

Norwegian EFL Teachers' Beliefs about In-depth Learning

A mixed-method study in English Didactics



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Abstract in Norwegian

I tråd med fagfornyninga og dei nye læreplanane som trer i kraft hausten 2020, har målet med denne studien blant anna vore å undersøkje engelsklærarar på Vg1 sine oppfatningar av djupnelæringskonseptet. Dette er gitt eit tydeleg fokus i fagfornyninga, og studien undersøker om engelsklærarane kan seiast å vere einige med Utdanningsdirektoratet sin definisjon av konseptet. Vidare har studien også hatt som mål å finne ut om engelsklærarar er samde om korleis eit større fokus på djupnelæring kan implementerast i engelskundervisninga deira.

Nye teoretiske fokusområder i læreplanar kan potensielt vere utfordrande for nokre lærar sine gjeldande oppfatningar i høve kva dei meiner er god undervisning, som gjerne er bygd opp over fleire års erfaring. Derfor har studien også hatt som mål å undersøkje om engelsklærar ser på djupnelæring som noko som vil krevje ei fornying av undervisningspraksisen deira, og om dette heng saman med lengd på undervisningserfaring. Tidspunktet for studien er sentralt, då den har vore gjennomført under implementeringsfasen av dei nye læreplanane.

I studien har det vore nytta ein kombinasjon av kvalitativ og kvantitativ tilnærming, med bruk av intervju og ei spørjeundersøking. Både intervjuet og undersøkinga vart gjennomført via internett, med engelsklærarar frå store delar av Noreg som deltakarar. Det empiriske materialet for studien består av spørjeundersøkinga og transkripsjonar frå intervjuet.

Resultata frå studien viser at sjølv om samtlege skular og lærarar hadde starta å implementere eit tydelegare fokus djupnelæringskonseptet då denne studien vart gjennomført, så uttrykte fleire av deltakarane at usikkerheita knytt til konseptet si faktiske tyding ville verte ei utfordring. Til tross for dette, viser studien at deltakarane hadde ei relativt lik oppfatning av kva djupnelæringskonseptet inneber, på same tid som at deltakarane verka å vere einige med Utdanningsdirektoratet sin definisjon av konseptet, samt norsk djupnelæringsteori. Vidare viser resultata frå studien at deltakarane også såg ut til å vere samde om korleis dei ville inkludere eit større fokus på djupnelæring i engelskundervisninga, der fleire av dei same framgangsmåtane vart nemnt blant mange av deltakarane. Elles viste resultata frå studien også at lengde på undervisningserfaring kunne, til ei viss grad, ha ein innverknad på oppfatningane av djupnelæring, då nokre få av dei mest erfarne engelsklærarane som deltok i denne studien oppfatta djupnelæring som ei fornying eller endring av eigen undervisningspraksis.

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List of abbreviations

EFL – English as a foreign language

EFL teachers – English foreign language teachers

CLT – Communicative language teaching

NOU – Official Norwegian Reports

1 INTRODUCTION

1.1 Aim and Scope

In-depth learning was a concept that got increasing attention in the Norwegian educational context after the Ludvigsen committee used it in their reports about recommendations for the future Norwegian school in their Official Norwegian Report from 2014 and 2015 (NOU 2014:7, NOU 2015:8). The concept became widely discussed, with schools, teachers and educators expressing their beliefs and confusion about the concept's actual meaning, as there existed minimal Norwegian research and literature about the concept at the time. In-depth learning was however included in the 2018 proposal of the new national curriculum, which made it clear that the concept would become central in Norwegian schools in years to come. When the new national curriculum was made official in November 2019, the central role of in-depth learning was expressed through the following words, under the section *Competence in the subjects* in the core curriculum:

School must provide room for in-depth learning so that the pupils develop understanding of key elements and relationships in a subject, and so they can learn to apply subject knowledge and skills in familiar and unfamiliar contexts (Kunnskapsdepartementet, 2018).

From November in 2019 and through the spring of 2020, Norwegian teachers faced a period of preparation and implementation of the new national curriculum. The main intention of this study has been to try and capture the beliefs among Norwegian English foreign language (EFL) teachers during this period of implementation. The implementation of new curricula is always a challenge for teachers, as it often can require changing attitudes and practices for teaching and learning (Fenner, 2018, p. 39). The current study, therefore, aims to investigate what EFL teachers' beliefs are about in-depth learning during the implementation phase of the new national curriculum, and whether they can be said to agree with the Directorate for Education and Training's definition of the concept (Utdanningsdirektoratet, 2019a). Furthermore, the current study will also investigate the EFL teachers' beliefs about how in-depth learning can be implemented with the revised English subject curriculum, and whether there is a relationship between the length of teaching experience and the belief that in-depth learning requires changes or renewal of teaching practices.

For the current study, in-depth learning will be seen in line with the definition provided by the Directorate for Education and Training, as it is the official definition that has been presented together with the new national curriculum. The Directorate uses the following definition:

We define in-depth learning as the gradual development of knowledge and a lasting understanding of concepts, methods and connections within subjects and between disciplines. This means that we reflect over our own learning and use what we have learned in different ways in familiar and unfamiliar situations, alone or together with others (Utdanningsdirektoratet, 2019a).

1.2 Rationale for the Current Study

Since I started my teacher education in the autumn of 2015, my teacher training practices fell alongside the debates and discussions about in-depth learning. During these practice periods, I witnessed teachers express their confusion with the term, as well as their uncertainty about what a larger focus on in-depth learning would mean for their daily teaching practices. From talks with my teacher training mentors, it dawned on me that some saw it as a term for something they had been doing in their teaching for years, while others saw it as an entirely new concept or way of thinking that challenged their existing practices. Similar thoughts, questions and concerns were expressed in the media. Questions about what the term and concept meant and included, what it would mean for current teaching practices, and how the concept could be implemented in the different subjects and across subjects were frequently debated among teachers and educators. From this, my idea for the current thesis started to grow.

In-depth learning has become a highly relevant term in the Norwegian context by now, and with the focus granted in the curriculum and the debates, most teachers and educators should be familiar with the concept. However, the official definition of the concept can be said to be quite long and comprehensive, and researchers in Norway have argued that there exists an urgent need for a clearer, more concise definition in a Norwegian context (Gilje, Landfald, & Ludvigsen, 2018). Especially since the term in-depth learning and the term deep, or deeper learning has been used differently, with different meanings in the international context. With translations and import of international literature about the concept to Norway, the result might be that there exist several different perceptions and beliefs about what in-

depth learning actually means, and how teachers should facilitate for it in their teaching (Gilje et al., 2018).

Teachers' own ideas and beliefs of what they consider to be good teaching can be said to play a prominent role in their teaching decisions and practices (Borg, 2006). At the same time, several exterior factors might restrict these beliefs, and can place regulations on the teachers in terms of what they should do in their teaching. The national curriculum and the theoretical concepts that it relies on can be seen as one of such factors. Thus, several researchers have argued that curricular changes can challenge teachers' view of their own teaching, and thereby also their teacher identity. Teachers that have been through several curricular changes and reforms and have a long teaching experience might therefore find this especially challenging.

The discussion of the current study is therefore meant to cast light upon Norwegian EFL teachers' beliefs about the concept of in-depth learning and what it means in the Norwegian context. Since Norwegian researchers have expressed a need for a clearer definition for the school, this study will also investigate to what extent the EFL teachers could be said to agree with the Directorate for Education and Training's definition, to identify whether there exists such a need.

Furthermore, the study will try to investigate whether the EFL teachers share common beliefs about how a larger focus on in-depth learning can be implemented with the revised English subject curriculum. This investigation will in turn reveal whether there exist common beliefs about what in-depth learning is and how it can be achieved in the English subject, but also whether the beliefs suggest that curricular changes or new curricular focuses can be challenging in terms of a potential need to change one's teaching practices. This part of the investigation is based upon several researchers' (e.g., Borg, 2006; Henriksen et al., 2020) claims that curricular changes can challenge the teachers and their current teaching practices, as well as their teaching identity. With reference to this aspect, the study will also investigate whether there exists a relationship between the length of teaching experience among EFL teachers, and the belief that a new curricular focus like in-depth learning will call for a revision of their current teaching practices.

The research topic can be said to be of relevant and current character, as in-depth learning is seen as one of the most central terms in the new national curriculum, and has been widely discussed through the recent years. The study was conducted during the

implementation phase of the new curriculum, and can therefore provide a unique insight into the EFL teachers' beliefs about in-depth learning in the English subject before they had started adapting their daily practices towards the revised English subject curriculum. This can also provide valuable information about how EFL teachers believe in-depth learning can contribute to the development of competence in the English subject. Research related to in-depth learning in English teaching in Norway, or language teaching in general, is currently scant, and the current study can therefore be seen as a contribution to this research area.

Here it can be mentioned that due to the length and format of the current study, interdisciplinarity will not be investigated, even though I do recognize it as a large part of the new national curriculum, as well as an important part of in-depth learning.

1.3 The Relevance of In-depth Learning

As previously mentioned, in-depth learning has become a well-known term within the Norwegian education context over the past few years. However, the understanding and perception of the term in Norway varies (Gilje et al., 2018), and several journals have published articles about in-depth learning, with educators, politicians or teachers expressing their thoughts and questions about the concept after it was used in the NOU 2014:7 (2014) and NOU 2015: 8 (2015).

In the article of Larsen (2018) Gudmund Hernes, one of the former ministers of education in Norway, state that educators and social scientists like to borrow terms that can be confused with new thoughts. From his angle, educators have now taken the term in-depth learning to make the politicians think that they have come up with something entirely new. While denying that in-depth learning is new, he refers to the national curriculum from 1993, where learning was described to happen through an understanding of the familiar (Larsen, 2018). A principle that can be seen in line with how in-depth learning is presented. Several other Norwegian researchers have made the same claim as Hernes, and draw a clear line between the concept of in-depth learning and previous education politics and curriculums in Norway (Raaen & Østerud, 2017). Old or new, the concept has been widely discussed, and Norwegian researchers have been concerned about the fact that there might exist several different perceptions in schools across the country about what in-depth learning means, and how one can facilitate for it (Brøyn, 2019; Gilje et al., 2018,). This can in turn lead to approaches that do not necessarily result in in-depth learning. A need for a clearer, common perception of what in-depth learning is have therefore been stressed, as well as more research on how in-

depth learning can be facilitated for and practised in Norwegian classrooms (Gilje et al., 2018).

With the new national curriculum taking effect from the autumn of 2020, research about in-depth learning in Norway has increased and expanded over the last few years. Most of the published research focuses on in-depth learning in a school setting, with a discussion or description of what the concept is and possible approaches (e.g., Gamlem and Rogne, 2018; Flatås, 2017). Other researchers in the Norwegian context have concentrated their investigation about the more creative potential of in-depth learning, like Østern et al. (2019). There seems to be scant research about in-depth learning within specific school subjects at the current moment, but an exception can be found in Holt, Voll and Øyehaug's (2019) *Dybdelæring i naturfag*, which discusses approaches to in-depth learning in natural sciences.

Through recent years, a few Norwegian master's theses have provided valuable insight into in-depth learning, and some of them have cast light upon the relation between in-depth learning and language learning. Skaug's (2018) thesis investigates the use of literature in the Norwegian subject and how teachers think in-depth learning can be realized through the reading of literature. Furthermore, the thesis of Nerland and Vika (2019) investigates the concept of a "literature workshop", as a practice for oral activity and in-depth learning in the Norwegian subject. Additionally, Nilsen and Rahkola (2019) have written a qualitative study about teachers' and principals' understanding of in-depth learning, ways to implement in-depth learning in the classroom, and the phenomenon's meaning for pupils, teachers and principals. By looking at the theoretical aspect of in-depth learning, without connecting it to any specific school subject, Ørjan Flygt Landfald's (2016) thesis discovers how in-depth learning can be defined and limited from a cognitive perspective, and how in-depth learning can be seen in relation to other phenomena within teaching. All of these contain interesting and valuable aspects regarding in-depth learning in Norway, but at the same time, none of them cover in-depth learning within English language teaching, like the current study will.

In-depth learning is a highly relevant and current concept, and Gilje et al. (2018) outline two particular reasons for why in-depth learning can be seen as important for the future competence of Norwegian pupils. First of all, the technological development has contributed to easy access to information. Therefore, acquiring factual knowledge does not hold the same status as it once did. Second, the access to the enormous amount of information and frequent development of technology makes it relatively difficult to predict which competences will be

central in future society and work. In-depth learning can therefore be seen as purposeful because it provides pupils with a larger opportunity to transfer what they learn today, to master the challenges in the future that we know less about (Gilje et al., 2018). Based on this notion, in-depth learning can be seen as important and central within the current school development in Norway, and because of the debate and the uncertainty around the concept, more research is needed. The current study therefore aims to be a contribution to the research of in-depth learning within the Norwegian context, especially since minimal research has been done on in-depth learning and language learning, or more specifically, English language teaching, in Norway.

Many would potentially claim that interdisciplinarity and work across disciplines is an important part of in-depth learning, which might lead to questions of whether research on in-depth learning within one school subject is necessary. However, from the Directorate's definition (see section 1.1), one can see that in-depth learning is based on the idea that the pupil will have a gradual development of concepts, methods and connections both within subjects and across disciplines (Utdanningsdirektoratet, 2019a). To be able to make connections across disciplines, a solid foundation and an overview within the individual subjects will be necessary. In other words, in-depth learning can be seen as just as important within the individual subjects as across disciplines. Therefore, research about Norwegian EFL teachers' beliefs about in-depth learning in the English subject can be an important contribution, as it can reveal how in-depth learning can be approached in English language teaching. In turn this can also illustrate whether the EFL teachers that participated in this study were on the right track before the new national curriculum was taken into use this autumn.

1.4 The Relevance of Teachers' Beliefs

Teachers' beliefs influence teachers' goals, procedures, materials, classroom interaction patterns, their roles, their pupils, and the schools they work in (Borg, 2018; Kuzborska, 2011). Conducting "good teaching" is a complex practice and process, that requires a lot from the teacher, both in terms of preparation, completion and evaluation of individual lessons. In the centre of a teachers' daily practice lies the teachers' own experiences, attitudes to, and knowledge about what good language teaching is (Henriksen, Fernández, Andersen, & Fristrup, 2020). At the same time, there is a possibility that teachers might not have a sufficient insight into how he or she actually teaches, and similarly, the presumptions behind the teaching could be unconsciously made. These presumptions can again be affected from

several perspectives, like the teachers' own experiences as learners, their experience as language teacher students and their experiences through their work as a teacher (Henriksen et al., 2020).

With any curricular changes, or a change in fundamental learning concepts, teachers will have to change their belief system. Because before a teacher can change his or her practices, he or she needs to acquire a new set of beliefs, some of which may run contrary to the teachers' own beliefs and understanding (Borg, 2006). To take use of new knowledge about language and language learning can be challenging for a teacher, and it can take time to find a way to adopt new demands or new theoretical knowledge into familiar teaching routines. If the knowledge or new demands or focuses, such as in-depth learning, go against the experiences that the individual teacher has acquired, this could cause frustration and uncertainty among the teachers (Henriksen et al., 2020).

Studying teachers' beliefs can help teachers recognize gaps between their beliefs and practices, and provide insight to whether innovation is having the intended impact (Borg, 2018). The current study can provide an overview of what a limited sample of EFL teachers' beliefs are about in-depth learning, and their beliefs of how it can be implemented in the English subject with the revised English subject curriculum. This can also provide an insight into whether there exists confusion about the term, or, for future interests, insight into how EFL teachers' beliefs about in-depth learning were during the implementation phase of the new national curriculum.

The field of language teachers' beliefs has become fashionable through recent years (Borg, 2018), but in Norway, there can be said to remain relatively little research about EFL teachers' beliefs, perhaps especially in relation to curricular changes. The investigation about whether the length of teaching experience affects how the EFL teachers perceive new curricular focuses like in-depth learning can therefore be an interesting, and somewhat different addition to research about Norwegian language teachers' perception of curricular changes.

1.5 Research Questions

As described, the present study will investigate EFL teachers' beliefs about in-depth learning during the implementation phase of the new national curriculum. This investigation is divided into three parts, where the first is related to how EFL teachers' beliefs are visible in their understanding of the term in-depth learning, and to what extent they can be said to agree with

the Directorate's definition. The second part of the investigation is related to their beliefs about how in-depth learning can be implemented in their teaching of general studies' English, while the third and final part covers the relationship between length of teaching experience and the belief that in-depth learning will require changes in teaching practices. Thus, the current study is guided by the three following research questions:

1. To what extent do Norwegian EFL teachers agree with the Directorate for Education and Training's definition of in-depth learning, and how are their beliefs about in-depth learning visible in their understanding of the term?
2. Do EFL teachers share common beliefs about how in-depth learning can be implemented in their teaching with the revised English subject curriculum?
3. Is there a relationship between the length of teaching experience and the belief that in-depth learning requires changes in teaching practices?

To investigate these questions, the design of the study was based on mixed methods, with the use of a questionnaire and interviews. Fifty-four upper secondary school teachers from various parts of Norway participated in the questionnaire, and four of these took part in the interviews as well. All of the participants had either been teaching or were currently teaching English in the first year for general studies in upper secondary school.

1.6 Structure of the Thesis

Through the use of mixed methods, the current study aims to investigate English teachers' beliefs about in-depth learning, in relation to the new national curriculum and the revised English subject curriculum for general studies (Vg1). The core of the study is found in the discussion of teachers' beliefs about the concept of in-depth learning, possible approaches for the concept in the teaching of general studies' English, and in whether there is a relationship between length of teaching experience and beliefs about in-depth learning. Exterior factors that will affect Norwegian EFL teachers' beliefs, such as the impact of the national curriculum, international research trends and learning concepts and theories that the Norwegian school is built on, will also be addressed.

The thesis is structured in such a way that chapter two will give a presentation of the theoretical framework for the current study, starting with a historical background. Through the first part of the chapter, relevant learning theory, the status of the English subject in Norwegian education, and influences on English language teaching in Norway will be presented. Following this, there will be a presentation of theory and research regarding

teacher's beliefs, and finally, in-depth learning. In chapter three there will be a description of the methodological framework of the study, with an explanation and rationale for the choice of materials and methods, as well as a presentation of how the data collection and data analysis was done. Findings and results from the data analysis will be presented and discussed in chapter four, before concluding remarks and a brief summary of the main findings will be provided together with a short discussion of potential future research areas in chapter six.

2 LITERATURE REVIEW

2.1 Introduction

The current study investigates Norwegian EFL teachers' beliefs about in-depth learning in relation to the revised English subject curriculum. This chapter will therefore address insights from theoretical fields and literature that are relevant for this investigation. The base of the theoretical background is connected to the underpinnings of the English subject in Norway, with learning theory and pedagogical thinking that can affect Norwegian EFL teachers' beliefs, theory about in-depth learning, and finally, theory related to teachers' beliefs.

The historical background for the study will be presented initially, before section 2.2 will address the content and theoretical foundation behind the English subject in Norwegian education, as well as an insight into the English subjects' status in Norway. In section 2.3, theory about teachers' beliefs will be presented. The main focus in this section will be on language teachers' beliefs, due to its relevance to the current study's research ambition. The most central theoretical works in this section are from Simon Borg (2003, 2006, 2015, 2018, 2019), and Henriksen, Fernández, Andersen & Fristrup (2020).

Section 2.4 will present central theory and research about in-depth learning, with a focus on the Norwegian context. The work of Gilje et al. (2018), Flatås (2017), Gamlem and Rogne (2018), Østern et al. (2019) and Voll, Øyehaug, and Holt (2019) will be in focus through this section. Research about the relation between language learning and in-depth learning will also be addressed. The final section, 2.5, will give a brief summary of the literature presented in the chapter.

2.1.1 Historical background

The development of a national curriculum in Norway is a political project, and the Norwegian Government decides when a new curriculum is going to be introduced and what it is going to contain, although a parliamentary consent is required (Fenner, 2018). The process is also supposed to be democratic, where both individuals and institutions can have a say, as seen with the hearings held concerning the new national curriculum in 2019. From their work with the needs for the future Norwegian school, the Ludvigsen committee included the concept of in-depth learning in their Official Norwegian Reports from 2014 and 2015 (NOU 2014:7, 2014; NOU 2015:8, 2015). In the NOU from 2015, the committee stated that in-depth learning in the Norwegian school would contribute to the pupil's ability to retain the central

elements in each subject better, and that this would provide an easy transfer of learning from one subject to another (NOU 2015:8, 2015, p. 11). While summarizing the key concepts in the main report in the NOU, they described in-depth learning in the following way:

In-depth learning refers to pupils' gradual development of understanding of concepts, concept systems, methods and contexts in a discipline. It also refers to understanding topics and problem formulations across subjects or knowledge areas. In-depth learning means that the pupils use their ability to analyse, solve problems and reflect on their own learning to construct a robust and flexible understanding (NOU 2015:8, 2015, p. 14).

In-depth learning was seemingly one of the core elements in the report, and with the specific focus on the concept, discussions within the Norwegian educational environment emerged. Because despite the thorough description of in-depth learning given by the Ludvigsen committee, teachers and educators were debating the actual essence and content of the concept. Rapidly, educational journals and media were covering the discussion of the concept.

The seemingly “new” concept received a key role in the Renewal of the Subjects (*Fagfornyelsen*), based on the idea that it would make pupils learn better. To gain in-depth learning, the subject curriculums would have to be slimmed down, and the focus would be on the pupils' ability to grasp the core elements within each subject (Larsen, 2018). A few years after the reports from the Ludvigsen committee were published, several definitions of in-depth learning could be found with a single Google-search which made Norwegian researchers (Brøyn, 2019), worried that there would be a full confusion among Norwegian schools in terms of how they would operate with the concept. A varied description of in-depth learning is also found in literature, where for instance Fullan et al. (2018) describe in-depth learning as something that will change entire education systems, while Østern et al. (2019) stress that in-depth learning has to include emotions, body, senses, relation and creation. At the same time, researchers like Gilje et al. (2018) and Gamlem and Rogne (2018) present descriptions that can be seen in line with the definition provided by the Directorate for Education and Training.

When the draft of the new national curriculum was made official in 2018 on the Directorate for Education and Training's webpages, in-depth learning had been incorporated. During the hearing that was held by the Directorate in 2019, 835 answers came in regarding the revised English subject curriculum, where one of the questions asked whether the new

curriculum facilitated for in-depth learning (Utdanningsdirektoratet, 2019b)¹. The results reflected a disagreement, as some schools and educational institutions agreed that the revised English subject curriculum facilitated for in-depth learning, while others did not have this perception at all. An example was found in Hadeland VGS's answer to this question, claiming that more vague and open competence aims will open for local interpretations, that not necessarily facilitates for in-depth learning, and that there is a lack of a clear aim and tradition for what in-depth learning should consist of (Utdanningsdirektoratet, 2019b).

The historical background of this study therefore lies in the fact that in-depth learning is one of the most central aspects in the new national curriculum, which requires Norwegian EFL teachers to include a larger focus on the concept in their teaching practices from the autumn of 2020. At the same time, Norwegian researchers have called out the need for more research about the concept in a Norwegian context (see section 1.3), as there potentially exists several perceptions of the concept in Norway. More importantly, the lack of research and literature about in-depth learning and English language teaching in Norway, have shown that there is a need for a study like this, that can map out how a focus on in-depth learning in general studies' English subject can be approached.

At the same time, literature (e.g. Kagan, 1992) has stated that changing learning focuses may be particularly challenging for teachers with a long teaching experience, as these may have developed highly personalized beliefs of what they consider as good teaching. Changing learning focuses may challenge the more experienced teachers' established teaching practices, which can lead to beliefs among the more seasoned teachers that they will have to make changes in their teaching practices. This aspect is highly interesting during a time where a new curriculum is being implemented in Norway. Therefore, the relation between the length of teaching experience and beliefs about in-depth learning will also be investigated, by examining whether the length of teaching experience affects the degree to which EFL teachers see the need to revise their teaching practices in order to promote in-depth learning.

2.2 The English Subject in Norway

A part of the current study's aim is to investigate whether the EFL teachers share common beliefs of how in-depth learning could be implemented with the revised English subject

To read more about the hearing and the results, go to: ¹ <https://hoering-publisering.udir.no/338/uttalelser>

curriculum. To carry out this investigation, possible sources that can and will influence the Norwegian EFL teachers' beliefs should be addressed. The current section will therefore investigate the theory and learning concepts that the national curriculum and English subject curriculum is built upon, which in turn have an impact on Norwegian EFL teachers' beliefs about teaching, and their teaching practices. Section 2.2.1 will address central learning theory, while section 2.2.2 will provide a description of the central aspects in the national curriculum in Norway. Section 2.2.3 will give a presentation of the English subject curriculum's content and the subject's status in Norway, while section 2.2.4 will address theoretical influences on English language teaching in Norway.

2.2.1 Learning theory

Norwegian educational documents are built on science research briefings that collect the most important scientific results within cognitive and sociocultural perspectives on how pupils learn (NOU 2014:7). *Learning* can be described and understood in several different ways, depending on perspective and tradition, and as Säljö (2013, p.76) states, there are no unambiguous phenomena we can point at and say: this is learning. In the current study, prerequisites for learning will be understood mostly in line with the *sociocultural* perspective, based on Lev. S. Vygotsky's (1896-1934) ideas, but also in line with elements of the *cognitive* perspective.

Vygotsky viewed humans as sociocultural beings that learn through acquiring cultural tools, that could mediate the world for them (Säljö, 2013). Examples of such cultural tools could be the knowledge of how to count, read, write, or the rules of grammar, science or mathematics. Vygotsky also saw the adult or expert as important in the process of acquiring knowledge and skills, giving the teacher a central role in Vygotsky's view of pedagogy. According to the sociocultural point of view, learning is a process that can be socially mediated, dependent on face-to-face interaction and shared processes (Mitchell, Myles, & Marsden, 2013). From the sociocultural perspective then, learning comes from communicating with others, through conversation, dialogue and cooperation, where school and education play a central role in children's development (Säljö, 2013).

The cognitive perspective is based on the basic presumption that if we are able to map out and understand how the human thinks, then we will also come to understand learning, development, memory and several other phenomena (Säljö, 2013, p. 63). Parts of the cognitive learning theory have also had a focus on how learning can be related to the

development of the long-term memory (Gilje et al., 2018), and how the human process information (Säljö, 2013). Cognitivism grew forward during the 1960s, and Jean Piaget (1896-1980) has been one of the central philosophers within cognitivism, with his interest in children's cognitive development (Säljö, 2013, p. 64). Towards the end of his career, Piaget started to show an interest in learning and education, where he suggested that understanding comes from a child's own activity, and not from the teacher or the adult. According to Säljö (2013, p. 66), Piaget's contribution remains an important part of the development of the children's perspective.

Political documents that cover education and training in Norway are often influenced by educational research results from cognitive and sociocultural perspectives of what is characterized as good learning (NOU 2014:7; Gilje et al., 2018). The two perspectives provide an understanding of pupils' individual development, what learning is in the interaction between pupil and teacher, as well as in-between the pupils, while the sociocultural perspective also highlights the importance of the learning environment (Gilje et al., 2018). In the current study, the concept of in-depth learning will be understood in line with the Directorate for Education and Training's definition (see section 1.1), which can be seen in the light of both perspectives. An emphasis on how the individual pupil develops its own knowledge and understanding and is able to reflect over his or her own learning alone can be seen in line with the cognitive perspective. On the other hand, a nuanced understanding of how in-depth learning can be realized through participating in the classroom can be seen in line with the sociocultural perspective (Gilje et al., 2018).

2.2.2 Norwegian education and the national curriculum

The core curriculum (Kunnskapsdepartementet, 2018) describes the main values and principles for primary and secondary education in Norway, and elaborates on the values expressed in the objectives clause in the Education Act² (1998, §1-1), which the Norwegian school bases its practices on. The core curriculum clarifies the school's responsibility in terms of education, competence and all-round development, and provides a direction for the teaching and training in the subjects (Kunnskapsdepartementet, 2018). At the same time, the

² The Norwegian Education Act is described in the Directorate for Education and Training's webpages: <https://www.udir.no/lk20/overordnet-del/opplaringens-verdigrunnlag/?kode=eng01-04&lang=eng>

national curriculum in its entirety, holds a status as a regulation and is thus a governing document for the Norwegian schools, from primary school to upper secondary school.

In the core curriculum, one particular aspect, which the Ministry of Education and Research calls *all-round development* (“*danning*” in Norwegian), is given a paramount focus. All-round development is, together with general education, outlined as the school’s main mission in the core curriculum (Kunnskapsdepartementet, 2018), and can also be referred to as the German term *Bildung*. According to Fenner (2020, p.18), *Bildung* is a dynamic concept, and “the concept has evolved from referring to the development of the individual to referring to the development of the individual personality in interaction with the outside world”. A general definition of *Bildung* is found in Aase (2003, p.17, translation from Fenner, 2020, p.18):

A socialisation process which leads to an understanding and a mastery of the common, valued cultural forms, as well as the ability to participate in these. This includes ways of thinking, the potential to act and knowledge within a varied field.

Bildung is a term that cannot be separated from culture, tradition and knowledge, and the Norwegian education system mediates and manages the values that are intertwined with these (Aase, 2005, p.19). Wolfgang Klafki’s (1996) categorial *Bildung*³ illustrates how cultural forms and mental processes depend on one another, which shows that the school subjects’ structures, methods, concepts and traditions become necessary conditions for the development of *Bildung*. The development of *Bildung* is just as dependent on the fact that the pupil has learnt *about* something, as well as *from* or *through* something, which in turn will enable the pupils to acquire a new way of thinking, being, or viewing the world (Aase, 2005). In the core curriculum, the development process of the all-round person is explained as follows:

This process occurs when the pupils acquire knowledge about and insight into nature and the environment, language and history, society and working life, art and culture, and religion and worldviews. This all-round education is also achieved through the experiences and practical challenges found in the teaching and everyday school affairs (Kunnskapsdepartementet, 2018).

³ Categorical *Bildung* is where the two categories material and formal *Bildung* is in a dialectic relationship to one another, where both the content of the learning materials (material *Bildung*) and the learning processes and the learner’s ability to learn (formal *Bildung*) are in a dialectic relationship to one another (Aase, 2005).

This process can in turn be seen in relation to the Directorate's definition of in-depth learning (see section 1.1), as the process described here also emphasise a development of knowledge and insight, or understanding. However, the concept of in-depth learning can be seen to cover the skills (lasting understanding of concepts, methods and connections across subjects) that is needed to acquire the knowledge and insight about the topics in the development process of Bildung, or the all-round person. In other words, this illustrates the advantage and importance of in-depth learning, with its ability to accumulate a development of Bildung.

The importance of in-depth learning is reflected under section two in the core curriculum, "Principles for education and all-round development", where the concept is specifically mentioned in relation to competence in the subjects (see section 1.1). With the Renewal of the Subjects, the definition of *competence* has been extended from the version found in LK06 (*Kunnskapsløftet*), to the following:

Competence is the ability to acquire and apply knowledge and skills to master challenges and solve tasks in familiar and unfamiliar contexts and situations.
Competence includes understanding and the ability to reflect and think critically (Kunnskapsdepartementet, 2018).

The English subject curriculum, and subject curricula in general, are based on this definition of competence, and in-depth learning can be seen as highly important in the development of competence both within each subject, as well as across subjects in the Norwegian school.

2.2.3 English language teaching in Norway

Language is a complex phenomenon that has been studied by multiple disciplines, which has resulted in a number of different theoretical views (Richards & Rodgers, 2014, p. 22). In the current study, the term "language" will be understood in line with Richards and Rodgers' (2014, p. 23) *functional view*, where a language is seen as a vehicle for expression, for functional meanings and for performing real-world activities.

The English language can be said to hold a high status in Norway and is taught as a mandatory school subject for 11 years, from the first year of primary education, until the 11th grade. However, even though the language is taught at scheduled hours in school, and is acknowledged for its significance to business, education and mobility, it does not hold a status as a second language in Norway (Rindal, 2014). Despite this fact, the expression English as a second language (ESL) often occurs in educational contexts, and according to Simensen

(2019, p. 31) more informal observations have shown that English in Norway has moved from functioning as a foreign language towards gradually functioning more as a second language. Therefore, both the expression English as an L2, ESL and EFL may commonly occur in the Norwegian context. However, even though it is recognized that English often is treated as a second language in Norway, the subject will be referred to as a foreign language within the Norwegian school context here.

In the first pages of the English subject curriculum in Norway, the description of the subject presents the main aspects and principles that subject is built upon, covering the subject's relevance and central values, core elements, interdisciplinary topics and basic skills (Utdanningsdirektoratet, 2018). Under the subject's relevance and central values, English is described as a central subject for cultural understanding, communication, Bildung and development of identity that should provide the pupils with a foundation for communicating with others locally and globally, independent of culture or language background. Furthermore, the subject should prepare the pupils for an education, as well as a society and future work that require a competence in English reading, writing and oral communication (Utdanningsdirektoratet, 2018). While working with the English subject, the pupils are to become confident users of the language, where they will learn to communicate and make connections to others, and realize that their understanding of the world is dependent on culture (Utdanningsdirektoratet, 2018).

In other words, language education authorities in Norway can be said to have been very attentive to the development of English as a global language, as the description of the subject stresses the importance of English for the development of the individual's personal insight and development of Bildung (Rindal, 2014). Furthermore, the relevance and value of the subject is also expressed in its relevance for future life and work, as suggested by Rindal (2014), in a potential higher education or work, as well as in their communication with people outside of Norway. In its entirety, the English subject in Norway can be seen as an important contribution to the development of Bildung among pupils, with its coverage of cultural understanding and global communication. This importance is reflected in the three core elements of the subject: communication, language learning and encounters with English texts (Utdanningsdirektoratet, 2018).

As mentioned in the introduction, interdisciplinarity is often seen in relation to in-depth learning as the focus on the concept in the new curriculum was launched together with three

interdisciplinary topics. With the new national curriculum, every subject will cover at least one of the three overarching interdisciplinary topics health and life skills, democracy and citizenship, and sustainable development (Kunnskapsdepartementet, 2018). In the revised English subject curriculum, a focus on two of these, health and life skills and democracy and citizenship are included, and should be covered in the teaching of the subject (Utdanningsdirektoratet, 2018).

For the current study, English for general studies is in focus, where the pupils show and develop their competence when they are communicating and cooperating nuanced and precise with flow and context, oral and written, adapted to purpose, receiver and situation (Utdanningsdirektoratet, 2018). They also show and develop their competence when they are creating different types of texts, and when they use sources in a critical, purposeful way. The pupils will experience that both individual work and cooperation is a part of a language learning process, and the teacher is expected to facilitate for a lust for learning through a varied use of learning strategies and resources, to develop the pupils' reading skills, oral skills and written skills. The pupils shall also have the opportunity to evaluate their own learning process, and the teacher is expected to guide the pupil in how he or she can develop his or her abilities in the subject (Utdanningsdirektoratet, 2018). These learning aspects are in turn reflected in the competence aims⁴ for the subject, which can guide the teaching.

2.2.4 Influences on English language teaching in Norway

An approach to language learning is based on theoretical principles. However, teachers may develop their own teaching procedures that is informed by a particular view of language and a particular view of learning, and they may constantly revise, vary and modify teaching/learning procedures. A group of teachers that hold similar beliefs about language and language learning may therefore implement these principles in different ways (Richards & Rodgers, 2014).

According to Richards and Rodgers (2014, p. 83) there exist two interacting sources of influence that shape the field of language teaching. One that comes from outside, the profession that reflects the changing status of English in the world, and one that is internally

⁴Due to the length and format of this thesis, there will not be given a detailed description of the seventeen competence aims for general studies' English. They can be found at: <https://www.udir.no/lk20/eng01-04/kompetansemaal-og-vurdering/kv6>

initiated. The first one can be seen as a result of the increasing demand for world-wide language programs that can secure the language skills needed by today's global citizens (Richards & Rodgers, 2014). Rindal (2014, p. 10) states that Norwegian English language teaching has tended to apply international perspectives of English through the curriculum, and often follows global trends of language teaching practices.

Two examples of this can be given here. For instance, the Organization of Economic Co-operation and Development (OECD), seems to have had a strong influence in the process of developing a new curriculum in Norway. In the Official Norwegian Report 2014: 7 (2014), it says that the OECD did a review of the evaluation and feedback system in Norwegian schools back in 2011. Their general advice to the Norwegian Government was that the aims and criteria that evaluation relied on could be made much clearer. This can be seen in line with the arguments of reducing the number of competence objectives and making them more uniform, as suggested by the Ludvigsen committee in the NOU 2015: 8 (2015). In-depth learning can be seen in the light of this, as the core of the NOU 2014:7 (2014), NOU 2015:8 (2015) and the Report to the Storting no.28 (Meld. St. nr. 28 (2015-2016), 2016) refers to the fact that there have been too many topics and too much content in the Norwegian school.

In 2008, the OECD/CERI International Conference "Learning in the 21st Century: Research, Innovation and Policy" was held, where the global lead for education in Cisco Systems, Charles Fadel gave a presentation on 21st Century Skills (OECD, n.y.). Cisco Systems is one of the members of Partnership for 21st Century Skills, P21, that was founded in the United States of America in 2002, as a cooperation between private organizations, leading educators and the national government (NOU 2014:7, 2014). The model from the Partnership for 21st Century Skills was included in the NOU 2014: 7, along with the Ludvigsen committee's discussion of the future society's competence needs. There are several similarities between the skills presented in the P21-model and the skills that are emphasized in NOU 2014: 7 and NOU 2015: 8, such as learning and innovation skills, also known as the four C's: Critical thinking, communication, collaboration and creativity, life and career skills, core subject and 21st-century themes, and information, media and technology skills (NOU 2014:7, 2014). Similar skills are now reflected in the revised national curriculum, under basic skills (Utdanningsdirektoratet, 2018), and in the core curriculum that was introduced in 2017 (Kunnskapsdepartementet, 2018). Therefore, the circumstances can be said to affirm that the work with the new national curriculum has been influenced by sources from outside of

Norway, such as the OECD and the Partnership for 21st Century Skills, and that Norwegian teachers' beliefs therefore will be influenced by such outside sources.

The second influence that can shape a field of language teaching is internally initiated and includes a gradual evolution and change in understanding and knowledge base. In such instances, the language teaching profession undergoes periodic waves of renewal and shifts (Richards and Rodgers, 2014, p. 83). Since the late 1970s, the central aim of any second or foreign language course in the western world has been to develop a learner's communicative competence (Skulstad, 2018, p. 43). The term communicative competence is built on Noam Chomsky's theories of language as an expression of meaning, and was further developed by Hymes (1972) and Halliday (1975) who, according to Fenner (2018, p. 29) linked the meaning of language and communication to the situation, during a time of a paradigmatic change in the view of language and language learning in the 1970s. From the perspective of communicative competence, the language learning process was meant to have a communicative purpose. The communicative approach to language teaching (CLT) starts from a functional view, or functional models of language, where the knowledge of how a language is used to achieve different kinds of communicative purposes is in focus (Richards and Rodgers, 2014, p. 24). Skulstad (2018, p.55) states that: "Compared to the vast amount that has been written on CLT since the 1970s, little has been said about learning theory in relation to communicative approaches". However, Richards and Rodgers (2014, p. 90) suggest three elements related to underlying theory of CLT:

- The communication principle: activities that involve real communication promote learning.
- The task principle: activities in which language is used for carrying out meaningful tasks promote learning.
- The meaningfulness principle: language that is meaningful to the learner supports the learning process.

The communicative approach to teaching is, as Skulstad (2018, p. 55) argues, not based on one learning theory alone. The focus on interaction and negotiating can be seen in line with, for instance, Lev Vygotsky's theories, who, as seen in section 2.2.1, also can be said to have influenced Norwegian National Curricula and education. According to Richards & Rodgers (2014, p. 95), classroom teaching methodology for CLT activities should thereby reflect the following principles:

- Make real communication the focus of language learning.
- Provide opportunities for learners to experiment and try out what they know.
- Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
- Provide opportunities for learners to develop both accuracy and fluency.
- Link the different skills such as speaking, reading, and listening together, since they usually occur together in the real world.
- Let students induce or discover grammar rules.

From this, CLT can be seen to place the learner in the centre of the language learning process, where the teaching is based on making the language learning meaningful to the learner, as well as letting the learner experiment and try out what they know, use language freely without being corrected constantly, as well as having encounters with real communication of the language and see how this refers to daily life.

According to Skulstad (2018, p. 57), national curriculum documents have tended not to use the concept of communicative competence, to avoid the use of technical terms which parents and pupils may find difficult to understand. At the same time, it is evident that Norwegian English curricula have been based on central ideas of CLT since the 1980s. Central keywords found in the subject curriculum, like "language usage", "authentic situation", "(communication) situation" and "purpose" have indicated this (Skulstad, 2018, p. 57). Similar terms can now be found in the revised English subject curriculum, and even though the term CLT has developed since the 1970s, the basic principles remain the same: using language to communicate meaning, reading and interpreting authentic texts, solving problems and, most of all, regarding the learners as individuals with their own individual learning processes and progression (Fenner, 2018).

A characteristic of the national English subject curriculum in Norway is that it does not prescribe any certain methods for how to teach English, which has been seen to fit well with international trends within the teaching of second or foreign languages (Fenner, 2018). At the same time, this can be said to place a huge responsibility on the individual teacher in terms of interpreting and implementing approaches, where their own beliefs of suitable approaches can play a prominent influence on their English teaching practices. As the development of *Bildung* has been known to be challenged by a focus on skills and competencies that are easily measured (Fenner, 2005, p.99), EFL teachers might feel the need to focus on

knowledge that is easily measured to gain good results, rather than teaching in line with CLT-principles and focusing on in-depth learning, as these can be said to develop a competence that is not necessarily easily measured. This aspect is particularly interesting in the light of the current study's investigation, as it suggests that Norwegian English teachers potentially rely a lot on their own beliefs and experiences when they are selecting teaching approaches for the English subject, as well as for in-depth learning. Factors that can influence Norwegian EFL teachers' practices will be further discussed in section 2.3, in relation to teachers' beliefs.

2.3 Teachers' Beliefs

Teachers are active, thinking decision-makers who play a central role in the classroom and its events, and teacher cognition can be defined as the unobservable dimension of teaching – what teachers know, believe and think (Borg, 2003, p. 81). Furthermore, Borg (2006, p. 35) state that teacher cognition is:

An often tacit, personally-held, practical system of mental constructs held by teachers which is dynamic, i.e., defined and redefined on the basis of educational and professional experiences throughout teachers' lives.

In other words, teacher cognition must be seen as complex, as it can be both unconscious and dynamic, at the same time that it is closely connected to what teachers know, think and believe.

Within the broader field of teacher cognition, there is the field of teachers' beliefs. Teachers' beliefs has been an aspect of educational research for more than thirty years, and for over twenty years within the more specific field of language teaching (Borg, 2018). Theory about teachers' beliefs and language teachers' beliefs that is relevant for the current study will be presented in this section. Section 2.3.1 will discuss some challenges with an investigation of teachers' beliefs, as well as the relevance of teachers' beliefs for the current study. Section 2.3.2 will address language teachers' beliefs more specifically.

2.3.1 Studying beliefs

The current study investigates the relationship between EFL-teachers' beliefs about something that is yet to come, namely how they would implement a larger focus on in-depth learning with the revised English subject curriculum. A problematization of beliefs should be addressed here, as the term "belief" is quite complex, and not easily defined. The term can

however be described in numerous ways. Skott (2014, p. 18-19) suggests four highlighted core elements of “beliefs” based on different definitions of the term:

- they refer to ideas that individuals consider to be true
- they have cognitive and affective dimensions
- they are stable and result from substantial social experiences
- they influence practice

From these four core elements, “beliefs” can be construed as “a set of conceptual representations which signify to its holder a reality or given state of affairs of sufficient validity, truth and/or trustworthiness to warrant reliance upon it as a guide to personal thought and action” (Harvey, 1986, p. 2). Or in other words, a set of ideas and conceptual representations that an individual consider to be true, and which the individual can rely on in his or her practices.

According to Phipps and Borg (2009, p. 381), teachers’ beliefs about teaching and learning:

- may be powerfully influenced (positively or negatively) by teachers’ own experience as learners and are well established by the time teachers go to university
- act as a filter through which teachers interpret new information and experience
- may outweigh the effects of teacher education in influencing what teachers do in the classroom
- can exert a persistent long-term influence on teachers’ instructional practices
- are, at the same time, not always reflected in what teachers do in the classroom
- interact bi-directionally with experience (i.e. beliefs influence practices and practices can also lead to changes in beliefs)
- influence how teachers react to educational change.

Based on the assertions above (Borg, 2018; Harvey, 1986; Phipps & Borg, 2009; Skott, 2014), teachers’ beliefs will be considered as perceptions, thoughts and ideas about all aspects of teachers’ work, which teachers hold to be true, that can have a prominent influence on the individual teacher’s practices.

The EFL-teachers’ beliefs as reported in the current study are not actually stated beliefs, but rather professed beliefs, or beliefs that come clear in the teachers’ explanations or

expressions of their personal take on in-depth learning through statements like “The way I understand it”, “The approach I think is best”, “I think that...”. Statements of this nature can be argued to refer to what the individual considers to be true, in line with Skott (2014) and Harvey’s (1986) descriptions of beliefs. However, there is no guarantee that the teachers will carry out what they state that they believe is the best approach to in-depth learning, as this might change over time, as beliefs are dynamic (Borg, 2018).

There are several challenges when researching teachers’ beliefs. For one, beliefs are not directly observable, and second, beliefs may either be held consciously or tacitly. Third, different beliefs will carry different “weight” in different situations (Borg, 2018, p. 77) and four, beliefs are not easily defined, as addressed above. Most often, a teacher is not aware of what it is that lies behind his or her own thought processes and concrete practices, as this is ruled by own unconscious experiences, that has been developed slowly, over time. At the same time, teachers are affected and develop constantly, and teacher cognition or beliefs will be in constant change, based on new experiences and knowledge input (Henriksen et al., 2020).

The research on teachers’ beliefs has been recognized as important for several reasons. Helping teachers recognize gaps between their beliefs and practices, improvement of teaching practices through work and development of ineffective approaches, making teachers’ reflect upon their own beliefs about “good teaching” and comparing this to how literature reflects it, as well as improving teacher education, are examples of arguments that have outlined the importance of the research field (Borg, 2018). Additionally, the relationship between beliefs and behaviour, is as Borg (2018, p. 78) suggests, highly important on its own, and needs to be more fully understood.

