive. Shitty teachers who teach with textbooks one page at a time will now be even further from the intended path than they already are.

Exams will also be interesting, as they will have to be more open as well, and for 15 years of LK06 the written exam makers in have failed to do that. They will take two open competence aims like "discuss literary texts" and "discuss social conditions" and create a task along the lines of "discuss a social condition using two literary texts you have read". It's possible to fulfill the two aims mentioned and never have done the combination suggested in the task.

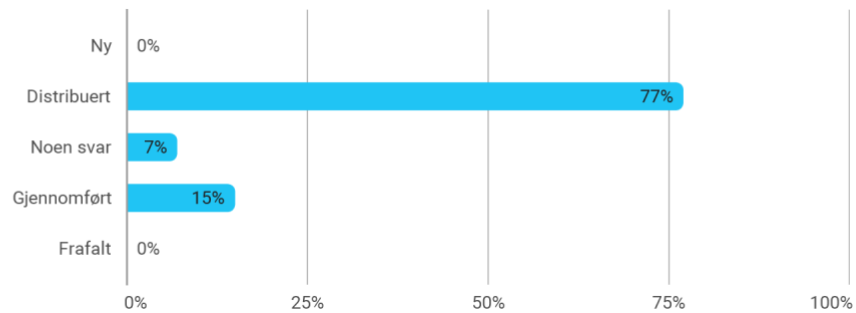
- I doubt the "slimming down" in and of itself will have a profound effect on vocational classes. However, moving the entirety of the English course to a single year will be a massive improvement in giving me the opportunity to adapt my lessons to my students' needs
- Negative: First Nation People aim is gone.
I can't see that it has become "slimmer", they've just conjoined two or more aims with a comma.
- X
- Positive: easier to follow up and understand
Negative: too much information / many former competence aims in one - difficult to understand. Important issues are dropped.
- Better time to go in depth and truly learn, not just skim and hope for the best.
- ll

- Positive - we can use more time on each topic if we so desire, and pull in several aspects of English as well as other subjects. We can also tailor our topics to better match our individual strengths as teachers and the interests of each class.
 Negative - more difficult to find common ground during exam evaluations, where the teacher may have focussed on other topics than the external examiner. (This is yet another reason why I think grades should be based on work throughout the year and not one exam). In addition, some important topics may not be covered, but then again, we will never be able to cover everything important, and the view of what is important may differ between teachers, schools, and politicians.



E-post

Samlet status



Appendix 10: Coding Form

Anlysis categories	Teacher 1	Teacher 2	Teacher 3
Interested in youth culture	X	X	
Comments on the cultural aspect of the subject	X	X	X
Motivation and relevance	X	X	X
Positive to renewal: See a change the better	X	X	
Negative to renewal			
Students should read literature for pleasure	X		X
Connects fictional literature to promotion of <i>Bildung</i> /All-round development	X	X	X
Vol perspective on language learning	X		X
ESP perspective on language learning	X	X	

Appendix 11: Example page of colour coding from interview with Teacher 1

I: The same competence aims, but in the new drafts, they are separated. Do you have any thoughts on that?

II: I think there's, its... We're playing catch-up here because for the past 5, 6, 7 years there's been attempts to work on relevance in vocational studies and there was a project that lasted for quite some time which was called "Fyr". Fellesfag, yrkesfag og relevans. So I don't think it's something new that- English, Norwegian, math and science teachers are trying to make their subjects relevant to the different various vocational studies, so now it's just in print which is good. So I think this has been going on for quite some time. And there's plenty of good things happening in vocational classrooms, especially English.

I: So what do you think about the, we have the competence aims here, if we relate it to the culture literature aspect. What do you think about, do you think the renewal will change the English subject? Are we heading somewhere, are we changing from the "Kunnskapsløftet"? Are we going in a different direction?

II: Well, hopefully we will move in a more... Will move in a less theoretical direction, because there will always be a debate about fending for our own in a way. We love our subject, right? So we would like to have as much aims as possible and then to have canonical literature, to be able to write argumentative essays and whatnot. And a lot of these skills might not feel that relevant to the students, so the challenge will always be to not compromising on the behalf of your subject and have academic ambitions on our students behalf but to make it, not underestimate them, but make it relevant for them to see that this is a subject that I can excel in within my vocational, my choice of vocational study. But I think, I don't have basis to say this, but my impression is that a lot of us as English teachers who teach at vocational studies, we... It's difficult to keep up with youth culture and what younger people spend their time on because a lot of us 40+ teachers, we grew up in a different time, of course it's not that I wouldn't play video games and watched English movies but we did read books. And the book as such on a philosophical level and a sociological level is challenged by other mediums, so I try the best I can to spend some time myself to keep up with games and jargon and what the students can't... Because the students do know a lot that is not necessarily appreciated in the EFL classroom which is a pity because to me that's missed opportunities to develop my own teaching skills in English but also to keep up with cultural change. But then of course it's always a battle between what we used to teach and what we should teach and should we be a, should there be a balancing act between youth culture and canonical literature? Where else would they meet Romeo and Juliet other than in school for instance. So, there's always a balancing act I guess, but to me that's part of... The fun of being an English teacher to keep up with cultural change as well and see if I can find ways to engage my students.