Teachers’ beliefs are central to the current study’s aims for reasons which the following claims outline: (1) Teachers’ beliefs will affect what teachers say and do in a classroom, and can also affect teacher awareness, teaching attitudes and teaching methods (Gilakjani & Sabouri, 2017, p.78). (2) Teachers’ beliefs can also help teachers identify what should be taught in the classroom, how to form their planning, and how to make curricular decisions. The beliefs also have a deep impact on teachers’ classroom principles, and the realization of this relationship is very important for teachers to prepare and implement their new syllabus (Gilakjani & Sabouri, 2017, p.83). (3) “A growing body of literature has suggested that even the most seasoned and expert teachers build informal, contextual, highly personal theories

from their own experience” (Kagan, 1992, p.163). (4) “Contextual factors such as time constraints, high-stake examinations, or prescribed curriculum can mediate the extent to which teachers can act in accordance with their beliefs” (Phipps & Borg, 2009, p.381).

The claims above suggest that there is a clear line between teachers’ beliefs and what teachers say and do in the classroom, their teaching attitudes and methods, their identification of what should be taught, how to plan the teaching and how to make curricular decisions. Therefore, teachers’ beliefs can be said to influence English foreign language teachers’ practices, and potentially also their beliefs and perception of in-depth learning and the revised English subject curriculum. Moreover, Kagan’s (1992, p.163) statement suggests that teachers with a long teaching experience can have a highly personalized belief system that affects their practice and teaching choices, which can make curricular changes very challenging if these do not comply with an experienced teacher’s practices.

2.3.2 Language teachers’ beliefs

A language teachers’ classroom practices can be shaped by a wide range of interacting and often conflicting factors (Borg, 2003). Language teachers’ beliefs about teaching and learning play an important role in their classroom practices and in their professional growth (Kuzborska, 2011, p.102), and literature have suggested that teachers’ beliefs towards English language teaching and learning are impacted by their previously existing beliefs (Borg, 2003; Gilakjani & Sabouri, 2017; Henriksen et al., 2020; Kuzborska, 2011). However, teacher practices will not necessarily be based on experience alone, and general didactical knowledge about different aspects of teaching, like the teacher’s role in a classroom, the learner role, planning, testing, evaluation and so on, is also seen as an important influence of language teachers’ beliefs (Henriksen et al., 2020). General didactical aspects of this nature remain a major part of teachers’ education, and not surprisingly, many newly educated teachers experience that questions related to this area may arise especially the first year as a teacher (Henriksen et al., 2020). Together with the didactical knowledge about teaching, certain knowledge and competence areas can define a teacher’s identity, such as specific knowledge about the subject that covers the well-known areas about language, culture and literature, or, in other words, the subject areas that often are described in the subject curriculum (Henriksen et al., 2020).

During teaching, language teachers will also draw on their language skills within the language that is taught, as well as their knowledge of other languages that can be used as references for the learners to understand. Norwegian could, for instance, be used as such a

reference in EFL teaching in Norway. Among other areas that can define the teachers' identity and beliefs, there is the professional, didactical knowledge about the subject, or in other words, the pedagogical knowledge about methods and activities that are specific for a certain subject language (Henriksen et al., 2020). Confidence in own abilities are also important for a teacher's positive self-image, and can provide the teacher self-worth, as well as the ability to practice and change (Henriksen et al., 2020, p. 16), which in turn will be an advantage during curricular changes. Knowledge about specific teaching contexts can also define language teachers' identity and beliefs, and refers to the context that the language teaching is conducted in, both locally and nationally, and can be connected to knowledge about national curricula, composition of pupils, parents, expectations, and teaching traditions are important for the teacher within this area (Henriksen et al., 2020).

Furthermore, knowledge about social and intercultural context will also play a role in language teachers' practices, and refers to the teacher's knowledge about his or her language in a global context, and an understanding of the importance behind developing pupils' intercultural competences. This can be said to require a professional didactical knowledge and a subject knowledge that includes methods to work with the intercultural aspect in their teaching (Henriksen et al., 2020). To summarize, Henriksen et al. (2020) suggest that both the didactical knowledge, specific knowledge about the subject, language skills within the language that is taught, pedagogical knowledge about methods and activities, confidence in own abilities, the context that the language is taught in and the knowledge about the intercultural context make out the complex competencies that the individual teacher will base his or her practice on. All of these knowledge areas are intertwined and can be said to affect one another (Henriksen et al., 2020), together with the prominent influence of a teacher's own experience.

What Henriksen et al. refer to as *the experienced-based knowledge* cover all knowledge that the teacher has incorporated and developed through his or her own experiences as a teacher. This knowledge is often unconscious and consists of strong and deep-rooted core presumptions about what is characterized as good or bad teaching (Henriksen et al., 2020). *The theoretical-based knowledge* refers to the knowledge that teachers meet during their education and through own learning, and this can be knowledge about language, learning, language skills, intercultural competence and knowledge about new activities and measures (Henriksen et. al, 2020, p. 22). Some of this knowledge can complement a teacher's already existing knowledge, but at the same time, the theoretical-based knowledge may also cause contradicting challenges for the teacher's existing knowledge, which could potentially be the

case with in-depth learning in the English subject. Therefore, Henriksen et al. (2020) argue, that the experienced-based knowledge will introduce the core presumptions, that are slowly developed through teachers' own experiences, while the theoretical-based knowledge will introduce more peripheral presumptions.

According to Borg (2003, p.86) language teacher cognition can be discussed with reference to three themes, that covers a) cognition and prior language learning experience, b) cognition and teacher education, and c) cognition and classroom practice. In relation to the first theme, teachers' prior language learning experiences can establish cognitions regarding learning and language learning. These experiences form the basis of language teachers' first conceptualizations of L2 teaching during the teacher education. Furthermore, the learner experiences continue to be influential on teachers throughout their professional lives (Borg, 2003).

Mainstream studies about the second theme, cognition and teacher education, have suggested that as a teacher-student, one make sense of and are affected by training programmes in different and unique ways, and that there can be a cognitive change in the student through the education (Borg, 2003). For instance, in Almarza's (1996) study of four foreign language student teachers' development of professional knowledge about foreign language teaching, the main findings outline a difference between cognitive and behavioural changes that can be affected by teacher education. Through the four students' behavioural development, they all adopted the teaching methods they were taught, even though this behaviour was related to the students' feeling a need to fulfil and meet certain standards. Cognitively, however, they saw it as challenging to accept the approach to teaching that was suggested. The study suggested that although the education may have had a powerful influence on the shaping of the students' behaviour, it will not necessarily alter the cognitions that the students brought with them when they started their education (Almarza, 1996). The idea that a teacher's own experiences as language learners will have a prominent influence on the teachers' practices is also acknowledged in Henriksen et al. (2020).

Cognition does not only shape what teachers do but is in turn shaped by the experiences that teachers accumulate (Borg, 2003, p. 95). Studies that have compared experienced and less experienced language teachers, have also investigated the transformations in teachers' cognition. For instance, Nunan (1992, referred to in Borg, 2003) found that experienced language teachers' decisions show greater attention to language issues than the less experienced teachers do, and that the less experienced were more concerned with classroom management. This can suggest that with experience, teachers might learn to automatize

routines related to managing the class, and rather focus more on issues of content (Borg, 2003). Henriksen et al. (2020) also discuss the relation between knowledge, experiences and practice, and claim that teaching practices will be affected by both the experience-based and theoretical-based knowledge, and the positive and negative attitudes that teachers have towards this knowledge. Knowledge and practice affect each other consequently, and this may cause conflicts between the experience-based knowledge and the theoretical-based knowledge. This can for instance be the case when teachers are introduced to new theoretical knowledge, new demands or changes (Henriksen et al., 2020), such as with a larger focus on in-depth learning with the new national curriculum.

In line with both Fenner (2018) and Borg (2003), Richards and Rodgers (2014, p. 348) also stress that curricular changes can affect teachers' pedagogical values and beliefs, as it will require them to alter their existing beliefs, which again could change their understanding of the nature of language or second language learning, or their classroom practices and use of teaching materials (p. 39). Some changes quickly become accepted, while others are resisted, and one of the questions that can determine the outcome is related to how clear and practical the new approach or method is, and who recommends it, among other factors (Richards & Rodgers, 2014). However, teachers' beliefs are often resistant to change (Richards & Rodgers, 2014, p. 348), and this is often met in several ways, like persuasion rooted in philosophical or ideological reasons to support the new beliefs, by citing theory or research that supports the method, by citing successful learning outcomes, or by appeals to authorities (Richards & Rodgers, 2014, p. 348).

Even though the English subject curriculum in Norway can be seen to reflect the theoretical aspects of communicative competence (Fenner, 2018, p. 38), the English subject curriculum in Norway includes few guidelines for teaching methods and subject content (see section 2.2.4). Therefore, the teachers will need to know how to interpret the curriculum, what theories lie behind it and how it can be put into practice (Fenner, 2018). In total then, it is evident that a teacher's practices can be based on own personal beliefs and perceptions of what the teacher considers to be good teaching. Moreover, the teacher could potentially act on behalf of these beliefs more than anything else, as the beliefs can be linked to the teacher's own experiences as a language learner, which will remain a great influence on practices through a teacher's career, together with teaching experience. This will in turn have a prominent influence on the choice of teaching methods, subject content, assessment and curricular decisions. This aspect is highly relevant in the light of the current study's research aims related to EFL teachers' beliefs about in-depth learning, as it can illustrate how

individual, personal experience can have an effect on teachers' beliefs, which in turn will affect teaching practices towards in-depth learning.

2.4 In-depth Learning

The current section will address several definitions and theories about in-depth learning, related to the Norwegian context. Fundamental research that has influenced the Norwegian perception of the concept will also be presented and briefly discussed.

Section 2.4.1 will address the debate about the term in Norway, as well as the challenges that Norwegian researchers have discussed in relation to this. The next section, 2.4.2 will present research that has been influential on in-depth learning, while section 2.4.3 will include a presentation of current definitions and theory about in-depth learning in a Norwegian context. Finally, section 2.4.4 will provide a presentation of teaching approaches to in-depth learning in relation to English foreign language teaching.

2.4.1 A common understanding?

Because of the research aim to investigate teachers' beliefs about in-depth learning in the present study, the challenge with the term itself should be addressed here. According to Gilje et al. (2018), the challenge of working with in-depth learning in school is that there are several perceptions of what the concept means and includes, and how schools should facilitate for it. In an interview with Brøyn (2019), Gilje states that if teachers understand the concept differently and act on behalf of their own understanding, the result might be that they do good pedagogical choices, but at the same time, it may also lead to pedagogical choices that do not necessarily contribute to in-depth learning. Therefore, it is important that teachers work thoroughly with the concept, so that the original and intended understanding expands (Brøyn, 2019).

The term in-depth learning has been used differently within fields of educational research across the globe, and additionally, similar terms like "deep learning" or "deeper learning" have been used alongside "in-depth learning", which has caused confusion. For instance, the term "deep learning" covers at least three or four research traditions on an international basis, and some of these are vastly different from what has been referred to as in-depth learning in Norway (Brøyn, 2019). Literature and research articles from other countries have been continuously translated and taken into use in Norway during the debates about how in-depth learning is to be understood. At the same time, the definitions from the

Official Norwegian Reports and the Directorate for Education and Training have changed and developed over the last few years (Brøyn, 2019). Therefore, researchers have claimed that the result could be that there exist several different perceptions of in-depth learning in schools across the country (Gilje et al., 2018). This could again result in some teachers feeling that they are ready to work towards in-depth learning, while others are uncertain about how they are supposed to understand and operate with the concept.

An example of literature that has been translated into Norwegian amid the discussions about in-depth learning in Norway, is the book of Fullan, Quinn and McEachen (2018). In the book, they write about how one can develop a school culture that can create *deep learning experiences* through defining and developing what they call the six global competencies among pupils. These competencies are creativity, communication, critical thinking, citizenship, collaboration and character (Fullan et al., 2018). However, in the preface of the Norwegian version of the book, the Norwegian translator, Frantz T. Gregersen explains that the understanding of the concept used by Fullan and his co-writers, is a radically different approach to the concept than the official Norwegian one. Fullan et al. (2018) can be seen to go somewhat further with what they call “deep learning” than the Norwegian in-depth learning, as they not only consider it to be a learning concept that will prepare pupils for the future, but also as a concept that will fundamentally change current education systems. To them, deep learning does not represent a program change, but rather a cultural change (Fullan et al., 2018, p.19). Some Norwegian researchers, like Gilje et al. (2018), have criticized the book, stating that Fullan et al. (2018) are not presenting a clear understanding of what “deep learning” is or how it can be developed, and that they are selling a product.

2.4.2 Influential research

In the Report to the Storting no.28 (Meld. St. nr. 28 (2015-2016), 2016) it says that several research contributions have emphasized the meaning and importance of in-depth learning. Therefore, the current section will provide a brief presentation of research that has influenced the development of theories about in-depth learning.

Beattie, Collins, and McInnes (1997) present four research groups that have identified and explored the nature of the fundamental distinction between “deep” and “surface” approaches to learning. One of these research groups was the Swedish group led by Ference Marton, who together with Roger Säljö, investigated how a student’s different approaches to an academic text would influence the learning orientation. The research conducted by these

groups can be said to have been the starting point for several traditions within learning sciences to start investigating the difference between surface and in-depth learning. The initial research focused on student approaches to learning in higher education, through the 1970s and 1980, and as table 1 illustrates, the deep approach and the surface approach is based on the difference in how a student approaches and processes the material. The surface approach (see table 1) is characterized by a student who concentrate on memorizing content and facts without being critical or questioning the ideas and information they are working with, and rather seek to fulfil assessment requirements. The deep approach on the other hand, is characterized by students who seek to understand the content, relate ideas and new information to previous knowledge and experiences, and interacts with the learning content critically, through examining the logic of arguments (Entwistle and Ramsden, 1983; Marton et al., 1984, referred to in Beattie et al., 1997).

The work of these first research groups also demonstrated that a student’s approach to learning is only partly a function of his or her general characteristics, as it can be modified by specific learning situations. The situational influences include the student’s own perception of the relevance of the learning task, as well as attitudes and enthusiasm of the lecturer, and the expected forms of assessment (Beattie et al., 1997).

<i>The deep approach</i> Characterized by students who:	<i>The surface approach</i> Characterized by students who:
1) Seek to understand the issues and interact critically with the contents of particular teaching materials 2) Relate ideas to previous knowledge and experience 3) Examine the logic of the arguments and relate the evidence presented to the conclusions	1) Try to simply memorize parts of the content of teaching materials and accept the ideas and information given without question 2) Concentrate on memorizing facts without distinguishing any underlying principles or patterns 3) Are influenced by assessment requirements

Table 1. *The distinction between “deep” and “surface” approaches to learning.* (Entwistle and Ramsden, 1983; Marton et al., 1984, referred to in Beattie et al., 1997).

A more recent influential researcher of in-depth learning is Robert Keith Sawyer. Sawyer (2006) discusses the concept of learning related to new sciences, where he outlines the importance of a deeper conceptual understanding. According to Sawyer (2006, p.2) factual or procedural knowledge is only useful when a person knows in what situations it can

be applied, and exactly how to modify it for every new situation. When a student gain a deeper conceptual understanding, on the other hand, he or she learns facts and procedures in a much more useful and profound way that can be transferred to real-world settings (Sawyer, 2006).

Sawyer (2006, p.4) illustrates how what he calls “learning knowledge deeply” requires more than what traditional classroom practices usually have done. Instead of learning material without understanding why and treating it as disconnected bits of knowledge that the pupils memorize, the pupils have to be active in their own learning process, which requires the learners to relate new ideas and concepts to previous knowledge and experience. This view of in-depth learning can be seen in line with how many of the Norwegian researchers describe the concept as well, which will be discussed in section 2.4.3. Sawyer’s research has been quoted in several Norwegian government documents about the Renewal of the Subjects, which can be said to make Sawyer’s research a part of the foundation that the new national curriculum has been based upon.

2.4.3 In-depth learning in the Norwegian context

The current study’s aim to investigate Norwegian EFL-teachers’ beliefs about in-depth learning also calls for an investigation of Norwegian theory and research about the concept. In the current section, several theoretical descriptions of in-depth learning from Norwegian researchers will be presented, and towards the end of this section, the different descriptions will be collected in a table, to provide an overview of in-depth learning is perceived in a Norwegian context.

Gilje et al. (2018, p. 25) describe in-depth learning as the pupil’s ability to gradually develop his or her understanding of concepts within a discipline, and through problem-solving, analyses and reflection be able to work within and across subjects or knowledge areas. In-depth learning requires work with knowledge, competences and methods in subjects over a longer period of time. Only that way will pupils get the opportunity to build knowledge more completely. The teaching must therefore be adjusted to the pupils, as the knowledge that the pupils already possess will be used to understand new information. Therefore, if the pupils cannot relate to the content that is taught, their learning outcome will be sufficiently less than if they can (Gilje et al., 2018). However, according to Gilje et al. (2018, p. 26) in-depth learning demands a lot from the teachers’ competence if they are to ensure the Renewal of the

Subjects' intention, as this requires both a deep didactical understanding, as well as a sufficient insight into the subject's content, methods and core elements.

Flatås (2017, p. 8) explains in-depth learning based on the idea that the pupils are supposed to develop a lasting understanding within a topic or area of knowledge. He further states that in-depth learning often is described in contrast to surface learning, where there is a larger focus on memorizing facts without relating them to a larger context. In-depth learning requires the pupil to be active in the process of learning, and to reflect over new learning material, and connect this to what they know from before. This makes in-depth learning a form of learning where pupils relate new ideas and terms to their former knowledge and experiences, in a way that they gradually develop their understanding of terminology and contexts within a specific subject or related to the interdisciplinary areas (Flatås, 2017). This can in turn be seen as similar to the how the "deep approach" was presented in table 1 (see section 2.4.2).

By drawing a line between in-depth learning, critical thinking and creativity, showing how they affect and promote each other, Flatås (2017) emphasizes that a change is necessary. Reflecting Sawyer's (2006) view, Flatås (2017) emphasises that the focus should shift from memorizing and remembering facts in school, to actually knowing where one can find factual information, and how to use it when necessary. By referring to the core curriculum (Kunnskapsdepartementet, 2018), Flatås (2017, p. 12) highlights that a deeper insight develops when pupils see the context between different knowledge areas, and when they have control of several strategies to acquire, share and be critical to knowledge. Furthermore, it will be important that teachers see the importance of being creative in every subject, as it can promote pupils' reflection and deep understanding (Flatås, 2017). Creative work in teaching can contribute to new and different ways of going in-depth for the pupils, seeing the contexts within the subject they are working with (St. meld. 28 [2015-2016]; Flatås, 2017).

Flatås (2017) also presents several exercises and approaches to promote both in-depth learning, creativity and critical thinking. An example of an exercise for critical thinking is "Ukjente nyheter på internett", which can be translated to "unknown news on the internet" that takes about 15 minutes and can help pupils practice their critical thinking regarding sources. The pupils are supposed to find a news article on the internet, that is not from a known or familiar media source. The pupils then have to figure out whether the news is accurate and true or not by using the internet, before presenting their findings in plenary

(Flatås, 2017, p. 32). From this exercise, the pupils will learn that they often are exposed to “fake news” on their social media platforms, which can make them more critical to such news in the future, which can be seen as an experienced knowledge that they can transfer to new situations or different subjects.

Gamlem and Rogne (2018) saw in-depth learning as one of the most central terms in what was the ongoing work with the new national curriculum back in 2018. By referring to the core curriculum (Kunnskapsdepartementet, 2018), they define what they understand as in-depth learning, and highlight that pupils that work in a manner conducive to in-depth learning will be able to transfer what they have learned to new situations or contexts (Gamlem & Rogne, 2018, p. 8). This can in turn reflect the perception of Gilje et al. (2018) and Flatås (2017). For instance, how a teacher approaches basic and central terms in a factual text can be crucial for how the pupils will understand the content. If the pupils do not understand the terms that are central in the text, they will not understand the content either, which in turn will make it difficult to remember and analyze it. Therefore, it is important to let the pupils work with the new terms, and then build upon these, expanding their knowledge from what they already know (Gamlem & Rogne, 2018).

According to Gamlem and Rogne (2018) learning in a school that emphasizes in-depth learning has a focus on what skills the pupils will need for the future to master the different tasks, challenges or situations they will meet. Therefore, the pupils will have to work with tasks where they are supposed to connect information from different sources (Gamlem & Rogne, 2018, p. 8). Progression in the pupils’ learning is closely related to the opportunity they have had to go in-depth within a topic, because the development in a learning progress is about how pupils’ understanding develops over time within a specific topic (Gamlem & Rogne, 2018). In-depth learning, which can be seen as the pupils’ development of understanding, also takes time. Pupils therefore have to be given the time to work thoroughly with some selected areas to build competence, instead of working on the surface of a lot of different topics. Furthermore, it can be mentioned that both Gamlem and Rogne (2018) and Flatås (2017) use the term surface learning as a contrast to in-depth learning, by presenting a translated version of Sawyer’s (2006) model of surface learning and deeper learning. The same model can be found in the NOU 2014:7 (2014, p. 36).

Østern et al. (2019) have explored in-depth learning from an interdisciplinary, relational and creative approach. Through their project *200 milliarder og I*, which translates to “200

billion and one”, they formed a new term for in-depth learning: “dybde//l ring”, and stated that in-depth learning could be expanded from the understanding that the Ludvigsen committee and the school’s current policy documents work with. According to  stern et al. (2019, p. 53) emotions, body, senses, relations, and creation must be included in in-depth learning, and therefore, their own term of the concept is based on a physical, relational, creative, affective and cognitive learning, as a performative learning where learning is understood to be a creational process. The perception of  stern et al. (2019), suggest that learning works best through creating and not through acquiring knowledge, as a creational process has depth because it cannot happen without the physical, emotional or cognitive. As an opponent to the Ludvigsen committee’s take on the term,  stern et al. (2019) suggest that physical learning, relational learning or understanding of deep learning processes that have been studied within the pedagogical fields of music, dance, drama, art or sports have been left out in the definition. In other words,  stern et al. (2019) may be said to disagree with the official Norwegian description of the term in-depth learning, as they argue that it leaves out aspects and theories they feel should have been emphasized.

At the current moment, there are, to my knowledge, very few published books within the Norwegian context that specifically covers in-depth learning in a specific school subject. One of these is *Dybdel ring i naturfag* by Voll et al. (2019). Voll and Holt (2019, p.17) claim that in-depth learning is not something that will be new to Norwegian teachers, and that it has been long known that learning demands more than memorizing facts without reflecting over the purpose or over your own learning strategies. Recognizing the fact that in-depth learning can be problematic to describe, Voll and Holt (2019) argue that a potential danger can be that in-depth learning becomes a fashionable term that everyone agrees is something good, but with a diffuse content. They describe in-depth learning as a process, not a product. A process where you organize knowledge in hierarchical structures around some central fundamental ideas in the different subjects, that emphasize general principles, patterns and models of explanation (Voll & Holt, 2019, p.32). To achieve a mental capacity that allows you to organize knowledge, previous knowledge and skills will have to be automatized to the largest possible degree, which again will take time and practice (Voll & Holt, 2019).

Voll and Holt (2019) have collected knowledge about the brain’s cognitive functions in terms of learning, and the different perspectives on in-depth learning in a model that describes it as a process divided into knowledge, skills and attitudes. According to the model (see figure 1), knowledge must be organized into networks through facts, models, theory and laws if you

are to achieve in-depth learning. Furthermore, skills must be automatized and rehearsed with procedures and strategies, while attitudes must be heavily weighted in a way that the teaching stimulates motivation and belief in own abilities (Voll & Holt, 2019, p. 33).

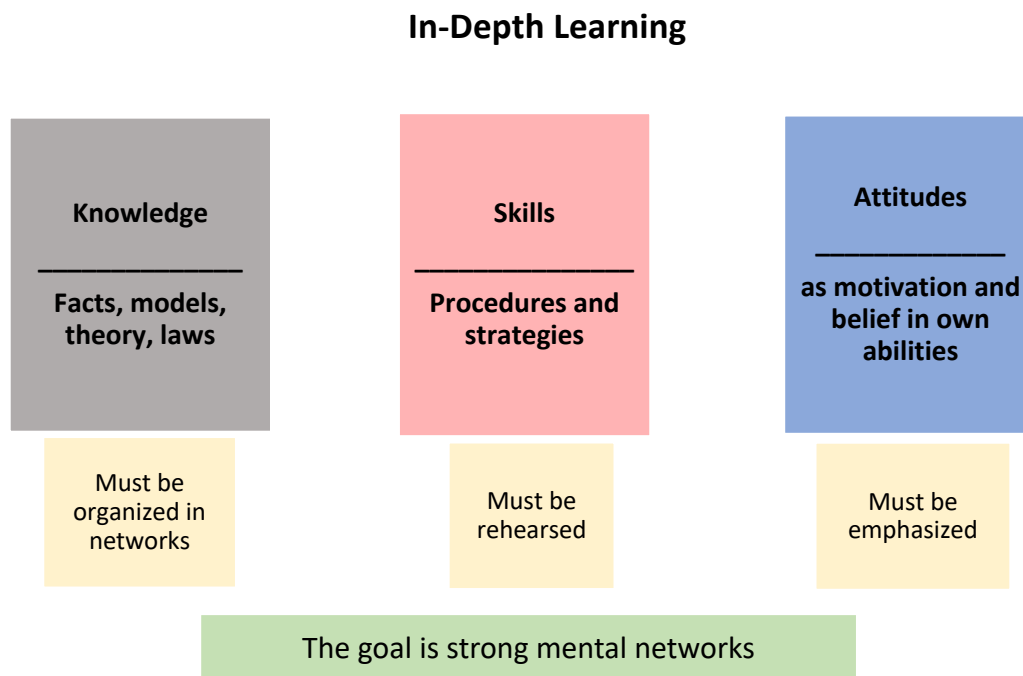


Figure 1: Model of in-depth learning by Voll and Holt (2019, p.33, my translation).

Øyehaug (2019, p. 41) discusses teaching for in-depth learning through the perspectives of Martha Stone Wiske (Wiske, 1998), where four typical characteristics of teaching can promote in-depth learning among the pupils. These are rich themes, clear competence aims, demonstration of understanding and frequent evaluation. Rich themes refer to the fact that subject curriculums should be based on rich and relevant themes that interest both the teacher and the pupils (Øyehaug, 2019, p.41). A rich task, Øyehaug (2019, p.42) suggests, can be a problem-solving task that provides the opportunity for discussion with others when it comes to solution ideas and understanding of terminology. She further states that no matter if the rich themes are based on natural sciences, interdisciplinary, pupils should have a connection to what they learn during their education (Øyehaug, 2019, .43).

Clear competence aims suggest that the teacher should define the learning aims for the pupils and make them accessible early on and repeat them often (Øyehaug, 2019). To achieve in-depth learning, the pupils have to get the opportunity to work with a few selected areas, instead of working with many superficial topics. Therefore, competence aims should cover

central terminology and fundamental ideas, where the teaching schedule aims to develop a progression of these. Demonstration of understanding refers to the fact that the teacher should make sure to provide many and different opportunities for the pupils to express themselves, so that they develop and get to demonstrate their understanding. Furthermore, the teacher should not evaluate the degree of competence without the pupils' opportunity to express his or her understanding of the subject (Øyehaug, 2019, p.55). The fourth and final characteristic that can promote in-depth learning is frequent evaluation, which suggests that the teacher should give the pupils regular evaluations with specific criteria based on the aims, and suggest ways of improvement (Øyehaug, 2019; Wiske, 1998).

Through this section, several Norwegian researchers' theoretical descriptions of in-depth learning have been presented. These are summarized in table 2, and from the table, one can see that there exist several common aspects in the different researchers' descriptions, as well as the fact that these descriptions are provided through the last three years. From the descriptions, in-depth learning can, from a Norwegian perspective, be understood as the gradual development of the pupil's understanding, reflection and knowledge, as well as the ability to transfer these abilities and use them in other and new situations, or across several subjects. This development can take time but will again result in a more lasting understanding and knowledge, that the pupil can make use of in the future (Gilje et al., 2018; Flatås, 2017; Gamlem & Rogne, 2018; Voll & Holt, 2019). These aspects will be further discussed in relation to the Directorate for Education and training's definition, and the findings from the current study in chapter 4.

Table 2. *Descriptions of in-depth learning from the Norwegian context.*

Researcher:	Summary of descriptions:
Gilje et al. (2018)	In-depth learning refers to the pupil's ability to gradually develop his or her understanding of concepts within a discipline, and through problem-solving, analyses and reflection be able to work within and across subjects or knowledge areas.
Flatås (2017)	In-depth learning is based on the idea that the pupils are to develop a lasting understanding within a topic or area of knowledge. It is often described in contrast to surface learning, where there is a larger focus on memorizing facts without relating them to a larger context. In-depth learning requires the pupil to be active in the process of learning, and that they reflect over new learning material, and connect this to what they know from before.

Gamlem and Rogne (2018)	Pupils that work with in-depth learning will be able to transfer what they have learned to new situations or contexts. In-depth learning, which can be seen as the pupils' development of understanding, will also take time.
Østern et al. (2019)	In-depth learning gives room for emotions, body, senses, relations, and creation. Learning is understood to be a creational process, and a creational process has a depth because it cannot happen independently without the physical, emotional or cognitive.
(Voll & Holt, 2019)	In-depth learning is a process, not a product. A process where you organize knowledge in hierarchical structures around some central fundamental ideas in the different subjects, that emphasize general principles, patterns and models of explanation. To have a mental capacity to organize knowledge, previous knowledge and skills have to be automatized to the largest possible degree, and this takes time and practice.
Øyehaug (2019)	Four typical characteristics of teaching can promote in-depth learning among the pupils. These are rich themes, clear competence aims, demonstration of understanding and frequent evaluation.

2.4.4 Review of related research: in-depth learning and language learning

As mentioned in the introduction, minimal research about in-depth learning in English foreign language learning has been conducted within the Norwegian context. However, two Norwegian master theses that have focused on in-depth learning within the Norwegian subject will be presented here, along with input from *Fremmedspråksenteret*, that also has provided some research related to the topic.

Pettersen and Blå (2017) from *Fremmedspråksenteret*⁵ write that different types of scaffolding such as modelling, varied learning activities and learning conversations will support the pupils in the process of developing as writers. By leading the pupils through different phases, a writing environment that facilitates for in-depth learning will grow forward, as the pupils will learn and experience the procedures and become able to use it in new situations or other subjects where they are supposed to write a text. The approach they present is based on a circle for teaching and learning from Australia (Rose, David & J.R. Martin, 2012, referred to in Pettersen & Blå, 2017) that has four phases: 1. Building knowledge, 2. Deconstruct the modelled text, 3. Construct a text in plenary, and 4. Write

⁵ Nasjonalt senter for engelsk og fremmedspråk i opplæringen: <https://www.hiof.no/fss/>

individually (Pettersen & Blå, 2017, p. 54). This in-depth learning experience of how to write texts will then again contribute to the development of the pupil's communicative and written skills in the subject.

The focus in phase one of the circle, is to build up content and knowledge, providing a greater word bank for the pupils to use in later phases. In the second phase, the focus is on understanding and learning about the text type, while in the third phase the pupils and the teacher will create an informative description together, based on what they learned in the first two phases. Finally, in phase four, the pupils are supposed to write an informative description on their own. Even though the project was meant for pupils in primary and lower secondary school, the phases can also be adapted into language learning in upper secondary school as well, and thereby create a learning environment that facilitates for in-depth learning. Furthermore, the approach can be seen in relation to Gamlem and Rogne's (2018) ideas of how you work with factual texts with the pupils (see section 2.4.3).

Skaug (2018) looks at what literary texts a selection of 153 teachers use in the Norwegian subject in Vg3, and their thoughts about how in-depth learning can be realized through the reading of fictional literature. Regarding the realization of in-depth learning through the reading of fiction, Skaug (2018) found that teachers thought there would have to be more time spent on the texts, both on reading as well as the work and processing afterwards. Additionally, several of the teachers in the study pointed out that dialogue, discussion and reflection about the texts were important aspects too, in the process of fulfilling in-depth learning through the reading of literature. From this, one can see that to some teachers, the approach to the literary texts was as important as the time spent on the texts.

Skaug (2018) also found that the data results seemed to express that the teachers' ideas of how to realize in-depth learning through literature, were in line with aspects that the Ludvigsen committee understands as a part of in-depth learning. These were cognitive changes, dialogues and conversations in the classroom, and awareness about the different genres having different demands regarding arguments (Skaug, 2018). An additional finding that is of interest to the current study, was that a lot of the teachers in Skaug's (2018) study thought that the current subject curriculum for the Norwegian subject was too comprehensive to fulfil in-depth learning, containing too many competence aims. This can, in turn, reflect the OECD's evaluation of Norwegian curricula from a few years ago (see section 2.2.4).

Nerland and Vika (2019) investigate how a literature workshop can be an arena for oral activity and in-depth learning in the Norwegian subject, by looking at how pupils in the tenth grade explore the lyrics of the song *170* by a Norwegian band. The literature workshop was divided into five steps, and the first step was individual reading. The pupils in the study read the lyrics three times before moving on to the second step, which was literary group conversations that were recorded on video. The third step was a conversation in plenary about textual understanding and evaluation of one's own process of understanding, while step four was plenary conversation that was supposed to evaluate the re-reading and the literary group conversations. The last step contained an initial written reflection which the pupils were to do individually while considering ten different claims made by the teacher, before they would share this in couples, and then finally in plenary (Nerland & Vika, 2019).

The approach in the study was meant to promote oral cooperation in the classroom, and emphasized dialogue and metacognitive awareness, something Nerland and Vika (2019) claim could provide opportunities in terms of development of orality, meaning-making and in-depth learning. Regarding in-depth learning, Nerland and Vika (2019) write that the approach could facilitate for practising the pupils' metacognitive consciousness, through repeated evaluations and reflections around one's own knowledge. At the same time, they acknowledge the fact that in-depth learning is something that cannot be measured directly, and must be seen in a long-term perspective, which stands in contrasts to their short-term workshop for the thesis. They do however claim that a literary workshop could be an input in an in-depth learning process in language learning (Nerland & Vika, 2019).

2.5 Summary

The current chapter has provided a presentation of the literature that is of relevance for the present study. Through section 2.2 the foundation behind English language teaching in Norwegian schools was described, and the strong influence and the governing power of the national curriculum and English subject curriculum was addressed. Central learning theory and learning perspectives that potentially have had, and can have a great influence on Norwegian EFL teachers' beliefs, like CLT, were also described.

Through section 2.3, theory about teachers' beliefs and language teachers' beliefs were addressed. Through the section, it was made clear that teachers' beliefs can have a strong influence on their daily teaching practices, and that these can be affected by both exterior factors like national- and subject curriculums, theory and new research, as well as inner

factors like personal experience as a language learner and teacher. The section also showed how teachers' beliefs could be challenged by curricular changes, and that changes sometimes could be uncomfortable to some teachers, as it would require them to change their teaching identity. Finally, through section 2.4, theory and research about in-depth learning was reviewed, with a focus on central descriptions of the concept from a Norwegian perspective. The section made it evident that most of the Norwegian research on in-depth learning have been published in recent years, after the reports from the Ludvigsen committee in 2014 and 2015 (NOU 2014:7, 2014; NOU 2015:8, 2015).

3 MATERIALS AND METHODS

The current study was designed to investigate Norwegian EFL teachers' beliefs about in-depth learning in the English subject. This chapter provides a detailed presentation and rationale for the research framework that was used for this purpose. In the first section, a description of the research methods and materials will be presented, along with the rationale for conducting a mixed-method study. Section 3.2 will provide a description of the context and the participants from the current study, while section 3.3 presents a description of the survey and how it was designed and conducted, as well as how the results were collected and analysed. A similar description will be given about the interviews in section 3.4. The final three sections will cover ethical challenges and considerations, section 3.5, the study's reliability and validity, section 3.6, and the study's possible limitations, section, 3.7.

3.1 Research Design

The data collected for the current study is both of a quantitative and qualitative nature, gathered through an online survey and four interviews. A *Mixed-methods design* is a combination of the two major research tracks and consists of a collection of both quantitative data and qualitative data (Creswell, 2012). The data from the survey will serve as the main source of data in the current study and have priority, while the data from the interviews will play a supportive role. A research design like this, where one form of data plays a supportive role to the other form of data, can be categorized as an *embedded design* within mixed methods design (Creswell, 2014, p. 16). The rationale behind the choice of this design will be discussed in section 3.1.1, while the materials for the study will be addressed in section 3.1.2.

3.1.1 Rationale for the choice of mixed methods

The choice of methodological framework in the current study was first and foremost built on the purpose of the inquiry. Mixed methods research has become well-established within educational research, and as Borg (2019, p. 1157) states, there is excellent scope for combining quantitative and qualitative measures in the study of language teacher cognition. A quantitative questionnaire alone would for instance not necessarily be able to capture teachers' beliefs through Likert scales and closed-ended questions only. A questionnaire supported by open-ended questions and in-depth interviews, on the other hand, would provide additional, and perhaps more accurate and suitable data for research about teachers' beliefs.

One of the core arguments for using mixed methods designs is that the combination of both qualitative and quantitative methods provides a better understanding of a research

problem than either a quantitative or qualitative approach alone, because it can combine the strengths of both methods (Creswell, 2012; Punch and Oancea, 2014). For instance, the embedded design can provide the opportunity to explain the quantitative data results from the questionnaire through the qualitative data from open-ended questions and interviews (Creswell, 2014, p. 231), as this data may provide more in-depth data results than the qualitative or quantitative data alone. The interview data can then provide more clarity or an understanding of the results from the questionnaire through the perspectives of individuals from within the context that is researched (Creswell, 2014). Interviews can also provide more room for explanations, follow-up questions, or the different teachers' stories about their experiences, while a questionnaire would give limited room for such. At the same time, quantitative approaches such as surveys, could provide statistical data that could give a clearer representation of similarities or differences, and can gain input from a large number of informants in a relatively short amount of time.

The design was also chosen because it seemed highly suitable for the current study's research aims towards the educational sector, and teachers' beliefs. Investigating teachers' beliefs through a survey alone, with Likert scales or statements and take them as evidence of what teachers believe, would yield clear limitations (Borg, 2019). At the same time, surveys are highly time-efficient and practical, as it can collect a lot of valuable information from many informants in a short amount of time. The use of an online questionnaire also provided the opportunity to gather data from informants located in several different regions in Norway, which was very beneficial for the current study's purpose, as it sought to investigate Norwegian EFL teachers' beliefs, and teacher participants from several regions of Norway would then provide more accurate and representative data, than if the teachers were restricted to a specific region.

The questionnaire had both open-ended qualitative questions and closed-ended which gave it both qualitative and quantitative characteristics. The use of a survey was beneficial in terms of efficiency and generalizability, while the interviews could provide valuable in-depth data of a qualitative nature, that together with the data from the open-ended questions from the survey would fulfil the investigation of teachers' beliefs, which can be highly personal and not necessarily quantifiable. The choice of design was also rooted in how the data would be used together. The priority was on the questionnaire as it would gather the largest amount of data, while the qualitative data gathered from the interviews and the open-ended questions

from the questionnaire would provide supportive data information, that could provide more in-depth information to the close-ended questions.

The timing of the data collection was also one of the reasons behind the choice of design, as the data collection had to be done as swiftly as possible, due to the time frame of the current study. The embedded design provided the opportunity to collect the data concurrently, where the survey and the interviews were conducted at roughly the same time. This saved me a lot of time, along with the fact that the four interviewees volunteered after they had completed the questionnaire. In other words, the mixed methods embedded design was chosen for the current study also because of its' efficiency and suitability for the research.

Because the survey participants gave extensive answers to each of the open-ended questions, writing paragraphs of text rather than the three keywords that was asked of them, this produced a lot more qualitative data than what was intended. At the same time, this provided valuable information about the current study's EFL teacher participants' beliefs, that was given a major focus in the data processing. Therefore, the study produced much more qualitative data that required analysis, and my version of an embedded design became closer to a convergent parallel design than what was first intended. A convergent parallel design is also a type of mixed methods design, where the researcher collects both quantitative and qualitative data, analyses them separately, and then compares the results to see if the findings confirm or disconfirms each other (Creswell, 2014). According to Creswell (2014, p. 222), the key idea with this design is to collect both forms of data using the same, or parallel variables, constructs or concepts. However, the current study's design remained embedded, as the quantitative data from the survey was used as the main source of data, even though this data provided more qualitative data than initially intended, while the qualitative data from the interviews played a supportive role.

3.1.2 Materials

The research materials for the current study consist of 54 participants' responses to a questionnaire with 24 questions and statements, and four interviews based on a semi-structured interview guide consisting of fifteen open-ended questions. The mix of qualitative and quantitative methods are also represented in the questionnaire, where five of the questions were open-ended, and the other nineteen were closed-ended. The questionnaire and the interviews targeted English teachers in Norwegian upper secondary schools, that either were teaching or had recently taught the first-years general studies course.

3.2 Context and Participants

The research and data gathering for the current study was mainly done online through internet-based services. The programme SurveyXact was used to create and conduct the survey, and the social platform Skype was used to conduct the interviews. This research project aimed at investigating Norwegian EFL teachers' beliefs about in-depth learning in the English subject, and the scope was limited to the English subject for general studies in the 11th grade in upper secondary school. Participants in the study were therefore either current or recent teachers of general studies' English. The choice of participants for the current study can thus be seen as a case of qualitative *purposeful sampling*, where the participants are selected in accordance with specified criteria (Friedman, 2012), or based on those who can best help us understand the phenomenon (Creswell, 2012). However, the sampling can also be seen as a case of *convenient sampling*, as the participants that fit the description had to volunteer and make themselves accessible, and thereby were included in the study (Friedman, 2012). At the same time, by contacting administrations and requesting them for contact information for suitable participants, the sampling can also be seen as a case of *snowballing*, where individuals who know of other individuals that can fit the sample description are contacted during the sampling process to get the right participants (Punch & Oancea, 2014).

To be able to send out as many participation requests as possible to teachers across the country, I contacted the administration of all upper secondary schools with general studies in Norway (Appendix B). However, getting enough participants turned out to be very challenging, and as teachers are known to have busy schedules, a voluntary questionnaire of twenty minutes does not necessarily seem appealing. In order to increase the response rate, I therefore used a three-step process similar to what Creswell (2012) calls *good follow-up procedures*, shown in figure 2 below.

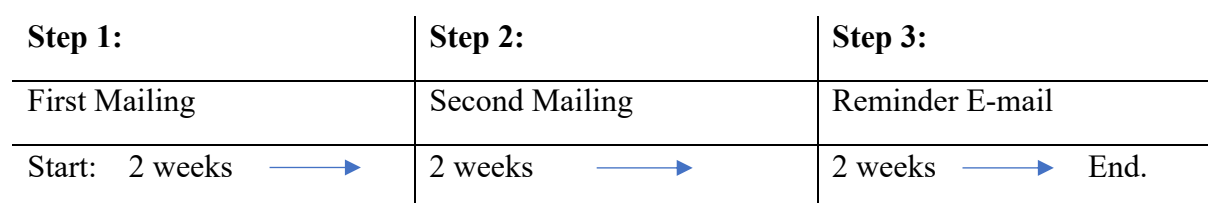


Figure 2: *Three-Phase Survey Administration Procedure, based on Creswell (2012, p. 391).*

During step 1 I sent out emails to the administration of each school, with a request to either get the mail-addresses to the general studies' English teachers at their school, or if they could

share the link to the questionnaire with suitable candidates at their school. If I did not receive an answer within two weeks, I sent a new mail with the same request (step 2). Some administrations replied that their teachers were too busy to participate, others requested the link to the questionnaire, while some sent me the e-mail-addresses to the teachers that fit my description. After two additional weeks, I sent out a reminder mail to the teachers' mail-addresses, as well as to administrations that had not replied. At this point, I also tried an alternative approach and sent the request to the mail-address listed under "contact us" in the different upper secondary schools' websites. After this, I received several e-mails with contact information for multiple English teachers from several schools, which allowed me to contact teachers more directly. After the entire process, 54 participants from across the country had completed the questionnaire.

When the participants had finished the questionnaire, they were given my contact information in the final page, where they were requested to volunteer for the interviews. The plan for the current study was to conduct four interviews, and exactly four participants from the questionnaire volunteered. Since the participants contacted me, I could not link them to their questionnaire response in any way. That way, their anonymity would not be compromised, and I would only be aware of the fact that they had completed the questionnaire. All of the interviews were conducted during the same week, where three was done through Skype, and one over the phone. Two of the interviews were conducted in English, and two in Norwegian. The reason for this, was that two of the interviewees preferred to do the interviews in Norwegian as it would make them more comfortable.

3.3 The Survey

Through the current section, there will be a more thorough description of the survey that was used in the present study, with explanations connected to the design, the data collection, and the analysis of the data.

3.3.1 Rationale and design

An online format was chosen for the survey. An online, or web-based questionnaire can be described as a survey instrument for collecting data that is available on the computer (Creswell, 2012), and the rationale behind the choice of this format was based on its practical factors, as well its efficiency. The online questionnaire enabled me to gather a large amount of data in a short amount of time, it was easily distributed to the participants in different

geographical regions, and highly economical. The programme SurveyXact was used to design and conduct the questionnaire (Appendix D).

Preferably, an already existing and valid questionnaire should have been used, as it could have ensured validity and reliability with the opportunity to report the instrument's previous scores from past research studies (Creswell, 2014, p. 160). However, a suitable questionnaire did not exist, and a questionnaire that would serve the research purpose for the current study therefore had to be designed.

The first two pages of the questionnaire included information about the current study and its purpose, as well as information about the participants' rights (Appendix C). To enter the questionnaire, the participants would have to read through the information, and then check off two boxes to give their participation consent (Appendix D). The questionnaire was made in Norwegian bokmål, for two reasons. The new national curriculum had not been translated into English when the survey was going to be conducted, and from my teacher training practices I had witnessed that discussions related to the national curriculum were most often done in Norwegian. Therefore, I thought it would be less time-consuming or simpler for the participants to respond to the questionnaire if they did not feel a need to spend time on formulating themselves in English. Since the participants are EFL teachers they would be perfectly able to do so, but the idea was to make it as simple and time-efficient as possible to get more participants. Second, due to the differences in the use of the term in-depth learning in an international context, having the questionnaire in English could potentially have caused the participants to include their beliefs about in-depth learning from a global context, which would have been ambiguous as the focus here was within the Norwegian context. However, in the information, the participants were made aware that they could write their answers in English if they preferred to do so.

The questionnaire was divided into four parts (see Appendix D). The first part covered teachers' understanding of in-depth learning and their relationship to in-depth learning, while the second part covered teachers' understanding of the new competence aims for general studies' English. The third part covered the teachers' beliefs about the revised English subject curriculum, and the final part of the questionnaire covered some background information asking the teachers about their age, gender and length of teaching experience. The open-ended questions provided the participants with the opportunity to answer in their own words, where personal beliefs and experiences could be included. The questions that were closed-ended

were often formulated as statements that the participants would state their agreement to, or as questions that included different alternatives that the participants could choose between. The use of such questions can be connected to the advantages of quantitative data gathering (see section 3.1.1), such as efficiency, as such questions can gather a large amount of data in a short amount of time.

The questionnaire was piloted on four co-students and a lower secondary school teacher. Most of the feedback from the piloting was similar and suggested that I should outline each question to make them clearer, and create more space between each question since the questionnaire seemed a bit compressed, containing a lot of text. I therefore increased the number of pages to make the questionnaire seem more structured and less pressed for text and space. Additionally, I outlined each question and changed some of the terminology used in certain questions, as the feedback also suggested that some terms could be difficult to understand and potentially mislead the participants. After the questionnaire had been edited based on the feedback from the piloting, I felt that it included what I needed to be able to gather data that would answer my research questions for the current study.

3.3.2 Administering the questionnaire

The process of administering the questionnaire started with the distribution through e-mail, with a mailing process to gather participants. As mentioned in section 3.2, the process lasted for several weeks as it turned out to be challenging to get enough participants. In addition to the mailing process, I posted the questionnaire in a Facebook-group for English teachers in upper secondary schools in Norway, with about 1500 members. I thought this could boost my response rate, but after two weeks I realized that this approach was unsuccessful, as the number of participants did not increase. The mailing process did however succeed, and as mentioned, 54 Norwegian EFL teachers had participated when the questionnaire was closed for analysis. The data collecting went quite unproblematic and efficient, and to my knowledge, none of the participants experienced technical difficulties or challenges with completing the questionnaire.

3.3.3 Analysing the data

The analysis process explained here, is based on the answers from the EFL teacher participants that completed the questionnaire. The analysis process had to meet both the qualitative nature of the answers to the open-ended questions and the more quantitative nature of the answers to the closed-ended questions. As a first step, the raw data was processed into

an Excel-sheet, before the data was cleaned, excluding answers from participants that did not complete the questionnaire, as well as removing two of the questions that several of the participants had misunderstood and failed to answer in the way that was intended. As the data were prepared for analysis and processing, the answers to the open-ended questions were separated from the answers to the closed-ended questions, as these had to be analysed differently. The analysis process of the closed-ended questions will be presented first here, before an explanation of the analysis related to the open-ended questions will be provided.

As mentioned in section 3.1.1, comprehensive and long answers from the survey participants provided valuable information that I chose to focus on analysing instead of making use of inferential statistics, and the analysis can therefore be seen as a *descriptive analysis* that is only specific to the current study's sample (Dörnyei & Csizér, 2012). The length of the answers can be said to hint to the high level of interest or engagement among the participants, which also can be related to why the participants volunteered to participate in the survey in the first place.

Through the use of Excel, the data and variables from the closed-ended questions were counted, and the variables from each of the closed-ended questions were collected into brackets, where each bracket included the data results from one of the closed- or semi-closed-ended question. This provided me with the opportunity to make comparisons between the brackets and gave me insight into what a participant with a certain length of experience answered to a specific question. The variables from an answer were then calculated into percentages, using the formula $[x / N=54 \times 100 = \%]$, where the number of participants, for instance participants that chose the same alternative to a question, was divided by the total number of participants, and then multiplied by one hundred. The use of percentages provided a clearer representation of the results, which would be beneficial for the presentation of the findings from the study. The calculations were double-checked to ensure that they were accurate and correct, and these can be found in Appendix H. Age and gender are left out of the appendix to ensure the participants' anonymity.

Based on the participants' background information related to their length of teaching experience, five experience groups were created; those with less than 5 years' teaching experience, those with between five and ten years' teaching experience, those with between ten and twenty years' experience, those with between twenty and thirty years' experience, and those with between thirty and forty years' experience. However, the group with between

thirty to forty years' experience included only two participants, and because of this, they were placed in a group with the participants that had between twenty and thirty years' experience, making it the group with between twenty and forty years' experience. This way, I had two groups with under ten years' teaching experience, and two groups with over ten years' teaching experience, which provided more a balanced comparison between the groups.

The open-ended questions from the questionnaire were, as mentioned, often so long and comprehensive that it created almost sixty pages of text in total, with individual and personal thoughts, that called for a qualitative analysis. The data was therefore processed through an initial coding to get an overall impression of the data, in line with the first step of a content analysis, as described by Friedman (2012, p. 191) where data is coded systematically, to discover patterns and develop well-grounded interpretations. Through the initial coding, the data was gone through thoroughly, to identify reoccurring topics or themes in the participants' answers. The next step in the analysis can be seen as axial coding (Friedman, 2012), which involved finding patterns in the data by comparing coded categories, both within and across cases, to establish connections between the different answers of the participants. The dataset from each open-ended question were then colour coded and categorized (Appendix I). In Excel, the participants' length of teaching experience could be compared to what they answered in the open-ended questions, which enabled a comparison between the length of the participants' experience and what they answered. This was of importance for the current study's investigation of whether there was a relationship between the length of teaching experience and beliefs about in-depth learning. The process of colour coding was conducted two times, with several days apart, and the results were then compared to ensure the accuracy of the analysis.

Through the colour coding, the occurrence of a specific category within each of the participants' answer could be identified, and the occurrences of a category within an answer would thereby be marked with a specific colour. Each of the participants' answer could contain several different categories. For instance, if a participant mentioned that he or she would include a focus on both pupil-centred learning, cooperation across subjects and use of various learning tools to implement in-depth learning in his or her teaching, this would mean that three categories were marked within this answer. This way, the number of occurrences of each category could be counted within each of the experience groups, which provided the opportunity to compare what the EFL teachers with different length of experience answered, and whether a group with a certain length of experience tended to mention certain approaches

or aspects in particular. This also provided me with the opportunity to process the large amount of qualitative data in a way that let me see the similarities, differences, agreements and disagreements among the EFL teacher participants, related to the open-ended questions, which was necessary to be able to answer the research questions for the current study. Aspects that were mentioned by three or less were placed in the category “other”, and these often included either specific learning content or learning activities that were difficult to place in a specific category, as it would have relied on my interpretation. Most often, the aspects that were placed in the “other” category were mentioned together with aspects that could be linked to the more frequent categories.

To be able to investigate whether the EFL teachers could be said to agree with the Directorate for Education and Training’s definition of in-depth learning, I broke down the Directorate’s definition to make it more comparable to the teacher’s answers. From my perspective, the definition provided by the Directorate for Education and Training can be divided into six elements that suggest how they want teachers and schools in Norway to perceive in-depth learning. These six elements are presented in table 3, and is based on the following definition of in-depth learning, provided by the Directorate:

We define in-depth learning as the gradual development of knowledge and a lasting understanding of concepts, methods and connections within subjects and between disciplines. This means that we reflect over our own learning and use what we have learned in different ways in familiar and unfamiliar situations, alone or together with others (Utdanningsdirektoratet, 2019a).

Table 3. *The six elements in the Directorate’s definition.*

<ol style="list-style-type: none">1. In-depth learning is a gradual development of knowledge.2. In-depth learning means that the learner gets a lasting understanding of concepts, methods and connections within subjects and between disciplines.3. In-depth learning means that learner is able to reflect over his/her own learning.4. In-depth learning means that the learner will be able to use what he/she has learned in different ways.5. The learner will be able to use this in familiar and unfamiliar situations.6. The learner will be able to do so alone, or together with others.

By breaking the definition down into these six elements, a comparison between the answers from the participants and the Directorate's definition could be done in much more explicit terms. This would then provide insight into whether the participants could be said to agree with the Directorate's definition or not. It is highly unlikely that the participants' answers would have included all of the elements from the Directorate's definition, and a comparison between the answers and the entire definition would therefore be challenging. The results from the data analysis related to teachers' beliefs about in-depth learning were therefore seen in relation to each of the different elements in the definition, to investigate whether the teachers' answers reflected them, and could be said to agree with the definition.

3.4 Teacher Interviews

Interviews were the second source of data for the present study, and in the current section, a rationale for the choice of interviews, as well as a description of the design of the interview guide, the data collection and the analysis of the interview data will be provided. Within the embedded design in this study, the interviews provided valuable qualitative data, that was beneficial to include in the study's investigation of teachers' beliefs.

3.4.1 Rationale and design

To support the data provided by the survey, four interviews were conducted. The interviews were based on a semi-structured interview guide (Appendix E), that provided me with the flexibility and opportunity to ask follow-up questions, and to customize the timing of the questions (Punch & Oancea, 2014). The interview guide consisted of fifteen questions, where twelve of them were designed to discover information about teachers' understanding and beliefs of in-depth learning, their beliefs about how to implement in-depth learning in their teaching, and their perception of the revised English subject curriculum. The three remaining questions covered background information.

Semi-structured interviews were chosen for the current study because of the opportunity they provide in terms of accessing teachers' beliefs. The qualitative interview can be a key venue for exploring how subjects experience and understand their world, and can provide a special access to the experienced world of the interviewee through their own words (Kvale, 2007, p.8). Furthermore, a semi-structured interview guide provides the opportunity to adapt each interview to each individual interviewee, where the timing and order of each question can vary from interview to interview based on how the interview develops, and what direction the answers of the interviewee leads us in. This way, the interview setting can become more

authentic and conversational, which can be seen as important when you are interviewing someone about something as personal as their own beliefs. As described in section 2.3.1, teachers' beliefs are perceptions, thoughts and ideas about all aspects of teachers' work, which teachers hold to be true, that can have a prominent influence on their practice (Borg, 2018; Harvey, 1986; Phipps & Borg, 2009; Skott, 2014). Since interviews are a good way of exploring people's perceptions, opinions, definitions of situations and constructions of reality (Punch & Oancea, 2014), they could be used beneficially in the investigation teachers' beliefs about in-depth learning.

In addition to providing an in-depth investigation, the interviews played a supportive role within the study's embedded design. This means that the interview data would not have the priority, but rather play a supportive role, where the results from the interviews could provide information about the same topics and questions that the survey investigated, but these would be used as a comparison to the questionnaire data. This way, the results from the interviews could be used to either support findings from the survey if that is the case, or to show differences between the findings in the questionnaire and the interviews if that would be the case. The results from the interviews could also provide a more in-depth understanding of the closed-ended questions in the questionnaire. Furthermore, different and alternative questions could be asked in the interviews, and questions from the questionnaire could be formulated alternately, to see whether that would change the outcome of the results in the interviews compared to the questionnaire. The interviewees in the current study had participated in the survey as well, which made it highly interesting to see whether the findings from the interviews would be different from the questionnaire, or if the EFL teacher participants remained collectively constant in their beliefs. This can be seen in relation to a side-by-side approach as described by Creswell (2014, p. 222), where the researcher first presents the quantitative results, and then discuss the qualitative findings that can either confirm or contradict the quantitative results. The comparison of the questionnaire data and the interview data will be done in the discussion of the results in chapter 4.

3.4.2 Conducting the interviews

The four interviews were conducted within one week in December 2019, over the social platform *Skype*. The choice of using *Skype* was made due to geographical distances between myself and the participants. *Skype* enables you to have a video call, with both audio and visual, which can make an interview through the platform similar to a physical interview. Additionally, *Skype* is a platform that many people are familiar with and know how to use.

However, one of the interviews was done over the phone, as one of the interviewees did not have a Skype-account and preferred a phone interview as a solution. The interviewees taught at schools in different regions in Norway, and both city and rural schools were represented.

The duration of each interview varied between twenty to forty minutes, as some of the participants were at work during the interview and had colleagues coming in and out and addressing them during the interviews. There were no technological difficulties or problems that interfered with the interviews in any way. All of the interviewees were made aware of the topic and purpose of the study, their rights, and that the interviews would be audio-recorded and transcribed. To ensure that the interviewees were aware of this information, they were sent a consent form for them to sign after the interviews were done.

The questions were often asked or formulated in different ways, or at different times in each interview process, depending on the direction that the answer of the interviewee took us in. However, the main points in the interviews remained the same, focusing on the interviewees' understanding of, and relationship to in-depth learning, how they would work towards in-depth learning in their English teaching, and whether they believed the length of teaching experience would affect how a teacher perceived new learning focuses. As an interviewer, I tried to stay as neutral as possible, without leading the interviewees in any direction, or asking overly complex questions. Some of the participants had a lot to say and discussed the questions swiftly while expressing their perception and beliefs. Others were more unsure and cautious, and used more time to reflect upon each question, or needed me to explain the questions more thoroughly. The interviewees seemed relaxed, content and engaged during the interviews, and I remain grateful for their contribution and the unproblematic experience.

3.4.3 Transcribing the interviews

Transcribing interviews can be a slow but necessary process. By using QuickTime Player on Mac-IOS to audio-record the interviews that were conducted through Skype and over the phone, I could transcribe what was being said in the interviews into text, and then analyse it. This was done in line with a consent from the University of Bergen to use private devices to audio-record the interviews (Appendix G). The process of transcribing was slow, but relatively straight forward. I played and replayed the interviews several times before writing down sentence by sentence and adjusted them to ensure that what was transcribed became as true to the interviews as possible.

To facilitate comprehension, the interview subjects' spontaneous oral speech should be rendered into a readable, written textual form (Kvale, 2007, p. 132). Therefore, I intentionally left out a lot of pauses, fillers or disfluencies that appeared during speech, especially during reformulations or doubt, like interjections without meaning. However, in places where these seemed to be of significance to the meaning of what was being said, they were included. The same was done with reactions in the form of laughter or body language. If the beginning or the end of the interview included a lot of practical information to the interviewee, or practical questions concerning contact information or similar, I intentionally left that out as well, as I did not see it relevant for the analysis. What was said by the interviewee was more interesting for the current study than *how* it was said. Two interviews were done in English, and therefore transcribed in English, while the two others were done in Norwegian in line with the interviewees' preference, and therefore transcribed in Norwegian.

The audio files and the transcriptions were anonymized and stored safely as password-protected files, to ensure the anonymity of the interviewees. Having finished the transcription, I listened to the audio recording one last time, while reading the transcribed text along with it, to control that I had stayed as true to the audio as possible in the transcription. The transcriptions were then finalized and ready for analysis.

3.4.4 Analysing the interview data

With research questions that covered teachers' beliefs about in-depth learning, the analysis of the interview data was based upon the meaning of what was said in the interviews, through a content analysis (Kvale, 2007), by categorizing and meaning condensation of the data. The process of analysing the interview data was done in line with Creswell's (2014, p. 197) steps for analysing and interpreting qualitative data. First, the data was organized and prepared for analysis through transcribing, as described in section 3.4.3. Then, the data was read thoroughly several times, to get a sense of the meaning and the overall impression of the data. Next, the data was coded into seven different categories based on the overall impression of the data, and reoccurring themes in the interviewees' answers, which made it possible to identify frequently mentioned aspects as well as comparing the data from the different interviews. These were colour-coded by hand (see appendix J). Kvale (2007, p. 105) explains that coding is a key feature of the *grounded theory* approach to qualitative research, where you code the meaning of a text into categories, to see frequencies and make comparisons. Categorization is when the meaning of long interview statements is reduced to a few simple

categories, where you can mark the occurrence or non-occurrence of a phenomenon in the text analysed (Kvale, 2007).

The seven categories that were made were based on aspects that were mentioned that was relevant to the current study's research questions. For instance, answers about how the interviewees planned to implement in-depth learning in their teaching would be coded into one category, while answers related to the interviewees' personal experience with in-depth learning would be coded into another category. Markers of different colours were used to highlight different meanings that could be placed into the different categories (see Appendix J). This provided an overview of the similarities and differences in the beliefs of the interviewees. Based on the analysis, the following seven categories was made:

Category 1: Thoughts and beliefs about in-depth learning

Category 2: How to implement in-depth learning in the teaching of English

Category 3: Personal relationship or experience with in-depth learning

Category 4: The importance of in-depth learning in the new national curriculum

Category 5: The new competence aims and in-depth learning

Category 6: Different interpretations of the competence aims/ in-depth learning

Category 7: Age or experience's relation to teachers' thoughts about in-depth learning

Since many of the answers from the interviewees were long segments of expressed beliefs and thoughts, a brief further analysis of what was being said by each interviewee within the different colour-coded categories was conducted to get a more extensive overview of the data. By reading and rereading each unit of meaning, the essence of each unit was organized into shorter segments, without changing the meaning of the unit. These shorter segments will be used in tables that present a summary of relevant findings from the interviews to the three research questions in chapter 4. According to Kvale (2007, p. 107), this process can be called meaning condensation, where long statements are compressed into briefer statements, where the main sense of what is being said is rephrased into a few words. Meaning condensation can serve to analyse extensive and complex interview texts by looking for natural meaning units and analyse their main themes.

However, as meaning condensation was used upon the interview data to create clear overviews of the interviewees' beliefs in chapter 4, entire quotes from the interviewees will be presented and used as evidence of findings as well. These quotes will be contextualized when presented and discussed, in line with Kvale's (2007, p. 132) recommendations on how to present interview findings. Relevant aspects that were only mentioned by one of the interviewees will also be included in the tables that summarize interview findings in chapter 4, if these reflected the findings from the questionnaire.

3.5 Ethical Issues

Conducting a mixed-method study with teacher participants demands a moral and ethical responsibility, and the participants' voluntary contribution is of fundamental value for the current study. Thus, a commitment to ensure and respect the participants' rights was a natural part of the study's process. Since the study would be collecting personal data, the current research project was evaluated by the Norwegian Centre for Research Data (NSD). Permission to carry out the project was granted, and the study was considered to be in line with national privacy policy and legislation (Appendix A).

Several measures were taken to ensure the protection of the rights of the participants during this project, in line with the guidelines provided by the National Committees for Research in Norway (2006). All of the participants were made aware of their rights and how their anonymity and confidentiality would be secured in the first and second page of the questionnaire, and they had to give their consent by checking off two boxes before they could enter the questionnaire (Appendix C). The participants were also made aware that they could withdraw from the study at any time. The volunteers for the interviews had participated in the questionnaire first and had thereby given their consent. However, since the interviews were audio-recorded, another informative consent letter was sent out to the interviewees to remind them of their rights, and to ensure them their anonymity (see Appendix F). Any information that could make the participants traceable or that could harm the participants in any way, such as e-mails, names, specific information about schools, colleagues or similar, was deleted or coded immediately, and the data collected was not altered in any way to satisfy predictions or hypotheses.

Even though measures were made to avoid ethical concerns in the current project, my dual role as a teacher-student and researcher can be said to have challenged this. For instance, my own understanding of statements made by the participants in the interviews and the survey

may have been infused by my own professional values and perception, despite attempts to stay objective (Punch & Oancea, 2014). This issue will, however, be a challenge for most researchers and studies, and by keeping this in mind and trying to stay as objective as possible, as well as asking follow-up questions in the interviews if something was unclear, a thorough attempt was made to avoid this potential ethical issue. Furthermore, a focus was placed on avoiding disclosing only positive results, while data was represented accurately, without falsifying authorship, evidence, data, findings or conclusions (Creswell, 2014). Also, in an attempt to stay as transparent and ethical as possible, the analysis process and the data results are communicated in an open and straightforward manner, which is meant to provide the opportunity for others to determine the ethics of this study for themselves.

3.6 Validity and Reliability

It can be almost impossible to avoid the potential errors related to validity and reliability in a study, but several procedures were included in the current study's design to avoid such errors. Validity determines whether the findings are accurate from the standpoint of the researcher, the participant or the readers of an account, and is one of the strengths of qualitative research (Creswell, 2014, p. 201). Validity refers to the extent to which an account accurately represents the social phenomenon to which it refers (Gibbs, 2007), or, in other words, that the researcher checks for the accuracy of the findings by employing certain procedures (Creswell, 2014). To meet Borg's (2018, p. 62) statement that Likert scales alone with not capture teachers' beliefs, the questionnaire was designed in a way that opened for the teachers to write in their own words, both in the open-ended questions, as well after each part in the questionnaire, where they could add information if they felt that the closed-ended questions left anything out. Furthermore, a paramount focus was placed on avoiding double or leading questions. The questionnaire was also piloted on four co-students and a lower-secondary school teacher, to avoid such questions, and to ensure that the questions were understood in the way I meant them to, to be able to collect the information that could be used for the current study's investigation. Several of the questions in the questionnaire was also designed in a way that would collect the teachers' expressed beliefs through the use of expressions such as "what do you think..." how do you understand...".

Furthermore, by selecting an embedded design, the interviews could play a supportive role, and could be used to check the validity of the other database and thereby increase the confidence in the research data (Creswell, 2014). The semi-structured interview guide was also piloted on a co-student to ensure that its' design would provide the right type of data and

avoid the use of closed-ended, complex and leading questions (Friedman, 2012, p. 188), while transcripts were cross-checked for possible mistakes that could have made during the transcription process. To ensure credibility, negative or *discrepant information* (data that supports other possible explanations) were investigated during the data analysis of both the data from the open-ended questions in the questionnaire and the interview data (Friedman, 2012).

The selection of participants can also be mentioned as a threat to the internal validity of this study, as all of the participants volunteered. The volunteers may be predisposed to have certain outcomes (Creswell, 2014, p. 174), as their personal interest or curiosity towards in-depth learning might have triggered them to answer, and the results from the study could potentially have been affected by this. However, in line with Norwegian regulations, the study had to be voluntary, and this threat can therefore be seen as somewhat inevitable. Another possible threat to the validity is related to the questionnaire, where the participants potentially could have been discussing the questions with others before they answered, as the questionnaire was done online. This could potentially have affected the study's outcome and could have been prevented if I had the opportunity to gather the participants physically and let them take the questionnaire under my supervision. This was however not an option, since I wanted participants from several parts of the country.

Reliability refers to the consistency of the researcher's approach and indicates whether it is consistent across different researchers and different projects (Creswell, 2014, p. 201). For the current study, reliability will be related to how the data was analysed, and how the use of the study's instruments could provide reliable data. Excel was used for the most quantitative-natured data from the questionnaire (e.g. data from closed questions), where the automatized export from SurveyXact provided less room for mistakes or errors. Excel would also secure reliable calculations of percentages, as well as accurate comparisons between length of teaching experience and other variables. Furthermore, all of the raw data from the questionnaire was processed into Excel, so that a comparison between variables from the open-ended questions could be compared to the length of teaching experience as well. The use of Excel made this process relatively straight forward, where the data from each question could be collected in brackets and compared to the data of another bracket. This enabled consistency and stability, together with frequent checks of whether the comparisons were made between the accurate brackets.

In terms of the more qualitative data, colour coding was used, and to avoid possible researcher bias (Creswell, 2014, p. 252) that this approach might yield, the colour-coding of both the data from interviews and the data from the open-ended questions was conducted two times, with several days apart, before it was compared to ensure consistency and to make sure that there was not a drift in definition of codes (Creswell, 2014). The frequency of reoccurring themes was calculated twice to ensure accuracy. Furthermore, all translations of quotes from the interview data or the open-ended questions in the questionnaire that will be used as evidence in chapter 4, was carefully read through before translation, to ensure the authenticity through the translation. Examples of translations that were made can be found in Appendix K.

3.7 Limitations

With any research study, limitations will occur, and the current study is no exception. Among the potential limitations for this study, the perhaps most obvious one is related to the fact that all of the current study's EFL teacher participants volunteered, which may have, as previously discussed, predisposed the participants to have certain opinions or beliefs. I may, for instance, have gotten a lot of teacher participants that felt like they knew enough to participate, whereas others might have thought that they did not know enough about in-depth learning yet to participate. However, this limitation is inevitable, as the NSD requires that participants have to volunteer. Thus, findings in the current study may not be representative of all teachers.

Another limitation with the current study lies in the fact that a survey was used in the study of teachers' beliefs, whereas teachers' beliefs traditionally have been investigated from a more qualitative approach. This limitation was however met through the use of qualitative interviews, and five open-ended questions in the questionnaire that, during the analysis, turned out to provide a whole lot more qualitative information than quantitative. In other words, the data used for this study was, in the end, mainly qualitative, which I would argue provided valuable, in-depth explorations that suited the investigation of teachers' beliefs quite well. Furthermore, the term "understanding" was used sometimes rather than the term "belief" in the survey and interviews. I would however argue that this did not cause a limitation of a significant character, as teacher cognition has been defined as what teachers know, believe and think (see section 2.4), which in turn can be seen in close relation to how someone understands something.

Questionnaires as a research tool can have some serious limitations, such as simplicity and superficiality of answers, unreliable and unmotivated participants, participant literacy

problems, little or no opportunity to correct the participants' mistakes, and social desirability bias tool (Dörnyei & Taguchi, 2009). Such potential limitations would however be present in any research study using a questionnaire, but by using a side-by-side approach with the results from the interviews, an additional source of data that could question the data results from the questionnaire, and either support them or not support them. Another potential limitation can be connected to the fact that the survey was designed and conducted in Norwegian (see section 3.3.1) and translated into English during the analysis of the data. This was however done carefully to obtain the authenticity of the answers from the participants, and without changing the meaning or essence in any way.

An interview situation can make the interviewee filter the information and their views or provide biased responses due to the researcher's presence (Creswell, 2014, p. 191), and naturally, this could be a potential limitation for the interviews in the current study as well. The potential limitations were however kept in mind, and questions and formulations were made in the attempt to limit the occurrence of these. It can however be mentioned here that the current study relies on the answers from teachers, and even though the questions were designed with a focus to not steer the answers in any direction, there is no guarantee that the teachers actually do what they say they do (Friedman, 2012).

The number of participants in the current study can be said to be too low to make it generalizable to all English foreign language teachers in Norway, and the findings can be seen as specific to the study and not necessarily transferrable to other contexts. Additionally, the comprehensive and long answers from the questionnaire provided information that I chose to analyse instead of making use of inferential statistics, and the analysis can therefore be seen as a descriptive analysis. However, the findings of the current study mirror the beliefs of teachers thorough the period of implementing a new curriculum, and these can be interesting to look at in the future, to see whether the teachers actually follow up their initial beliefs of a new curriculum.

Finally, it should be mentioned that with the current study's use of mixed methods, the qualitative-natured data was sometimes processed as quantifiable data, as the occurrence of a category in the participants' answers were counted to illustrate which categories were most frequently used in the teachers' explanations. Some would potentially argue that this could be a limitation, as qualitative data traditionally is not quantified. However, the use of qualitative, quantifiable data in the current study can be justified, as the "the use of number is a legitimate

and valuable strategy for qualitative researchers when it is used as a complement to an overall process orientation to the research” (Maxwell 2010, p. 480). In other words, to be able to process the large amount of qualitative data that occurred from this study, some of the data was made quantifiable, as it became beneficial and efficient in the process of understanding the overall research results.

4 PRESENTATION AND DISCUSSION OF FINDINGS

In this chapter, the key findings for this mixed-method study about EFL teachers' beliefs regarding in-depth learning and the revised English subject curriculum will be presented and discussed. The findings will be presented in correspondence to the three research questions that guide the current study. Each main section in the current chapter will include a brief introduction, followed by a presentation of the findings from the survey and interview data, and a discussion of the findings in relation to relevant literature and theory. Since the survey served as the main source of data in the current study (see section 3.1), these findings will be addressed initially within each section, before turning to the findings from the interviews.

Section 4.1 in this chapter will provide a brief presentation of the background information for the teacher participants in the current study. Section 4.2 will present findings related to the first research question, about to what extent the EFL teachers could be said to agree with the Directorate for Education and Training's definition (Utdanningsdirektoratet, 2019a), and how their beliefs about in-depth learning were visible in their understanding of the concept. The next section, 4.3, will present the findings related to the second research question, about whether the EFL teachers shared common beliefs of how in-depth learning could be implemented in general studies' English. Section 4.4 will address the findings connected to the third and final research question, about whether there is a possible relationship between the teachers' beliefs and the length of teaching experience. Finally, a summary of the main findings from the chapter will be provided in section 4.5.

4.1 Background Information

Through this section, some background information about the current study's participants will be presented. This includes general background information such as gender, age and length of teaching experience, but also information about their previous knowledge and work with the concept of in-depth learning.

4.1.1 Gender, age and length of teaching experience

Gender, age and teaching experience among the survey participants are presented in figure 3. There was a slight majority (63.0%) of female participants that responded to the questionnaire. However, there was a relatively equal variation in age among the participants, with approximately half of the participants (30) under the age of forty, and the other half above forty (24).

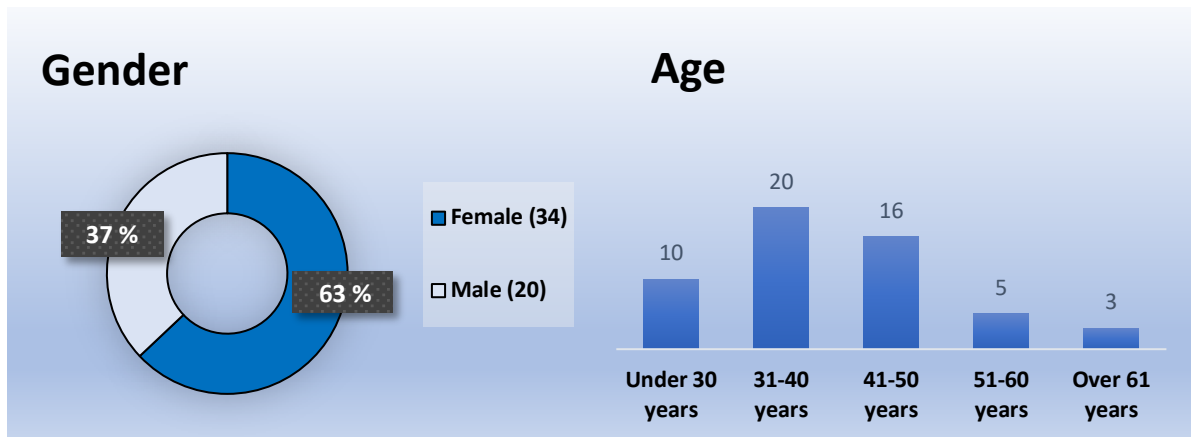


Figure 3: Gender and age among the survey participants.

There was also an even distribution of teacher experience among the survey participants (see figure 4). This was of importance for the current study, as the EFL teachers' of experience is a major part of the investigation, where the length of teaching experience will be compared to the beliefs and statements about in-depth learning. Fourteen of the participants (26.0%) had less than 5 years of teaching experience, twelve (22.0%) had between 5 and 10 years of teaching experience, twenty (37.0%) had between 10 and 20 years' experience, and eight (15%) had been 20 and 40 years' experience.

The data was therefore analysed with two groups of participants that had under ten years of teaching experience (48.0%), and two groups with more than ten years' experience (52.0%). There can be some overlap between the experience groups, because the participants were asked about their experience through the use of scales like 5-10 and 10-20, instead of 5-10 and 11-20. However, the main division of under and over 10 years of teaching experience will still provide an accurate presentation of the overall findings from this study, and the possible overlap should not affect the overall findings.

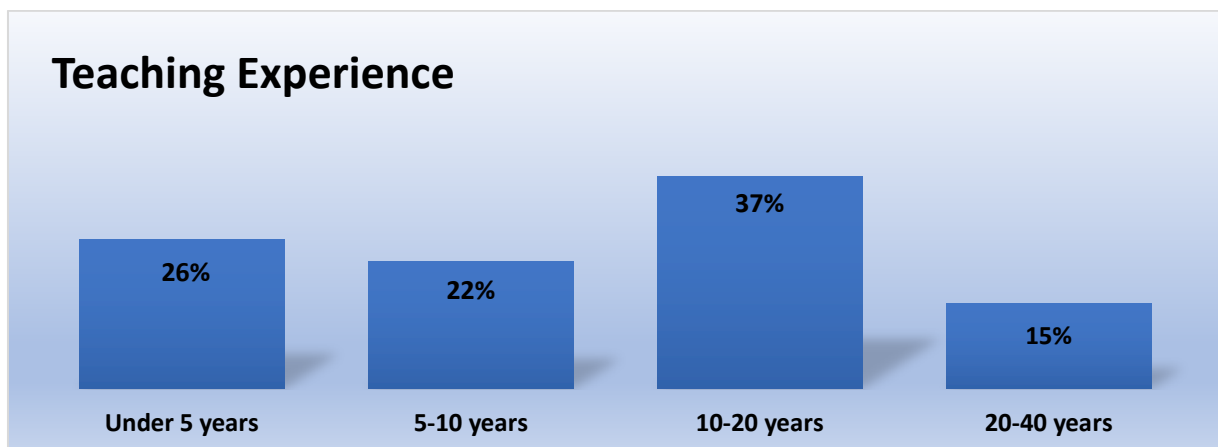


Figure 4: Teaching experience among the survey participants.

As described in chapter 3, four teachers participating in the survey volunteered for the subsequent interviews. These were all female with different lengths of teaching experience and will be referred to as R1, R2, R3 and R4 in the current study to ensure their anonymity (see table 4).

Table 4. Background information of the interviewees.

R1:	20-40 years' experience
R2:	Less than 5 years' experience
R3:	20-40 years' experience
R4:	Less than 5 years' experience

4.1.2 Previous knowledge and work with in-depth learning

To get an impression of the EFL teachers' previous knowledge about in-depth learning, they were asked to state how familiar they were with the Directorate for Education and Training's definition of the concept of in-depth learning (Utdanningsdirektoratet, 2019a). As shown in figure 5, the majority of the participants (46.0%) had previous knowledge of the concept, and together with the participants that were "somewhat familiar" with the concept (44.0%), this meant that 90.0% of the 54 participants felt that they had prior knowledge of the Directorate's definition of the concept. In contrast, only 8.0% of the participants stated that they had no or little previous knowledge of the concept, from the way it is defined by the Directorate.

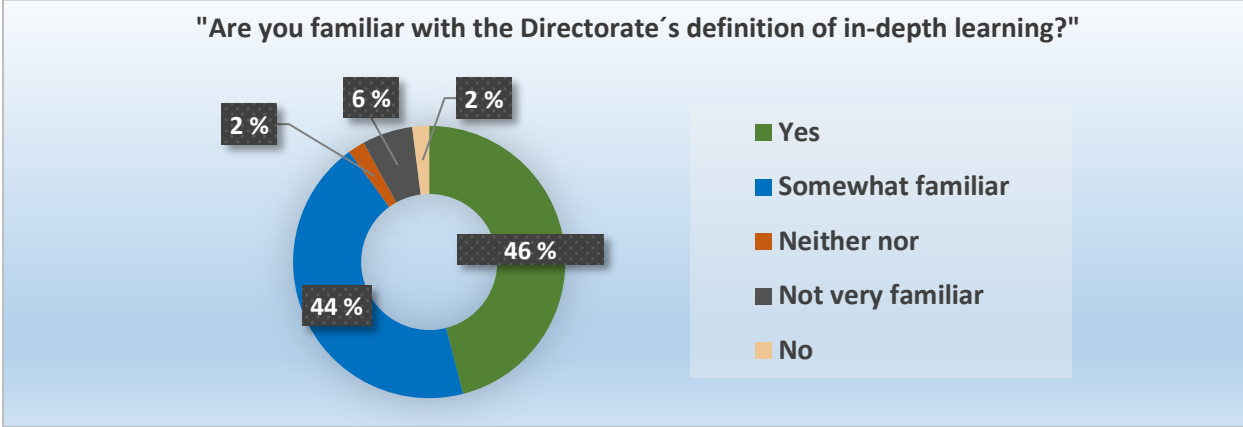


Figure 5: Previous knowledge of the Directorate's definition of in-depth learning, in percentages (survey participants).

As figure 6 shows, the majority of the survey participants (66.0%) stated that they had been working with in-depth learning prior to their completion of the questionnaire in December

2019 and January 2020. A total of 23.0% of the participants disagreed which suggested that they had not been given any time to work with the concept in their school yet.

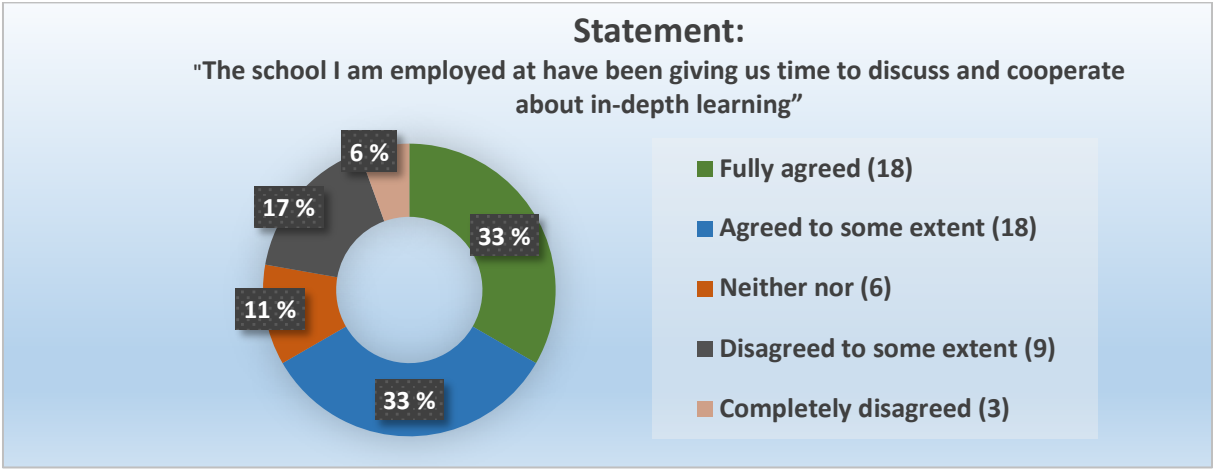


Figure 6: The survey participants' previous work with in-depth learning, in percentages.

If we compare figure 5 and 6, 66.0% of the participants stated that they had been given time to work with in-depth learning at their school, while over 90.0% stated that they were familiar with the Directorate's definition of the concept of in-depth learning.

Findings from the interview analysis also showed that the interviewees had previous knowledge about in-depth learning, as all four of them stated that they had been working with the concept in their schools (see Appendix J). From this, the findings from the questionnaire and interviews can be said to indicate that the majority of the participants in this study had previous knowledge of the concept of in-depth learning, even though not all of them had been given time to work with the concept in their school yet.

4.2 Beliefs about In-depth Learning

One of the current study's aims is to investigate to what extent the EFL teachers could be said to agree with the Directorate for Education and Training's definition of the concept of in-depth learning, and how their beliefs about in-depth learning were visible in their understanding of the concept. The current section will present findings related to this investigation, and these findings will be discussed in the light of the Directorate's definition of the concept, as well as Norwegian researchers' descriptions of the concept. Initially, a brief discussion about the findings related to the potential challenges of in-depth learning will be provided, as this has been a central part of the debate in Norway.

As described in section 2.3.1, teachers' beliefs are, in the current study, defined as perceptions, thoughts and ideas about all aspects of teachers' work, which teachers hold to be true, that can have a prominent influence on the individual teacher's practice, (e.g. Borg, 2018; Harvey, 1986; Phipps & Borg, 2009; Skott, 2014).

4.2.1 Interpreting in-depth learning

A part of the survey and interviews in the current study aimed to investigate the EFL teachers' perception about to what extent in-depth learning could cause confusion, as this can be seen as a central part of their beliefs about the concept as well. This was made a part of the study's investigation especially due to the ongoing debate about the term in the Norwegian educational sector, as addressed in section 2.3.1, where the importance of a common understanding of the concept has been stressed by Norwegian educators. From the findings presented in figure 7, it is clear that the majority of the teacher participants (89.0%) agreed or agreed to some extent to the statement suggesting that in-depth learning could be interpreted and understood differently among Norwegian teachers. Only 3.0% of the participants disagreed with the statement. Additionally, 74.0% of the participants had some level of agreement with the statement that suggested that a different interpretation or understanding of the concept among teachers could cause unpredicted consequences for the Norwegian school and its' pupils. 13.0% of the participants disagreed with this statement.

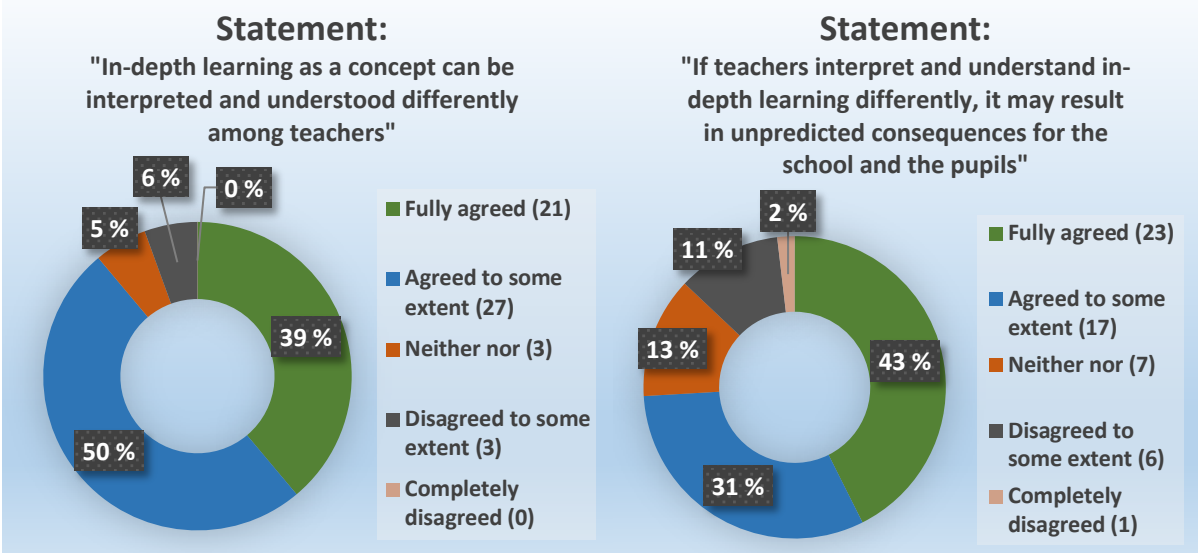


Figure 7: The survey participants' agreement to statements about in-depth learning.

Similar to the findings from the survey, the results from the interviews showed that the interviewees' saw a possible challenge with in-depth learning as well. For instance, R3

expressed that there is a need for clarification among teachers, and a common understanding of what should be done when she was asked about whether she thought that there could be any potential challenges or confusion with the concept of in-depth learning. She stated the following:

*[...] I do think that we need to get a tiny clarification among us, what is like... yeah.
[...] I do think that we place different meanings into it, and I think we will even though we talk about it, but I think it is important that one can get a somewhat common understanding of what should be done and not...*

When R4 was asked the same question, she explained that she had come across several definitions of in-depth learning, but she thought that the potential challenges with the concept would be met in the near future. She stated the following:

Yeah. Ehm... I think that there are a few different definitions that I have come across, but I think that – while launching this, these new competence aims and making a definition, or a general definition of deep learning, I don't think it will be a problem...

Based on the findings from figure 7 and the interview statements above, the EFL teachers in the current study seemed to share the belief that in-depth learning as a concept had the potential to raise confusion among teachers, and that this could have unpredicted consequences. This supports what Gilje et al. (2018) describe as the challenge of working with in-depth learning in Norwegian schools, namely that there may exist several different perceptions about what in-depth learning actually entails. As explained in section 2.3.1, in-depth learning and its meaning in the Norwegian context has been a matter of debate for a couple of years, whereas researchers who work with the term in Norway have explained that if teachers understand the term differently and act on behalf of this, the result can be that teachers make pedagogical choices that do not contribute to in-depth learning (Brøyn, 2019, p. 2). At the same time, the translation of literature about in-depth learning from several different educational fields that may operate with the term in a vastly different manner than we do in Norway, (e.g. Fullan et al., 2018) can be seen to cause additional confusion to the matter. Furthermore, the definition of in-depth learning that has been used in Norway has changed and developed in the Norwegian government documents through the years (Brøyn, 2019). Altogether, these factors may have contributed to the EFL teachers' beliefs that the concept of in-depth learning can cause challenges for the Norwegian school, and that there is a need for a more general definition that teachers can work with.

According to Gilje et al. (2018), this possibility for confusion should be met in the Renewal of the Subjects with didactical models and concrete examples of how in-depth learning can be realized, and signal a need for more research about in-depth learning and how it can be realized in Norwegian classrooms. At the Directorate for Education and Training's webpages, there are now support tools and planning tools available for schools to use in the work with the implementation of the new national curriculum. These tools contain questions of reflection like "How do we understand in-depth learning in our school?" and "Are we doing anything today that prevents in-depth learning?". This suggests that awareness about the importance of a common understanding about in-depth learning among teachers has emerged and that the potential challenges with the concept, as suggested by the participants in the current study, have, to some extent, been identified and met.

4.2.2 Level of agreement to the Directorate's definition

A part of the investigation within the first research question in the current study is related to what degree the participants can be said to have agreed with the Directorate for Education and Training's definition of in-depth learning. To investigate this aspect, the six elements of the Directorate's definition (see section 3.3.3 in chapter 3) was used. This will also provide an opportunity to investigate how the EFL teachers' beliefs were visible in their understanding of the concept.

Table 5 presents categories that were frequently used by the participants in the survey to explain how they understood in-depth learning, and if we compare these findings to the six elements from the Directorate's definition, several similarities can be identified. As mentioned in chapter 3, the open-ended questions in the questionnaire data were categorized, and will be presented as such. The focus on the discussion of the research questions has limited the discussion of some of the coded categories for the open-ended questionnaire questions, since the participants tended to answer in a much longer and more comprehensive manner than what was asked of them. Therefore, not all categories or elements will be discussed here. The answer from a single participant could include several categories depending on what he or she mentioned, and table 5 illustrates how many of the participants mentioned that mentioned a certain category. The participants' full answers to the questionnaire and interviews can be found in the appendices section (Appendix H and J).

Table 5. *Categories used to explain in-depth learning among the survey participants, compared to length of teaching experience.*

Category Description:	20-40 years' experience (8)	10-20 years' experience (20)	5-10 years' experience (12)	Less than 5 years' experience (14)	In total: N = 54
Larger context/interdisciplinarity	4	12	9	8	33 (61.1%)
Going “in-depth”, not memorize facts	6	8	6	6	26 (48.1%)
Connect knowledge to new situations or daily life	1	9	3	6	19 (35.2%)
Reflection & understanding	3	6	3	3	15 (20.8%)
Time-aspect (deep learning is built over time)	1	6	2	2	11 (20.4%)
Less content & fewer competence aims	3	3	1	1	8 (14.8%)
Seeing a topic from different angles and connect reasons	3	2	2	1	8 (14.8%)
Same as UDIR	1	4	1	1	7 (13.0%)
Learning to learn	2	3	1	0	6 (11.1%)
Other	0	2	2	2	6 (11.1%)
Evaluate sources	0	2	1	1	4 (7.4%)
“Higher-order learning”	2	0	2	0	4 (7.4%)

With the use of interviews, more in-depth information about the EFL teachers’ beliefs about in-depth learning could be provided, as the findings from the interviews could be compared to the findings from the questionnaire and then either support them or oppose them. For instance, when the interviewees were asked about their beliefs about in-depth learning, two of the most frequently mentioned categories among the survey participants’ were equally mentioned in the interviewees’ explanations as well (table 6). R1 and R4 mentioned that they

saw in-depth learning as learning where you look beneath the surface of a topic. For instance, R4 stated the following:

I as a teacher understand deep learning as the ability to look beneath the surface of a topic. That's the short answer.

Furthermore, R1 and R2 recognized in-depth learning as when you learn and use knowledge across several subjects. For instance, when R2 was asked about how she understood in-depth learning, she stated the following:

Alright, so deep learning - what I believe it means is that you can use your knowledge over several subjects. So not just going deep within a subject within one course, like in English, but you can actually use it over several courses.

R1 also mentioned that in-depth learning meant that you were focusing on learning a few things instead of many, similar to R3's belief that in-depth learning meant spending more time on larger topics. R2 and R3 explained that cooperation between teachers would be an important aspect of in-depth learning, while R3 expressed that she believed in-depth learning to be an opportunity for pupils to explore things from their existing knowledge. These are aspects that will be discussed in relation to the EFL teachers' beliefs about how to implement in-depth learning in section 4.3.

Table 6. *The interviewees' expressed beliefs about in-depth learning.*

<p>Similar beliefs among the interviewees:</p> <ol style="list-style-type: none"> 1. In-depth learning can be seen as the opposite of surface learning, where you look beneath the surface of a topic (R1 and R4) 2. In-depth learning is when you learn and use your knowledge across several subjects (R1 and R2) 3. In-depth learning will demand more cooperation between teachers (R2, R3)
<p>Other aspects of interest:</p> <ol style="list-style-type: none"> 1. In-depth learning means using more time on larger topics (R3) 2. In-depth learning is when you are learning a few things instead of many (R1) 3. In-depth learning can be an opportunity for each pupil to explore things from what they already know or are interested in (R3)

The category “larger context/interdisciplinarity” was mentioned in the answers of over 60% of the survey participants (see table 5). The category covered answers that explained in-

depth learning as a form of learning or a learning process, where the pupil builds up knowledge, an understanding or skills that will enable him or her to connect a topic to a larger picture, either within or across disciplines. An example of a typical answer within this category was given by a participant with between five and ten years' experience:

In-depth learning is about covering a topic in a way that the pupils not only remembers information, but understand the topic, the background of it, its' connection to another topic, etc. It is about giving the pupils a puzzle piece that fits into the whole [...].

This belief about in-depth learning was also reflected in two of the interviewees' answers (see table 6), and can be seen in relation to the second element in the Directorate's definition, related to the learner gaining a lasting understanding of concepts, methods and connections within a subject, and between disciplines.

This perception of in-depth learning can also be said to support Flatås' (2017) explanation of the concept, who place an emphasis on the fact that in-depth learning is a form of learning where the pupils gradually develop their understanding of terminology and concepts within a subject or in interdisciplinary areas. Equally, Gilje et al. (2018) also place a focus on this aspect when they relate in-depth learning to the ability to work within and across subject or knowledge areas. From this, the findings from the study can be said to show that the participants believed that a central aspect of in-depth learning is related to the ability to connect knowledge to a larger context, both within the subject and across subjects. This can again be said to support Gilje et al. (2018), Flatås (2017) and the Directorate for Education and Training (Utdanningsdirektoratet, 2019a).

The category "going in-depth, not memorize facts" was mentioned in 48.1% of the survey participants' answers, where in-depth learning often was explained as a type of learning that does not focus on the memorization or reproduction of factual knowledge, but rather a type of learning that went in-depth within each topic. An example of an answer that was placed in this category was given by a participant with between five and ten years' experience:

It seems clear that in-depth learning is a term that is being discussed, and maybe it is easier to describe what it is not than what it is. To put it simply, I believe that in-depth learning is to work with something more than only on the surface. It is something else than memorizing or reproducing facts [...]

This view of in-depth learning can be said to support both Flatås (2017) and Gamlem and Rogne (2018). As discussed in section 2.4.3, Flatås (2017, p. 8) argues that there has to be a change from memorizing facts to knowing where to find the facts, to a focus on developing the pupil's knowledge about where factual information can be found and when they can and should use it. At the same time, Gamlem and Rogne (2018, p. 9) explains that pupils will have to be given enough time to work thoroughly with some topics that can build their competence, rather than working briefly with many different topics. This can again be seen in relation to in-depth learning as the opposite of surface learning, as reflected in two of the interviewees' answer (see table 5). Because even though few of the survey participants used the term "surface learning" to illustrate what the opposite of in-depth learning was, the aspect "going in-depth, not memorize facts" can be said to identify surface learning if you see it in line with the description of "The surface approach", as presented by Beattie et al. (1997) in section 2.4.2. This could again be connected to the category "less content, fewer competence aims" which was mentioned by 14.8% of the survey participants, or to R1's following comment, from when she was asked how she understood in-depth learning:

I mean, basically, I understand in-depth learning as where you focus a lot on one topic, and then rather talk about few things instead of many.

This can also be seen in relation to the second element in the Directorate's definition (Utdanningsdirektoratet, 2019a) (see table 6, chapter 3), where there is a focus on lasting knowledge, as well as the fourth element in the definition related to the learner's ability to use what he or she has learned in new situations. If there is a shift from memorizing facts to going more in-depth within some topics instead of many, as well as placing a focus on lasting knowledge, and a knowledge of where to find and when to use factual knowledge, this will enable the learner to use this in different or new situations as well.

The category "Connect knowledge to new situations or daily life" was mentioned in over 35% of the survey participants' answers, and covered answers that suggested that in-depth learning was related to the ability to connect knowledge to new situations or daily life. An example of a typical answer that was placed in this category was given by a participant with between ten and twenty years' experience, who included the following statement in his/her description of in-depth learning:

[...] A connection between learned knowledge and other knowledge. An understanding of how this relates to outside-school-phenomena. An ability to recognize and apply knowledge and competences in areas where one has not used them before.

The answers in this category can be said to reflect both the fourth element in the Directorate's definition, with the ability to use what one has learned in different ways which daily life will require, and the fifth element with the ability to do this in both familiar and unfamiliar situations that will occur in daily life and new situations. Support for Gamlem and Rogne (2018, p. 9) can also be found from this category, as they highlight that pupils that work with in-depth learning will be able to transfer the knowledge they have learned to new situations. In other words, this suggests that the knowledge that a pupil gain from for instance the English subject, can be transferred and taken into use in new situations, in other subjects or daily life. Again, even though this aspect was mentioned by about 35% of the survey participants, none of the interviewees mentioned this aspect in their explanation of in-depth learning. This finding suggests that this aspect of in-depth learning is something that Norwegian EFL teachers can be made more aware about, since the aspect is outlined in the Directorate's definition, but is not necessarily what comes to mind among teachers when describing in-depth learning at the current moment. At least, this was the case for the interviewees that participated in the current study.

The category "reflection and understanding" was mentioned in over 20% (20.8%) of the survey participants' answers about in-depth learning, and suggested that in-depth learning meant that the learner developed an ability to reflect over his or her own learning, or to develop an understanding of how he or she learns. Reflection and understanding were placed in the same category as these often were mentioned together, and the category can also be seen in relation to the third element in the Directorate's definition, namely that it involves a reflection over one's own learning (Utdanningsdirektoratet, 2019a). Two examples of answers that were placed in this category are given below:

Participant with between 20-30 years' experience:

The pupils should be able to reflect upon, talk about and understand how learning happens [...]

Participant with between 10-20 years' experience:

But in-depth learning has a larger focus related to understanding, processing and approaches [...]

This aspect of in-depth learning can also be seen in line with several of the descriptions from the researchers in section 2.4.3. For instance, with Flatås' (2017) view, where in-depth learning is seen to require the pupil to reflect over new learning material and be active in the learning process, and in line with the view of Gamlem and Rogne (2018), who also describe in-depth learning as the pupils' development of understanding. However, none of the interviewees mentioned this aspect in their explanation of in-depth learning, and the findings from the current study may therefore suggest that this aspect of in-depth learning is something that can be made clearer to EFL teachers.

The results from the survey also showed that the category "time-aspect" was mentioned by over 20% of the EFL teacher participants in their descriptions of how they understood in-depth learning. Although some of these were related to simply spending more time on each subject, most of the answers suggested that in-depth learning can provide long-lasting knowledge, which will take time to build. This aspect of in-depth learning may be seen in line with the first element in the Directorate's definition, which states that the learner will have a gradual development of knowledge. The two quotes below are examples of answers that were placed in this category:

Participant with between 10-20 years' experience:

I think that in-depth learning is learning that lasts longer than after you have submitted a test/evaluation [...].

Participant with between 20-30 years' experience:

I think that in-depth learning should provide a foundation for a more lasting knowledge, that is built up over time [...].

Furthermore, this aspect was also mentioned in R3's description of in-depth learning (see table 6). This aspect is also mirrored in several of the Norwegian researchers' descriptions that were presented in section 2.4.3. Gilje et al. (2018, p. 25) particularly emphasise this aspect, as they describe in-depth learning as the pupil's ability to gradually develop his or her understanding of terms within a discipline, and that in-depth learning requires work with both knowledge, competences and methods over a longer period of time. Similarly, both Flatås (2018, p. 8) and Gamlem and Rogne (2018, p. 9) explain in-depth learning in line with the idea that pupils are supposed to develop a lasting understanding within a topic or area of knowledge, and that this takes time. Voll and Holt (2019) also highlight the time-aspect, as in-depth learning requires the ability to organize knowledge, and that will take time and practice

from the pupil. This aspect can also be seen in line with the second element of the Directorate's definition, related to "lasting understanding" and "gradual development" (Utdanningsdirektoratet, 2019a).

Although the findings could be said to support the first five elements of the Directorate's definition, support for the sixth element, related to the learner's ability to use knowledge in various contexts *alone or together with others*, was not found nearly as often in the answers. However, it was mentioned by a few participants, like the following example from a survey participant with ten to twenty years' experience shows:

[...] In-depth learning is as far as I can understand, not a product, but a process to learn alone and/or in cooperation with others.

This was however the only element from the Directorate's definition that very few of the EFL teacher participants' beliefs could be said to support. This finding can suggest that overall, there was a seemingly high agreement between the EFL teachers' beliefs about in-depth learning, and how the Directorate for Education and Training define the concept of in-depth learning.

Aspects of in-depth learning that were mentioned by three or less of the survey participants were placed in the category "other". One of these answers stated that in-depth learning could be difficult to measure, while another stated that in-depth learning meant that pupils could take part in deciding what content should be learned. However, not more than 11.1% of the survey participants included descriptions of other aspects that did not fit into the specific categories, and often, these were mentioned together with aspects that did fit into the categories. This finding can therefore be said to implicate that there existed relatively common beliefs about what in-depth learning is among the EFL teachers that took part in the current study. Furthermore, none of the interviewees mentioned aspects of in-depth learning that stood out in any particular way, and the essence of their answers related to how they understood in-depth learning generally reflected the findings of the questionnaire. The interviewees did, however, not mention reflection and understanding, or the ability to connect knowledge to new situations in their explanations of how they understood in-depth learning, which stood in contrast to the survey findings.

In total, the findings provided by the questionnaire and the interviews related to the first research question indicate that the majority of the EFL teachers' in the current study seem to

have believed that in-depth learning is a type of learning that connects new topics and knowledge to a larger context either within the same subject, across disciplines or new situations. Additionally, they expressed that this means to go deeper into each topic and spending more time within each topic, while avoiding a memorization of factual knowledge. They also expressed beliefs about in-depth learning being a learning process that develops the ability of reflection and understanding in the learner, and that this process will take time. From this, their beliefs can show support for several Norwegian researchers' descriptions of the concept (e.g. Flatås, 2017; Gamlem & Rogne, 2018; Gilje et al., 2018; Voll & Holt, 2019). What the findings did not support, was the more creative aspect of in-depth learning, as proposed by Østern et al. (2019), as well as the importance of creativity related to the concept, as suggested by Flatås (2017). The idea that frequent evaluation would be important to in-depth learning, as suggested by Øyehaug (2019) based on Wiske's (1998) ideas, could not be said to have been supported here either. However, even though these aspects were not reflected in the participants' beliefs of how in-depth learning can be understood, this may be due to the fact that these creative aspects and evaluation can be seen in relation to approaches to the concept, rather than the meaning of the concept, and approaches will be dealt with later on in the current chapter.

The majority of teacher participants in the current study can also be said to have had a high level of agreement with the Directorate for Education and Training's definition, as the five out of six of the key elements in the definition have been reflected in the majority of the answers from the survey participants and the interviewees. Considering the fact that the content and guidelines of the national curriculum is binding for Norwegian teachers (see section 2.2.2), this finding can be seen as only right, but also important as it shows that there exists a common perception of the concept, at least among the current study's participants. At the same time, it must be mentioned that the definition of the Directorate was included in the first page of the questionnaire, but the participants were not able to go back to the page where the definition was attached when they were to write how they understood in-depth learning.

4.3 Implementing In-depth Learning

According to Gilje et al. (2018, p. 27) the challenge for teachers in the time to come, will be how they can organize the teaching and education in a way that the pupils get the resources they need to investigate and go in-depth with the content. This can be seen in line with the findings that will be presented in this section, about whether EFL teachers share common beliefs regarding how a focus on in-depth learning can be implemented in their English

teaching in the light of the new English subject curriculum. The approaches mentioned by the participants will be discussed in relation to Norwegian research and theory about how in-depth learning may be achieved. A possible influence from CLT or Norwegian curricula will also be commented where this is found relevant, as these will influence Norwegian EFL teachers' beliefs of in-depth learning in the English subject.

Table 7 presents what the study's participants mentioned most frequently while explaining how they would implement a larger focus on in-depth learning in their teaching of the revised English subject curriculum. The results were sorted into eight categories, with relatively evenly distributed scores. Four categories were mentioned in more than 35% of the participants' answers, and these were "cooperation across subjects" (38.9%), "a focus on learning strategies and basic skills" (37.0%), "group- or project work, discussions, debates" (37.0%), and "work more with resources/tools; use them to see different angles of a topic" (35.2%). Furthermore, almost 30% (29.6%) of the participants mentioned approaches or methods that did not fit into the seven specific categories, and these were put in the "other" category. These were approaches or methods that were mentioned by three or fewer of the participants.

Table 7. *Categories used to describe implementation of in-depth learning among the survey participants.*

Category Description:	20-40 years' experience (8)	10-20 years' experience (20)	5-10 years' experience (12)	Less than 5 years' experience (14)	In total: N = 54
Cooperation within, and across subjects	2	10	5	4	21 (38.9%)
Focus on learning strategies and basic skills	5	8	4	3	20 (37.0%)
Group- or project work and oral activities	4	5	5	6	20 (37.0%)
Work more with resources/tools; use them to see different angles of a topic	2	6	6	5	19 (35.2%)
Spending more time	2	6	6	4	18 (33.3%)

Other	2	8	2	4	16 (29.6%)
Make the teaching more pupil-related	3	2	4	5	14 (26.0%)
Use more time on reflection	1	4	2	4	11 (20.4%)
Relate the subject to future work or higher education	2	1	0	1	4 (7.4%)

Several findings from the interviews can be said to support the results from the survey. Both cooperation across subjects, an increased focus on work with text or basic skills, use of news or current events as resources, providing more time, building upon the pupils former knowledge and using more time on reflection was mentioned in the interviewees' descriptions of how they would implement a larger focus on in-depth learning with the revised English subject curriculum (see table 8).

Table 8. *The interviewees beliefs about the approaches to in-depth learning.*

<p>Similar beliefs among the interviewees:</p> <ol style="list-style-type: none"> 1. Introducing background/history with new topics and connect each topic to a larger context/picture (R1, R2) 2. Cooperation across subjects (R1, R2, R3) 3. Working more with texts (R1, R3) 4. Use news or current events (R1, R2, R3)
<p>Other aspects of interest:</p> <ol style="list-style-type: none"> 1. Not a particular difference from current teaching (R3) 2. Give the pupils more time on each topic (R1) 3. Try to dig out previous knowledge among the pupils with new topics (R3) 4. Cooperation with other teachers (R2) 5. Question the pupils' answers in class, and make them reflect over their answer (R4) 6. Working with basic skills that can be used across subjects, such as analysing texts or pictures, writing and structuring a text, and working with sources (R1)

4.3.1 Cooperation across subjects

The category "cooperation across subjects" (see table 7) contains answers that suggested that in-depth learning could be implemented through a more frequent or solid cooperation between teachers, both within the subject, and across subjects. This can be said to refer to the interdisciplinary and larger context-aspect of in-depth learning, which the majority of the current study's participants also believed to be a central part of how in-depth learning could

be understood (see table 4 and 5 in section 4.2). An example of a typical answer that was placed in this category was given by a participant with between ten and twenty years' experience, that stated the following:

Interdisciplinary work with other subjects/teachers/classes will be central, but you do not necessarily have to have big projects. It can also mean to work with the same topics or skills within several subjects, and to have the pupils use what they have learned in a subject, also when they meet similar challenges in other subjects and contexts.

Similarly, both R1, R2 and R3's answers (see table 8) could be said to mirror this approach. For instance, R3 stated the following when she was asked about how she would implement a larger focus on in-depth learning in her teaching:

The way I understand the term, and the way I view it in English, then it does not look like a huge change, really, what I see is that it might facilitate for more cooperation between subjects [...]

Furthermore, the findings are supported by other survey responses. As shown in figure 8, over 75.0% of the participants agreed to the statement that in-depth learning will require teachers to cooperate more, and have a constant dialogue about what in-depth learning means, while only 8.0% disagreed.

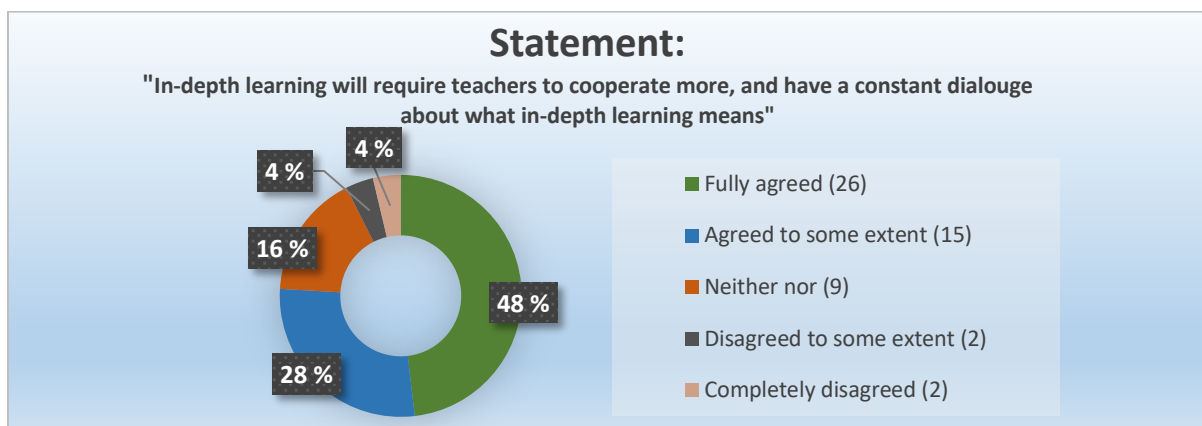


Figure 8: Level of agreement regarding in-depth learning and cooperation (survey participants).

In other words, one of the approaches that the majority of the EFL teachers' believed they would use to implement a larger focus on in-depth learning in their English teaching, was through increased cooperation across subjects. More cooperation across subject can be seen in line with the fact that in-depth learning is supposed to develop the learner's ability to connect

his or her knowledge in a topic to new contexts or situations, both within the subject and across subjects, as suggested by several of the Norwegian researchers (Gamlem & Rogne, 2018; Gilje et al. 2018; Flatås, 2017). Furthermore, the aspect of cooperation and interdisciplinary work can be seen in relation to the fact that the English subject curriculum now includes the two overarching interdisciplinary topics health and life skills, and democracy and citizenship (see section 2.2.3).

4.3.2 Work with texts, basic skills & learning strategies

Another approach of implementation that was mentioned by several (37.0%) of the survey participants, and by R1 and R3, was more focus on basic skills and learning strategies, such as working with texts or writing. The category “focus on learning strategies and basic skills” from the survey (see table 7) referred to answers that suggested that a larger focus on in-depth learning in the English subject should be met with a focus on developing basic skills, such as writing and reading, as well as providing and practising learning strategies such as analysis and interpreting, that could enable this development. An example of a typical answer that was placed in this category was provided by a participant with between ten and twenty years’ experience, who stated the following:

We will focus more on skills and an understanding of the skills – for instance, not only that we write with structure, but realize what effect strong/weak structure will have on the reader – how we are influenced by literary devices, and how we influence.

Work with texts was also outlined in R1’s answer when she was asked how she would approach a larger focus on in-depth learning in her teaching:

For instance, we have the five-paragraph essay, and that is an example of in-depth learning, because then you will learn the structure and way of working with sentences [...] And it is actually in-depth learning because when you have learned it once in English, then you can transfer it to Norwegian, History and, yeah...

Like R1 suggests here, the connection between in-depth learning and basic skills lies in the transfer value that basic skills can have to other subjects. This can be seen in relation to Voll and Holt’s (2019) model, as presented in section 2.4.3, where in-depth learning is seen as the ability to organize knowledge, which is achieved through skills that are acquired through strategies and procedures that the pupil have to get frequent encounters with. In other words, by practising the pupils’ basic skills through providing them with learning strategies, this can

enable them to process and organize knowledge in an effective way, which can have a transfer-value across subjects.

Writing is identified as one of the basic skills in the English subject, along with reading, oral skills and digital skills (Utdanningsdirektoratet, 2015). The development of these is emphasised in the English subject curriculum for general studies, as seen in section 2.2.3, where it says that the pupils show their competence when they create different types of text (Utdanningsdirektoratet, 2018). Furthermore, the subject curriculum places a focus on the fact that the teacher should provide a teaching with a varied use of learning strategies and resources that develops the pupils' reading skills, oral skills and written skills. The focus on writing can support Pettersen and Blå (2017), who discuss the possibility for in-depth learning in writing through the four phases that can be said to train the pupil in how to write a specific type of text, where the foundation, or step 1, lies in simply building up the pupil's knowledge (Pettersen and Blå, 2017, p. 52). This aspect can also show support for Gamlem and Rogne (2018), who outlines how important it is that the teacher uses the time to process and work through central and basic concepts during the work with factual texts, as the pupils' understanding of the terms might be crucial for them to understand the content, which in turn will make it difficult to remember and analyse the text (Gamlem & Rogne, 2018, p. 9).

Furthermore, this finding can support what Skaug (2018) found about teachers' ideas of how to realize in-depth learning through literature in Norwegian language learning, where the findings suggested that the teachers thought this could be done through spending more time on the texts, both on the reading and on the processing. This finding can also be connected to a central aspect of CLT (see section 2.2.4), where the pupil should be provided the opportunity to develop accuracy and fluency. However, in the light of CLT-principles, this focus on basic skills and learning strategies should be introduced in a meaningful way (Richards & Rodgers, 2014, p. 90).

4.3.3 Group work, project work and oral activities

The category "group- or project work, and oral activities" cover answers that mentioned the approaches group- or project work, discussions in plenary and debates as a part of their answer to how they would implement a larger focus on in-depth learning. An example of an answer from this category was provided by a participant with between ten and twenty years' experience, who stated the following:

Facilitate for work methods that are better suited for going in-depth in the subject's topics, like for instance project work.

Additionally, a participant with between twenty and forty years' experience said that she would have "longer sessions with oral activities" when implementing a larger focus on in-depth learning in her teaching. On the other hand, none of the interviewees' mentioned this approach.

Although group work, project work or oral activities are not directly mentioned in the Norwegian researchers' descriptions of how to achieve in-depth learning, it can be said to support Flatås' activities related to problem-solving and cooperation (2017, p. 52). Although most of the activities are meant for younger pupils in primary school, these can be said to indicate how group work, projects or oral activities can be an approach to in-depth learning. Equally, this aspect is reflected in the Directorate for Education and Training's definition (Utdanningsdirektoratet, 2019a), in the final element (see table 3 in chapter 3) that says that the pupil should be able to use knowledge in new situations, alone or together with others. Moreover, the findings can be said to support the way Gilje et al. (2018) explain that in-depth learning can be promoted through both problem-solving, analyses and reflection, and oral activities.

Social interaction activities such as discussions, debates and dialogues are often found as approaches to CLT (Richards & Rodgers, 2014, p. 96), and group work is often included in most foreign language or second language lessons, as it provides the obvious advantage of increased speech training for each pupil (Simensen, 2007). This can again be seen in relation to approaches to CLT, where the learners get the opportunity to communicate in English, experiment and try out what they know and develop accuracy and fluency through talking (Richards & Rodgers, 2014). Furthermore, if the group- or project work consist of finding and reading information, as well as presenting and listening to others, this can be seen as a central aspect of CLT where the skills speaking, listening and reading are connected. At the same time, group work, project work and oral activities reflect some of the content in the English subject curriculum for general studies, where it is expressed that competence in the subject is shown through a nuanced and precise oral communication and cooperation with flow and context, that is adapted to the purpose, receiver and situation (Utdanningsdirektoratet, 2018).

4.3.4 Working with different resources and learning tools

The category “work more with resources/tools; use them to see different angles of a topic” covers answers that suggested that the use of different resources or tools was one of the ways that in-depth learning could be implemented with the revised English subject curriculum. Answers in this category often also referred to how resources or tools could be used to view different angles of a topic, such as movies, games, articles, news, games and literature, as well as the development of the pupil’s ability to being critical to sources. An example of an answer that was placed in this category was provided by a participant with between ten and twenty years’ experience:

Depth in the subject can be reached through the use of different angles towards the same topic, for instance diversity in English speaking countries. Here you can use films, various literature, documentaries, discussions and creation of texts etc.

Another example was given by a participant with between five and ten years’ experience:

Going in-depth with topics that demands the use of different sources and reflection over these sources.

Similarly, R1, R2 and R3 mentioned the use of news in their descriptions of how they would implement in-depth learning in their teaching, while R1 mentioned the use of sources as well, as illustrated in the following statement:

For instance, we have project work in English, and then the goal is that they should find sources connected to a topic, and then they are supposed to evaluate the sources and use the sources to look at how they give different answers towards the same topic.

This approach can support Gamlem and Rogne’s (2018, p. 8) claim that the pupils have to work with tasks where they are supposed to connect information from several sources, from both books and the internet, as this will provide the pupils with the knowledge that they can use in new situations and contexts. One of Flatås’ (2017) activities “unknown news on the internet” (see section 2.4.3) can also be connected to this approach. The use of different resources can in a way support Nerland and Vika’s (2019) literature workshop as an approach to in-depth learning as well, where both song lyrics, videos, plenary conversation, reading, group conversations and reflective writing were taken into use in an attempt to promote the pupils’ reflection. This approach can also be seen in relation to CLT, as the use of different

resources, learning tools or working with sources can provide opportunities for learners to experiment and try out what they know, as suggested by Richards and Rodgers (2014, p. 95). It can also be seen in the light of the English subject curriculum, where it is expressed that the teacher should facilitate a lust for learning through a varied use of learning resources (see section 2.2.2), as well as how a pupil's competence is evident through its ability to critically use sources (Utdanningsdirektoratet, 2018).

4.3.5 Pupil-centred teaching

Among other approaches that were frequently mentioned, there was the aspect of making the teaching more pupil-related or centred, which was mentioned by over 25.0% of the survey participants. The core element in the answers within this category, was that the teaching had to build upon the pupils' existing knowledge, as well as their interests. This can also be seen in relation to the category "relate subject to future work or higher education", because even though this category only was mentioned in 7.4% of the survey participants' answers, the approach is based on making the subject more relatable or interesting for the pupils. An example was provided by a participant with less than five years' experience, who stated the following:

I will generally make the teaching more relevant for the pupils, and connect the subject content to more time-relevant matters that provide them a better foundation to understand the English speaking world, and how the language contributes to this.

This can also be seen in line with R3's explanation of how she understood in-depth learning, where she stated the following:

[...] The individual pupil, or I mean... that they maybe get the opportunity to explore more based on what they are interested in or know a lot about from before.

This approach can be said to support the descriptions from several of the Norwegian researchers (e.g. Flatås, 2017; Gamlem & Rogne 2018; Gilje et al., 2020) of how to achieve in-depth learning. For instance, Gilje et al. (2018, p. 25) argue that the learning content always has to be presented for the pupils in a way that they understand it, as pupils always will use the knowledge they already have to understand new information, and if they cannot relate to the content then their learning outcome will be much lower. Equally, Øyehaug (2019) has stressed the importance of themes that are rich and relevant.

Furthermore, R1 and R2 discussed the implementation of in-depth learning in the light of how they understood the term, and stated that this would mean to introduce the background

or history behind a topic. This can again be connected to the category “larger context/interdisciplinarity” in table 5 from section 4.2, but also to how a teacher should provide a background or a context for the pupils. This could be said to be reflected in one of R1’s answers, where she stated the following:

[...] When you start up with a new topic then, for instance, yes let us say that you are supposed to learn about something related to the British society or British use or something like that – one should avoid having a simple briefing of facts, but rather place things into a larger context, and look at what this is about and what the transfer value is, and then perhaps go deep into the topic.

Some could potentially claim that placing every topic into a larger context, looking at transfer value and going deeper into the topic would be time-consuming. However, this study’s results show that using more time is something that the EFL teachers saw as central to in-depth learning. Furthermore, this aspect can be seen in how the general studies’ English subject curriculum expresses that the teacher should facilitate for a lust for learning (Utdanningsdirektoratet, 2018), as well as with CLT, where the learner is in the centre of the language learning process (see section 2.2.4).

4.3.6 Using more time

Spending more time on each topic (33.3%) and using more time on reflection (20.4%) were also two approaches that several of the survey participants mentioned in their descriptions of how they would implement a focus on in-depth learning in their English teaching.

Additionally, R1 mentioned that she would give the pupils more time on each topic, while R4 said she would question pupils’ answers in class, to make them reflect over why they answered the way they did (see table 8). As seen in section 4.2, the time-aspect was included in several of the participants’ explanation of how they understood in-depth learning, which mostly referred to a gradual development of knowledge and understanding that would take time. Support for several researchers (e.g. Flatås, 2017; Gamlem & Rogne, 2018; Voll & Holt, 2019) was found in relation to this aspect. Then again, none of the researchers express that there exists a direct, definite link between spending a lot of time on a topic and in-depth learning, but rather express that the development of a lasting knowledge will take time. At the same time, one could say that time is a condition for the pupil’s opportunity to work with topics from different angles, ask critical question and process knowledge and reflection.

From the findings presented in table 7 and 8, it is however evident that the current study's participants' believed that they would implement a focus on in-depth learning in their teaching in more ways than simply spending more time on each topic. Six categories with approaches to in-depth learning stood out in the findings, and these were: cooperation across subjects, a focus on learning strategies and basic skills, group or project work and oral activities, working with a variety of learning tools and sources, and a focus on stimulating reflection. As shown, several of these also reflected approaches that can be connected to principles for CLT, which suggests a conceptual symbiosis between approaches to the concept of in-depth learning and communicative language teaching. This could be seen in line with the fact that both CLT and in-depth learning can be connected to Vygotskian theories with a focus on interaction and negotiation, as described in section 2.2.1 (Skulstad, 2018; Gilje et al., 2018). At the same time, the communicative paradigm has been a prevailing influence on language teaching in Norway for decades now (see section 2.2.4), and it can be seen as rightful and apparent that the EFL teachers' suggested approaches for in-depth learning are in line with CLT.

Here it is can also be relevant to point at how the teachers' previous experiences as language learners themselves (Borg, 2018; Henriksen et al., 2020) can affect their teaching practices, and for some of the study's participants, these experiences may be from a time when CLT was not as prevailing. In such cases, which probably are limited today, influences from previous Norwegian curricula will remain deep-rooted in their beliefs of what they consider to be good teaching.

Overall, the approaches mentioned by the current study's EFL teachers clarify the role that in-depth learning can have in the development of the pupils' competence in the subject. For instance, cooperation across subjects can be connected to the interdisciplinary topics that were included in the revised English subject curriculum, which suggests that this is something that the EFL teachers in this study had become aware of, as they saw the link between these and in-depth learning. Furthermore, group- and project work and oral activities can contribute to the development of an oral- and communicative language competence which in turn can help the pupils achieve the competence aims that cover language learning. Depending on the content of these social learning activities, Bildung aims may also be achieved if they include the opportunity to develop knowledge of culture and language. Equally, work with texts, basic skills and learning strategies can contribute to the pupils' development of oral and written communication that again can make them achieve competence aims that cover both Bildung

aspects and language learning aspects. Additionally, the development of critical thinking, reflection and understanding, which can be seen as an important contribution to achieve Bildung aims (see section 2.2.2), can be developed through the work with different learning tools and resources. With a pupil-centred teaching that allows the pupils to acquire new knowledge from what they already are familiar with, along with the ability to view topics from different angles, this can develop the pupils' reflection of how everything is interconnected within the subject. In turn, this will contribute to a development where the pupil can achieve all of the competence aims in the subject. In other words, this illustrates how a focus on in-depth learning can be an excellent tool in the development of competence in general studies' English.

At the same time, 29.6% of the survey participants also mentioned other aspects and approaches to how they would implement in-depth learning. Some of these were of a more specific manner, related to the specific content they would include, or only the name of a specific activity that made it difficult to categorize it. For instance, one of these answers suggested that increased work with vocabulary would stimulate in-depth learning, while another suggested to "step away from the way we evaluate today, where we treat tests and assignments as small exams", which was supported in one of the other participants' answer as well. Furthermore, a few mentioned that they did not feel the need to alter their approaches in the English subject, as reflected in the following answer, provided by a participant with between five and ten years' experience:

I do not feel the need to change my approach after the Renewal of the Subjects, as this is the way that I am already working. The Renewal of the Subjects only makes it easier to work that way.

This aspect of whether in-depth learning will require a change for some teachers' teaching practices will be investigated in relation to teaching experience later on in this chapter.

4.3.7 Teaching for a competence aim, with a focus on in-depth learning

In one of the final questions in the questionnaire, the participants were given one of the competence aims from the new English subject curriculum for general studies, and asked about how they would teach for this aim with a focus on in-depth learning. The competence aim was as following: "Describe central aspects of the emergence of English as a world language". Some of the participants ended up mentioning specific content in their answers, while others focused on approaches or methods. However, most of the participants mentioned

both in their answers. Naturally, the most frequently mentioned aspects were content-related and covered the history behind how English spread (59.3%), including colonization and development of English in the former colonies (44.4%). These will not be discussed here, as the focus will be on the categories related to approaches or methods, to investigate whether there was a correspondence between the approaches that the participants mentioned in their previous answers of how they would implement a focus on in-depth learning in their teaching.

Three approaches to the competence aim with a focus on in-depth learning was mentioned by more than 25.0% of the survey participants. The use of English today in relation to the pupils' own use and culture was mentioned by over 40% of the participants, while the use of several different learning tools was mentioned by about 35% of the participants. Group and project work were also frequently mentioned and was found in almost 30% of the participants' answers. However, 38.9% of the survey participants also mentioned approaches or aspects that did not fit into the specific categories, and these were placed in the "other" category if they were mentioned by three participants, or less.

Table 9. *Approaches to in-depth learning suggested by the survey participants.*

Category Description:	20-40 years' experience (8)	10-20 years' experience (20)	5-10 years' experience (12)	Less than 5 years' experience (14)	In total: N =54
The history behind how English spread	5	12	7	8	32 (59.3%)
English today – related to the pupils' use and culture	4	9	8	3	24 (44.4%)
Colonization and development of English in former colonies	4	10	5	5	24 (44.4%)
Other	2	8	5	6	21 (38.9%)
Using several different learning tools to see different angles	3	6	7	3	19 (35.2%)
Group work/project work	2	6	2	6	16 (29.6%)
Oral or written evaluation (presentation or writing a text)	2	4	1	7	8 (14.8%)
Read and work with textbooks, articles, literature	3	1	1	2	7 (13.0%)

Cooperation with other subjects (interdisciplinary approach)	2	2	0	1	5 (9.3%)
Build on former knowledge among the pupils	1	1	2	1	5 (9.3%)
Work with variations of English in the world	1	1	1	1	4 (7.4%)

Answers that suggested that the use of “English today” could be used as an approach to the competence aim with a focus on in-depth learning, often referred to the increasing use of English among the Norwegian pupils in their spare time activities, related to gaming, streaming, music and use of social media. An example of a typical answer that was placed in this category was provided by a participant with between twenty and thirty years’ experience:

Look at the position of English in Norway today and from two generations ago: The pupils have to realize how much English they generate every day, compared to what their grandparents did in their youth.

This approach can also be seen in relation to the category “build on former knowledge among the pupils” (9.3%), as well as “make the teaching more pupil-related” (26.0%) and “relate the subject to future work and higher education” (7.4%) from table 7 which suggested that the survey participants stayed true to their previous answer. R3’s answer of how she understood in-depth learning (table 5 and 8) where she suggests that “the pupils get the opportunity to explore more what they are interested in or what they know from before”, can also be connected to this aspect, because all of these are rooted in the idea that a reference to something that is familiar for the pupil must be provided, so that he or she can relate and then build new knowledge upon that. As shown in section 4.3.5, this also supports several of the Norwegian researchers’ descriptions (e.g. Flatås, 2017; Gamlem & Rogne, 2018; Gilje, 2018) descriptions of how in-depth learning can be achieved.

Group work or project work was again an aspect that was mentioned by several of the survey participants (29.6%), as to how they would approach the competence aim with a focus on in-depth learning. Group or project work was often mentioned together with, or as a part of a different approach, such as working with English in today’s society. An example of an answer that was placed in this category, was given by a participant with under five years’ experience:

Work with a project where the pupils work with different types of world literature in English, and then the entire class will get access to what each pupil have been working with.

As previously shown, group work, project work and oral activities were frequently mentioned in the survey participants' answers of how they would implement in-depth learning in general (see table 7). The survey participants could therefore be said to have stayed within the same track, which in turn supports both principles related to CLT, and several of the Norwegian researchers' descriptions of how to achieve in-depth learning, as discussed in section 4.3.3.

The use of several different learning tools and resources to enable the pupils to see different angles of a topic was mentioned by 35.2% of the survey participants' and referred to a varied use of different learning tools such as films, the internet, games, literature, articles and news, similar to the findings in table 7. An example of an answer that was placed in this category was provided by a participant with between twenty and forty years' experience:

I would have gone through the section in the textbook, and then pick out an area (movie, finance, computer technology) and gone in-depth with that.

This approach can be seen in relation to the category "work more with resources/tools; use them to see different angles of a topic" in table 7, which was mentioned by 35.2% of the survey participants. As discussed in section 4.3.4, this can yet again support several of the Norwegian researchers' explanations of how in-depth learning can be achieved (e.g. Flatås, 2017; Gamlem & Rogne, 2018; Nerland & Vika, 2019), while at the same time be seen in line with one of the principles for CLT, where the pupil should be provided different opportunities to try out what they know (Richards & Rodgers, 2014, p. 95). For instance, video games can be an interesting and pupil-related learning tool among Norwegian pupils today.

Since the EFL teachers tended to mention approaches that included elaboration on the use of English today, building on the pupils' former knowledge, and group- and project work, this also corresponds with the survey participants' previous answers about approaches for in-depth learning from table 7. Furthermore, several of the other categories mentioned in table 9 reflected the answers in table 7, suggesting that the EFL teachers remained true to their previous answers. For instance, reading and working with textbooks, articles and literature in table 9 can be seen in relation to more work with basic skills and learning strategies from table 7. At the same time, cooperation with other subjects was included in noticeable fewer

answers in table 9 than in table 7. What was interesting with the findings in table 9, was that it indicated that there existed several other beliefs among the participants, as 38.9% of the answers were placed in the “other” category. However, several of these were related to specific content that was mentioned together with other specific approaches such as the use of different teaching tools, like the following answer suggests:

The terms salad bowl and melting pot, and how the political society in America affects minorities. With me there is a lot of focus on the use of movies, both historically and socially.

At the same time, a few of the EFL teachers did mention approaches that were of an individual character. For instance, one of the participants with between ten and twenty years’ experience stated that “vocabulary is necessary to study the topic”, which none of the other participants mentioned in their answers. However, most of these answers were mentioned together with approaches that were placed in other categories as well. At the same time, several of the participants mentioned in their answers that it is difficult to describe specific approaches like this in a questionnaire, as they often can be quite comprehensive. Furthermore, “working with variations of English in the world” and “oral or written evaluation” occurred as categories as well, as these were mentioned by more than three of the participants.

The findings here can be said to support the argument of Henriksen et al. (2020, p. 17), related to how teachers’ beliefs can be shaped by their knowledge about a specific teaching context and didactical knowledge, which is related to the context that the language teaching is conducted in, and how. Within this knowledge lies the knowledge of national curricula, as well as knowledge about teaching traditions and approaches. As the current study’s EFL teachers share beliefs about how a larger focus on in-depth learning can be approached, that reflects the Directorate for Education and Training’s definition of the concept, content in the subject curricula and CLT, this shows that such influences on teachers’ practices can mutually affect one another.

What was a particularly interesting finding in the results related to approaches and focuses for in-depth learning that the current section has dealt with, was that a few of the EFL teachers stated that their current teaching practices were already covering the level of focus that the core curriculum now prescribes. They therefore did not see a need to alter their teaching in any way, with the implementation of the new national curriculum from autumn of

2020. This aspect will be discussed in relation to the length of teaching experience through section 4.4.

4.4 Length of Teaching Experience & Beliefs

The final part of the current study's investigation is related to the third research question, about whether there is a relationship between the length of the EFL teachers' teaching experience and the belief that in-depth learning calls for a change in teaching practices. This section will present findings from the questionnaire and interview data related to this investigation. Survey and interview participants are divided into four experience groups based on their length of teaching, ranging from less than five years' experience to between twenty and forty years' experience. First, some overall findings about whether the current study's EFL teacher participants did believe in-depth learning to be a revision of teaching practices will be presented and discussed, before the findings related to the possible connection between the length of teaching experience and beliefs will be presented and discussed in line with relevant theory about language teachers' beliefs from chapter 2.

4.4.1 In-depth learning, a call for revision?

As shown in figure 9, the majority (74.0%) of the survey participants disagreed that in-depth learning would be something entirely new to their teaching, while 15.0% of the participants showed some level of agreement.

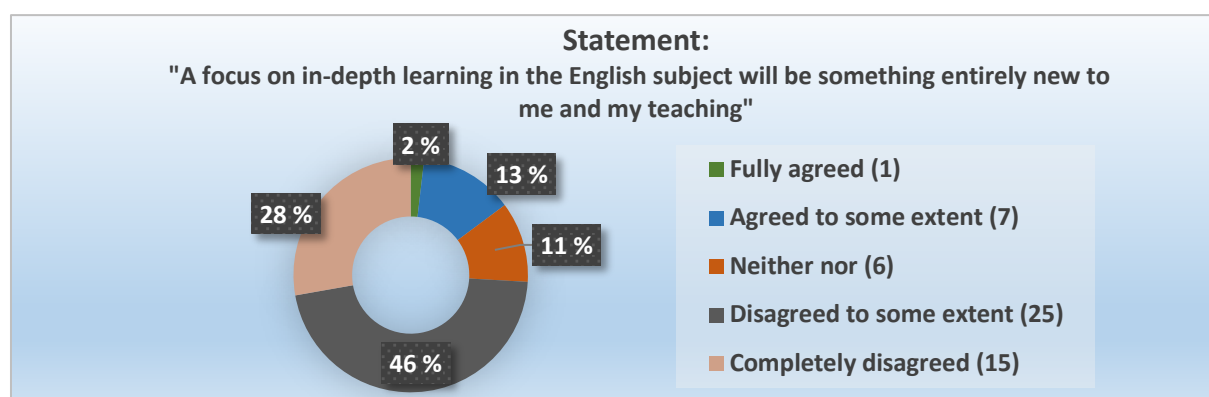


Figure 9. Level of agreement to whether in-depth learning will be something entirely new to their teaching (survey participants).

From figure 10, it is evident that the majority of the survey participants (64.0%) also believed that they had been teaching with a focus on in-depth learning since before it was mentioned by the Ludvigsen committee in 2014. As many as fourteen (26.0%) of the participants chose to answer that they neither agreed nor disagreed with this statement, but

this can be seen in line with the fact that fourteen of the participants had less than five years' experience as a teacher. At the same time, only 10.0% of the participants disagreed, which expressed that in-depth learning was something these started to focus on after the term was used by the Ludvigsen committee.

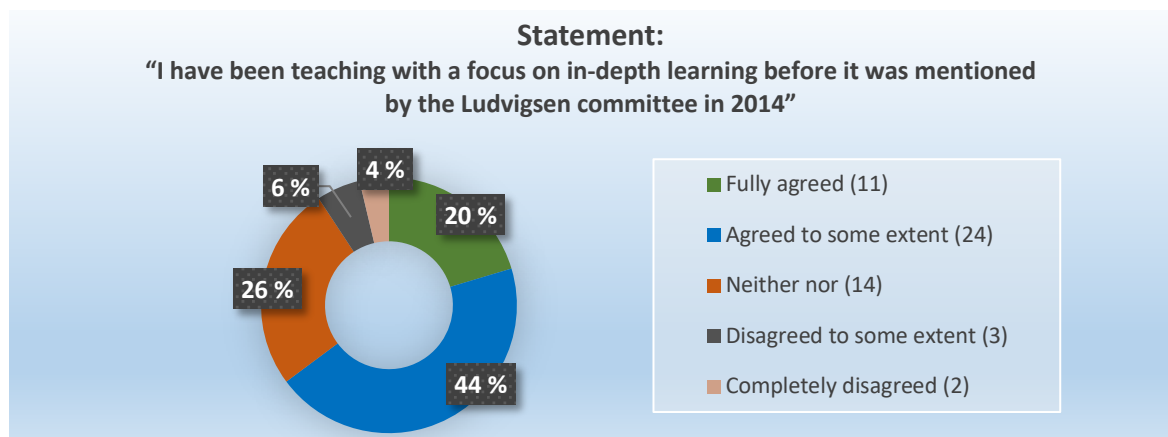


Figure 10: *In-depth learning in previous teaching (survey participants).*

The interviewees were also asked about their relationship to in-depth learning, and all four stated that they had been working with the concept in their school, and that they saw in-depth learning in some of the things that they were already doing in their teaching (see table 10). An example of this can be found in R1's answer, from when she was asked how she would implement a focus on in-depth learning in her teaching:

But ehm, so actually I do think that maybe a part of the things that we are doing are, yeah, well, when I started to look at what it was... I did think that it was something I had been doing for a long time, because one can see that they are supposed to learn a great deal of basic skills [...]

Furthermore, R3 explained that she could not see that in-depth learning would result in any particular changes for the English subject when she was asked the same question, she stated the following:

I mean, the way I understand the term and the way I see it in the English subject, then it does not look like a huge change, really... [...] what I can see is that it might require more cooperation between subjects.

Table 10. *The interviewees' relationship to in-depth learning.*

<p>Similarities:</p> <ol style="list-style-type: none">1. All of the interviewees expressed that in-depth learning was something they had been working with at their school.2. All interviewees expressed that they saw things they were already doing in their teaching as a part of in-depth learning.
<p>Other aspects:</p> <ol style="list-style-type: none">1. In depth-learning will not make a particular difference in the English subject (R3)

The questionnaire findings from figure 9 and 10, and the findings from the interviews suggest that most of the EFL teacher participants did not believe that in-depth learning would be something entirely new to their teaching. The findings from the interviews seem to support this, as both of the interviewees with between twenty to forty years' experience (R1, R3) and the interviewees with under five years' experience (R2, R4) perceived in-depth learning as a part of their current teaching practices. At the same time, 15.0% of the survey participants did agree to the statement, which suggested that these saw in-depth learning as something that would be entirely new to their teaching.

These findings are interesting in the light of Voll and Holt's (2019) statement that suggests that in-depth learning is not something that will be new to Norwegian teachers (see section 2.4.3). At the same time, the findings showed that approximately one out of five of the participants chose to answer "neither-nor" to the statement about whether they had been teaching with a focus on in-depth learning since before 2014 (see figure 10), which can illustrate a need for the curriculum to focus explicitly on in-depth learning.

4.4.2 Teaching experience and curricular changes

Figure 11 presents the findings from figure 9 in section 4.4.1 sorted by length of teaching experience among the survey participants. The figure shows that among participants with over twenty years' experience, 25.0% agreed that a focus on in-depth learning would be new to their teaching practices. For participants with between ten and twenty years' experience, 15.0% agreed to some extent, while among the participants with the shortest amount of experience, and those with between five and ten years' experience there was a lower percentage of those who agreed that in-depth learning would be something new to their teaching.

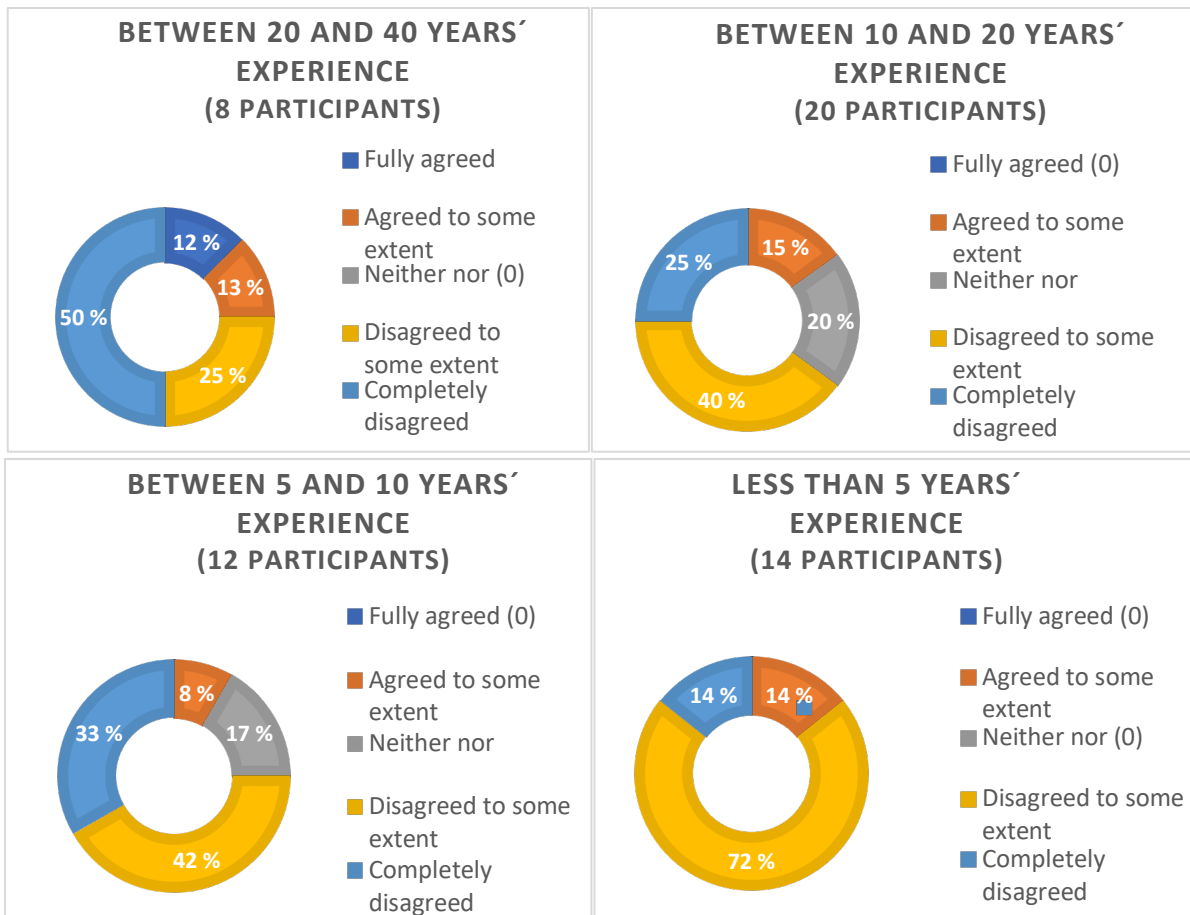


Figure 11: *Level of agreement to whether in-depth learning will be something entirely new to their teaching, sorted by length of teaching experience.*

Interestingly, the findings show that one out four (25.0%) of the most experienced teachers believed that in-depth learning would be something entirely new to their teaching.

Figure 12 presents the findings from figure 10 in section 4.4.1 divided by length of teaching experience. Only the two groups with the longest experience will be discussed here, since the participants with the shortest experience (under ten years) potentially were not teaching before after 2014. Among the participants with between twenty and forty years' experience, there was no disagreement with the statement, suggesting that these felt that they had been teaching with a focus on in-depth learning since before 2014. Similarly, in the group with between ten and twenty years' experience, there were very few (5.0%) who could be said to have disagreed with the statement.

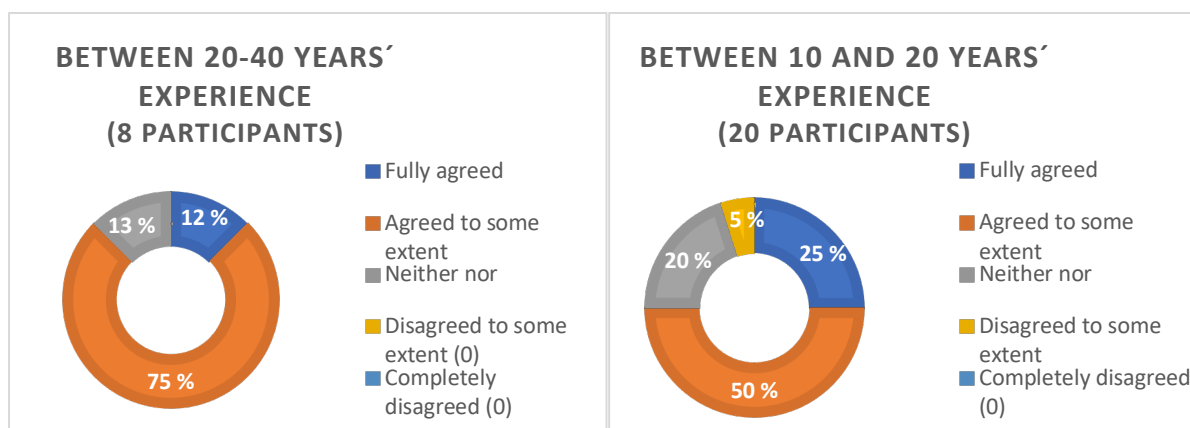


Figure 12: *In-depth learning in previous teaching, sorted by length of teaching experience.*

Since research and literature have suggested that curricular changes can be challenging for teachers, a discussion of this aspect is relevant here. The findings showed that 25.0% of the survey's most experienced teacher participants believed that in-depth learning would be something entirely new to their teaching practices. As discussed in section 2.3.2 several, researchers (e.g. Borg, 2003; Gilakjani & Sabouri, 2017; Henriksen et al., 2020; Kuzborska, 2011) have argued that language teachers' beliefs about teaching and learning can and will influence the teachers' classroom practices, and that these are in turn affected by the teachers' previous experiences. The fact that 25.0% of the most experienced EFL teachers in the study believed that in-depth learning would be something entirely new to their teaching, can be seen in relation to Borg (2003) and Henriksen et al.'s (2020) claim that teachers' own experience as a language learner can be a prominent influence on teachers' practices. For instance, if the 25.0% rely on their own personal experiences from their time as a pupil, the teaching and learning processes that they took part in as learners could constitute other learning theories or concepts than what teaching is built on today.

Furthermore, as studies and theory has shown, (e.g. Almarza, 1996; Borg, 2003) teaching education could fail to change or alter the existing beliefs that the teacher students bring from their own experience as language learners. As addressed in section 2.3.2, the experienced-based knowledge about teaching is believed to have a particular influence on the core presumptions that the individual teacher bases his or her teaching on (Henriksen et al., 2020). Therefore, there is a possibility that the 25.0% of the most experienced EFL teachers that perceived in-depth learning as something entirely new to their teaching might constitute a set of beliefs from back when they were language learners themselves, which now is challenged by current trends and science of what is understood as good teaching.

At the same time, the overall findings of this investigation suggest that the majority of the current study's EFL teacher participants seemed to have believed that in-depth learning was something they were already focusing on in their teaching. Furthermore, length of teaching experience did not, to any large extent, affect the teachers to believe that in-depth learning would require a revision of their teaching practices (see figure 10 and 12).

Looking back at previous sections (4.3), the findings in table 7 and 9 showed that the most experienced teachers particularly shared the belief that a focus on basic skills, group work and oral activities, and a more pupil-oriented teaching could be suitable approaches to in-depth learning in the English subject. These approaches can again, as previously discussed, support both several of the Norwegian researchers' descriptions of how to achieve in-depth learning (e.g. Flatås, 2017; Gamlem & Rogne, 2018), as well as principles for CLT, as proposed by Richards and Rodgers (2014, p. 90). In other words, the more experienced teachers seemed just as enlightened about in-depth learning as the rest of the participants in the study. Then again, it must be pointed at the fact that the participants in the current study were volunteers, and may have chosen to participate due to their own personal interest, knowledge or experience with the topics investigated here, which in turn could have influenced the results.

Even though the findings here do not necessarily mirror the literature that has suggested that curricular changes can be challenging for teachers (e.g. Fenner, 2018; Richards & Rodgers, 2014), or literature that suggests that changing focuses or concepts can be challenging for the more experienced teachers (Kagan, 1992), the findings do not necessarily reject the possibility that this can be the case for many EFL teachers. Because, first of all, there were 25.0% among the most experienced teachers that did believe in-depth learning to be a potential call for change in their practices, which evidently could be challenging for their teaching identity. Second, due to the methodological challenges of capturing teachers' beliefs through the use of a survey, teachers could have responded to the questionnaire in a way that they felt was desirable Borg (2018, p. 83). In other words, there might be a possibility that the current study's participants felt a need to seem more updated and prepared for the new curriculum than what they actually were. At the same time, none of the participants with the longest experience disagreed to the statement that they had been teaching with a focus on in-depth learning since before it was mentioned by the Ludvigsen committee in 2014.

Third, even though there have been frequent discussions about in-depth learning in the media, literature (e.g. Voll & Holt, 2019) has suggested that the concept should not be something new to Norwegian teachers, something which the findings of the current study could be said to support. Although in-depth learning plays a central role in the Renewal of the Subjects and the new national curriculum, where a clear focus on the specific concept was included, it is evident that the majority of the current study's EFL teachers believed in-depth learning to be a part of their existing teaching practices, and thereby not necessarily a curricular change that can have challenged their current practices and beliefs.

In the interviews, the interviewees were asked about their thoughts related to teachers and curricular changes (see table 11), and the findings showed that three out of four of the interviewees answered that many teachers can be sceptical to new things, and that some teachers often do not want to change or alter their teaching practices. At the same time, they expressed that this did not necessarily have to do with age or experience, which was evident in R4's answer to question when she stated the following:

Yeah because, I know that - ehm, in my school – I'm the youngest, and there are also teachers pushing their sixties, but they have this urge to learn and to develop themselves all the time - So I think it depends more on that part?

At the same time, R2 argued that there existed a generation gap in relation to new focus areas like in-depth learning, and she saw this as a challenge for idealists and newly educated teachers that wanted to work with and focus on the concept. She then stated the following:

So there is a difference between teacher knows best and what is the best for the student, basically, yeah. And that is the ehm, I barely want to say this out loud, cause it is not the case with everybody, but it is mostly a generation gap, to be honest. [...] it is more prevalent within the younger teachers that we wanna care take of the students, cause we have just been students ourselves, while the older teachers are like "okay, this worked this time so I am just gonna keep on doing that forever and ever and ever and ever."

Table 11. *The interviewees' beliefs about experience and curricular changes.*

<p>Similarities:</p> <ol style="list-style-type: none"> 1. Many teachers are sceptical to new things and do not want to change their ways of teaching, but this is not necessarily connected to age (R1, R4)
<p>Other aspects:</p> <ol style="list-style-type: none"> 1. There is a generation gap between teachers, where some want to do what they always have done, while others are idealists (R2) 2. Teachers can be sceptical to changes or new concepts (R3)

In other words, if an EFL teacher is sceptical to the implementation of new learning concepts like in-depth learning, it does not necessarily have to do with the length of teaching experience, even though the experience is known to have a prominent influence on teaching practices.

4.5 Summary of Findings

This section will provide a summary of the findings that were presented and discussed in the current chapter. From the findings in section 4.2, it was evident that the majority of the current study's participants could be said to agree with the Directorate for Education and Training's definition (Utdanningsdirektoratet, 2019a) of in-depth learning. The aspects of in-depth learning that the majority of the EFL teachers used in their explanation of the concept matched with five out of six of the elements that can be found in the Directorate's definition. Furthermore, the EFL teachers' beliefs about in-depth learning corresponded with several of the Norwegian researchers' descriptions about the concept, which thereby also suggests a similarity between the Directorate's definition and Norwegian researchers' perception of the term. At the same time, it was clear that a focus on reflection and understanding, and the ability to connect knowledge to new situations, was something that Norwegian EFL teachers potentially could be made more aware about in relation to in-depth learning, as none of the interviewees mentioned these aspects. Although the EFL teachers, overall, shared several common beliefs about how in-depth learning can be understood, the findings also showed that the participants believed that there could exist a confusion about the concept in the Norwegian school.

Section 4.3 discussed the findings related to whether the EFL teachers shared common beliefs about how in-depth learning could be implemented with the revised English subject curriculum. The findings indicated that the EFL teachers did share several common beliefs of how to meet a larger focus on in-depth learning, and seven overarching approaches or focuses to in-depth learning were mentioned in particular, by between 20% to 35% of the survey participants. These approaches were as follows: a larger focus on learning strategies and basic skills, group work and oral activities, the use of various learning tools, work with sources, stimulating reflection and making the teaching more pupil-related. These approaches were also reflected in the interviewees' answers, and what the EFL teachers were most united around, was that cooperation across subjects would be important to promote in-depth learning in their English teaching.

The approaches mentioned by the survey participants supported several of the Norwegian researchers' description of how in-depth learning could be achieved, particularly Flatås (2017), Gamlem and Rogne (2018), Gilje et al. (2018) and Voll and Holt's (2019) arguments. Additionally, CLT principles and aspects from the English subject curriculum were reflected in the participants' suggestions, as well as the elements from the Directorate's definition. The approaches also showed how a focus in-depth learning can contribute to a development of competence in general studies' English, as several of the approaches for in-depth learning could contribute to a development of language skills and Bildung. At the same time, some of the teachers suggested other approaches that were not necessarily reflected in the mainstream answers. A few of the EFL teachers also stated that they did not see the need to alter their teaching, as they believed that their current teaching was already covering a sufficient focus on in-depth learning.

The findings in section 4.4, about the length of teaching experience and in-depth learning, showed that the majority of the current study's EFL teachers believed that in-depth learning was included in their existing language teaching practices, and did not necessitate a change in their practices. Even the majority of the most experienced participants' answers about in-depth learning suggested that they were well-familiar with the concept, as their answers generally supported the Norwegian researchers' descriptions of how in-depth learning could be achieved. However, one out of four of the most experienced EFL teachers did believe that in-depth learning would entail a change in their teaching practices, which then again could, to some degree, support the literature that suggests that the length of teaching experience can influence teachers' beliefs and teaching practices, and that these can be challenged by curricular changes.

5 CONCLUSIONS

This final chapter will present the key findings in relation to the three research questions that the current study was based upon. The chapter is organised into four parts. The first part will include an attempt to answer the three research questions in the light of the key findings that emerged from the study. Next, the current study's implications for educators will be addressed, followed by a discussion of the contributions from the study. Finally, a few suggestions for future research will be given in the final section.

5.1 Main findings and conclusions

5.1.1 The EFL teachers' beliefs about in-depth learning

The findings presented in relation to the first research question, concerning the EFL teachers' beliefs about in-depth learning, and whether they could be said to agree with the Directorate's definition of the concept, indicated that the study's participants could be said to have had a high level of agreement to the definition. Despite this finding, their stated beliefs also showed that they believed that the lack of a common understanding of the concept could cause potential challenges among Norwegian teachers and schools, similar to the concerns reflected in Brøyn (2019) and Gilje et al. (2018), who called for a clearer definition of the concept in the Norwegian education context.

The study's results from the investigation of the EFL teachers' beliefs about in-depth learning, did however show that there existed several common beliefs about what in-depth learning involves, and how it could be achieved, and that these beliefs supported both several Norwegian researchers' descriptions of the concept (e.g. Gamlem & Rogne, 2018; Gilje et al., 2018; Flatås, 2017; Voll & Holt, 2019), as well as the Directorate for Education and Training's descriptions of the concept. In other words, the results revealed that a large part of the EFL teacher participants were on the right track during the implementation phase of the new national curriculum, in terms of their beliefs about in-depth learning in the English subject. Their beliefs suggested that in-depth learning would mean being able to connect knowledge to a larger context, both within a subject and across disciplines, as well as using this knowledge in new situations and daily life, avoiding a focus on memorizing facts, focusing the pupil's ability to reflect and understand, and using more time on each topic.

5.1.2 Implementation of in-depth learning

From the investigation of the second research question for the current study, of whether the EFL teachers shared common beliefs about how in-depth learning can be implemented with

the revised English subject curriculum, the findings showed that there did exist several common beliefs. In particular, six overarching approaches or focuses to in-depth learning were mentioned, and these were related to cooperation across disciplines and with other teachers, focusing on learning strategies and basic skills, group- or project work and oral activities, spending more time, making the teaching more pupil-centred, working with several different learning tools and resources, and using more time on the pupil's ability to understand and reflect.

All of these could show support for Norwegian research and theory about in-depth learning, and some of these approaches could also be seen in line with principles for CLT, as well as several of the elements in the Directorate's definition. This showed the high influence that the established learning theories, the Directorate and the Norwegian government have on Norwegian EFL teachers' beliefs. More importantly, the approaches suggested by the participants showed how a focus on in-depth learning can be an important contribution in the development of competence in general studies' English.

5.1.3 Length of experience and beliefs

The findings related to the third research question in this study, of whether there was a relationship between the length of teaching experience and the belief that in-depth learning would require a change in teaching practices, suggested that most of the participants did not believe that this would be the case. Most to the more experienced EFL teachers that participated in the study, seemed to be under the impression that in-depth learning was a part of their current teaching practices, similar to the less experienced teachers. At the same time, the findings also showed that one out of four of the most experienced EFL teachers that participated in the study did state that they believed in-depth learning would be something entirely new to their teaching practices. This showed a support for researchers like Borg (2003, 2006, 2015, 2018, 2019), Kagan (1992) and Henriksen et al. (2020), who have suggested that changes in curricular learning focuses could particularly challenge the more seasoned and experienced teachers' beliefs and practices.

5.2 Didactical Implications

From the present study, didactical implications can be related to the implementation of in-depth learning in Norwegian EFL teaching with the revised English subject curriculum. The study's participants suggested several approaches to in-depth learning, where they particularly seemed to agree on a varied use of learning tools, having frequent group work, oral activities

or projects, increased cooperation across disciplines, and a more pupil-centred teaching that both built on the pupils' former knowledge, as well as their interests. The results related to the EFL teachers' beliefs about in-depth learning also suggested that teachers had a high level of agreement on both what in-depth learning meant and how it could be achieved, which in turn could support Norwegian research about the concept. This indicates that the current study's EFL teachers are well-prepared to include an increased focus on in-depth learning in their English teaching during the fall semester of 2020.

5.3 Contributions

The present study was built upon the idea that a specific focus on in-depth learning in the new national curriculum had caused several different perceptions and beliefs among Norwegian teachers, schools and educators of how the concept could be understood and achieved, as suggested by Gilje et al. (2018, p. 22) and Brøyn (2019). Based on my own interest in general studies' English, the study aimed to investigate EFL teachers' beliefs about in-depth learning, and suitable approaches to the concept within this subject. Furthermore, the study was built on the thought that length of teaching experience potentially could make some teachers think of new focuses in curricular changes, such as in-depth learning, as a call for change in their teaching practices. This investigation relied on literature that has suggested that the teachers' own experience as language learners and as teachers, in particular, has a strong influence on their teaching practices (e.g. Borg 2003; Henriksen et al., 2020).

The study has shown that even though there exist concerns about different perceptions of in-depth learning in the Norwegian context, a concern that was also found among the study's participants, the findings showed that the EFL teachers in the study actually shared several common beliefs of how in-depth learning could be understood, and how it could be approached in English language teaching.

The perhaps most important contribution from the current study to the field of English didactics, is that it has shown EFL teachers' views on in-depth learning and how it can be fostered in the EFL classroom, as well as how it can contribute to develop the pupils' competence in the English subject. This may inspire future discussions among teachers, pupils, teacher educators and student teachers as they explore ways of promoting in-depth learning in the English subject. The findings of the study showed that the majority of the approaches were supported by several Norwegian researchers' descriptions of how in-depth learning could be achieved, and at the same time that they reflected that aspects of communicative language teaching are maintained. In other words, this shows that the EFL

teachers' that participated in the current study can be said to be on the right track before the new national curriculum and the new English subject curriculum will be taken into use.

5.4 Suggestions for Future Studies

Some of the methodological choices and limitations with the current study leaves out several aspects of EFL teachers' beliefs about in-depth learning that could be more sufficiently examined in future studies. First of all, the current study was limited to Norwegian English foreign language teachers' beliefs about in-depth learning related to the general studies' English, and more research with more numerous participant samples and a wider scope will be needed to gain a more general understanding of the relation between teachers' beliefs and practices for in-depth learning. Potential future studies could also take a broader approach and investigate language teachers in general, regarding their beliefs about in-depth learning. This could provide an opportunity for a more common and solid practice related to language teaching and in-depth learning, that can meet the concerns voiced by researchers and the current study's EFL teachers.

Findings from the current study suggest that the EFL teachers that participated shared several common beliefs about both what in-depth learning meant, and how it could be achieved. However, this was found through a use of questionnaire and interviews, which can, as discussed in chapter 3, represent limitations as teachers' beliefs are not directly observable, and can be dynamic (Borg, 2018, p. 77). Therefore, it would be interesting if future studies could explore the relationship between language teachers' beliefs and their practices, related to in-depth learning through case studies that could reveal whether the EFL teachers follow up their beliefs of how a focus on in-depth learning could be approached in the English subject.

The current study also found a slight relation between the length of teaching experience and beliefs about in-depth learning, which could be said to illustrate how existing beliefs about teaching can be challenged when curricular changes bring on a shift in learning focuses. To my knowledge, there exists minimal research about the potential relationship between the length of teaching experience and perception of curricular changes in Norway, and it would be interesting if future studies could cast light upon this area, as curricular changes will occur frequently through a Norwegian teacher's career.

Finally, a few of the EFL teacher participants in the current study expressed that they were unsure of how in-depth learning could be evaluated, or whether it should be evaluated at all, and that current assessment did not necessarily capture in-depth learning. This aspect

related to evaluation and in-depth learning could be an interesting research object in the near future, as this might be something that several Norwegian EFL teachers, or teachers in general, have a concern about with the new national curriculum.

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7 APPENDICES

Appendix A. NSD evaluation

17.10.2019 Melleskjema for behandling av personopplysninger

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekt tittel
Masteroppgave i Engelsk Didaktikk

Referansenummer
381307

Registrert
09.10.2019 av Anna Krumsvik - Anna.Krumsvik@student.uib.no

Behandlingsansvarlig institusjon
Universitetet i Bergen / Det humanistiske fakultet / Institutt for fremmedspråk

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)
Kimberly Marie Skjelde, Kimberly.Skjelde@uib.no, tlf: 55582277

Type prosjekt
Studentprosjekt, masterstudium

Kontaktinformasjon, student
Anna Krumsvik, anakrums@gmail.com, tlf: 99354611

Prosjektperiode
28.10.2019 - 15.05.2020

Status
17.10.2019 - Vurdert med vilkår

Vurdering (2)

17.10.2019 - Vurdert med vilkår
NSD bekrefter å ha mottatt et revidert informasjonskriv/endret dokument. Vi gjør oppmerksom på at vi ikke foretar en vurdering av skrevet/dokumentet, og vi forutsetter at du har foretatt de endringene vi ba om. Dokumentasjonen legges ut i Meldingsarkivet og er tilgjengelig for din institusjon sammen med øvrig prosjektdokumentasjon. Vurderingen med vilkår gjelder fortsatt.

11.10.2019 - Vurdert med vilkår
NSD har vurdert at personvernulempen i denne studien er lav. Du har derfor fått en forenklet vurdering med vilkår.
HVA MÅ DU GJØRE VIDERE?
<https://melleskjema.msd.no/vurdering/5d91e812-4e1d-4579-9a13-7070bc3ba6f>

1/3

17.10.2019 Melleskjema for behandling av personopplysninger

Du har et selvstendig ansvar for å følge vilkårene under og sette deg inn i veiledningen i denne vurderingen. Når du har gjort dette kan du gå i gang med datatinnnsamlingen din.

HVORFOR LAV PERSONVERNULEMPE?
NSD vurderer at studien har lav personvernulempe fordi det ikke behandles særlige (sensitiv) kategorier eller personopplysninger om straffedømmer og lovovertredele, eller inkluderer sårbare grupper. Prosjektet har rimelig varighet og er basert på samtykke. Dette har vi vurdert basert på de opplysningene du har gitt i meldeskjemaet og i dokumentene vedlagt meldeskjemaet.

VILKÅR
Vår vurdering forutsetter:
1. At du gjennomfører datatinnnsamlingen i tråd med opplysningene gitt i meldeskjemaet
2. At du følger kravene til informert samtykke (se mer om dette under)
3. At du laster opp oppdaterte informasjonskriv i meldeskjemaet og sender inn meldeskjemaet på nytt.
4. At du ikke innhenter særlige kategorier eller personopplysninger om straffedømmer og lovovertredele
5. At du følger retningslinjene for informasjonsikkerhet ved den institusjonen du studerer/foreser ved (behandlingsansvarlig institusjon)

KRAV TIL INFORMERT SAMTYKKE
De registrerte (utvalget ditt) skal få informasjon om behandlingen og samtykke til deltakelse. Informasjonen du gir må minst inneholde:
- Studiens formål (din problemstilling) og hva opplysningene skal brukes til
- Hvilken institusjon som er behandlingsansvarlig
- Hvilke opplysninger som inntas og hvordan opplysningene inntas
- At det er frivillig å delta og at man kan trekke seg så lenge studien pågår uten at man må oppgi grunn
- Når behandlingen av personopplysninger skal avsluttes og hva som skal skje med personopplysningene da: sletting, anonymisering eller videre lagring
- At du behandler opplysninger om den registrerte (utvalget ditt) basert på deres samtykke / At du behandler opplysningene om dine deltakere basert på deres samtykke
- At utvalget ditt har rett til innsyn, retting, sletting, begrenset og dataportabilitet (kopi)
- At utvalget ditt har rett til å klage til Datatilsynet
- Kontaktopplysninger til prosjektleder (evt. student og veileder)
- Kontaktopplysninger til institusjonens personvernombud

Ta gjerne en titt på våre nettsider og vår mal for informasjonskriv for hjelp til formuleringer:
http://www.nsd.uib.no/personvernombud/hjelp/informasjon_samtykke/informere_om.html

Når du har oppdatert informasjonskrivet med alle punktene over laster du det opp i meldeskjemaet og trykker på «Bekreft innendings» på siden «Send inn» i meldeskjemaet.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 15.05.2020.

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).

Dersom du benytter en databehandler i prosjektet, må behandlingen oppfylle 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.

NSD SIN VURDERING
NSD vurderer at lovlig grunnlag, personvernsprinsipper og de registrertes rettigheter følger under, men forutsetter at vilkårene nevnt over følges.

<https://melleskjema.msd.no/vurdering/5d91e812-4e1d-4579-9a13-7070bc3ba6f>

2/3

17.10.2019 Melleskjema for behandling av personopplysninger

LOVLIG GRUNNLAG
Prosjektet vil inntas samtykke fra de registrerte til behandlingen av personopplysninger. Forutsatt at vilkårene følges, er det NSD sin vurdering 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
Forutsatt at vilkårene følges, vurderer NSD at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:
- lovlighet, rettførlighet 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
- datatinnnsamling (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), begrenset (art. 18), underretting (art. 19) og dataportabilitet (art. 20).

Forutsatt at informasjonen oppfyller kravene i vilkårene nevnt over, vurderer NSD 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.

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. For 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

Da må vente på svar fra NSD for endringen gjennomføres.

OPPFØLGING AV PROSJEKTET
NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Tlf. Personvernjenester: 55 58 21 17 (tast 1)

<https://melleskjema.msd.no/vurdering/5d91e812-4e1d-4579-9a13-7070bc3ba6f>

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Appendix B. E-mails to administrations and participants

E-mail to the school administrations:

Hei,

Mitt namn er Anna Krumsvik, og i samband med masteroppgåva mi i engelsk didaktikk ved Universitetet i Bergen, så har eg laga ei spørjeundersøking om lærarar sine oppfatningar av djupnelæring og dei nye kompetansemåla for engelsk Vg1 studiespesialiserande i samband med fagfornyinga og den nye læreplanen.

Eg treng dermed informantar i form av engelsklærarar som underviser i engelsk for Vg1SF. Lærar som nyleg har undervist i engelskfaget på Vg1 for studiespesialiserande, men som ikkje gjer det akkurat no er også velkomne til å delta.

Eg lurte derfor på om de kunne sende meg mailadressene til dei engelsklærarane som passar beskrivinga ved skulen dykkar, slik eg kan kontakte dei ang. deltaking i spørjeundersøkinga. Eventuelt kan de få lenkja til undersøkinga, og dele han med dei engelsklærarane som passar beskrivinga. Eg vil då eventuelt sende dykk vidare informasjon som de kan gje til kandidatane.

Ta gjerne kontakt om de har spørsmål.

På førehand, tusen takk!

Med venleg helsing

Anna Krumsvik, masterstudent UiB

E-mail to the teacher participants:

Hei _____,

Har du tenkt på kva djupnelæring og dei nye kompetansemåla vil ha å seie for engelskfaget på Vg1?

Mitt namn er Anna Krumsvik, og i samband med masteroppgåva mi i engelsk didaktikk ved Universitetet i Bergen, så har eg laga ei spørjeundersøking som eg treng engelsklærarar for Vg1SF til å svare på. Eg skriv om engelsklærarar si oppfatning av djupnelæring i engelskfaget i lys av fagfornyinga og den nye læreplanen.

Spørjeundersøkinga er på norsk og du treng ikkje å kjenne til fagfornyinga og den nye læreplanen i engelsk frå før av.

Eg veit at det er tidleg, og at mange lærarar ikkje har sett seg inn i den nye læreplanen og alt den inneber - men det er likevel svært interessant å få innblikk i tankane til lærarane rundt særleg djupnelæring som konsept.

Undersøkinga er heilt anonym og tek omlag 15-20 minutt.

Eg treng så mange respondentar eg kan få. På førehand, tusen takk for eventuelle bidrag!

Undersøkinga finn du her:

<https://svar.uib.no/LinkCollector?key=UT28XJS5S21P>

Ta gjerne kontakt om du har spørsmål.

Beste helsing

Anna Krumsvik

Appendix C. Information to the survey participants

Førespurnad om deltaking i forskingsprosjektet

«Engelsklærarar si forståing av djupnelæring og dei nye kompetansemåla i engelskfaget på VG1»

Dette er ein førespurnad til deg om å delta i eit forskingsprosjekt kor formålet er å utforske korleis lærarar i engelskfaget på VG1 forstår djupnelæring og nokre av dei nye kompetansemåla frå fagfornyelsen, og kva dette har å seie for faget. I dette skrivet vert det gitt informasjon om måla for prosjektet og kva deltakinga vil innebære for deg.

Føremål

Dette prosjektet er ei masteroppgåve i engelsk didaktikk ved Institutt for framandspråk hjå Universitetet i Bergen, der føremålet er å undersøkje korleis engelsklærarar i vidaregåande skule i Noreg forstår djupnelæring og nokre av dei nye kompetansemåla i engelskfaget på VG1, og korleis dei tenkjer å undervise i desse kompetansemåla med eit fokus på djupnelæring.

Kven er ansvarleg for forskingsprosjektet?

Institutt for framandspråk hjå Universitetet i Bergen er ansvarleg for prosjektet. Rettleiar for prosjektet er Kimberly Marie Skjelde, og ansvarleg student er Anna Krumsvik.

Kvifor får du førespurnad om å delta?

Informantutvalet består av lærarar i engelskfaget ved ulike vidaregåande skular i Noreg, og du vert bedt om å delta fordi du nettopp er lærar i engelsk på vidaregåande skule per dags dato. Utvalet er altså henta frå eige nettverk, eller gjennom at skular tek kontakt med tilsette som passar til utvalet.

Kva inneber det for deg å delta?

Studien er delt i to, der første del består av ei spørjeundersøking til alle deltakarar, medan andre del består av intervju av nokre få av deltakarane. Spørjeundersøkinga vil vere elektronisk, og tek omlag 15-20 minutt. Svara vil også verte registrert elektronisk.

Spørsmåla i spørjeundersøkinga handlar blant anna om korleis du som lærar i engelsk forstår djupnelæring i engelskfaget på VG1, korleis du forstår nokre av dei nye, føreslåtte kompetansemåla for engelsk VG1 i samband med djupnelæring, korleis du vil undervise for djupnelæring i engelskfaget, kva du synes om dei nye kompetansemåla og djupnelæring, og korleis du vil undervise for visse utvalde kompetansemål eller djupnelæring.

Nokre få av deltakarane til spørjeundersøkinga vil bli spurde om å delta i intervjuet i etterkant. I intervjuet vil desse deltakarane verte spurt om å utdjupe nokre av spørsmåla frå spørjeundersøkinga. Det vil verte nytta lydopptak under desse intervjuet.

Spørjeskjema og intervju er på norsk. Dersom du skulle ynskje å svare på engelsk i spørjeskjemaet eller i intervjuet er det heilt greitt.

Deltakinga er frivillig

Deltakinga i denne studien er heilt frivillig, og du vil kunne trekkje deg når som helst, utan grunngeving. Bidraget ditt vil vere svært verdsatt då det vil styrke prosjektet og studien, og du vil ikkje verte utsett for nokon risiko ved deltaking. Skulle du ynskje å trekkje deg, vil alt av opplysningar knytta til deg verte sletta. Det vil ikkje ha nokon negative konsekvensar for deg om du ikkje vil delta, eller seinare vel å trekkje deg.

Ditt personvern – korleis vi oppbevarer og nyttar dine opplysningar

Vi vil berre nytte opplysningane om deg til føremåla som er uttalt i dette skrivet. Vi behandlar opplysningane konfidensielt og i samsvar med personvernregelverket. Berre ansvarleg student og rettleiaren knytt til prosjektet vil ha tilgang til informasjonen, og informasjonen vil verte lagra trygt på forskingsservaren SAFE – sikker adgang til forskningsdata og e-infrastruktur. Den tekniske gjennomføringa av spørjeskjemaundersøkinga føretakast av SurveyXact, og datautleveringa frå SurveyXact vil verte gitt utan tilknytning til e-post/IP-adresse.

Av personopplysningar vil det verte spurt om alder, kjønn og tid i yrket. Spørjeundersøkingane vil vere anonyme, og ingen av deltakarane vil kunne kjennast igjen.

Kva skjer med opplysningane dine når vi avsluttar forskingsprosjektet?

Alt av opplysningar, datainformasjon og lydopptak vil bli sletta ved avslutting av prosjektet i mai 2020, når masteroppgåva skal leverast.

Kva gir oss rett til å behandle personopplysningar om deg?

Vi behandlar opplysningar om deg basert på ditt samtykke.

På oppdrag for Universitetet i Bergen har NSD – Norsk senter for forskningsdata AS vurdert at behandlinga av personopplysningar i dette prosjektet er i samsvar med personvernregelverket.

Kvar kan eg finne ut meir?

Har du spørsmål knytt til studien, eller ynskjer å nytte deg av rettighetene dine, ta kontakt med:

Universitetet i Bergen via masterstudent Anna Krumsvik eller rettleiar Kimberly Marie Skjelde på mail:

Anna.Krumsvik@student.uib.no

Kimberly.Skjelde@uib.no

Vårt personvernombud hjå UIB: personvernombud@uib.no

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

Eg håpar du er villig til å delta og bidra.

Med venleg helsing
Anna Krumsvik

Appendix D. The questionnaire

Eg har motteke og forstått informasjonen om prosjektet «Engelsklærarar si forståing av djupnelæring og dei nye kompetansemåla i engelskfaget på VG1», og har fått opplysningar om kontaktinformasjon dersom eg skulle ha spørsmål.

Dermed samtykker eg til:

- (1) Å delta i spørjeundersøkinga
- (2) At mine opplysningar lagrast fram til prosjektet avsluttast i mai 2020

Kompetansemåla som er nytta i denne undersøkinga er henta frå den nye læreplanen for Engelsk Vg1 (18.11.2019).

DEL 1: FORSTÅELSEN AV, OG FORHOLDET DITT TIL DYBDELÆRING

1. Er du godt kjent med UDIR sin definisjon av dybdelæring fra før?

Dybdelæring er å lære noe så godt at du forstår sammenhenger og kan bruke det du har lært i nye situasjoner. Dybdelæring er altså mer enn faglig fordypning.

Vi definerer dybdelæring som det å gradvis utvikle kunnskap og varig forståelse av begreper, metoder og sammenhenger i fag og mellom fagområder. Det innebærer at vi reflekterer over egen læring og bruker det vi har lært på ulike måter i kjente og ukjente situasjoner, alene eller sammen med andre. (Utdanningsdirektoratet, 2019).

- (1) Ja
- (2) Litt
- (3) Verken eller
- (4) Ikke så veldig
- (5) Nei

2. Det finnes mange ulike definisjoner og oppfatninger knyttet til dybdelæring, og mange er usikre på hvordan de skal forstå begrepet. Hvordan forstår du dybdelæring? Skriv under.

3. I fagfornyelsen er det bestemt et større fokus på dybdelæring. Hvordan vil du som lærer få til dette i engelskundervisningen din? Nevn kort minst tre ting under. (F.eks. fremgangsmåte/metoder/aktiviteter)

4. Grader påstandene under slik at tallet 1 står ved den påstanden du er mest enig med, tallet 2 ved den du er nest mest enig med, og så videre med 3 og 4 helt til tallet 5 står ved påstanden du er minst enig med.

Dybdelæring kan bli forstått som....

a)..God læring. Prinsippene og kjennetegnene for dybdelæring er de samme _____ som for god læring.

b)..En forståelse av læringsprosesser og en tilnærming til opplæring. _____

c)..En måte å lære på der overflatelæring (memorering/pugging av fakta/utenatføring) blir tatt i bruk til å gå i _____ dybden, på veien mot forståelse og læring.

d)..En læremåte der tidligere lærdom, erfaringer og kunnskap blir brukt til ny læring, ved å gå i dybden. _____

e)..En ny læremåte som det er mye usikkerhet rundt, både knyttet til definisjon, _____ fremgangsmåte og vurderingsform.

5. I hvilken grad er du enig i de følgende utsagnene ...

5a) Dybdelæringskonseptet vil forutsette at lærere jobber mer sammen, og har en kontinuerlig dialog om hva dybdelæring vil innebære.

- (1) Helt enig
- (2) Litt enig
- (3) Verken eller
- (4) Ikke så enig
- (5) Helt uenig

5b) Et fokus på dybdelæring i engelskfaget vil bli noe helt nytt for meg og undervisningen min.

- (1) Helt enig
- (2) Litt enig
- (3) Verken eller
- (4) Ikke så enig
- (5) Helt uenig

5c) Jeg har undervist med et fokus på dybdelæring i engelskfaget før det ble nevnt av Ludvigsen-utvalget i 2014.

- (1) Helt enig
- (2) Litt enig
- (3) Verken eller
- (4) Ikke så enig
- (5) Helt uenig

5d) Dybdelæring som konsept kan bli tolket og forstått ulikt av lærere.

- (1) Helt enig
- (2) Litt enig
- (3) Verken eller
- (4) Ikke så enig
- (5) Helt uenig

5e) Dersom lærere tolker og forstår dybdelæring ulikt, kan det gi utilsiktede konsekvenser for skolen og elevene.

- (1) Helt enig
- (2) Litt enig
- (3) Verken eller
- (4) Ikke så enig
- (5) Helt uenig

5f) Jeg tror et større fokus på dybdelæring i engelskfaget vil bli utfordrende med tanke på tid og timetall.

- (1) Helt enig
- (2) Litt enig
- (3) Verken eller
- (4) Ikke så enig
- (5) Helt uenig

5g) Jeg tror fokuset på dybdelæring i engelskfaget vil kunne resultere i en ulik engelskopplæring fra klasse til klasse, dersom ikke skolen og engelsklærerne har en felles forståelse om hva dybdelæring skal være i faget.

- (1) Helt enig
- (2) Litt enig
- (3) Verken eller
- (4) Ikke så enig
- (5) Helt uenig

Dersom du har noe å tilføye eller kommentere til spørsmålene eller påstandene i del 1, så kan du skrive det her.

DEL 2: DE NYE KOMPETANSEMÅLENE

Dersom du ikke har satt deg inn i de nye kompetansemålene for engelsk VG1, så ligger de vedlagt her dersom du ønsker å kaste et raskt blikk over de.

Kompetansemål etter Vg1 studieforbereende utdanningsprogram

Mål for opplæringen er at eleven skal kunne:

- bruke egnede strategier i språklæring, tekstskaping og kommunikasjon
- bruke egnede digitale ressurser og andre hjelpemidler i språklæring, tekstskaping og samhandling
- bruke mønstre for uttale i kommunikasjon
- lytte til, forstå og bruke akademisk språk i arbeid med egne muntlige og skriftlige tekster
- uttrykke seg nyansert og presist med flyt og sammenheng, idiomatiske uttrykk og varierte setningsstrukturer tilpasset formål, mottaker og situasjon
- gjøre rede for andres argumentasjon og bruke og følge opp andres innspill i samtaler og diskusjoner om ulike emner
- bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring
- bruke kunnskap om grammatikk og tekststruktur i arbeid med egne muntlige og skriftlige tekster
- lese, diskutere og reflektere over innhold og virkemidler i ulike typer tekster, inkludert selvvalgte tekster
- lese, analysere og tolke engelskspråklig skjønnlitteratur
- lese og sammenligne ulike sakprosaetekster om samme emne fra forskjellige kilder og kritisk vurdere hvor pålitelige kildene er
- bruke ulike kilder på en kritisk, hensiktsmessig og etterrettelig måte
- skrive ulike typer formelle og uformelle tekster, inkludert sammensatte, med struktur og sammenheng som beskriver, diskuterer, begrunner og reflekterer tilpasset formål, mottaker og situasjon
- vurdere og bearbeide egne tekster ut fra faglige kriterier og kunnskap om språk
- beskrive sentrale trekk ved framveksten av engelsk som verdensspråk
- 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

1. Trykk glideren på det svaret du er mest enig i når det gjelder formuleringen av de nye kompetansemålene...
De nye kompetansemålene for engelsk VG1, er for meg...

- (1) Tydelige og klare
- (2) Både og
- (3) Vage og åpne for tolkning

2. Fra høringene holdt i mars 2019, uttalte flere skoler seg om at de nye kompetansemålene var for utydelige under spørsmålet «Er språket i læreplanen klart og tydelig?», se sitater under:

«Flere av målene er for generelle. Det blir opp til hver enkelt lærer å tolke målene.» Ingeborg Vengen, på vegne av Molde VGS

«Kompetansemålene bør konkretiseres og være tydeligere.»
Julia Kagge, på vegne av Oslo Katedralskole programfag

«Vi opplever at språket i en god del kompetansemål blir utydelige og vanskelig å forstå. [...]» Engelskseksjonen ved Vardafjell VGS

«Nei, for lange og utydelege setninger. Upresist språk.»
Mette Ingegerd Gilje, på vegne av Bergen Katedralskole

De fleste høringssvarene inneholdt derimot ingen innvendinger når det gjaldt språket i læreplanen. Andre hevdet de var nødt til å være åpne for å gi rom for dybdelæring.

Hva mener du om formuleringen til de nye, foreslåtte kompetansemålene for engelskfaget på VG1? Skriv kortfattet under.

3. Mål for opplæringen er at eleven skal kunne:

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

Hva ville du hatt fokus på i din undervisning for dette kompetansemålet i engelskfaget på VG1? Nevn kort minst tre ting du vil trekke frem. (Feks. opplegg/temainnhold)

4. I hvilken grad forstår du dette foreslåtte kompetansemålet for engelsk VG1?

(Ranger påstandene ved å sette tallet 1 ved den påstanden du er mest enig med, tallet 2 med den du er nestmest enig med, videre med tallet 3 og 4, helt til tallet 5 står ved påstanden du er minst enig med)

Mål for opplæringen er at eleven skal kunne:

«Lytte til, forstå og bruke akademisk språk i arbeid med egne muntlige og skriftlige tekster»

a) Jeg er ganske sikker på at jeg forstår hva dette kompetansemålet innebærer og _____
hvordan jeg kan undervise for det.

b) Jeg er ikke sikker på hva «akademisk språk» innebærer i engelsk på VG1. _____

c) Jeg er ikke sikker på hva «bruke akademisk språk i arbeid med egne muntlige og skriftlige tekster» vil si her. _____

d) Jeg forstår hva som vil måtte læres for dette kompetansemålet, men er usikker på hvordan jeg kan undervise for det. _____

e) Jeg er usikker hva som skal læres og hvordan for dette kompetansemålet. _____

Dersom du har noe å tilføye eller ønsker å kommentere noe fra del 2, så kan du skrive det her.

DEL 3: KOMPETANSEMÅLENE OG DYBDELÆRING I ENGELSKUNDERVISNINGEN

1. I hvilken grad er du enig i de følgende utsagnene...

1a) Jeg mener de nye, foreslåtte kompetansemålene er egnet til å læres gjennom dybdelæring.

- (1) Helt enig
- (2) Litt enig
- (3) Verken eller
- (4) Ikke så enig
- (5) Helt uenig

1b) Jeg ser det som en utfordring å skulle ha et fokus på dybdelæring når jeg underviser i de nye kompetansemålene.

- (1) Helt enig
- (2) Litt enig
- (3) Verken eller
- (4) Ikke så enig
- (5) Helt uenig

1c) Skolen jeg jobber ved har satt av tid til diskusjoner og samarbeid om dybdelæring.

- (1) Helt enig

- (2) Litt enig
- (3) Verken eller
- (4) Ikke så enig
- (5) Helt uenig

1d) Skolen jeg er ansatt ved har satt av tid til diskusjoner og samarbeid om dybdelæringskonseptet i lys av de nye, foreslåtte kompetansemålene for engelsk VG1.

- (1) Helt enig
- (2) Litt enig
- (3) Verken eller
- (4) Ikke så enig
- (5) Helt uenig

1e) Dersom vi skal kunne ha et fokus på dybdelæring i engelskundervisningen vår, vil en nedkortet og åpen formulering av kompetansemålene være mer optimal enn en lukket og tydelig formulering.

- (1) Helt enig
- (2) Litt enig
- (3) Verken eller
- (4) Ikke så enig
- (5) Helt uenig

2. Mål for opplæringen er at eleven skal kunne:

«Beskrive sentrale trekk ved fremveksten av engelsk som verdensspråk»

Hvordan ville du lagt opp din undervisning for dette kompetansemålet i engelskfaget på VG1, dersom du samtidig skulle få til dybdelæring? Skriv kortfattet under hva undervisningen ville inneholdt av opplegg/metode.

Dersom du har noe å kommentere eller tilføye til del 3 så kan du skrive det her.

DEL 4 - BAKGRUNNSINFORMASJON

1. Hvor lenge har du jobbet som lærer?

- (1) Under 5 år

- (2) Mellom 5 og 10 år
- (6) Mellom 10 og 20 år
- (3) Mellom 20 og 30 år
- (4) Mellom 30 og 40 år
- (5) Over 40 år

2. Hvilket kjønn er du?

- (1) Kvinne
- (2) Mann
- (3) Jeg identifiserer meg ikke med disse kjønnskategoriene

3. Hva er alderen din?

- (1) Under 30 år
- (2) Mellom 31 og 40 år
- (3) Mellom 41 og 50 år
- (4) Mellom 51 og 60 år
- (5) Over 61 år

Tusen hjarteleg takk for ditt bidrag til masteroppgåva mi.

Dersom du er villig til å verte spurt om å delta i intervju om same tema innan kort tid, så sender du ein mail til:

anna.krumsvik@student.uib.no

med følgjande informasjon:

1. Namn

2. Kva for skule du er tilsett ved

Intervjuet vil ta omlag 20-25 min.

Appendix E. Interview guide

Intervjuguide

Djupnel ring i engelskfaget p  Vg1

Korleis forst r du djupnel ring?

How do you understand in-depth learning?

Korleis vil du implementere/implementerer du djupnel ring i engelskundervisninga di?

How do you (plan to) implement in-depth learning in your English teaching?

Kva er forholdet ditt til djupnel ring?

What is your relationship to in-depth learning?

Vil djupnel ringskonseptet endre engelskundervisninga di p  nokon m te, i s  fall korleis?

Is in-depth learning going to change your English teaching in any way, if so – how?

Ser du det som ein fordel/unn dvendighet at djupnel ring no st r skrive i fornyinga og den nye l replanen?

Do you see the implementation of in-depth learning in the new National Curriculum as a positive thing/ do you think it is necessary?

Dei nye kompetansem la for engelsk Vg1

Meiner du dei nye kompetansem la for engelsk VG1 passar til djupnel ringskonseptet?

Do you think the new competence aims for English Vg1 suits the concept of in-depth learning?

Kva synest du om formuleringane/syntes du formuleringane er greie slik dei st r no til dei nye kompetansem la for engelsk VG1?

Overall, what do you think about the formulation of the new competence aims for Vg1 English? Are they easily understood?

Kva tenkjer du om at p standen om at dei foresl tte kompetansem la er opne for tolking for kvar enkelt l rar?

Do you think the new competence aims can result in a different understanding among teachers?

Kompetansemåla og djupnelæring

Kva trur du eventuelt kan vere konsekvensane av ulik tolking av kompetansemål blant lærarar for engelsk VG1?

If teachers do understand the competence aims differently, do you think that can have any consequences?

Trur du lærarar kan forstå djupnelæring ulikt? Visst tilfelle, kva trur du eventuelle konsekvensar kan vere av det?

Do you think teachers could understand in-depth learning differently? If so, what do you think possible consequences could be?

Har du arbeida med djupnelæringskonseptet i lys av kompetansemåla hjå skulen du er tilsett ved?

Have you been given time to work together with in-depth learning in your school?

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

Korleis ville du ha undervist for dette kompetansemålet med eit fokus på djupnelæring?

How would you teach this competence aim – with a focus on in-depth learning?

Bakgrunnsinformasjon

Kor lenge har du jobba som lærar?

How long have you been working as a teacher?

Kva er alderen din?

What is your age?

Trur du erfaring eller alder til lærarar kan påverke korleis ein ser på djupnelæringskonseptet, visst ja – på kva måte?

Do you think teachers' experience or age might affect how they perceive deep learning? If yes, how so?

Appendix F. Consent letter – interviewees

Samtykkeskjema

Intervju i samband med masteroppgåve

Ansvarleg masterstudent: Anna Krumsvik

Eg samtykker med dette til å:

Delta i intervju i samband med masterprosjektet «Engelsklærarar si forståing av djupnelæring og dei nye kompetansemåla for engelsk Vg1»

At intervjuet blir teke opp og transkribert

At informasjonen vert lagra til prosjektet blir avslutta i mai 2020

Som deltakar i intervju vil du sjølvstyre vere heilt anonym, og informasjonen brukt i oppgåva vil ikkje kunne identifisere deg på nokon som helst måte.

Underskrift:

Appendix G. Permission: audio-recording



UNIVERSITETET I BERGEN
Institutt for framandspråk

Til den det måtte angå

Dato

01.10.2019

Stadfesting ved bruk av privat opptaksutstyr

Institutt for framandspråk stadfester med dette at **Anna Krumsvik (04.08.1994)** 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 Krumsvik å nytte privat opptaksutstyr. Institutt for framandspråk stadfester med dette at vi godkjenner bruken av privat opptaksutstyr.

Desse forholda ligg til grunn for stadfestinga

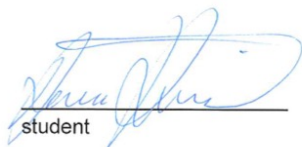
- studenten må setje seg inn i relevant regelverk, og følge dette
- studenten må bruke ei sikker løysing for handsaming av personopplysningar, som til dømes SAFE (Sikker Adgang til Forskingsdata og E-infrastruktur)
- persondata skal så raskt som mogleg fjernast frå privat eining og ikkje delast utover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


student




administrasjonssjef,
Institutt for framandspråk

Institutt for framandspråk
Telefon 55582340
post@if.uib.no

Postadresse
Postboks 7805
5020 Bergen

Besøksadresse
Sydnesplassen 7
5007 Bergen

side 1 av 1

Appendix H. Survey data results

Samtykke 1	Samtykke 2	1. Del 1	5a) Del 1	5b) Del 1	5c) Del 1	5d) Del 1
1	1 Ja	Helt enig	Helt uenig	Litt enig	Litt enig	
1	1 Litt	Verken eller	Verken eller	Litt enig	Helt enig	
1	1 Ja	Helt enig	Helt enig	Litt enig	Helt enig	
1	1 Ja	Litt enig	Helt uenig	Litt enig	Ikke sÅ enig	
1	1 Ikke sÅ veldig	Litt enig	Verken eller	Verken eller	Verken eller	
1	1 Litt	Helt enig	Ikke sÅ enig	Litt enig	Litt enig	
1	1 Litt	Verken eller	Ikke sÅ enig	Litt enig	Litt enig	
1	1 Litt	Helt enig	Ikke sÅ enig	Verken eller	Litt enig	
1	1 Litt	Helt enig	Helt uenig	Helt enig	Litt enig	
1	1 Litt	Litt enig	Litt enig	Verken eller	Helt enig	
1	1 Litt	Litt enig	Helt uenig	Helt enig	Litt enig	
1	1 Ja	Verken eller	Helt uenig	Helt enig	Helt enig	
1	1 Ja	Helt enig	Helt uenig	Verken eller	Helt enig	
1	1 Litt	Litt enig	Ikke sÅ enig	Litt enig	Helt enig	
1	1 Litt	Helt enig	Litt enig	Verken eller	Litt enig	
1	1 Ja	Helt enig	Verken eller	Litt enig	Helt enig	
1	1 Litt	Litt enig	Helt uenig	Verken eller	Helt enig	
1	1 Ja	Litt enig	Verken eller	Verken eller	Litt enig	
1	1 Litt	Litt enig	Ikke sÅ enig	Litt enig	Helt enig	
1	1 Ja	Helt enig	Ikke sÅ enig	Litt enig	Litt enig	
1	1 Ja	Helt enig	Ikke sÅ enig	Helt uenig	Litt enig	
1	1 Litt	Verken eller	Ikke sÅ enig	Litt enig	Litt enig	
1	1 Litt	Helt enig	Ikke sÅ enig	Litt enig	Helt enig	
1	0 Ja	Ikke sÅ enig	Ikke sÅ enig	Ikke sÅ enig	Helt enig	
1	1 Litt	Verken eller	Litt enig	Verken eller	Litt enig	
1	1 Litt	Verken eller	Verken eller	Litt enig	Litt enig	
1	1 Ja	Helt enig	Helt uenig	Helt enig	Helt enig	
1	1 Litt	Helt enig	Ikke sÅ enig	Verken eller	Helt enig	
1	1 Ja	Helt enig	Ikke sÅ enig	Helt enig	Verken eller	
1	1 Ja	Helt enig	Ikke sÅ enig	Litt enig	Helt enig	
1	1 Ja	Helt enig	Litt enig	Litt enig	Litt enig	
1	1 Ja	Helt enig	Ikke sÅ enig	Litt enig	Ikke sÅ enig	
1	1 Litt	Litt enig	Helt uenig	Verken eller	Helt enig	
1	1 Ja	Helt enig	Helt uenig	Helt enig	Ikke sÅ enig	
1	1 Ja	Helt enig	Helt uenig	Helt enig	Litt enig	
1	1 Ja	Verken eller	Helt uenig	Litt enig	Litt enig	
1	1 Ja	Helt enig	Ikke sÅ enig	Ikke sÅ enig	Litt enig	
1	1 Nei	Litt enig	Ikke sÅ enig	Helt enig	Litt enig	
1	1 Verken eller	Helt uenig	Ikke sÅ enig	Litt enig	Litt enig	
1	1 Ja	Helt enig	Ikke sÅ enig	Litt enig	Helt enig	
1	1 Litt	Ikke sÅ enig	Helt uenig	Helt enig	Litt enig	
1	1 Ikke sÅ veldig	Helt enig	Verken eller	Litt enig	Helt enig	
1	1 Ja	Verken eller	Helt uenig	Helt enig	Litt enig	
1	1 Litt	Litt enig	Litt enig	Ikke sÅ enig	Litt enig	

1	1 Ikke sÅ veldig	Helt enig	Litt enig	Verken eller	Verken eller
1	1 Litt	Helt enig	Ikke sÅ enig	Helt uenig	Litt enig
1	1 Litt	Helt enig	Ikke sÅ enig	Verken eller	Helt enig
1	1 Litt	Litt enig	Ikke sÅ enig	Litt enig	Litt enig
1	1 Litt	Verken eller	Helt uenig	Helt enig	Helt enig
1	1 Ja	Helt uenig	Ikke sÅ enig	Verken eller	Helt enig
1	1 Ja	Litt enig	Ikke sÅ enig	Verken eller	Litt enig
1	1 Ja	Litt enig	Litt enig	Litt enig	Litt enig
1	1 Ja	Litt enig	Ikke sÅ enig	Litt enig	Helt enig
1	1 Litt	Helt enig	Ikke sÅ enig	Litt enig	Litt enig

5e) Del 1	5f) Del 1	5g) Del 1	1a) Del 2	1b) Del 2	1c) Del 2	1d) Del 2
Helt enig	Verken eller	Helt enig	Litt enig	Ikke sÅ enig	Helt enig	Helt enig
Helt enig	Helt enig	Litt enig	Litt enig	Litt enig	Helt enig	Helt enig
Helt enig	Verken eller	Helt enig	Helt enig	Ikke sÅ enig	Helt enig	Litt enig
Helt enig	Litt enig	Helt enig	Litt enig	Litt enig	Litt enig	Litt enig
Verken eller	Litt enig	Litt enig	Verken eller	Verken eller	Helt enig	Helt enig
Litt enig	Verken eller	Helt enig	Litt enig	Verken eller	Litt enig	Verken eller
Litt enig	Litt enig	Verken eller	Litt enig	Litt enig	Litt enig	Verken eller
Litt enig	Helt enig	Litt enig	Ikke sÅ enig	Litt enig	Litt enig	Verken eller
Helt enig	Ikke sÅ enig	Helt enig	Helt enig	Helt uenig	Ikke sÅ enig	Ikke sÅ enig
Helt enig	Helt enig	Helt enig	Helt enig	Litt enig	Verken eller	Ikke sÅ enig
Helt enig	Ikke sÅ enig	Helt enig	Verken eller	Verken eller	Litt enig	Litt enig
Verken eller	Litt enig	Litt enig	Verken eller	Litt enig	Verken eller	Verken eller
Helt enig	Helt uenig	Helt enig	Helt enig	Helt uenig	Helt enig	Helt enig
Litt enig	Litt enig	Helt enig	Litt enig	Ikke sÅ enig	Ikke sÅ enig	Ikke sÅ enig
Ikke sÅ enig	Litt enig	Litt enig	Litt enig	Litt enig	Helt enig	Litt enig
Litt enig	Verken eller	Helt enig	Helt enig	Helt enig	Ikke sÅ enig	Ikke sÅ enig
Litt enig	Ikke sÅ enig	Litt enig	Verken eller	Helt uenig	Ikke sÅ enig	Helt uenig
Helt enig	Ikke sÅ enig	Verken eller	Helt enig	Ikke sÅ enig	Helt enig	Litt enig
Litt enig	Litt enig	Litt enig	Litt enig	Litt enig	Litt enig	Litt enig
Litt enig	Litt enig	Litt enig	Litt enig	Litt enig	Helt enig	Helt uenig
Litt enig	Litt enig	Litt enig	Helt enig	Helt uenig	Verken eller	Verken eller
Litt enig	Ikke sÅ enig	Litt enig	Verken eller	Ikke sÅ enig	Litt enig	Litt enig
Helt enig	Helt uenig	Ikke sÅ enig	Verken eller	Ikke sÅ enig	Litt enig	Litt enig
Litt enig	Helt uenig	Litt enig	Helt enig	Ikke sÅ enig	Litt enig	Litt enig
Litt enig	Litt enig	Ikke sÅ enig	Verken eller	Verken eller	Helt enig	Litt enig
Ikke sÅ enig	Ikke sÅ enig	Helt enig	Helt enig	Ikke sÅ enig	Helt uenig	Ikke sÅ enig
Helt enig	Helt uenig	Litt enig	Helt enig	Helt uenig	Helt enig	Helt uenig
Helt enig	Litt enig	Helt enig	Helt enig	Litt enig	Helt enig	Litt enig
Helt enig	Helt uenig	Litt enig	Verken eller	Helt uenig	Helt enig	Helt enig
Ikke sÅ enig	Ikke sÅ enig	Ikke sÅ enig	Helt enig	Helt uenig	Helt uenig	Helt uenig
Verken eller	Verken eller	Verken eller	Litt enig	Litt enig	Ikke sÅ enig	Ikke sÅ enig
Helt enig	Helt uenig	Litt enig	Verken eller	Ikke sÅ enig	Verken eller	Ikke sÅ enig
Verken eller	Litt enig	Helt enig	Litt enig	Litt enig	Litt enig	Litt enig
Helt enig	Helt enig	Helt enig	Ikke sÅ enig	Ikke sÅ enig	Helt enig	Helt enig
Helt enig	Helt uenig	Litt enig	Verken eller	Verken eller	Helt enig	Helt enig
Verken eller	Helt uenig	Verken eller	Helt enig	Ikke sÅ enig	Helt enig	Helt enig
Verken eller	Ikke sÅ enig	Litt enig	Litt enig	Ikke sÅ enig	Verken eller	Helt enig
Helt enig	Litt enig	Litt enig	Litt enig	Litt enig	Helt uenig	Verken eller
Ikke sÅ enig	Litt enig	Ikke sÅ enig	Litt enig	Verken eller	Litt enig	Litt enig
Litt enig	Helt uenig	Litt enig	Helt enig	Helt uenig	Litt enig	Verken eller
Helt enig	Ikke sÅ enig	Helt enig	Litt enig	Ikke sÅ enig	Litt enig	Litt enig
Litt enig	Verken eller	Litt enig	Verken eller	Litt enig	Litt enig	Litt enig
Ikke sÅ enig	Ikke sÅ enig	Ikke sÅ enig	Helt enig	Ikke sÅ enig	Helt enig	Helt uenig
Helt uenig	Helt enig	Ikke sÅ enig	Verken eller	Verken eller	Verken eller	Verken eller

Helt enig	Litt enig	Litt enig	Helt enig	Ikke sÅ enig	Ikke sÅ enig	Ikke sÅ enig
Litt enig	Litt enig	Litt enig	Ikke sÅ enig	Litt enig	Litt enig	Litt enig
Helt enig	Helt enig	Litt enig	Verken eller	Verken eller	Litt enig	Verken eller
Ikke sÅ enig	Verken eller	Litt enig	Litt enig	Verken eller	Ikke sÅ enig	Helt uenig
Verken eller	Helt uenig	Litt enig	Litt enig	Helt uenig	Ikke sÅ enig	Ikke sÅ enig
Helt enig	Helt enig	Helt enig	Verken eller	Litt enig	Helt enig	Helt enig
Litt enig	Verken eller	Litt enig	Litt enig	Litt enig	Ikke sÅ enig	Ikke sÅ enig
Helt enig	Litt enig	Helt enig	Litt enig	Litt enig	Helt enig	Helt enig
Helt enig	Verken eller	Helt enig	Verken eller	Verken eller	Litt enig	Litt enig
Litt enig	Verken eller	Helt enig	Litt enig	Verken eller	Litt enig	Ikke sÅ enig

1e) Dersom 1. Hvor lenge har du jobbet som l erer?

Litt enig Mellom 20 og 30  r
Litt enig Mellom 5 og 10  r
Helt uenig Mellom 20 og 30  r
Ikke s  enig Mellom 10 og 20  r
Helt enig Mellom 10 og 20  r
Verken eller Mellom 20 og 30  r
Helt enig Mellom 5 og 10  r
Litt enig Mellom 5 og 10  r
Helt enig Mellom 5 og 10  r
Ikke s  enig Mellom 10 og 20  r
Verken eller Mellom 10 og 20  r
Verken eller Under 5  r
Helt enig Mellom 5 og 10  r
Helt enig Mellom 5 og 10  r
Ikke s  enig Under 5  r
Helt enig Mellom 5 og 10  r
Verken eller Under 5  r
Helt enig Mellom 10 og 20  r
Litt enig Mellom 10 og 20  r
Verken eller Mellom 5 og 10  r
Helt enig Under 5  r
Ikke s  enig Mellom 10 og 20  r
Litt enig Mellom 10 og 20  r
Verken eller Mellom 10 og 20  r
Litt enig Mellom 5 og 10  r
Litt enig Mellom 10 og 20  r
Helt uenig Mellom 10 og 20  r
Litt enig Under 5  r
Verken eller Mellom 10 og 20  r
Helt enig Mellom 20 og 30  r
Verken eller Mellom 30 og 40  r
Litt enig Under 5  r
Verken eller Mellom 20 og 30  r
Verken eller Mellom 10 og 20  r
Verken eller Mellom 10 og 20  r
Helt enig Mellom 20 og 30  r
Helt enig Under 5  r
Ikke s  enig Under 5  r
Litt enig Under 5  r
Helt uenig Mellom 10 og 20  r
Helt uenig Mellom 30 og 40  r
Litt enig Mellom 10 og 20  r
Litt enig Mellom 5 og 10  r
Verken eller Under 5  r

Verken eller Mellom 10 og 20 År
Ikke sÅ enig Under 5 År
Litt enig Under 5 År
Helt enig Mellom 10 og 20 År
Litt enig Mellom 5 og 10 År
Ikke sÅ enig Under 5 År
Helt enig Under 5 År
Helt enig Mellom 10 og 20 År
Verken eller Mellom 10 og 20 År
Ikke sÅ enig Mellom 5 og 10 År

DEL 1 SPØRSMÅL 1

Ja	25	46.30%
Litt	24	44.44%
Verken eller	1	1.85%
Ikke så veldig	3	5.56%
Nei	1	1.85%

DEL 1 spørsmål 5

5A)

Helt enig	26	48.00%
Litt enig	15	27.78%
Verken eller	9	16.67%
Ikke så enig	2	3.70%
Helt uenig	2	3.70%

5B)

Helt enig	1	1.85%
Litt enig	7	12.96%
Verken eller	6	11.11%
Ikke så enig	25	46.30%
Helt uenig	15	27.78%

5C)

Helt enig	11	20.37%
Litt enig	24	44.44%
Verken eller	14	25.93%
Ikke så enig	3	5.56%
Helt uenig	2	3.70%

5D)

Helt enig	21	38.89%
Litt enig	27	50.00%
Verken eller	3	5.56%
Ikke så enig	3	5.56%
Helt uenig	0	0.0%

5E)

Helt enig	23	42.59%
Litt enig	17	31.48%
Verken eller	7	12.96%
Ikke så enig	6	11.11%
Helt uenig	1	1.85%

5F)

Helt enig	7	12.96%
Litt enig	17	31.48%
Verken eller	10	18.52%
Ikke så enig	10	18.52%
Helt uenig	10	18.52%

5G)

Helt enig	19	35.19%
Litt enig	25	46.30%
Verken eller	4	7.41%
Ikke så enig	6	11.11%
Helt uenig	0	0.0%

DEL 2 Spørsmål 1

Vage og åpne	8	14.81%
--------------	---	--------

Tydelige og klare	14	25.93%
Både og	32	59.26%

DEL 3 Spørsmål 1

1A)

Helt enig	16	29.63%
Litt enig	20	37.04%
Verken eller	15	27.78%
Ikke så enig	3	5.56%
Helt uenig	0	0.0%

1B)

Helt enig	1	1.85%
Litt enig	18	33.33%
Verken eller	11	20.37%
Ikke så enig	15	27.78%
Helt uenig	9	16.67%

1C)

Helt enig	18	33.33%
Litt enig	18	33.33%
Verken eller	6	11.11%
Ikke så enig	9	16.67%
Helt uenig	3	5.56%

1D)

Helt enig	12	25.93%
Litt enig	17	31.48%
Verken eller	9	16.67%

Ikke så enig	11	20.37%
Helt uenig	5	9.26%

1E)

Helt enig	14	25.93%
Litt enig	14	25.93%
Verken eller	14	25.93%
Ikke så enig	8	14.81%
Helt uenig	4	7.41%

Alle fra bokst
Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners -
Forfatter: Ron Ritchhart, Mark Church, Karin Morrison

Kvinne 41-50 år:

- jobbe med tema over lengre tid for å bruke forståelse
- legge ut tema for at elevene skal kunne diskutere på egen hånd, men at det er andre elever som er grunnlaget for
- arbeidet, ikke bare for å se på elevene, men for å se på elevene som er grunnlaget for arbeidet
- så enda mer bort fra måten vi vurderer på i dag, det vi behandler prøver og innleveringer som små avslutta eksamen. Vi må vurdere på en annen måte slik at anvendt kunnskap kjem bedre fram

Mann 41-50 år:

1. Et elevene kan gve med å snakke om andre ting, og det de kan i andre sammenheng på engelsk. For elevene lærere og undre ommer fra naturfag og samfunnsfag. Å jobbe med temaer
2. Et elevene vurderingsoppgaver legger et vekt på det tverrfaglig og virkelighetsorienterte problemstillinger.
3. At dagligdags samtaler og diskusjoner er rettet mer mot åpne, drøftende spørsmål og svar enn riktige kortfattede, avsluttende svar.

Kvinne 51-60 år:

- Leser flere litterære tekster, men jobber grundigere med hver enkelt.
- Leser flere litterære tekster, men jobber grundigere med hver enkelt.
- Leser flere litterære tekster, men jobber grundigere med hver enkelt.

Kvinne 41-50 år:

- Leser flere litterære tekster, men jobber grundigere med hver enkelt.
- Leser flere litterære tekster, men jobber grundigere med hver enkelt.
- Leser flere litterære tekster, men jobber grundigere med hver enkelt.

Kvinne 41-50 år:

- Definisjonen på utd er vanskelig for meg å få tak på i engelskaget.
- Definisjonen på utd er vanskelig for meg å få tak på i engelskaget.
- Definisjonen på utd er vanskelig for meg å få tak på i engelskaget.

Kvinne 41-50 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Kvinne 41-50 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Kvinne 31-40 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Kvinne 41-50 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Hvis man kun ser på kompetansemålene for engelsk på VGI så er det, etter mitt syn, ikke så voldsomt store forskjeller fra tidligere men for å oppnå dybdelering kan man kanskje:

1. Bruke et mindre utvalg tekster og tema, og heller gå dypere inn i disse. Man vil da, forhåpentligvis, kunne bruke kunnskap om disse til å forstå og forske andre tema og tekster senere.
2. Legge enda større vekt på sammenheng for å kunne se sammenhenger og få en dypere forståelse. I kompetansemålene står det at man skal sammenligne det engelske språket med eget morsmål, og dette tror jeg kanskje jeg har fokusert for lite på tidligere.
3. I og med at det er et stort fokus på at elevene skal forstå at vårt syn på verden og vår måte å kommunisere på er kulturrenng, samt at elevene skal beherske interkulturell kommunikasjon, så tror jeg kulturkunnskapen i faget er minst like viktig som før. Selv om man kanskje ser en dreining bort fra "target culture" og kunnskap om Storbritannia og USA så tror jeg likevel at kunnskap om den engelskspråklige verden vil være sentralt i faget framover.

Mann 31-40 år:

- Jeg vil mest sannsynligvis bruke lengre tid på større tekster, og supplere med materialer av forskjellige slag for å
- Jeg vil mest sannsynligvis bruke lengre tid på større tekster, og supplere med materialer av forskjellige slag for å
- Jeg vil mest sannsynligvis bruke lengre tid på større tekster, og supplere med materialer av forskjellige slag for å

Kvinne under 30 år:

- Dybdelering med emne "safety at work" som tema.
- Dybdelering med emne "safety at work" som tema.
- Dybdelering med emne "safety at work" som tema.

Kvinne 31-40 år:

- Plan open-ended projects which draw on knowledge and allow students to make connections. Incorporate reflection activities, self-reflection and peer-reflection. Class discussions
- Plan open-ended projects which draw on knowledge and allow students to make connections. Incorporate reflection activities, self-reflection and peer-reflection. Class discussions
- Plan open-ended projects which draw on knowledge and allow students to make connections. Incorporate reflection activities, self-reflection and peer-reflection. Class discussions

Kvinne 31-40 år:

- Jeg tenker jo at jeg kanskje vil vektlegge enda mer en del ting jeg allerede prøver å få til på i gjere:
- Jeg tenker jo at jeg kanskje vil vektlegge enda mer en del ting jeg allerede prøver å få til på i gjere:
- Jeg tenker jo at jeg kanskje vil vektlegge enda mer en del ting jeg allerede prøver å få til på i gjere:

Mann 31-40 år:

- Jeg har alltid praktisert det jeg anser som dybdelering i min undervisning. Jeg sørger for at det
- Jeg har alltid praktisert det jeg anser som dybdelering i min undervisning. Jeg sørger for at det
- Jeg har alltid praktisert det jeg anser som dybdelering i min undervisning. Jeg sørger for at det

Kvinne 31-40 år:

- Jeg har alltid praktisert det jeg anser som dybdelering i min undervisning. Jeg sørger for at det
- Jeg har alltid praktisert det jeg anser som dybdelering i min undervisning. Jeg sørger for at det
- Jeg har alltid praktisert det jeg anser som dybdelering i min undervisning. Jeg sørger for at det

Mann 31-40 år:

- Velge ut konkrete tekstpassasjer fra kompetansemålene i læringplan
- Velge ut konkrete tekstpassasjer fra kompetansemålene i læringplan
- Velge ut konkrete tekstpassasjer fra kompetansemålene i læringplan

Kvinne 31-40 år:

- Legge opp til arbeidsmateriale som er bedre egnet for dybdykt i faglige tema, som for eksempel prosjektarbeid
- Legge opp til arbeidsmateriale som er bedre egnet for dybdykt i faglige tema, som for eksempel prosjektarbeid
- Legge opp til arbeidsmateriale som er bedre egnet for dybdykt i faglige tema, som for eksempel prosjektarbeid

Mann 41-50 år:

- Legge ut tema for mer kompetansemålene i læringplan
- Legge ut tema for mer kompetansemålene i læringplan
- Legge ut tema for mer kompetansemålene i læringplan

Mellom 5 og 10 års erfaring: 12 stk

Mann 31-40 år:

- Mindre vekt på å lære litt om alle engelskspråklige land, og heller gå mer i detalj på enkelte emne. Bruke mer tid
- Mindre vekt på å lære litt om alle engelskspråklige land, og heller gå mer i detalj på enkelte emne. Bruke mer tid
- Mindre vekt på å lære litt om alle engelskspråklige land, og heller gå mer i detalj på enkelte emne. Bruke mer tid

Kvinne 31-40 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Kvinne under 30 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Kvinne 31-40 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Kvinne 31-40 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Mann 31-40 år:

- Jeg føler ikke noe behov for å endre fremgangsmåte etter fagfornyelsen da det allerede er den måten
- Jeg føler ikke noe behov for å endre fremgangsmåte etter fagfornyelsen da det allerede er den måten
- Jeg føler ikke noe behov for å endre fremgangsmåte etter fagfornyelsen da det allerede er den måten

Mann 31-40 år:

- Jeg føler ikke noe behov for å endre fremgangsmåte etter fagfornyelsen da det allerede er den måten
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Mann 31-40 år:

- Jeg føler ikke noe behov for å endre fremgangsmåte etter fagfornyelsen da det allerede er den måten
- Jeg føler ikke noe behov for å endre fremgangsmåte etter fagfornyelsen da det allerede er den måten
- Jeg føler ikke noe behov for å endre fremgangsmåte etter fagfornyelsen da det allerede er den måten

Under 5 års erfaring: 14 stk

Kvinne 31-40 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Kvinne under 30 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Kvinne under 30 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Kvinne under 30 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Mann 31-40 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Kvinne under 30 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Kvinne 31-40 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Mann 31-40 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Kvinne under 30 år:

- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling
- Arbeide ut fra problemstilling

Tolkning er alltid en utfordring når noe skal sammenfattes i få ord. En utfordring kan være at de fleste forstår som noe, fordi mye av dette er likt og kanskje ikke alle ser forskjellen. Lærerne vil være definierende for tolkningen og utvalset. Det vil også eksaminasjonsoppgaver. Det vil ha betydning for en ny formidling av det som er.

Kvinne 41-50 år: I forhold til andre fag som t.d naturfag synes eg at måla var litt utydelige (forrige plan). Med ny plan, er formuleringane ganske kjent og eg har "avkoda" dei (kanskje på min måte...) Så eg synes ikkje det er så vanskelig/utydelig no. Men kanskje det er god for forståing at det skal bli mer konkret når det gjeld den "samfunnsfaglige biten".

Kvinne 41-50 år: Noen er no open for tolking, og det kan bli unnskyldt fra skule til skule i høve innhald.

Kva er egentlig "eigna digitale ressursar"? Kan kvar enkelt lærar nok om dette til å vite det?

"vurdere og bearbeide egne tekster ut fra faglige kriterier og kunnskap om språk" - det blir opp til kvar enkelt å avgjere kva som er faglige kriterier - vil desse stemme overens med det som blir brukt i t.d. ein sentralt gitt eksamen (om det fortsatt blir slike eksamenar)?

Formuleringsane er på den andre sida tydelige, og gjev rom for djupdelaning. Det er av og til vanskelige å forstå, men det er gode argumenter for alle val av emne ein jobbar med at dette er eksamensrelevant. Ein må fokusere på korleis ein jobbar, og at det er dette som blir relevant i høve førebuing til ein t.d. gitt skriftleg eksamen.

Mann 31-40 år: **Apner for forskjellige tolkninger av hva som skal vektlegges.**

Mann 41-50 år: **Framles for generell. Tok ikke godt i vare faget sitt eigent.**

Mellom 5 og 10 års erfaring:

Mann 31-40 år: **Det er mykje som er oppe for tolking i kompetansemåla, men det er òg tilfelle i K06. Om det verkeleg skal vere djupelaning, så kan det vanskeleg påleggast spesifikke metodar i kompetansemåla.**

Kvinne 31-40 år: **Spør om å bruke kompetansemåla, men det har det vært tidligere og. Jeg synes det er fint med åpne mål, men det bør være en presisering som en forklaring på hva det er ment. Per nå er det for uklart med flere av målene.**

Kvinne under 30 år: **Læringsplanene inkluderer ganske mange ting og det kan presiseres. Det er også litt uklart hvordan og hvor mye av tverrfaglige temaer man skal inkludere. Det kan være veldig fra skule til skule.**

Kvinne 31-40 år: **Jeg synes ikke kompetansemålene er utydelige og vanskelige å forstå.**

Mann 31-40 år: **Formuleringsane er åpne, men det er en bra ting. Elevene er forskjellige, og verden er forskjellig fra år til år. Du kan ikke diskutere nyheter på samme måte med Trump som president vs med Obama som president, for eksempel. "fake news" er nå en naturlig del av undervisningen under de forskjellige kompetansemålene om media og nyheter der det ikke var slik for noen år siden. Elevenmedvirkning er også viktig, og det i seg selv er nok til å skape stor forskjell i hvordan et kompetansemål dekkes - men forskjellig betyr ikke dårlig. Det er flere veier til Rom.**

Kvinne 31-40 år: **Det er mye "pensum" som er trykket inn i kompetansemålene.**

Kvinne under 30 år: **Målene er veldig generelle.**

Kvinne under 30 år: **Noen er helt utvetydlige (monster for uttale i kommunikasjon) mens andre er ganske retninger for undervisningen. Men lærer er jo at det blir for stort språk mellom kompetansen og skule til skule. Kanskje til kasse noe som gir all lærere en løsning på dette av år tid til å sammenligne og undervise så den gir livest mange grunnlag for læring blant år.**

Mann 31-40 år: **De er åpne nok til at lærer kan velge å legge opp undervisningen på en hensiktsmessig og passende måte. Samtidig forklarer de rimelig godt hva som forventes av elevene.**

Kvinne under 30 år: **For min del er formuleringen konkret nok, men jeg skjønner at andre kan synes at de er litt utydelige.**

Kvinne 31-40 år: **De felles veldig politiske heller enn klare retningslinjer. Altså at fokuset er med på å bildgjøre alle, heller en at de er veldig klare pedagogiske verktøy.**

Mann 31-40 år: **Jeg synes de er litt vage, og at enkelte formuleringer er litt krøkkete. Samtidig synes jeg at kompetansemålene nettopp skal gi læreren litt spillerom, så det er en krevende balansegang.**

Kvinne under 30 år: **Jeg skjønner men av formidlingen som utlign.**

Mann 31-40 år: **De er konkrete nok. Det er uansett fint med litt rom for tolking.**

Mann 31-40 år: **Rent generelt:**

Åpne eller vide kompetansemål kan være veien til dybdelaning og til bedre undervisning. Da kan man enklere lokalt tilpasse.

Men åpne, vide mål må gi seg utslag i en åpen og vid eksaminering. Tverrfaglige eksamen er ikke.

Kvinne under 30 år: **Eng i at mange mål er for generelle og noen er litt vanskelige å forstå, noe som kan føre til stort språk i tolking.**

Kvinne under 30 år: **Person kompetansemåla vert for konkrete tenker eg dette vil innskrenke den fridomen ein som lærar har til å tilpasse og justere undervisninga til kvar enkelt elevgruppe. Det som kunne vere ordt hadde vore eit konkret forslag ein kunne ha konsultert dersom ein skulle bli i tvil rundt korleis ein skulle forstå dei ulike punkta. Eg tenker dei fleste punkta er greie slik dei er.**

Mann under 30 år: **Apne eller vide kompetansemål kan være veien til dybdelaning og til bedre undervisning. Da kan man enklere lokalt tilpasse.**

Men åpne, vide mål må gi seg utslag i en åpen og vid eksaminering. Tverrfaglige eksamen er ikke.

Kvinne under 30 år: **Eng i at mange mål er for generelle og noen er litt vanskelige å forstå, noe som kan føre til stort språk i tolking.**

Kvinne under 30 år: **Person kompetansemåla vert for konkrete tenker eg dette vil innskrenke den fridomen ein som lærar har til å tilpasse og justere undervisninga til kvar enkelt elevgruppe. Det som kunne vere ordt hadde vore eit konkret forslag ein kunne ha konsultert dersom ein skulle bli i tvil rundt korleis ein skulle forstå dei ulike punkta. Eg tenker dei fleste punkta er greie slik dei er.**

Mann under 30 år: **Apne eller vide kompetansemål kan være veien til dybdelaning og til bedre undervisning. Da kan man enklere lokalt tilpasse.**

Men åpne, vide mål må gi seg utslag i en åpen og vid eksaminering. Tverrfaglige eksamen er ikke.

Det eneste reelle problemet her er at det sitter 99 år gamle gubber et sted i landet og laget felles skriftlige eksaminingsoppgaver ut fra deres tolkning av målene. Eksaminingsoppgaver har alltid vært problematiske og det er ikke noe nytt. Men det er kanskje viktigere å tenke på hvordan man kan løse dette problemet nå om det ikke tas tak i.

Mann 31-40 år: **Jeg synes formuleringene i stor grad er åpne. Utfordringen med såpass vide mål vil naturligvis være at det er veldig stort rom for læreren når det gjelder utvalg tekster, som arbeidsmåter og vurderingsformer. For min egen del så synes jeg det er fint at man i stor grad står fritt til å forme innholdet i faget selv, men det setter store krav til lærerens kompetanse, og det å ha godt kompetente lærere med god utdanning vil være viktig for at læreplanene skal bli tolket riktig.**

Mann 31-40 år: **Jeg synes det er helt riktig at noen av læreplanene tillater rom for interpretasjon. At det tillat blant annet å velge ut emner gjør det mye enklere for meg som lærer for å integrere i kombinasjon med daglig innhold med "vanlig innhold" i enkle fag på en mer meningsfull måte. Jeg synes at språket er tydelig nok til å legge gode føringer på hvordan læreplanen kan tolkes, slik at jeg ønsker det som utgangspunkt at det vil føre fram til veldig ulik praksis.**

Kvinne under 30 år: **Utviklingsmålene som ikke er utvidet til fr skole. Årns kompetansemål som viser kort kva dei skal kunne, men gir rom for lærerar til å sjølv bestemme metode.**

Kvinne 31-40 år: **I think some freedom to interpret is okay, and that in general these goals are set out clearly enough to work with. I do think the sub-heading which have previously broken the goals into sections were helpful, and that is a pity they have been removed.**

Kvinne 31-40 år: **Jeg synes de i utgangspunktet treffer en ganske god balansegang mellom konkret og åpent. Jeg tror jo det er viktig at de er såpass åpne at man har mange muligheter interer faget og at for konkrete mål kan virke mot sin hensikt. Det har jeg for eksempel erfart i religion og etikk faget med dagens læreplan der målene er så mange og konkrete at man bare hopper fra mål til mål uten å ha tid til så mye annet. Sånn sett synes jeg stort sett at målene i den nye planen for etnisitet treffer en ganske god balanse. Jeg er vel tilhenger av å ha frihet til å velge, sammen med de ulike klassene, hva vi skal fokusere på dette skoleåret, heller enn veldig konkrete mål som gir lite rom for frihet og variasjon.**

Kvinne 31-40 år: **Jeg liker at de er åpne. Det må til i viss orad være rom for at folk tolker litt ulikt. Det ville vært mer problematisk om målene ble altfor rigide.**

Mann 31-40 år: **De nye læreplanmålene endrer lite i min undervisningspraksis. Hovedforskjellen er at jeg ikke skal undervise om urbefolkninger lenger. Men jeg hadde forestukket om innholdet hadde blitt litt tydeligere spesifisert. Personlig ville jeg ha foretrukket at eksempelvis britisk og amerikansk kultur og politikk fikk en tydeligere rolle i faget.**

Kvinne 31-40 år: **Jeg mener det er noe vage fordi flere kan tolkes i flere retninger. Hva som menes med f.eks. det elevene vet fra før av språk - vil det de si at man ikke skal undervise og lære de om sammenhengen mellom ulike språk og etnisitet, kun utfra det elevene eventuelt vet fra før? Det er noen for vide kompetansemål, mens andre igjen er mer konkrete og åpne.**

Kvinne 31-40 år: **Jeg synes det er formulert nokså klart og tydelig hvilke forventninger det skal stilles til elevene faglig. Planen slik den foreligger nå mener jeg er en nokså stor frihet for lærerne når det gjelder valg av både metode og delvis også innhold. Den er mindre opprørende og krysstite-aktig enn K06, og jeg synes den nye læreplanen har et språk som er betydelig klarere enn forrige læreplan, samtidig som den er nokså åpen hva gjelder innholdet i undervisningen.**

Kvinne 31-40 år: **"Benede strategier" og "benede digitale ressurser" kan kanskje framstå noe vage, samtidig som jeg tror de fleste lærere har en ganske god idé om hva dette innebærer.**

Sporsmål 3 del 2

Mål for opplæringen er at eleven skal kunne: "Utforske og reflektere over mangfold og samfunnsforhold i den engelskspråklige verden ut fra historiske sammenhenger"

Hva ville du hatt fokus på i din undervisning for dette kompetansemålet i engelskfaget på VG1? Nevn kort minst tre ting du vil trekke frem. (Feks. opplegg/temainnhold).

Black Lives = Using current events, and look at factors/history behind it

Red = English as a world language / lingua franca / globalization

Green = Historical events (or persons from) in the USA and the UK (Imperialism/age of colonies/Industrial revolution to slavery, and to English language expanding, and globalization starting in the UK)

Yellow = Multiculturalism and the history behind it in English speaking countries, social issues, social situations

Turquoise = Indigenous peoples/Native inhabitants in Australia and the US, ethnic minorities

Sea Green = Political systems

Blue = Immigration before and now in the English speaking countries

Pink = Work with civil rights movement in several English speaking countries, Black lives matter etc.

Grey = Look at countries (Northern Ireland, India, Canada, Australia)

Light Blue = Working with and reading literature from the English speaking world and see how it reflects the society (before and now)

Light Grey = Other

Other 1, compare how youths live in English speaking countries live and how it is in Norway

Other 2, compare social issues, culture differences and history in USA towards a Norwegian situation

Other 3, compare multiculturalism with Norway and other countries

Other 4, using micro-history, or one well-known person within an English speaking country towards history

Other 5, the prison-system in the USA today, why do so many Afro-Americans go to prison compared to white

Other 6, Child poverty in the UK

Other 7, LGBTIQ+ rights

Other 8, compare the view of "foreign" people in Norway, the UK and the USA

Other 9, Working with different opinions and meanings in the English speaking world, Trump, Brexit etc.

Other 10, Approaches such as project, writing texts etc.

Other 11, Disability

Other 12, Look at different art forms in the English speaking world, ethnic art etc.

Other 13, travel and trade, tourism-imperialism, north-south conflict (rich-poor)

Other 14, read articles, look at websites made by tribes, travel through VR-glasses and Google earth

Other 15, Maybe a lot of the same we are doing today

Tolkning er alltid en utfordring når noe skal sammenfattes i få ord. En utfordring kan være at de fleste forstår som noe, fordi mye av dette er likt og kanskje ikke alle ser formuleringene vil være definierende for tolkningen og utvalget. Det vil også eksamensoppgaver. Det vil ha betydning for en ny formidling som det er.

Kvinne 41-50 år: I forhold til andre fag som t.d naturfag syns eg at måla var litt utydelige (forrige plan). Med ny plan, er formuleringane ganske kjent og eg har "avkoda" dei (kanskje på min måte...) Så eg syns ikkje det er så vanskelige utvalget no. Men kanskje det er godt for forståing at det skal bli mer konkret når det gjeld den "samfunnsfaglige biten".

Kvinne 41-50 år: Noke er no open for tolking, og det kan bli unnskyper frå skule til skule i høve innhald.

Kva er egentlig "eigna digitale ressursar"? Kan kvar enkelt lærar nok om dette til å vite det?

"vurdere og bearbeide egne tekster ut fra faglige kriterier og kunnskap om språk" - det blir opp til kvar enkelt å avgjøre kva som er faglige kriterier - vil desse stemme overens med det som blir brukt i t.d. ein sentralt gitt eksamen (om det fortsatt blir slike eksamenar)?

Formuleringsane er på den andre sida tydelige, og gjev rom for djupdelaning. **2020/21 er det** **høve til å diskutere og uttrykke seg på forskjellige måter.** Ein kan ialtfall ikkje argumentere for alle val av emne ein jobbar med at dette er eksamensrelevant. Ein må fokusere på korleis ein jobbar, og at det er dette som blir relevant i høve førebuing til ein t.d. gitt skriftleg eksamen.

Mann 31-40 år: **Apne for forskjellige tolkingar av hva som skal vektlegges.**

Mann 41-50 år: **Franker for generelle. Tok ikkje godt i vare faget sitt eigent.**

Mellom 5 og 10 års erfaring:

Mann 31-40 år: **Det er mykje som er oppe for tolking i kompetansemåla, men det er òg tilfelle i K06.** Om det verkeleg skal vere djupelaning, så kan det vanskeleg påleggast spesifikke metodar i kompetansemåla.

Kvinne 31-40 år: **Spesifiserte måla i kompetansemåla, men det har det vært tidligere og.** **Jeg synes det er fint med åpne mål,** men det bør være en presisering som en forklaring på hva det er ment. **Per nå er det for uklart med flere av målene.**

Kvinne under 30 år: **Læringsaktivitet er et belegg som inkluderer ganske mange ting og det kan presiseres.** **Det er også litt uklart hvordan og hvor mye av tverrfaglige temaer man skal inkludere.** **Det kan være veldig fra skole til skole.**

Kvinne 31-40 år: **Jeg synes ikke kompetansemålene er utydelige og vanskelige å forstå.**

Mann 31-40 år: **Formuleringsane er åpne, men det er en bra ting.** **Elever er forskjellige, og verden er forskjellig fra år til år.** **Du kan ikke diskutere nyheter på samme måte med Trump som president vs med Obama som president, for eksempel.** **"fake news" er nå en naturlig del av undervisningen under de forskjellige kompetansemålene om media og nyheter der det ikke var slik for noen år siden.** **Elevermedvirking er også viktig, og det i seg selv er nok til å skape stor forskjell i hvordan et kompetansemål dekkes - men forskjellig betyr ikke dårlig. Det er flere veier til Rom.**

Kvinne 31-40 år: **Det er mye "pensum" som er trykket inn i kompetansemålene**

Kvinne under 30 år: **Målene er veldig generelle**

Kvinne under 30 år: **Noen er helt utvetydlige (monster for uttale i kommunikasjon) mens andre er ganske retninger for undervisningen. Men lærer er jo at det blir for stort språk mellom kompetansen og skole til skole. Kanskje til klasse, noe som gjør at lærere og lærings mål sette av for tid til å sammenligne og undervise så den gir livstid mange grunnlag for læring blant annet.**

Mann 31-40 år: **De er åpne nok til at lærer kan velge å legge opp undervisningen på en hensiktsmessig og passende måte. Samtidig forklarer de rimelig godt hva som forventes av elevene.**

Kvinne under 30 år: **For min del er formuleringen konkret nok, men jeg skjønner at andre kan synes at de er litt utydelige**

Kvinne 31-40 år: **De fleste veldig politiske heller enn klare retningslinjer. Altså at fokuset er med på å bildgjøre alle, heller en at de er veldig klare pedagogiske verktøy.**

Mann 31-40 år: **Jeg synes de er litt vage, og at enkelte formuleringer er litt krøkkete. Samtidig synes jeg at kompetansemålene nettopp skal gi læreren litt spillerom, så det er en krevende balansegang.**

Kvinne under 30 år: **Jeg skjønner men og formidlings som viktig**

Mann 31-40 år: **De er konkrete nok. Det er uansett fint med litt rom for tolking**

Mann 31-40 år: **Rent generelt:**

Åpne eller vide kompetansemål kan være veien til dybdelaning og til bedre undervisning. Da kan man enklere lokalt tilpasse.

Men åpne, vide mål må gi seg utslag i en åpen og vid eksamenutforming. Tverrfaglige eksamen er viktig.

Kvinne under 30 år: **Eng i at mange mål er for generelle og noen er litt vanskelige å forstå, noe som kan føre til stort språk i tolking.**

Kvinne under 30 år: **Dersom kompetansemåla vert for konkrete tenker eg dette vil innskrenke den fridomen ein som lærar har til å tilpasse og justere undervisninga til kvar enkelt elevgruppe. Det som kunne vere ordt hadde vore eit konkret forslag ein kunne ha konsultert dersom ein skulle bli i tvil rundt korleis ein skulle forstå dei ulike punkta. Eg tenker dei fleste punkta er greie slik dei er.**

Mann under 30 år: **Det er viktig å ha et tydelig mål for lærere som vet å utnytte handlingsrommet. Det er viktig å ha et tydelig mål for lærere som vet å utnytte handlingsrommet.**

Det eneste reelle problemet her er at det sitter 99 år gamle gubber et sted i landet og laget felles skriftlige eksamensoppgaver ut fra deres tolkning av målene. Eksamensoppgavene har alltid vært problematiske og det er ikke noe nytt. Men det er viktig å være klar over at det kommer til å bli et stort problem nå om det ikke tas tak i.

Mann 31-40 år: **Jeg synes formuleringene i stor grad er åpne. Utfordringen med såpass vide mål vil naturligvis være at det er veldig stort rom for læreren når det gjelder utvalg tekster, som arbeidsmåter og vurderingsformer.** **For min egen del så synes jeg det er fint at man i stor grad står fritt til å forme innholdet i faget selv, men det setter store krav til lærerens kompetanse, og det å ha godt kompetente lærere med god utdanning vil være viktig for at læreplanene skal bli tolket riktig.**

Mann 31-40 år: **Jeg synes det er helt riktig at noen av læreplanmålene tillater rom for interpretasjon. At det tillat blant annet å gjøre opp det nye enklere for meg som lærer for 11. Engelsk å kombinere delvis innhold med "samm innhold" i enklere fag på en mer meningsfull måte. Jeg synes at språket er tydelig nok til å legge gode føringer på hvordan læreplanen kan tolkes, slik at jeg ønsker det som utgangspunkt at det vil føre fram til veldig ulik praksis.**

Kvinne under 30 år: **Utviklingsmåla som viser utværd til friske. Åpne kompetansemål som viser kort kva dei skal kunne, men gir rom for lærerar til å sjølv bestemme metode**

Kvinne 31-40 år: **I think some freedom to interpret is okay, and that in general these goals are set out clearly enough to work with. I do think the sub-heading which have previously broken the goals into sections were helpful, and that is a pity they have been removed.**

Kvinne 31-40 år: **Jeg synes de i utgangspunktet treffer en ganske god balansegang mellom konkret og åpne.** **Jeg tror jo det er viktig at de er såpass åpne at man har mange muligheter interer faget og at for konkrete mål kan virke mot sin hensikt. Det har jeg for eksempel erfart i religion og etikk faget med daens læreplan der målene er så mange og konkrete at man bare hopper fra mål til mål uten å ha tid til så mye annet. Sånn sett synes jeg stort sett at målene i den nye planen for engelsk treffer en ganske god balanse. Jeg er vel tilhenger av å ha frihet til å velge, sammen med de ulike klassene, hva vi skal fokusere på dette skoleåret, heller enn veldig konkrete mål som gir lite rom for frihet og variasjon.**

Kvinne 31-40 år: **Jeg liker at de er åpne. Det må til i viss orad være rom for at folk tolker litt ulikt. Det ville vært mer problematisk om målene ble altfor rigide.**

Mann 31-40 år: **De nye læreplanmålene endrer lite i min undervisningspraksis. Hovedforskjellen er at jeg ikke skal undervise om urbefolkninger lenger. Men jeg hadde forestrukket om innholdet hadde blitt litt tydeligere spesifisert. Personlig ville jeg ha forestrukket at eksempelvis britisk og amerikansk kultur og politikk fikk en tydeligere rolle i faget.**

Kvinne 31-40 år: **Jeg mener det er noe vage fordi flere kan tolkes i flere retninger. Hva som menes med f.eks. det elevene vet fra før av språk - vil det de si at man ikke skal undervise og lære de om sammenhengen mellom ulike språk og engelsk, kun utfra det elevene eventuelt vet fra før? Det er noen for vide kompetansemål, mens andre igjen er mer konkrete og åpne.**

Under 5 års erfaring:

Kvinne under 30 år: **Jeg synes det er formulert nokså klart og tydelig hvilke forventninger det skal stilles til elevene f.eks. Planen slik den foreligger nå mener jeg er en nokså stor frihet for lærerne når det gjelder valg av både metode og delvis også innhold. Den er mindre oppgjørende og krasjetale-aktig enn K06, og jeg synes den nye læreplanen har et språk som er betydningfullere enn forrige læreplan, samtidig som den er nokså åpen hva gjelder innholdet i undervisningen.**

Kvinne under 30 år: **"Benede strategier" og "benede digitale ressurser" kan kanskje framstå noe vage, samtidig som jeg tror de fleste lærere har en ganske god idé om hva dette innebærer.**

Sporsmål 3 del 2

Mål for opplæringen er at eleven skal kunne: "Utforske og reflektere over mangfold og samfunnsforhold i den engelskspråklige verden ut fra historiske sammenhenger"

Hva ville du hatt fokus på i din undervisning for dette kompetansemålet i engelskfaget på VG1? Nevn kort minst tre ting du vil trekke frem. (F.eks. opplegg/temainnhold).

Black swan = Using current events, and look at factors/history behind it

Red = English as a world language / lingua franca / globalization

White swan = Historical events (or persons from) in the USA and the UK (Imperialism/age of colonies/Industrial revolution to slavery, and to English language expanding, and globalization starting in the UK)

Yellow = Multiculturalism and the history behind it in English speaking countries, social issues, social situations

Turquoise = Indigenous peoples/Native inhabitants in Australia and the US, ethnic minorities

Sea green = Political systems

Blue = Immigration before and now in the English speaking countries

Pink = Work with civil rights movement in several English speaking countries, Black lives matter etc.

Grey = Look at countries (Northern Ireland, India, Canada, Australia)

Light blue = Working with and reading literature from the English speaking world and see how it reflects the society (before and now)

Light Grey = Other

Other 1, compare how youths live in English speaking countries live and how it is in Norway

Other 2, compare social issues, culture differences and history in USA towards a Norwegian situation

Other 3, compare multiculturalism with Norway and other countries

Other 4, using micro-history, or one well-known person within an English speaking country towards history

Other 5, the prison-system in the USA today, why do so many Afro-Americans go to prison compared to white

Other 6, Child poverty in the UK

Other 7, LGBTQIA+ rights

Other 8, compare the view of "foreign" people in Norway, the UK and the USA

Other 9, Working with different opinions and meanings in the English speaking world, Trump, Brexit etc.

Other 10, Approaches such as project, writing texts etc.

Other 11, Disability

Other 12, Look at different art forms in the English speaking world, ethnic art etc.

Other 13, travel and trade, tourism-imperialism, north-south conflict (rich-poor)

Other 14, read articles, look at websites made by tribes, travel through VR-glasses and Google earth

Other 15, Maybe a lot of the same we are doing today

Other 19. Cultural and EU as examples of modern migration
Other 17. Caribbean and EU as examples of modern migration
Other 18. Commonwealth
Other 19. This will be based on what I personally find interesting. I think this competence aims should be divided and be more specific.
Other 20. Compare two countries

Mellom 30 og 40 års erfaring: 2 stk

Mann over 61 år:
- Urfolk i den engelskspråklige verden
- "Travel and Trade" (turisme, eksport/import)
- Nord- og Sør-Amerika (USA, Canada, Australia)

Mann 51-60 år:
Her ser det ut som fokus flyttes fra å beskrive hvordan et land er nå, til å kunne si noe om hvordan landet ble som det er i dag

Mellom 20 og 30 års erfaring: 6 stk

Kvinne 51-60 år:
Multikulturalism in some English-speaking countries
Civil rights movements in several English-speaking countries - today and in the past (e.g. Black Lives Matter movement)

Kvinne over 61 år:
Jeg ville ha sammenheng med USA og Storbritannia, historie og samfunn

Kvinne over 61 år:
Den industrielle revolusjonen i Storbritannia
Den industrielle revolusjonen i Storbritannia
Urfolk => kunnskap vi kan bruke i klimaspørsmål

Kvinne 41-50 år:
En historisk film fra USA eller Storbritannia eller den engelskspråklige verden som kan opplyse historisk tema som har innverknad på samfunnet i dag. (I dømes "12 Years A Slave" fra USA, om slaveri, og som kan sette på plass de historiske utfordringene med rasisme og sosial ulikhet)
Så på ulike kunstformer i den engelskspråklige verden som kan peke på ulike etniske grupper sin kunst og opplevelse av verden: (I dømes Aboriginal kunst vs vestlig kunst. Studere billedkunst og musikk fra den amerikanske sørstaten og den britiske koloniale historien)

Mann 41-50 år:
- Multikulturelle Storbritannia med historisk perspektiv, folkegrupper som har innvandret, etnisitet og innvandringshistorier
- Urfolk og samfunnsforhold i USA på bakgrunn av at de er en yngre nasjon enn Storbritannia og med en annen historie (sammenligning og kontraster)
- for eksempel "American Slavery, British Empire"

Kvinne 31-40 år:
- Historie (primært i USA og Storbritannia, men også andre land)
- Ulike kulturer innad i ulike engelskspråklige land (multikulturalisme, urbefolkning, byland kontraster, klassesystemer etc.)

Kvinne 51-60 år:
Les om og lage presentasjon om urbefolkning i engelskspråklige land
Les om og lage presentasjon om urbefolkning i engelskspråklige land

Kvinne 41-50 år:
Selve-kompetensnivået til disse kompetensene for engelsk presentasjon
Så på ulike hendelser og gjenstander som er knyttet til det (f.eks. Bostons Tea Party, for så å si kva i USA som kan knyttes til de ulike hendelsene)

Mann 41-50 år:
I det Rekruterte i forskjellige engelsk-talende land
For eksempel med et prosjekt om div. engelsk-talende land må elevene også ha elementer i teksten/presentasjonen som handler om mangfold - religion, språk, kultur og tradisjoner innenfor landet og sosial forskjell i landet - rikfattig, menn/kvinner, høy/lav status - dette kunne gjøres med å sammenligne urbefolkningen eller minoritet/majoriteter i landet, og sin forhold med det engelsk-talende fortell/mindretall

Kvinne 51-60 år:
Integrasjon
Social attitudes and advancement
Globalization

Kvinne 41-50 år:
Jeg ville ha sammenheng i noen disiplinelle saker og jobbet med historien til å se dem, og jeg ville se på hva som er de kulturelle forskjellene i de menneskene som de går i dag

Kvinne 41-50 år:
Koloniasisme
Indigenous people
Rasisme system (USA, UK)

Kvinne 41-50 år:
Rasisme
Multikulturalisme

Kvinne 31-40 år:
Multikulturalisme
Civil Rights
Koloniasisme

Mann 31-40 år:
1. USA's rolle som supermakt
2. Multikulturelle utfordringer i Storbritannia
3. Urbefolkningene i USA, Australia og New Zealand

Mann 41-50 år:
Utfordringer i Rekruterte samfunn
Kommunikasjon på tvers av kulturel
Kulturell makt

Mellom 5 og 10 års erfaring: 12 stk

Mann 31-40 år:

Kvinne 51-60 år:

USA: Se på linjen fra borgerkrigen/Civil rights movement til dagens samfunnsforhold som har gitt Barack Obama som president og Trump som president
UK: Det britiske imperiet som bakgrunn for historien om britisk imperium og som et verdensimperium
Australia: holdninger til aboriginerne fram til 1970 og deres situasjon i dag

Mellom 10 og 20 års erfaring: 20 stk

Mann 41-50 år:
borgertidhetsbevegelse, the Troubles, apartheid, feminist/womens rights movement

Mann 41-50 år:
Sverre Tvedt
Rasisme
USA som nasjon av rasisme og; undertrykkninger av urfolk

Kvinne 41-50 år:
Britisk kolonialisme --> britisk kulturell mangfold
Amerikansk historie knyttet til urinnvandrere -> tilhøre for amerikanske indianere i dag med sosiale utfordringer
Ulike etniske minoriteter i USA: lese artikler, sjå på nettsider laga av stammene sjøve, reise via YouTube og Google Earth; så og jobbe med speilrefleks om emnet+++ -> når dette er gjort skal elevene relativt lett kunne utføre kunnskap fra amerikanske urinnvandrere til maoistisk teori

Kvinne 41-50 år:
Et vanskelig spørsmål - jeg har dyttet dette fremfor meg)
Jeg ville nok tenke for meg allefall: koloniasisme og deretter sett på meg ulike land og sett på historie, kultur og samfunnsforhold. Kanskje litt noe av det samme er gjort i dag i Nord-USA som et av landene i verden. I tillegg mangler det urfolk, viking, kolonialisme og rasisme

Mann 41-50 år:
Rasisme, kolonialisme, etniske minoriteter

Kvinne 41-50 år:
- Etnisitet og samfunnsforhold i USA
- Minoriteter og urfolk (f.eks. Australia og Nord-Amerika)
- Kolonialisme

Kvinne 31-40 år:
Rasisme, kolonialisme, apartheid og sammenheng i den dag, USA's innvandringshistorie og samfunnsforhold i USA, Storbritannia og civil rights sett opp mot Black Lives Matter og situasjonen i dag
Multikulturalisme - USA, Storbritannia, også sammenligning med Norge og andre land

Kvinne 41-50 år:
Historie og/eller urbefolkning i USA, historien til samfunnsforholdene fram til i dag
Hvordan samfunnsforholdene i tidligere kolonier er i dag, mangfold av språk og folkegrupper

Mann 41-50 år:
- Urfolk og samfunnsforhold i tidligere kolonier og historisk bakgrunn
- Enkeltpersoner som historiske aktører
- Urfolk og samfunnsforhold i tidligere kolonier som kan sette på plass de historiske utfordringene med rasisme og sosial ulikhet
- Engasjere elevene i enkeltpersoner sine fortellinger. I historiefaget kaller man dette perspektiv "mikrohistorie" - å skrive seg til kunnskap. Skrivning som er måle å komme fram til ny erkjennelse. Altså ikke bare skrive for å vite til eksamen.

Multikulturelle samfunn (sammenligning med USA som fokus) -> brukte innleid og sammenheng med rasisme og etnisitet
Luk og tidligere kolonier
Australia (i det forrige) som eksempel for samfunnet

Kvinne 31-40 år:
Engelsk som et verdensspråk
Hvordan engelsk ble et lingua franca et -> hvem til og hvorfor
Kolonier i dag, tidligere kolonier
Urfolk og tidligere kolonier
Hvordan engelsk ble et verdensspråk
Hvordan engelsk ble et verdensspråk

Kvinne under 30 år:
Multikulturelle samfunn i flere engelsk-talende land
Rasisme, kolonialisme

Kvinne 31-40 år:
Rasisme, kolonialisme, apartheid og sammenheng i den dag, USA's innvandringshistorie og samfunnsforhold i USA, Storbritannia og civil rights sett opp mot Black Lives Matter og situasjonen i dag
Multikulturalisme - USA, Storbritannia, også sammenligning med Norge og andre land

Mann 31-40 år:
Det kommer seg på hva som skjer i verden på det tidspunktet og hva elevene er interessert i
Per i.d. har det f.eks. akkurat vært en skyteepisode i en kirkel i Texas hvor gjerningspersonen ble drept av en annen person
Det er en god mulighet for å sette sammen historien om samfunnsforhold i USA, historisk bakgrunn, kulturforskjeller mot norsk situasjon (dra inn samfunnsforhold) og se på hvorfor det er det var i Texas har en innvirkning på saken. Men dette forutsetter (o) at elevene har en interesse for å lære mer om gun control. Hadde dette vært en helseklasse (du nevner kun kompetansen for ST, men VG 1FF er også VG) kunne det kanskje ha vært mer interesse for å se på hvordan Australia håndterer de helsemessige konsekvensene av barnene der. Se på oppbyggingen av nedfjente der i forhold til geograf, se på om barnene påvirker aboriginene, se på den historiske oppbyggingen av velferdsstaten der, sjå hverfor med helsemessige eventuelt naturfag (om det forblir på VG1-nivå, usikker) for å se på den økologiske effekten av dette. Dette er noen av hundre muligheter ut fra det som skjer her og nå og hva elevene oppfatter som interessant

Mann 31-40 år:
Etisitet og multikulturalisme
Hvordan se på andre folk og folkegrupper historisk, historisk og i dag
USA og Storbritannia sin rolle i verden
Urfolk

Mann 31-40 år:
Det er allerede en del temaer knyttet til samfunnsforhold i engelskspråklige land som jeg vil bygge videre på med dette læreplanmålet - for eksempel rasisme, apartheid og sammenheng i den dag, USA's innvandringshistorie og samfunnsforhold i USA, Storbritannia og civil rights sett opp mot Black Lives Matter og situasjonen i dag
Multikulturalisme - USA, Storbritannia, også sammenligning med Norge og andre land

Kvinne under 30 år:
Rasisme, kolonialisme
Urbefolkning i tidligere kolonier
Den Amerikanske borgerkrigen og rettigheter til markhuds mennesker i USA, Rosa Parks, Martin Luther King jr.
Rasisme og etnisitet

Kvinne 31-40 år:
- LGBTQA+ rights
- Indigenous peoples
- Disability

Kvinne 31-40 år:
Rasisme, kolonialisme
Urbefolkning i tidligere kolonier
Den Amerikanske borgerkrigen og rettigheter til markhuds mennesker i USA, Rosa Parks, Martin Luther King jr.
Rasisme og etnisitet

Appendix J. The transcribed interviews (with colour coding)

K1 K2 K3 K4 K5 K6 K7

Interview number one
11th of December

*This interview was done in Norwegian due to practical aspects.

R = Respondent
I = Interviewer

R: Ja, hallo det er

I: Hei det er Anna Krumsvik som ringer.

R: Åja, hei hei hei.

I: Hei, vi skulle ha eit intervju i dag vi?

R: Ja, det stemmer det. Eg har jo berre fortregnt helle greia og sitt og retta nokre prøver no men det går veldig fint.

I: Okey, så bra, okey. Men då tenker eg vi berre hiv oss rett rundt eg då.

R: Ja

I: Ja, ehm, det eg skal spørje om er delt inn i tre kategoriar litt slik som i ehm, i ehm, undersøkingsa

R: Ja...

I: Så vi starta berre med dybdelæring eigentlig, i engelskfaget da.

R: Ja

I: Så aller først tenke eg berre å spørje deg om korleis du forstår dybdelæring som konsept

R: **Utgangspunktet så - forstå jo eg dybdelæring som at ein skal fokusere mykje på eit stoff då og heller snakke om få ting i staden for mange. Men no har jo eg forstått at det er jo på ein måte ein såkalla versjon av det då, at dybdelæring sann som, i alle fall sann som det står på **Utlagt** sine sider og sann som det snakkar om i fagfornyelsen då, så er det det at du skal lære ting i eit emne som du på ein måte kan bruke til noko anna då, og du skal gjørre andre fleire ting for eksempel ehm, at visst du for eksempel lære nokre i engelsk då, så kan dette også brukast i norsk og eller du kan lære ting samsteg i fleire fag da, sann at du skal på ein måte ikkje halde på med ein disiplin nødvendigvis isolert da. Så det at du lære ting du kan ha nytte av seinare då som for eksempel ja, analyse av statistikk for eksempel i**

*Forslag kategorier:
K. 1: Korleis forstå R: dybdelæring
K. 2: Dybdelæring via i: lærerarbeid
K. 3: Mykt eller hardt konsept?*

engelsken kan du og ha bruk for i historie og matematikk da eller grammatiske kunnskaper eller sann strukturert ehm, det å strukturere tekst for eksempel - eller analysere ein film og sann, det er analyse av ein film det kan jo ein bruke i mange fag, historie, norsk, engelsk, tysk, ja, så det er vel eigentleg det.

I: Ja, nei,men kjempe! Det var jo eit veldig godt svar. (Men korleis tenker du å på ein måte implementere dybdelæring i di engelskundervisning da?)

R: Ehm altså, Eg fylte jo ut den der undersøkingsa di, og eg såg jo at eg skreiv jo ein del av dei tinga og allereie gjer da.

I: Jamen det er jo kjempefint!

R: For eksempel sann ehm, så har vi jo **prosjektarbeid i engelsk**.

I: Ja...

R: Og då er målet at dei skal finne ulike kjelder knytta til eit tema, og så skal dei vurdere dei kjeldene og bruke dei kjeldene og så korleis dei gir forskjellige svar på same tema da, eller myktsakk. Og det er jo ein ting ein får bruk for i alle faga da, på vidaregåande då over tre år, så visst dei lærer dette i første klasse så har dei jo det vidare då

I: Ja!

R: Og så har vi jo og dette med, for eksempel sann, **så kalla five-paragraph essay**

I: Ja...

R: **Og det er jo og eit eksempel på eigentleg dybdelæring for då lærer jo du då den strukturen og måten å arbeide med setnings - ehm sentence connectus og sann her ehm transatory phrases, og sånt som får teksten til å henge sammen og visst dei - eller det med å for eksempel forstå eit avsnitt med ei tematisering og alt det der - og det er jo eigentleg dybdelæring, for når dei då har lært det ein gong i engelsken så kan dei transformere det over til norsk, historie, ja så ehm...**

I: Mhm!

R: Men ehm, så eigentleg så syntes eg kanskje at ein del av dei tinga me driv på med er jo det - men det er jo kanskje det at når ein kanskje må, på ein måte, når ein startar med eit tema då, så for eksempel ja ja oss seie at ein skal ha noko om det britiske samfunnet eller britisk litte eller eit eller anna då - at ein prøver å ikkje berre ha sann enklare fagtema som USA, men tenke ting i ein større kontekst då og sjå kva ehm, dette handlar om og kva som er overføringsverdien og kanskje grave seg djupt ned i tema da. Og det har vi tenkt på litt i forbindelse med fagfornyelsen at vi lagar ein tematisk årsplan i engelsk i vg3 - for vi har språkprøva trutt å halde på med sann, okay nå har vi berre om USA, og så har vi berre om Storbritannia, og så har vi litt om den engelsktalende verda, og så er vi ferdig. Men nå skal vi bruke tema da, og visst vi da tenke på - ja Use for eksempel, så har vi jo da Use

Folketår dybdelæring igjen

issues in the US and the UK, og då vil jo ein få det her med at ein og at ein ser korleis forhølda kan vere like eller ulike land den i engelsktalende verda, og då får du og ein slik forståelse av at okay, det er jo ein stor forskjell mellom USA og UK for eksempel at the same problems... og då får du denne dybdelæringa då, i staden for at ein måtte gå, okay nå skal vi ha litt om USA, litt om use, og så litt om UK politics og litt om UK social issues og så skal vi ha litt UK til, og så blir det berre ikkje som litt om alt i staden for at du tar nokre store tema da så det er vår plan da - at vi skal jobbe med det når vi skal lage ny årsplan no.

I: Ja, mhm - å knytte ting saman til eit større bilete då eigentleg?

R: Ja, med temaane då.

I: Ja, mhm...

R: For eksempel ehm, ja for eksempel - ja visst du tenke Use da, så har vi jo education, social issues, coming of age ikkje sant, du har litteratur, du har ehm - identity crisis og building an identity, making choices, alle sanna ting, og det er jo - altså visst ein har mange slike generelle tema da, så er jo det noko som kan knyttast til ehm, desse her kompetensmåla sann ehm - kva heiter det, demokrati og medborgarskap?

I: Ja, ja, ja

R: Og så dette her, ehm, det for eksempel politikk og det med rettigheter og sann, så e jo og dette med livsmestring og folkehelse er jo viktig med tanke på ehm, for eksempel litteratur og romanar og filmar som handlar om folk som finner vegen i livet, og så vidare.

I: Ja absolutt, kjempe. Så då forstår eg det slik at du, du har hatt element av dybdelæring i undervisninga tidlegare o? Så det er ikkje på ein måte noko...

R: **Ja, altså, når eg starta å sjå på kva det var for noko...**

I: Ja?

R: **Så syntes jo eg at det var noko og hadde halde på med lenge, før ein ser jo på at dei skal lære ein del grunnleggjande ferdigheter, og det gjeld jo både i norsk og engelsk og i første klasse. Kjelderne, korleis strukturere ein tekst, korleis skrive innleiing, ehm - og ein del sann, og ehm - så ein del sann, og for eksempel så underviser eg og i vg3 i engelsk, og der er det mykje sann skills da, sann som for eksempel 'how to read a cartoon', 'how to read a graph', 'how to analyze language'...**

I: Ja ikkje sant!

R: **Og då, det blir jo masse sanna her skjemaer og rekker og sann, og det er jo mulig å - og bileteanalyse for eksempel, og det er jo mogleg å bruke på - i mange, altså du treng jo analyse av bilete i historie, religion og samfunnsfag og - ja!**

I: Mhm. Men symst du det er, ehm, positivt at dybdelæring har fått ein plass i det no vert den nye læreplanen, eller symst du meir det er nøytralt? Å ha det fastskrive der?

R: **Ja det er jo symst jo at det kan vere ein litt viktig grunnar, fordi at det er veldig lett å seie å seie seg bort L... ja, at ein på ein måte bevegar seg litt rundt på overflata da av ting, og visst ein då kvaer å sjå korleis fag heng saman og at det du lærer ein plass er i eit årsplan, så vil jo dei gjeve at du ehm - at kanskje at elevene vert meir motiverte for å lære ein... ting - fordi dei ser at dei faktisk har bruk for ham, og at dette er noko ein kan lære seg vidare gjennom? År og visst dei skal studere...**

I: Ja, ikkje sant!

R: **Og så er det og ein, eg trur at dei - visst ein lære ein del slike ferdigheter da, slik som det med å lese statistikk, lese bilete, lage ein god tekst, føre kjelde og så vidare, så er jo det veldig studieforberedende og, og det er og veldig viktig for det som sann - altså kva skal ein sei, altså medborgarar i samfunnet da, for eksempel slik som å lese politiske karikaturar, det med å lese bilete, altså det er jo så mykje bilete rundt oss helle vegen, og propaganda og fake news, og visst du skal dra det langt ut, så er jo det det å vere i stand til tolke den verkelegheita som er rundt seg då.**

I: Ja mhm!

R: No var det veldig pompast her da, hehe.

I: Nei nei nei, herlighet, kjempe det. Nei,men supert, då tenker eg me går vidare til ehm, litt om kompetensmåla og så. Dei nye kompetensmåla - no veit ikkje eg kor godt kjent du er med dei, og veit det er mange lærarar som har gitt meg tilbakemelding på at dei ikkje er så godt kjent med dei, og det er heilt i orden, men ut frå det du har kjennskap til eller har høyrte eller liknande, så symst du dei nye kompetensmåla passar til dette dybdelæringskonseptet, eller symst du dei er for opne eller for lukka, eller kva?

R: **Altså nei, der er jo veldig mange muligheter då...**

I: Mhm!

R: **Så det skulle jo eigentleg gå fint, der er jo, klart du har jo, du har jo desse her litt sann, spissa målene om for eksempel den såkalla akademiske språkbruken da, i den ehm, men det er jo veldig sann, ehm... men det er jo kanskje litt sann veldig konkret da, men samtidig så altså, akademisk språkbruk treng dei jo overalt. Men du har jo det der veldig store læreplanmålet om ehm... kva var det, samfunnsforhold i engelsktalende land i lys av historisk samanheng?**

I: Mhm stemmer!

R: **Det er jo eit veldig opent mål då!**

I: Ja!

Interview number two

11th of December

*This interview was done in English, but the practical information given to respondent before and after the interview was in Norwegian.

R = Respondent

I = Interviewer

I: Hei!

R: Hei heil!

I: Yes, då var du klar til å stille til intervju?

R: Det er eg ja!

I: Supert. Ehm, eg kan jo starte med å seie at det er mange av dei same spørsmåla som var i den undersøkingsa.

R: Undersøkingsa ja.

I: Ja, som går på djupnelæring, forståing av kompetansemåla, og så korleis man implementere dette i undervisningsa si.

R: Ja mhm...

I: Ja, så lurte eg på, ynker du å ha intervjuet på norsk eller engelsk?

R: Det er det same for meg, kva er det beste for deg?

I: Det beste for meg er eigentleg å ha det på engelsk, fordi eg må transkribere intervjuet, og då eventuelt oversette i oppgåva mi dersom det er på norsk.

R: Ja, nei men det – no worries!

I: Supert. Alright, so I will just switch over to English then. My first question is how do you understand deep learning?

R: So, the idea of deep learning, you're thinking about the question just in general?

I: Yeah.

R: Right, so deep learning, what I believe it means is that you can use your knowledge over several subjects. So not just going deep within a subject within one course, like in English, but you can actually use it over several courses.

I: Mhm.

R: Yeah, that's my idea of it.

I: Yeah!

R: We use it a lot at our school, with for example ... you know what that is right?

I: Yeah!

R: So I use it in TIP, which would be in English... what? You know that better than me right now?

I: TIP?

R: Hehe yeah, exactly, hehe. Technical production maybe?

I: Yeah probably yeah, I think so yeah.

R: Yeah, so we use that a lot – so we use English as a tool both in the shop and in English teaching etc. That's what I think of it, mhm.

I: Yeah, mhm. Okay so, the way I understand it you have already implemented deep learning, then?

R: Yeah...

I: For how many years, or ... have you always been using deep learning as a concept in your teaching, or...?

R: For me it is quite natural because it has to be in there, because what is the point of learning another language unless you get used to, or you are going to use it in your field of work because it is, because otherwise it is useless. Boys especially do not need their deep inside knowledge of Shakespeare, they need to know how to use the language in itself.

I: Mhm, yeah.

R: But also, also literature! Never without literature, Alright?

I: Hehe, yeah! Okay, and so... what is your view or relationship to deep learning? Ehm...

R: You have to be more specific what you are thinking of...

I: Ehm, yeah okay so I am trying not to lead you on in any direction hehe...

R: Oh hehe right, right...

I: Hehe, but it seems like you are positive towards the concept right?

R: Absolutely!

I: Right, but not all of my respondents are that positive, so I am trying to discover the relationship the teachers have to deep learning as a concept in their teaching...

R: Okay, I would maybe say that the biggest change, or the biggest difference between me and many of my colleagues at the moment is that I am newly educated.

I: Yeah.

R: So I finished my education two years ago.

I: Yeah?

R: And I am ** year old woman, which means that I have worked a lot of different jobs.

I: Mhm.

R: So I actually know what the importance of having a good, I don't know, having a good use of different languages. I am trilingual myself, so you need to have a basic understanding of different languages within your workplace, therefore I think it is absolutely crucial to be able to use your, yeah many languages within work.

I: Yeah, mhm!

R: Also especially here in Norway, and especially here in this region we have a lot of foreign workers.

I: Yeah

R: Which means that my students, specifically these boys that are going to TIP or Bygg or Salg og service etc. They are going into a work field that has a lot of foreign background workers.

I: Yeah!

R: Therefore, they need to know specific technical language and how to use it.

I: Absolutely, yeah.

R: Mhm...

I: So you think your age or, not just your age but the age of teachers in general – do you think that affects how teachers view deep learning?

R: Yes and no. I would say that idealists like me and many of my co-students from school, we want to maybe make a bit of a change, within the school system right now, because we feel that what has been done always does not always have to be the best thing, you can always implement new ideas and new stuff, and we can only get better.

I: Yeah!

R: And of course, ehm, like I said, and idealist –

I: Yeah.

R: So, when you deal with this you actually are open to try out new things, but the most crucial element for me is that I have teachers that I cooperate with, that let me into the shop. They let me join them, they give me the work assignments, what they are going to be doing with them – so that I can plan my teaching around what they are teaching.

I: Yeah.

R: And that is extremely important, cause otherwise it wouldn't work.

I: Yeah.

R: So cooperation all the way!

I: Yeah, alright... but ehm, if you ehm, how do I say this...

R: ...Without leading me on, hehe! Don't worry about it!

I: Hehe, ehm... you see the implementation of deep learning in the new national curriculum as something positive, because it has not been mentioned in the national curriculum earlier – so do you think it is a positive thing, or do you think it is unnecessary because teachers should be aware of it nonetheless?

R: Honestly... We have been working a lot with the competence aims since they are changing now, and they are taking effect this fall, so it is going to affect me from like august and on and on.

I: Yeah?

R: Because... it is so sad to say this, but the competence aims in themselves, are only guidelines, you cannot really actually implement them within the teaching.

I: Mhm?

R: And teachers most often used to rephrase them or use them as fitting into their already existent curriculum, you know what I mean?

I: Yeah

R: So you have made a way of teaching, and they make the competence aims fit their curriculum, not the other way around, which is quite scary, and that is what they are trying to avoid this time, but in my opinion I would say that the wording is not direct enough, you are not being told what to do, but also you should not take away teacher autonomy, so it's a tricky road!

I: Yeah!

R: Very tricky road, but I just feel like they are guidelines, it is difficult to implement them directly into it. I thought of them as being the holy grail, but now it's more like guidelines.

I: Okay, so this has changed after the new subject curriculum..?

R: No, it changed after I started teaching full time.

I: Okay, yeah.

R: To be honest, yeah. Because ehm, I had the idea that of course I have to do this, do this, do this and do that, but then you have a classroom...

I: Okay, yeah...

R: Then all of a sudden you are more... you are making things you think are going to work in the classroom, and then you try to make the competence aims fit into that, you know what I mean?

I: Yeah

R: And it is not to like... walk away from the competence aims, unfortunately some things work within different classrooms, so it depends on the classroom.

I: Yeah...

R: Absolutely, yeah.

I: Mhm... Do you think the ehm, the new competence aims, the formulation of them...

R: Mhm?

I: Do you think they still the concept of deep learning? Do you understand what I mean?

Comp. Aims

Comp. Aims

R: Yeah, yeah, yeah. I would say so yeah, because they are in a way implementing actually the idea that you are supposed to use it over a larger field, so absolutely they fit better.

I: Yeah?

R: They do that, of course they would not mention things specifically as they did before, but when they are pulling in the back of the net, and when they are pulling in everything that concerns with that, and you can actually see it playing over all the different curriculums, and all the different subjects, then I am like "okay". So yeah, absolutely.

I: Yeah, ehm, and do you think the new competence aims may result in a different understanding between different teachers?

R: I hope so, but to be honest it depends on the teacher, and it depends on their openness to bring able to, or able and willing to let us into their teaching.

I: Alright, mhm...

R: I just had a fight like three weeks ago with other teachers because of competence aims, and specifically teacher autonomy within the classroom

I: Okay!

R: Where were trying to keep in focus what the student deserved to learn...

I: Mhm?

R: Versus what does the teacher want to teach...

I: Okay, yeah?

R: Do you understand my point of view?

I: Yeah!

R: So what I was implement was that... cause we have ehm, six classes of Studienspezialisierende, alright?

I: Mhm?

R: And I am an English teacher in one of them...

I: Mhm?

R: And, I said that "well the students need to have a certain degree of knowledge, that they are being taught the same thing in different classes, even though they have different teachers"

Comp. Aims

Deep learning

I: Yeah?

R: Right? I thought that that was common sense.

I: Yeah?

R: No. Not at all, because then all of a sudden these older gentlemen specifically, came in with their ideas of well, teacher autonomy, method freedom, I know what is best for the students, "I know... I know, I know". And I'm like "what about what the student deserves?"

I: Hehe, mhm...

R: So there is a difference between teacher knows best and what is the best for the student, basically, yeah. And that is the ehm, I barely want to say this out loud, cause it is not over the whole line, but it is mostly a generation gap, to be honest.

I: Yeah?

R: I see it, it is more prevalent within the younger teachers that we wanna take of the students, cause we have just been students ourselves, while the older teachers are like "okay, this worked this time so I am just gonna keep on doing that forever and ever and ever and ever."

I: I can see your point yeah, based on my own teacher training practices and the different teachers I have had as mentors there... so yeah!

R: You'll be butting your head against the wall, but don't forget it works if you don't give up.

I: Hehe, yeah. That's true... Ehm, alright so, what do you think the consequences can be if teachers teach for these aims in a very different way?

R: The problem, or the biggest problem I see...

I: Mhm?

R: Is that even though we don't want to say that there is a national standard, there are national tests...

I: Exactly, yeah...

R: Yeah, so, if we do not make sure that the students are being taught the same things and the same curriculum, you are not giving the students the same opportunity to actually complete these exams with the same background, and that's what I, one of the things I was trying to do with - like trying to make some kind of frame of what they are supposed to be learning, even if just within the school, but it should be more national - and the competence aims are supposed to do it, but they give too much freedom in a way...

SPM

Deep learning

Age!

Age!

Age!

I: Mhm...

R: Yeah so, it's a difficult question, really difficult - and I am probably not giving you an answer, but...

I: No, no, I thought it was a great answer really, yeah so, and what about the consequences if teacher understand deep learning differently?

R: Oh, ah, life would be so much better, hehe.

I: Hehe.

R: No, to be honest it would be amazing cause if I say, like, I can give you an example?

I: Yeah?

R: Like, we are doing an oral exam this spring

I: Mhm?

R: So I have TIP Vg1

I: Mhm

R: So they are still a part of the old curriculum, so they all have Vg1 English this year and Vg2 next year.

I: Okay yeah?

R: So they are the last, the last bunch of it

I: Yeah!

R: Ehm, so this spring they are going to be making fence in the shop, so it is basically a project that they have from winter break until easter...

I: Okay?

R: And it is a project they are doing for several weeks, so they are working in groups, working with different materials and learn a lot.

I: Okay!

R: So I basically had their oral within the shop, where they have to explain to me how do they make this, what materials and what machines, how and why this thing works and etc, etc.

SPM

I: Okay yeah!

R: And for me to be able to do that, I need access to both the shop, I need to have access to the machines, I need to have access to the teachers that teach me how it works, cause otherwise I cannot check whether they know it in English

I: Yeah!

R: And also, he needs to let me borrow the students within the shop so that we can have the oral exam in the shop.

I: Yeah?

R: If I need a teacher who is not positive for this open learning and that does not suit him...

I: Mhm?

R: I can't make it.

I: No, that's true.

R: So you need to have a cooperative fellow teacher within the different subjects to be able to work with it. No matter how idealistic you are and how many good ideas you have – unless you have people that are working with you, you are screwed.

I: Mhm...

R: Yeah...

I: That's true, and that can be connected to interdisciplinarity as well?

R: Yes! Cause otherwise you, ehm you do not have someone to work with – if people don't wanna be open for that...

I: Yeah...

R: We have another example right now, we are working with what's called "Lita Stortinget". Have you ever heard about it?

I: No, I have not.

R: **It is a role playing game that involves 240 students playing Stortinget**

I: Oh okay, yeah?

It's possible to understand this idea of interdisciplinarity

R: Yeah, so we have it at our school, cause we are one of* the biggest upper secondary schools in Norway right now

I: Okay!

R: And we are making it this spring, or actually in about eight weeks, wow it is too short... anyhow, they are doing this and it will be interdisciplinary with of course Norwegian...

I: Yeah?

R: **Rhetoric, Samfunnsfag/Social studies, Eco-news... yeah, you can use a lot of subjects**

I: Yeah!

R: They are only putting it on the Social studies teachers, that's it.

I: Oh..!

R: Norwegian does not wanna touch it, English does not want to touch it... nobody wants to touch it.

I: Okay...

R: So, what I see is a part of a tiny department, you know Social studies is not that big.

I: Mhm?

R: Cause it's not that big of a course. Either you have it in Vg1 for one year, or maybe Vg2, and it is only a two hour class right?

I: That's right, yeah...

R: Yeah, or a three hour class... but it is gonna disappear.

I: Yeah?

R: **So instead of Norwegian actually using it, where they could be using politics, they could have been using history, they could have been using rhetoric, they could have been using information, everything...**

I: Mhm...?

R: **But ehm, they don't want to do it because there is not an idea that it should be interdisciplinary because Norwegian is the "best" subject, and they're supposed to be on their own, and they don't wanna join in with the other guys...**

I: Aha, yeah...

Difficult idea of interdisciplinarity

R: **So yes, interdisciplinarity is crucial if you are going to do in-depth studies.**

I: Yeah, alright. Great answer! Ehm, okay so have you been given time to work together with deep learning as a concept?

R: **No, never...**

I: Okay!

R: **I do it all in my free time.**

I: Wow, okay.

R: **So I am done 12:45 on Fridays, so I use my afternoons after I am done on Fridays to go into the shop to be with the students, and I also do the oral exams after work.**

I: Okay, wow...

R: Yeah... So that's on me.

I: **But have you been working together with the other English teachers for instance about what deep learning will mean in the English subject?**

R: Yes, because fortunately, I have an English coordinator who is just as idealistic as it sounds like you are and I am...

I: "laughs"

R: **So ehm, she's been really open about giving me ideas, and she has done this before.**

I: Alright.

R: **She has worked with this before, and she has been very, very good at implementing this.**

I: Yeah?

R: **Yeah, but the problem is that we also have 25 other English teachers that don't wanna do it. So, you can try and you can try, but unfortunately you need to have people with you that are willing to work, so sometimes you feel like you are... yeah, fighting an uphill battle.**

I: Mhm...?

R: **But as long as you have one or two teachers in your corner, then you're good, cause you just keep on tracking and don't give up, it will be good – and you see a change in the students, and that's enough, it's more than enough, it's awesome.**

I: Yeah, that's great! And, yeah – how long have you been working as a teacher?

R: "laughs" Not long, I have been working full time now for a year and a half, I got a full time job just out of studies.

I: Okay?

R: I've done the same as you, the L-studies at **** for five years...

I: Mhm?

R: Ehm, English major and religion, but I started working both as a substitute teacher and in voksenopplering before I quit my studies, so I have been working for four years.

I: Alright, that's great! Okay, so my final question is a competence aim, and I am going to ask you how you would teach for this aim, with a focus on deep learning...

R: Mhm?

I: So the competence aim is «Uforske og reflektere over mangfold og samfunnsforhold i den engelskspråklige verden ut fra historiske sammenhenger»

R: Alright, so I do this every year basically...

I: Yeah?

R: We have a lot of books on this, so what I like to do... sorry, this is gonna take like five minutes...

I: "laughs" That's alright!

R: So basically what we do is that we ehm, do you know the book "Targets"?

I: Yeah!

R: Okay, so you know it well?

I: Yeah

R: Yeah, good cause that is like the basic – we start at the bottom...

I: Mhm?

R: Where's the language from, and then we keep on going with social situations, we have ehm, I am a huge user of movies...

I: Okay, yeah?

Don't expect as much!

R: I use movies a lot, but only as a teaching tool.

I: Yeah.

R: Then we go over to Britain and we talk about how English took over the world, we talk about social situations, we take Northern-Ireland, the movie "In the Name of the Father" and social situations there because then you get the religious aspect in with it as well, then go over to the US and we take a lot of the introduction into the Native Americans, my focus this winter is a project on the Hate Tribute, the movie and the book, so they are reading the book and doing the movie, as well as focusing on segregation within the US and especially Jim Crow Laws, and then they have to compare that to Northern-Ireland.

I: Okay, yeah!

R: Yeah, interesting fact cause segregation does not always have to do with color, but you have to think about the situation between them... and then we also go to Canada, speaking of different stuff, how natives there have been treated vs native Americans, and look at multiculturalism as a subject, and then we keep on going so we go to South-Africa, we do the apartheid there, we talk about the difference between Australia, we talk about the difference between New Zealand and how Maori are treated.

I: Yeah...

R: But the whole issue is that I have an overhanging topic of social control...

I: Okay?

R: Throughout the whole winter, so I always go back to comparisons.

I: Mhm...

R: Did that make sense at all?

I: Yeah it did, yeah.

R: So any movies that we do is, ehm we have "In the Name of the Father" in Northern-Ireland, I use "Remember the Titans" in the US cause that's segregation in the 1970s, we do... it's classics, Slumdog Millionaire, Bend It Like Beckham, it is boring but it shows what's within the British society and growing up within the same, but not the same culture...

I: Absolutely!

R: Ehm, I also do 12 years a slave, but I do not do that with grown-ups, because I have a lot of multi-ethnic backgrounds, so it's not fitting, especially from both Syria, Ethiopia, Eritrea so it's not doable.

I: I got that...

R: But a lot of movies! And then I compare them, that's the point behind it.

I: Yeah!

R: But right now we do a lot of Black lives matter, especially with what is happening in the US with Trump and everything, you have to. It is relevant, and it is happening right now, so we use a lot of politics within it.

I: Yeah, that's good, mhm. Okay, so that's what I had, I am done really!

R: Alright, great!

*The rest of the audio-recording was not transcribed here due to its lack of relevance, as it consisted of practical information for the respondent.

Interview number three
Thursday 12th of December

The current respondent preferred to have the interview in Norwegian.

R: Respondent
I: Interviewer

*The beginning of the interview is intentionally left out due to its lack of relevance, since it mainly consisted of practical information given to the respondent.

I: Då berre startar eg med ein gong her, og spør deg korleis du forstår djupnelaring som konsept?

R: Ja, ehm... **eg har jo hatt litt vanskar med å få det heilt under huden.**

I: Ja?

R: **For ehm, altså eg skjønner jo kva ikksom overflatelering er, og eg tenker jo at det er på ein måte det motsatte av det då.**

I: Ja

R: **Eller ja, i alle fall ei anna retning, ehm... så det er jo det å gå litt meir inn i materien på ein måte, bruke litt meir tid kanskje på større, eller ehm... ikkje gå så fort fram, kanskje bli i temaet i dei tekstene ein etter kvart er...**

I: Ja, mhm... okay, er det slik at du har drive med det du forstår som djupnelaring frå før, eller er det noko du kjem til å måtte implementere no frå neste haust av?

R: **Nei, no har jo eg ehm, eg har eigentleg jobba på ungdomsskule, det er første året mitt på vidaregåande skule dette her, og på ungdomsskulen hadde eg naturfag og...**

I: Jaha, okay!

R: Og eg ser liksom større forskjell mellom dei faga enn kanskje engelsk

I: Ja?

R: Sånn at i naturfagen fatte jo eg at det ofte blir veldig mykje meir overflatelering, i alle fall i starten sant, for der er så mange ting ein må ha på plass sant...

I: Mhm...

R: Og så i engelsken så, eg ser kanskje ikkje heilt sånn den store forskjellen der, altså ikkje på same måte vertfag...

I: Mhm, nei...

R: Men det er jo fordi at naturfag vert jo veldig sånn fakta... ja.

I: Ja...

R: *Ier* Kva var spørsmålet ditt?

I: *Ier* Det var om du fatte du har drive med djupnelaring frå før, eller om du må på ein måte implementere det frå neste haust av?

R: **Nei altså, sånn som eg forstår omgrepet og sånn som eg ser det i engelsk, så ser det ikkje ut som sånn kompetensar forandring sånn eigentleg, ehm, det som eg ser er kanskje at ein ehm, det legg opp til litt meir samarbeid mellom fag.**

I: Mhm?

R: **Ehm, at vi kan gjere litt meir der, der har vi litt meir å gå på, ehm sånn type naturfag, samfunnsfag, ja det kan vel eigentleg vere alt mogleg.**

I: Ja!

R: Så det tenker jo eg blir litt sånn den største forskjellen, ehm...

I: Mhm

R: **Og så kanskje at eg bør, ehm... bruke litt meir tid på tekst då, at det blir kanskje litt sånn, ehm ja... vi er ikkje i tekstane så veldig lenge kanskje, så ja kanskje gjere noko der ja...**

I: Ja, mhm! Den er grei, ehm... Og så karte eg på kva som er forholdet ditt til djupnelaring, ehm... litt sånn som UDIR beskriv det, er det noko du er kjent med frå før, eller er det ein definisjon som på ein måte ikkje...

R: **Nei, altså omgrepet... det var ikksom ikkje noko kjent, og så tenkte eg jo at ehm... når eg høyrte det så tenkte eg jo eigentleg at vi kom til å få enda meir, eller flere mål, og at det skulle bli ikksom... ja, men så var det jo eigentleg ikkje det som skjedde da, så riktige og ikksom ehm, ja... nei, eg klarte ikkje å få tak på det, eg føler eigentleg ikkje at eg har heilt tak på det enda heller...**

I: Okay, nei?

R: **Ei tyntest det er eit litt forvirrande omgrep, og så... ja...**

I: Ja, det er det jo mange som seier, så det er jo...

More cooperation

R: *Ier* Ja...

I: Ehm, trur du... ehm, ja vil du... når jo du svart litt på det da, men trur du engelskundervisninga di kjem til å bli annerleis?

R: **Ja, altså i forhold til samarbeid og det å kanskje tørre å bli litt lenger i det same...**

I: Ja, mhm, men vi har jo ikkje hatt djupnelaring inkludert i læreplanen tidlegare, ordfast, det er jo mange som hevdar dei har drive med det og mange som er heilt framand for det, men på ein måte kjenne igjen element i det...

R: Ja?

I: Meinar du at det at det står skrive no i læreplanen er positivt, og snur skulen i ei positiv retning eller syntest du det er nødvendig fordi at man kanskje gjer det frå før eller at det ligger underbevisst helle tida?

R: **Ja, altså no – eg veit ikkje om... eg må berre trekkje inn naturfag igjen då**

I: Jada, det er det berre å gjere...

R: *Ier* Fordi at eigentleg så var eg litt fornøgd med korleis den var, fordi at det var ganske sånn konkrete mål sant, altså å kunne om fotosyntesen, og det var så handfast og sånt, og så er det ein del slike ting som har forsvunne ut, og så det er eg redd for er at... altså, det vart på ein måte veldig likt da, ein var sikra at elevane hadde på ungdomsskulen våre gjetninn dei same tinga, sant...

I: Ja, mhm?

R: Og så no er eg litt redd for at for eksempel når dei kjem på vidaregåande då, så har dei kanskje gjort mykje meir forskjellig

I: Mhm...

R: Ja, men ehm... engelsk så ser eg eigentleg ikkje... nei, eg er ikkje noko bekymra der eigentleg *Ier*E

I: *Ier* Nei?

R: Men eg føler jo på ein måte at, ja – eg føler ikkje at det er ein slik kjempestor forskjell eg ser ikkje det...

I: Ja, i engelskfaget?

R: I engelsken, ja...

I: Okay, ja! Ehm, då kan vi gå vidare til litt om dei nye kompetensmåla i engelsk, og veit ikkje kor godt kjend du er med, det er veldig forskjellig...

R: Nei, eg kan ikkje seie at eg er sånn veldig – eg har ikkje sett meg så veldig inn i det.

I: Nei?

R: Vi var jo på sånn her kurs no og skulle liksom, men då var det jo ikkje komt...

I: Nei, ikkje sant...

R: Ja, så det var litt ehm... Så eg har ikkje sett meg så veldig inn i det, men eg har sjølvsagt lese gjennom dei nokre gangar.

I: Ja, visst du vil kan jo du finne dei opp no da, for no kjem det litt par spørsmål, der fleire leitar det fram.

R: Åja, ja...

I: Ja, det første spørsmålet det handlar om du synest dei nye læreplanmåla, slik dei er formulert da, du nemnte jo at du kanskje trudde det kom til å bli fleire for eksempel, det skjedde jo ikkje, men om du synes dei som har kome passart til djupnelaringskonseptet?

R: Ja, skal vi sjå...

I: Mhm...

R: Så var det å finne rett versjon her...

I: Ja *Ier*

R: Skal vi sjå, kor skal vi sjå henn no då... No var det jo så mange, fekk opp så mykje.

I: Ehm, eg brukar berre å gå inn på UDIR, og så står det «den nye læreplanen» og så på engelsk... *Ier* Oif, det er så grusomt når det sit ein og ventur, du må ikkje stresse!

R: *Ier* Neida, der! Ny læreplan...

I: Ja?

R: Ja, då!

I: No fann du det?

R: Ja! No har jo eg eigentleg, ja eg veit ikkje, eg har jo både studiespesialiserande og yrkesfagleg då...

I: Ja, vi kan ta utgangspunkt i studjespesialisierende vi då!

R: Ja! Yes?

I: Ja, så slik du ser kompetansemåla, eg går ikkje så djupt inn i dei da, men om du synest formuleringa og korleis dei er strukturert da, i forhold til tidlegare, om det passar til djupnelæringskonseptet?

R: Altså eg har alltid synest at dei engelske kompetansemåla er veldig runde på ein måte.

I: Ja?

R: Eg føler at ein kan leggje ganske mykje forskjellig inn i dei, i forhold til slik som eg remler på naturfag, som var veldig mykje meir spissa.

I: Ja?

R: Slik at... Eg hugsar det einaste eg liksom sann, altså, eg synest jo det er veldig mykje likt da... Kva var det eg hugsar og la merke til då? Jo... det var vel eit eller anna om desse her indigenous people.

I: Ja!

R: Ehm... at den ikkje, den var jo veldig tydeleg sist gang sant?

I: Mhm, ja...

R: Og no er det, altså ein kan jo gjere det men det må bli inni dei andre...

I: Mhm...

R: Ehm... så, ja!

I: Ja, men visst eg seier ein påstand da, så kan du seie kva du tenker om det – det er jo fleire som har hevdet, det hadde jo eg i undersøkinga mi også, at det er fleire som har hevdet at dei synest dei nye kompetansemåla er opne for tolking for kvar enkelt lærar – kva tenker du om det?

R: Ja, det synest eg og.

I: Ja?

R: Ehm... ja, altså opne tolking, ja altså ein kan i vertfall leggje inn på ein måte det ein vil av tema og, ja stort sett...

I: Ja, at det blir litt opp til, altså at lærarar har friidom til å halde på med det dei synest...

R: Ja! Og då tenker jo eg og at i forhold til dette med samarbeid og sånn sant, så kan jo ein sjå litt på den enkelte skule eller ja, kva som passar best...

I: Ja!

R: Eit lite øyeblikk...

I: Ja.

R: "pratar"

R: "Ler" Uenskyld! Det er litt sånn ombygging her, så det er kamp om plassen...

I: Å! Ja!

R: Ohøy, kvar var vi? Eg sa eitt eller anna om samarbeid?

I: Ja, samarbeid i forhold til det å tolke kompetansemåla og...

R: Ja, men då tenker eg meir sånn tema gjerne, sånn...

I: Ja, kva tema som bør vere med i dei ulike kompetansemåla eller kva tenker du? Altså...

R: Nei, altså at vi har friidom i forhold til tema som passar på vår skule, våre elevar, eller lærarar som er her...

I: Ja!

R: Men igjen, eg synest vertfall at det med samarbeid kjem litt tydelegare fram, eller at vi må... ja.

I: Ja?

R: Beklager det var vanskeleg å halde tråden her no "ler"

I: Neida, det går bra! Eg kan spørje sånn generelt da, kva synest du om formuleringa av dei nye kompetansemåla?

R: Nei, altså... ehm, det er så vanskeleg fordi at... eg likar jo egentleg veldig godt litt friidom

I: Ja?

R: Ehm... men på same tid så blir eg og litt sånn her stressa sant, litt sånn okay, er det og det rett av meg å bruke, ja...

I: Ja?

R: Og så synest eg og at når eg lesar desse her så synest eg det er... ja, eg veit ikkje, eg synest det er så... det er veldig mykje som er veldig sånn rundt og, ja...

I: Ja, men føler du at det vert eitt ekstra ansvar på deg som lærar i forhold til kva elevane... kva som inngår under kvart kompetansemål?

R: Ja, eg føler litt sånn ehm... Men eg kan ikkje seie at dette er så stor forskjell frå sånn som det har vore, sant.

I: Nei?

R: Dette er jo egentleg... beklager, men igjen må eg trekke inn naturfag, eg synest det var så enkelt for det var så tydeleg, og eg vart liksom, greit om eg kanskje ikkje er like interessert i alt eller, eg synest kanskje ikkje det var så viktig og sånn, men ein hadde i alle fall, det var vertfall veldig tydeleg sant... å gå på ein måte...

I: Mhm, så på ei side synest du det var veldig kjekt at det var tydeleg og konkret med kompetansemåla til naturfag...

R: Ja!

I: ...men på den andre sida så likar du mykje friidom, og at det er litt rundt da egentleg?

R: "ler" Ja eg er litt sånn, men eg må jo berre tilpasse meg... "ler"

I: Ja, ja, ja, det er heilt i orden – berre prøv å få ei... ja... Og så,

R: Men ja sant, så føle eg at ja, akkurat når det gjelder engelsk sant så er det jo liksom, ja dei skal jo... Dei må jo lære å formulere seg, dei må jo lære det. Altså, eg veit å... Det... Ja, nei...

I: Eg skjønner kva du meiner, for engelsk er eit språk, så det vert litt anna, medan naturfag er kanskje litt meir byggesteinar, eg tenker at det er meir teknisk på eit vis? Det er meir fakta som skal på plass medan engelsk er eit språk, så så lenge du på ein måte brukar språket så har du gjort ein del av greia?

R: Ja, ja.

I: Så eg er med på tankegangen. Ehm, men kva trur du kan vere... visst lærarar forstår kompetansemåla ganske ulikt og gjer ganske ulike ting, ehm... kva trur du eventuelle konsekvensar kan vere?

R: Nei, altså i engelsk så tenker eg at, eg trur nok at, det vil nok skje ei læring uansett sant...

I: Mhm?

R: Og om dei ikkje har, altså, om det er nokon som ikkje har gått så grundig inn på eit samfunnsfagleg tema i ein del av verda, så har dei kanskje tatt noko anna. Og eg tenker det har jo ikkje noko å seie sånn egentleg sant, sånn at... ehm, ja. Eg er liksom ikkje så bekymra for at det skal verte ulikt i engelskfaget, nei...

I: Nei, okay! Men i forhold til eksamen så liksom, visst du tenker på det?

R: Ja ehm, eg er jo litt spent på den då, fordi at, det krevjer jo at oppgvene blir ehm... at dei blir så vide at ein kan leggje inn det som ein, eller den eller den elevgruppa har jobba med da...

I: Mhm, ja! Ehm...

R: Og det har vel og våre litt sånn, for eksempel dette her med Indigenous People, som har jo våre veldig sånn konkret på ein måte, så er jo det, då er jo det forståeleg at ei slik oppgve kan kome på eksamen, sant. Ja...

I: Ja, mhm... Visst ehm, det er litt same spørsmålet da, men djupneløring, visst lærarar forstår djupneløring ulikt for eksempel...

R: Ja?

I: Trur du det vil ha nokon konsekvensar for på ein måte heilheita, skulen, faget?

R: Ehm... ja, altså det vil... "ler" Veit ikkje heilt...

I: Nei, du snakkar jo litt om samarbeid, det er jo mange som prøv å få ein felles, vertfall på kvar skule, ein felles tanke om kva djupneløring er, og kva dei nye, innanfor engelsksjønner, kva kompetansemåla bør innebere og sålt. Tenker du at det er vegen å gå, eller synest du det skal vere litt forskjell?

R: Ehm, nei, eg synest vi trenger å få ein liten sånn avklaring oss i mellom, kva som liksom... ja! Eller så, kan ein jo leggje veldig, eller eg trur jo vi legg veldig forskjellig i det, og det trur eg vi kjem til å gjere uansett om vi har snakka om det, men eg trur det er viktig at ein får ei nokolunde felles forståing for kva som bør gjerast og ikkje bør gjerast da...

I: Mhm...

R: Ehm... Vi har jo snakka om dette her på skulen, og vi har jo gått gjennom desse her... Kva heiter det... E-forsøring, nei ikkje E-forsøring – men sånn her ehm... det er undervisningsdirektørret sine...

I: Ja, ja, ja stemmer.

R: Prøver å gjere noko sålt da, men ehm...

I: Ja, det var neste spørsmålet mitt – om de har fått noko tid til å arbeide med djupneling på skulen.

R: Jada, men vi har ikkje snakka så mykje lag sånn da, men vi har brukt litt tid på det, men meir sånn kvar for oss og bli litt sånn kjent med det.

I: Ja! Trur du dykk kjem til å få noko meir tid og om dykk kjem til å arbeide meir med det?

R: Ja. Det skal vi.

I: Ja, og så har eg då til slutt da, før eg tek litt sånn... Eg lurte på kor lenge du har arbeida som lærar?

R: Ehm, 20 år. *long experience*

I: 20 år? Ja, trur du erfaring eller alder har noko å seie for korleis lærarar oppfattar djupneling eller dei nye kompetansemåla? For eg tenkjer at de som har jobba ei stund, de har jo vore gjennom fleire ehm, reformer, så det er jo klart at kanskje det kan ha noko å seie, kanskje ikkje, eg veit ikkje...?

R: Ehm... Jo altså, nei det eg ehm, det har jo våre veldig mykje mål sant? Det har jo vore veldig mykje å forholde seg til...

I: Mhm?

R: Ehm... Og eg er jo glad for at det på ein måte har krympa litt, "ler"

I: Ja?

R: For ein har liksom heile tida det der peset om å liksom, vidare og vidare sant, og det å kanskje få litt meir ro med ting, hjåpar eg...

I: Mhm?

R: Men no har ikkje eg jobba i vidaregåande så mykje sant, så eg syntes det er litt vanskeleg, men eg ser verifall på ungdomsskulen at det har vore eit rotterose for å kome gjennom alt...

I: Ja...

R: Og sånn som engelsk da så er det jo berre to timar i veka på ungdomsskulen, og ein har ein karakter i munnleg og ein i skriftleg og... Ja...

I: Mhm...

R: Og ja, så det har vore heilt forferdeleg eigentleg... "ler"

I: Ja, mhm det skjønner eg...

R: Nei, eg håpar at ein kan få litt meir...ro.

I: Ja, så du føler at... erfaring di tilseier at det er ei positiv retning da? For kompetansemåla sin del?

R: Erfaringa mi? Ja, nei... "ler"

I: "ler"

R: Ehm... kva eg skal seie då? Nei, eg veit ikkje...

I: Nei?

R: Eg ehm... altså eg er ikkje sånn som... Eg likar jo å prøve nye ting og, vere litt sånn. Så det er jo ikkje sånn at eg, altså eg har jo ikkje gjort det same i 20 år, for å seie det sånn...

I: Nei?

R: Det er jo som du seier, eg har jo vore gjennom forskjellige ting så, ehm... og håper jo alltid at ting alltid skal bli bedre "ler"

I: "ler" Jada, jada, men lærarar er jo veldig forskjellige sant. Ein har jo idealistar som bastar seg rundt nye ting og er positive, og så har ein jo dei som gjer det dei sjølv meiner fungerer og har fungert i mange år, så det er liksom... Det er det eg tenkjer der da, kva om lærarar kanskje oppfattar eller ser på djupneling med litt forskjellig syn og haldning kanskje?

R: Ja, altså lærarar er jo veldig spesielle da sant, og så er det jo sånn at noko nytt er jo alltid forferdeleg for mange. «Åh, no er det noko nytt, åh...» sant, så det er jo veldig mange, det er jo heilt ærleg, det er veldig mange som har sånn haldning og som seier ja, at dei kjem til å «gjer det same som dei har gjort».

I: Ja?

R: Eg trur ikkje dei gjer det heilt da, eg trur det er litt...

I: "ler" Du trur det er litt sånn... ja

R: Ja, det er jo nokon som ikkje er så veldig positivt innstilt til forandringar, men det er ikkje eg heller alltid, sant – eg er litt sånn, ja, kan bli litt skeptisk og sånn, men då når ein liksom står i det så er det jo berre å brette opp ermene og... ja hve seg rundt.

I: Ja, ja, ja... Eg har eit siste spørsmål, det er kanskje det vanskelegaste...

R: Huff då!! "ler"

I: "ler", men du treng ikkje å svare så konkret, du treng berre å nemne nokre stikkord. Men det er altså eit kompetansemål, der eg har spurt å spørje deg kva du ville ha inkludert i undervisninga di for dette kompetansemålet, visst du skulle hatt eit fokus på djupneling?

R: Ja... Er det... eg treng kanskje ikkje å sjå då eller?

I: Det kan du jo, visst du vil ha det framme... Det er det som heiter eller, det ligg neste heilt til slutt på Vg1 for studiespesialisering.

R: Ja?

I: «Utforske og reflektere over mangfold og samfunnsforhold i den engelskspråklige verden, ut fra historiske sammenhengar».

R: Mhm... Og kva eg ville ha...

I: Ja? Kva du ville ha inkludert i undervisninga di for dette kompetansemålet med eit fokus på djupneling...

R: Ja, altså... Denne svarte eg sikkert på i undersøkinga.

I: Ja, men eg har som sagt, eg veit ikkje kven som har svart kva, så då...

R: Nei, du kjem til å kjenne igjen min på grunn av all naturfagen, og der hugsar eg at eg skreiv feil, eg skreiv Great Britain i staden for UK...

I: Åja, jamen det går bra "ler"

R: "ler" Eg gressa etterp... Nei, ehm... altså, det er jo veldig ehm... det er jo veldig lett å tenkje, å gå inn på kolonisering og desse tinga...

I: Mhm...

R: Og ehm... eg føler jo at det er veldig viktig for at ein skal kunne sjå desse her samanhengane sant, ehm...

I: Ja?

R: Ja, men vil du eg skal seie sånn heilt detaljert kva eg ville ha gjort eller?

I: Nei, altså det er nokon som berre nemner kva dei ha brukt å gjere, og om dei eventuelt vil fortette med det, eller endre det for eit meir fokus på djupneling. Men dei fleste nemner jo frå Storbritannia si utvikling, kolonisering... ja og så vidare fram til slaveri og...

R: Ja, ja. Og det er jo, det er jo kjerna i det på ein måte "ler"

I: Ja sant!

R: O, då ser eg jo sånn som i år det som, når dei har historie og sånn sant, så er dei jo inne på, dei har det jo i historie og sant, Boston Tea Party og alt det der.

I: Ja ja ja.

R: Ja, så eg ser jo at ein kan i alle fall samarbeide litt meir der, i forhold til dette.

I: Ja!

R: Ehm ja. Og så er jo eg veldig sånn, altså eg lika alltid når vi skal halde på med ting, å prøve å grave fram så masse som mogleg om tidlegare kunnskapar, altså kva dei kan da...

I: Ja?

R: Pleiar å bruke ein god del tid på ulike aktiviteter i forhold til sånt da, før ein begynne.

I: Mhm...

R: Ehm... og så er det jo ehm...

I: "ler" Det starta å hagle her, det bråkar, beklagar!

R: "ler" Åja! Neida, så historiske samanhangar det er jo, koloniseringstida og alt det sånn der, ehm... og så har ein jo, eller vi har eigentleg ikkje brukt så mykje tid på krigen og sånt då, eller krigen, men, verdenskrigar altså, men det er jo, det skjedd jo litt der og di i forhold til ehm... og etterkrigstida i forhold til innvandring til Storbritannia og arbeidskraft og alt dette her sant...

I: Mhm...

R: Der er jo det og... det kan jo ein og sjå litt i forhold til EU og desse ting i dag, med Brexit og såne ting, og eg syntest jo det er kjempespennande, synd ikkje elevane syntest det er så spennande men... "ler"

I: "ler" Ja, mhm...

R: Men...

I: Men når du tenkjer djupneling i undervisning, tenkjer du prosjekt, eller det å bruke lengre tid på ting og så knytte meir ting inn, eller kva er det du ser djupneling i undervisning som?

R: Ehm... eg tenkjer: Altså, det som, det har eg jo gått til å seie, men det som eg har vore litt lunkar på med dette her er at, altså når eg høyrer dette omgrepet så har eg ein tendens til å tenkje veldig sånn, den enkelte elev, altså ehm... at dei kanskje får moglegheita til å utforske litt meir basert på det som dei er interessert i eller kan mykje om frå før, eller bygger på...

I: **Ikksom da?** Men ehm... eg er ikkje sånn superglad i prosjekt og sånn da, ehm... i alle fall ikkje som gruppe, heller meir individuelt da...

I: Nei, nei...

R: Men for eksempel da, det syntes eg egentleg var veldig ok, vi hadde om Indigenous People, eg hadde om Maori, Aborigines og Native Americans...

I: Ja?

R: Og då hadde vi ein periode med alle dei tre, sann sett er det ganske mykje da, og alle starta alltid med å samle inn kor mykje dei kunne og alt dette her, så fekk dei en del punkt det skulle kunne finne noko om, vi las ein del tekstar også, i forhold til for eksempel lifestyle, culture og ja...

I: Ja?

R: Og så fant dei då i løpet av mange veker, fylte inn eit skjema med kjelder og sånne ting, og så fekk dei i oppgåve, og dei visste helle tida at dei skulle samanlikne to av desse da, ehm... og så valte dei jo ut i frå sin interesse. Skreiv ein ganske lang tekst, som dei seinare då presenterte munnleg.

I: Mhm...

R: Og då følte eg ikksom at ja, for då trakk dei og inn mykje som dei visste frå andre plassar og såri da...

I: Ja?

I: **Så då tenkte eg, kanskje det er dette - "ler" - kanskje det er dette som er oppveiling?**

I: "ler" Ja?

R: Men det var ikksom ikkje så, hva skal eg seie, annleis enn eg kanskje har gjort før, men at eg brukte tid på det og ikksom... ja, eg veit ikkje.

I: Ja, nei men det var jo eit godt døme det på kva det kan vere... Det er jo mange som ikkje, altså klart sjølv UDIR site jo sjøve med å definere kvav det er, så det er jo... ja... så det er jo berre å, ja...

R: Ja...

I: Yes, nei men du, eg trur eg har det eg trenger eg.

R: Ja, eg skjønna ikkje kva du skal få ut av dette her men... "ler"

I: Jo eg har jo fått masse! Svar er jo svar og...

R: Eg tenkte jo ikksom kvifor i all venda sa eg ja til dette her eg har jo ikkje pelling!

I: Nei men det er litt viktig eigentleg, fordi det er mange som er i same situasjon... og det er litt av det eg på ein måte... ja... eg skal skrive litt om læreplanhistorie også, og korleis lærarar på ein måte møter desse endringane da, i nye reformer og så vidare da, så det er klart det er vanskeleg å...

R: Nei, eg føler meg aldri så mislukka som når eg skal inn å sjå på sånne her formuleringar og avsnitte, og på ein måte -okay, kva betyr dette eigentleg... så det er litt sånn, det må jo vere noko som ligg til grunn, men det er... det er eitt eller anna merkeleg "ler"

R: "ler" Ja...

I: Så ja...

R: Nei men eg seier tusen takk vertfall for bidraget, det betyr meir enn du sikkert føle akkurat no, det gjer det absolutt!

I: "ler". Ja eg håper det! Håper det er mange som kan hjelpe!

*The rest of the interview was not included due to its lack of relevance, as it mainly consisted of practical information given to the respondent.

Interview number four
13th of December

*This interview was done in English.

R = Respondent
I = Interviewer

*The beginning of the interview was not included here as it mainly consisted of practical information given to the respondent.

I: Okay, so my first question is how you as a teacher understand deep learning?

R: I as a teacher understand deep learning as the ability to look beneath the surface of a topic. That's the short answer "laughs"

I: Yeah! So, more in-depth than...

R: Yes!

I: Alright, and is the concept of deep learning something that you have been working with for a couple of years or is it something that will be completely new to you with the new subject curriculum?

R: Ah, just one moment - "talks". Sorry! "laughs"

I: "laughs" No worries! I could just ask again?

R: Yeah!

I: Okay, so the concept of deep learning, is it something that will be completely new to your teaching, or is it something that you feel that you have been doing for a couple of years or that you always have been using it in your teaching?

R: Ehm, first - I'm quite fresh as a teacher. → newly educated.

I: Okay, yeah great!

R: Ehm, so I just started teaching full time this autumn...

I: Oh, alright okay!

R: But I think that ehm, deep learning, I have always been interested in, because I am not one of those teachers that just repeat what it says in the book, continuously just ask them why, why do you think so, why do you answer that, just to start the process.

I: Mhm?

R: And, my experience in the beginning was that many pupils were like "oh was my answer not correct?"

I: Yeah?

R: Because I questioned them, but ehm, now that my pupils are used to it and I've informed them that I not just want you to say something to say it, I want you to think...

I: Yeah?

R: They seem to appreciate it more, and they are not that surprised when I ask them to elaborate a little bit more...

I: Mhm, okay. So you were thinking of implementing deep learning as soon as you started teaching right?

R: Yeah.

I: Okay, yeah. But do you feel... if you think of teachers in general, in Norway, or the teachers that you are familiar with, ehm, do you see the implementation of deep learning in the new national curriculum as a positive thing, because some people might not include it, while other teachers might think it's unnecessary to include it because they feel like they have been doing it for so many years. So, it's a difficult question, I know - but yeah, what do you think? Do you think it's necessary that the term is included in the curriculum or?

R: I think it's a nice reminder because ehm... through all my years of school, it depended a lot on the teacher whether or not they accepted free thinking and not just relying on the textbook because I've had teachers that - I did not say things they wanted it to be explained like, they did not see it as a correct answer...

I: Yeah...

R: Which others would be appreciating the reflection and the well the creativity, and I think that most teachers are already aware of the importance of learning something in depth, not just memorizing.

I: Yeah?

R: And I studied one year in Spain as well, and I experienced that my fellow pupils were not... they did not have the capacity of reflecting...

I: Okay, yeah?

R: They were used to multiple-choice exams, and they did not think a lot outside the box, so to speak.

I: Mhm... Okay, that's very interesting, yeah!

R: Yeah!

I: Because yeah, in Norway and in Scandinavia I think, we have a very similar thinking when it comes to reflection, and we have a long tradition of democracy and so we really appreciate people being able to reflect, and therefore we train our pupils in school to do so, so it's quite interesting that you say that you experience a difference from your fellow students in Spain, yeah...

R: Yeah, I kind of saw the effect of their very strict school system had on them on a later stage, where well, for instance I got a little bit mind blown when we were building a church with squares, and we did not have a ruler so we had no way of measuring...

I: Mhm?

R: And when I suggested "yeah we could just assume that the lines in this notebook is one centimeter, and then we will know how many lines each of these small squares will be..."

I: Yeah?

R: And they were like "wow, this is amazing" because they did not think very innovative and they were not stupid, they were at the university and well, they just... they weren't trained at...

I: No, being creative and stuff?

R: Yeah!

I: Yeah, that's a very good point yeah. Okay, so great answers so far. It's great that you're a fresh teacher because now I've had teachers that has been working for thirty years, and I've had teachers that have been working for like for ten years, fifteen years and so on, so it's great to have a fresh one as well, because yeah, it's great to see the difference and it's interesting.

R: Yeah!

I: Okay, so what is your relationship to deep learning? Is it ehm... something you have been familiar with for many years or is it something that you recently started to think about or, what do you think?

R: I think that the term itself is something I have been thinking about as it has been mentioned.

I: Yeah?

R: Ehm... but, I think the concepts have kind of been in the back of my head for a few years, even before I started education to become a teacher.

I: Yeah?

R: And I think... I guess I am more... ehm, conscious about it now.

I: Mhm, yeah?

R: And try to be aware of the effect the term has on me and my pupils...

I: Yeah, absolutely... And do you think it's going to ehm, change your teaching, because you said that you already like, incorporate it into your teaching right? But do you think when the new national curriculum will be implemented from next fall, do you think that both you and other teachers are going to have a larger focus on deep learning because it's stated in the national curriculum? Or do you think, ehm, sorry I'm just gonna... I know that you, or many teachers say that they have been doing it for a couple of years, do you think these ones as well will increase their focus on it, because yeah?

R: I think that everyone will start using it a little bit more...

I: Yeah?

R: Or a little more systematically.

I: Yeah.

R: It will not be something that you do because you see the value of it, it will be something you do because, well you are legally bound to do it. So I think it will increase the focus on deep learning.

I: Mhm, yeah... Okay, so I'll move on to the competence aims then, and I don't know how familiar you are with the new competence aims, it's very different from teacher to teacher and that's absolutely fine, if you want you can search them up and have them in front of you, I don't know what you...

R: I've read through them a few times but I can't honestly say that I know them all by heart...

I: Yeah, that's completely fine - but from what you have read then, do you think they suit the concept of deep learning?

R: Somehow yes...

I: Yep?

R: They are definitely more deep learning related I would say...

I: In what way?

R: Ehm... They are more open, many of them are more open!

I: Okay?

R: That's making it a little bit more difficult to have a common practice that everyone uses...

I: Yeah?

R: But, some of them are also more specified, which I like, and I dislike because our freedom to choose and how to interpret something is part of the personalization of the teaching...

I: Yeah!

R: Ehm... I think it is good that the competence aims are open because there were certain rules and certain strategies that had to apply...

I: Mhm?

R: Ehm, I am not sure I would be able to carry out all that as well...

I: Okay, yeah?

R: It would ehm, certainly limit my teacher creativity

I: Yeah, because many of the teachers that I have talked to say that they are sort of conflicted regarding the new competence aims because in one way you get more responsibility as a teacher cause they feel the competence aims are so open that you sort of have to interpret them yourself, ehm... but at the same time, ehm... you feel that your freedom is limited as well because there are more legally bound things than before, in the teaching... is that something you can relate to?

R: "needs"

I: Yeah?

R: Yes, a little bit yes. Also, I think that ... writing down that you have to teach the pupils to learn something a little bit more in depth, you are challenging the teachers a lot more, because honestly I am not sure that all pupils are able to learn that way, there are many pupils that need the, the facts, and they need the easy answer...

I: Yeah?

R: Because they don't seem to have access the capacity to learn something in depth...

I: Mhm?

R: They are... well, surprisingly many, they are a little bit simple, but it might be that they, that they just haven't accessed that part of their learning abilities yet...

I: That's a great point, yeah... And it's been debated that when UDIR made the competence aims, for especially Vg1, people were asking like do you think that the pupils are supposed to get all of these facts from upper secondary school, and then remember all of this and then like... ehm, teachers were questioning how all of the facts should be remembered by the students throughout school or yeah, there is a difficult gap between like, when are we going to learn in depth, and when are we going to learn the facts?

R: Yeah, the balance there it's very delicate because, I think that not everything needs to be learned in depth...

I: Yeah?

R: Ehm... I think that most people will do just knowing something... I guess one have to use common sense on that one... but that's also very open for interpretation...

I: Yeah, of course, yeah... Okay, so ehm, but if you think of the formulation only, of the new competence aims, what do you think about that? Like in general?

R: I think they have set some of them a little bit more difficult than necessary --

I: Yeah?

R: They have a little bit difficult formulations, because they, I think the choice of words is the point I struggle the most with...

I: Yeah?

R: They have used unnecessarily complicated words, and I'm thinking that if you are going to go through it with your pupils at the start of a semester, just informing them that these are the competence aims we are working with, I think half of the pupils will not understand more than a maximum of half of the new competence aims as they are formulated at the moment...

I: Yeah, mhm... Good...

R: So I think we need to think a little bit easier...

I: Yeah, absolutely -- and ehm, do you think these formulations of these new competence aims, do you think they can result in different understanding among teachers?

R: Yeah, most definitely yes. Yeah!

I: Yeah? And what do you think possible consequences could be from that?

R: Ehm, it could be that teachers from one school teach a certain way with a certain goal --

I: Mhm?

R: That goal might be different from another school...

I: Mhm?

R: And, that would result in different knowledge for different pupils...

I: Yeah?

R: I think that we have that now as well...

I: Mhm, yeah...

R: So I think it might not be a very big difference really...

I: Yeah, but you think that the teachers, yeah -- you think they already are interpreting the aims differently and includes what they feel should be included?

R: Yeah -- we are humans, so we will always interpret things subjectively...

I: Yeah. And what do you think about ehm, deep learning as a term? Do you think there could be any unknown consequences if teachers understand deep learning differently?

R: Yeah. Ehm... I think that there are a few different definitions that I have come across, but I think that -- while launching this, these new competence aims and making a definition, or a general definition of deep learning, I don't think it will be a problem...

I: No?

R: But... there sure are many ways of interpreting it, and ehm... "laughs", it's a large word...

I: Mhm, it is -- and I know that they are in both UDIR and another section of Kurnskapsdepartementet, they are working with a national definition for Norway's deep learning... so hopefully that will provide some more clarity in a way for teachers, because many state that they, yeah see this as a difficult term and experience that teachers might understand it differently, and that they have been trying to work together... Have you at your school been working together about deep learning?

R: Ehm... well, this far we had a few days in the beginning of the semester where we discussed the new competence aims and the general part of the new ehm... fagformyelsen!

I: Ja!

R: And, ehm, but... I think, well in my school we had the advantage that it's ehm -- a combined ehm, studiepædagogisk og yrkesfag skole --

I: Mhm?

R: So we got to work in groups across our special areas, so we could interpret it differently and think, well, especially in yrkesfag, I think that deep learning is not as important --

I: Mhm?

R: Because if you are going to become an academic you need to be able to think a certain way, but some of the pupils that choose yrkesfag, they -- they are tired of being told to use their brain muscles all the time, they want to use the more physical, and the more ehm -- the less abstract, ehm, part of their mind.

I: Mhm?

R: Ehm, so we worked a little bit on that, and we are planning to discuss it a little bit more --

I: Yeah?

R: Each section, ehm...

I: Mhm?

R: Language sections are going to discuss it after new years --

I: Yeah?

R: So hopefully I will get some more inputs then...

I: Yeah, and you have been working as a teacher for... One semester, basically?

R: Yeah...

I: And do you think -- ehm, for teachers in general do you think their age could ehm... has something to say for how they perceive deep learning?

R: Ehm... I'm not sure if it's the age, or the person itself...

I: Okay yeah?

R: Yeah because, I know that -- ehm, in my school -- I'm the youngest, and there are also teachers pushing their staves, but they have this urge to learn and to develop themselves all the time --

I: Yeah?

R: So I think it depends more on that part?

I: Yeah... the reason I ask, is because – especially the most experienced teachers, they've been through a lot of reforms, ehm – school reforms –

R: Yeah?

I: And it's interesting to see whether the age ehm – affects how they, yeah – how they perceive deep learning, and how their attitude is toward it – because I don't know how serious – well, not serious – but how serious do they take it when there are so much changes throughout your entire career and – yeah, that basically questions what you have been doing earlier – in your career, and your teaching.

R: Yeah!

I: It's an interesting aspect really, and of course many of them are always eager to learn new things, while others love to do what they always have been doing because they think that works – so, yeah... It's something I am trying to find out in my writing "laughs"

R: "laughs" sure, it's an interesting question! Ehm, I think – well, to some degree I think that as they've seen many reforms, they have seen, well – so many changes ehm... and that but, I guess they will always be a little affected by how they themselves were taught? At least I am!

I: Yeah, I think so too –

R: I have this clear definition of what my favourite teacher did –

I: Yeah?

R: And what worked for me –

I: Mhm...

R: And then I will try to give the same positive experience to my pupils...

I: Yeah?

R: But – reforms and age... it's a difficult question...

I: Yeah, because, yeah, there's no clear distinction between like – either they are positive or whether they are negative, because there's a lot of factors playing in because ehm – like you say, you been thinking of deep learning even though you didn't know the term, like you have been thinking about it for years throughout your education and many of the teachers that I

have talked to say that, that they haven't been familiar with the term for that long – but they have been working with elements of it for years... but that...

R: Mhm...

I: ... But that it has gained a new level of importance in a way, ehm, so yeah... Do you think it will be challenging, in terms of time in any way?

R: Ehm, yeah. Ehm – I think because, well all pupils learn at different pace and that if they are going to go in depth, my short experience shows me that they – they need a lot of time to grow more mature, and that they also need to understand the why-part, why do they have to do it...

I: Mhm?

R: Ehm – because if they don't know why they do something they tend to just go for the shallow, easy answer –

I: Yeah?

R: But also I think that they need to start – start the process very early –

I: Yeah?

R: Like for instance in upper secondary, they are quite set in their way of thinking and **stereotyping**, but if you start at an earlier age, I think that they are more able to adjust themselves.

I: Yeah, mhm... And of course, I mean, let's be honest, school is exhausting!

R: "laughs" – yeah.

I: ... They are going to be sitting in a classroom for so many hours, and we have so many ideas in Norway about how school should be, and deep learning and whatever but if you are going to be learning I depth for that many hours a day – I mean "laughs" –

R: Yeah...

I: ... It can be exhausting using your brain for that many hours, so... Of course, not every session will be... I don't know.

R: I think perhaps if they start specialising earlier –

I: Yeah?

LIFE ASPECT OF DEEP LEARNING TO THE INTER-RELATED SUBJECTS

R: They might be able to use their capacity a little bit more in relation to the depth learning, ehm...

I: Yeah?

R: And... well, I think that most pupils think that they have too many signatures

I: Yeah?

R: They... they can't focus on that many topics and switching and switching and switching, all day long...

I: Mhm?

R: Ehm, but I've heard a lot of negative things about the attitudes towards the, the schedules where you have one signature all day...

I: Yeah?

R: I'm not sure if that's the solution either, but I think it's more about how you use that time –

I: Yeah?

R: Because I teach Spanish for four hours in one of my classes –

I: Oh...

R: But I am not sure if it's just because I section the activities so that they can relax a little bit and that they can work in their own pace...

I: Ja?

R: But they said that – I'm positively surprised about how fast time passes –

I: Yeah?

R: Because Spanish don't tend to be the favourite signature of any pupil...

I: Right, yeah... Yeah that's really interesting, Ehm, and also... That's where the concept of interdisciplinarity could be relevant as well, because they want to connect the different subjects more together now –

R: Yeah!

I: ... And if the subjects throughout one day could be connected to the somewhat same topic – like, say politics in America, and how it's ... ehm, in naturfag for instance, talk about

climate and how the politics affect it and so on... and then connect it to economy with math, and so on, so there's different aspects... Ehm, I have one final question – ehm, we have been going on for a while now, so just a couple of key words would be excellent in your answer for this, because it's a competence aim – and I am going to ask how you would teach this aim with a focus on deep learning, and just mention in short terms – so, the competence aim is "utforske og reflektere over mangfold og samfunnsforhold i den engetkpråklige verden, ut fra historiske sammenhenger"...

R: Ehm... I think I would start by giving them just a brief overview of history, and knowing how English happened to end up in the different places...

I: Mhm?

R: Ehm – and then perhaps a short project work, where perhaps the pupils could ehm – be assigned one area each –

I: Mhm, yeah?

R: ... And then they could work in groups of perhaps three, four, and then they could use this think, peer, share – strategy to ehm, not present it, I don't like the term presentation –

I: Okay, yeah?

R: ... Because it's so full of anxiety for the pupils but...

I: Definitely...

R: ... But maybe use more of a café model, where they can work their way through many groups, just sharing the information with each other –

I: Mhm?

R: ... And then have a, perhaps going through a short power point just to pin-point the facts a little more...

I: Alright, Okay, yeah – that's great, and that was my final question and...

R: Yeah!

I: And ehm... "switches to Norwegian and say thank you for the contribution" –

Appendix K. Examples of translations

R1 quote:

R: Men ehm, så egentleg så syntes eg kanskje at ein del av dei tinga me driv på med er jo det -

R: Ja, altså, når eg starta å sjå på kva det var for noko...

R: Så syntes jo eg at det var noko eg hadde heldt på med lenge, for ein ser jo på at dei skal lære ein del grunnleggjande ferdigheiter, og det gjeld jo både i norsk og engelsk og i første klasse, kjeldebruk, korleis strukturere ein tekst, korleis skrive innleiing, ehm – og ein del sann, og ehm – så ein del sann, og for eksempel så underviser eg og i vg3 i engelsk, og der er det mykje sann skills da, sann som for eksempel «how to read a cartoon», «how to read a graph», «how to analyze language»...

But ehm, so actually I do think that maybe a part of the things that we are doing are.. yeah, well, when I started to look at what it was... I did think that it was something I had been doing for a long time, because one can see that they are supposed to learn a great deal of basic skills, and that is equal in both Norwegian and English, and in the 11th grade, use of sources, how to structure a text, how to write an introduction, ehm – and a great deal of, and ehm – so a great deal of those things, and for instance, I teach Vg3 English, and there is a lot of such skills there, like for instance «how to read a cartoon», «how to read a graph», «how to analyze language»....

R3 quote:

R: Ehm, nei, eg syntest vi trenger å få ein liten sånn avklaring oss i mellom, kva som liksom... jada. Eller så, kan ein jo leggje veldig, eller eg trur jo vi legg veldig forskjellig i det, og det trur eg vi kjem til å gjere uansett om vi har snakka om det, men eg trur det er viktig at ein får ei nokolunde felles forståing for kva som bør gjerast og ikkje bør gjerast da...

Ehm, well, I do think that we need to get a tiny clarification among us, what is like... yeah. Or, then one can place a lot of, or I do think that we place different meanings into it, and I think we will even though we talk about it, but I think it is important that one can get a somewhat common understanding of what should be done and not...

R3 quote:

R: Nei altså, sånn som eg forstår omgrepet og sånn som eg ser det i engelsk, så ser det ikkje ut som sånn kjempestor forandring sånn egentleg, ehm, det som eg ser er kanskje at ein ehm, det legg opp til litt meir samarbeid mellom fag...

I mean, the way I understand the term and the way I see it in the English subject, then it does not look like a huge change, really... ehm, what I can see is that it might require more cooperation between subjects..

Survey participant, 20-30 years' experience:

Tverrfaglig arbeid med andre fag/lærere/klasser vil være sentralt, men man må ikke nødvendigvis ha store prosjekt. Det kan også handle om å jobbe med de samme temaene eller ferdighetene i flere fag, og få elevene til å bruke det de har lært i ett fag også når de møter liknende utfordringer i andre fag og sammenhenger.

Interdisciplinary work with other subjects/teachers/classes will be central, but you do not necessarily have to have big projects. It can also mean to work with the same topics or skills within several subjects, and to have the pupils use what they have learned in a subject, also when they meet similar challenges in other subjects and contexts.

Survey participant, 10-20 years' experience:

Legge opp til arbeidsmetoder som er bedre egnet for dypdykk i faglige tema, som for eksempel prosjektarbeid.

Facilitate for work methods that are better suited for going in-depth in the subject's topics, like for instance project work.

Survey participant, less than 5 years' experience:

Eg vil generelt gjøre undervisningen mer relevant for elevene, og koble fagstoffet til dagsaktuelle saker som gjør at de får bedre grunnlag for å forstå den engelskspråklige verden og hvordan språket bidrar til dette.

I will generally make the teaching more relevant for the pupils, and connect the subject content to more time-relevant matters that provide them a better foundation to understand the English speaking world, and how the language contributes to this.

R3 quote:

Nei altså, sånn som eg forstår omgrepet og sånn som eg ser det i engelsk, så ser det ikkje ut som sånn kjempestor forandring sånn eigentleg, ehm, det som eg ser er kanskje at ein ehm, det legg opp til litt meir samarbeid mellom fag...

The way I understand the term, and the way I view it in English, then it does not look like a huge change, really, what I see is that might facilitates for more cooperation between subjects [...]