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Modalities Matter

A qualitative action research on how modalities can affect teenagers' reading experiences

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Abstract

This thesis is a qualitative study that seeks to investigate pupils' experiences, preferences, and attitudes when reading a fictional novel on different modalities. The motivation behind this study is a wish to spread the love of reading to a generation consisting of digital natives. We, therefore, wanted to explore how we could use fictional novels in the English classroom. A common thread that runs through our study is the focus on phenomenological immersion. We consider immersion to be the key element for a positive reading experience, and thus we have attempted to facilitate the reading experience for the pupils to enter this mindset.

Our research was conducted in a 9th-grade classroom and lasted for four weeks. During these weeks, the pupils read the novel The Curious Incident of the Dog in the Night-Time by Mark Haddon (2003) by using the E-book, paper book, and audiobook. In order to answer our research question, we have collected data from observation, interviews, reflection logs, questionnaires, and our personal continuous reflection log. Our overall methodology was action research, which allowed us to implement changes and interventions we believed to improve the reading experience for the pupils. By following the development of each pupil's reading experience, we have gotten an impression of how their mindsets change and are affected by the book being read, and the modality the book is read on.

We have found that attitudes towards the book and comfortability with the modality are essential factors that affect the experience of reading a novel. Our study suggests that a reader may enter four different mindsets based on how they relate to these factors. If the reader is comfortable with the modality and has a positive attitude toward the book, the reader achieves immersion. If the reader is comfortable with the modality but has a negative attitude toward the book, the reader experiences boredom. If the reader is uncomfortable with the modality but has a positive attitude toward the book, the reader feels stressed. However, if the reader is uncomfortable with the modality and has a negative attitude toward the book, the reader gets disengaged. We have created a model called "The Mindset Map of Pupils' Reading Experiences" to visualize this interplay of factors. Our intention for the model is in no way to label the pupils as one certain type of reader. On the contrary, we wish to visualize the dynamic process of reading, and how easily affected a reading experience can be.

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1 Introduction

"The books transported her into new worlds and introduced her to amazing people who lived exciting lives." -Roald Dahl (2018, p. 15).

In the quote above, Roald Dahl puts into words the magical characteristic of books: the ability to transport the reader from one world to another. This happens as the reader gets immersed in the story, which we consider to be a key element for a positive reading experience. This is what we want to achieve through our research. We seek to facilitate a reading experience so enjoyable that the readers forget about their surroundings, their worries, and time itself. To achieve this, we see the need to shed light on the readers' voices. We seek to bring attention to what they experience when reading, how the process of reading a novel develops as we get deeper into the plot, and what may hinder this process. This is valuable information for teachers of reading, as this helps us facilitate reading instruction. As future teachers, we want to be able to use fictional literature with our pupils and allow them to teleport from within the classroom.

The motivation behind our Master's thesis was simple: we wanted to investigate how we as English teachers can use fictional novels in our future classrooms. Literature is often viewed as the heart of the English subject, and its role in the classroom is constantly up for debate. With the rapid digitization, today's children and teenagers often choose video games and social media over page-turning novels (Roe, p. 109). At the same time, as the world is increasingly becoming more digitized, new and innovative technologies arise, giving us endless opportunities to encounter novels. Today's children and teenagers are the groups of readers that seem to be the most curious and open-minded to the thought of reading on digital devices (Tveit & Mangen, 2014). As we are transitioning into a world where the educational system uses and relies on technologies and digital devices, we wanted to investigate how pupils' reading experiences were affected by reading on paper, compared to on screen. We wanted to write a Master's thesis where a variety of pupils were represented. From both research (Roe, 2020) and our own experiences at different practice schools, we are aware that a large number of pupils do not enjoy reading and might even find the activity to be dreadful. For us, it is important to find ways to work with fictional novels with *all* pupils. Therefore, this thesis aims to contribute to the discourse on reading didactics, with a particular focus on

modalities. In order for that to happen, we believe that it is essential to investigate pupils' preferences, attitudes, and experiences while reading.

For our Master's thesis, we wanted to investigate 9th graders' experiences with reading a fictional novel on different modalities. We were interested in seeing whether reading on different modalities could affect the pupils' reading experiences, and if so, *how*. We have conducted an action research project, reading the novel *The Curious Incident of the Dog in the Night-Time* (hereby referred to as *CIDNT*). The project consisted of 10 individual reading sessions and lasted for four weeks. Throughout the project, the pupils read the novel using the online E-book modality, the traditional paper book modality, and these in combination with and without listening to the corresponding audiobook. Simultaneously as the pupils read, we implemented several interventions where the goal was to improve the pupils' reading experiences.

As one of our goals for this Master's thesis was to write a practice-related text, we wanted to write about a topic that was closely connected to the new national curriculum (also referred to as LK20). In LK20, fictional literature is explicitly mentioned for the English subject (KD, 2019). Under competence aims after year 10, the pupils are expected to "read, interpret and reflect on English-language fiction, including young people's literature" (KD, 2019). The national curriculum emphasizes the importance of letting pupils deeply immerse themselves in different topics and themes, in order to achieve in-depth learning (NOU 2015:8). Under the section *working with texts in English* in the curriculum for the English subject, the educational system relies on fictional literature to provide pupils with essential competence that will make the pupils understand themselves and other people better. This section in the LK20 states that by working with literature, the pupils should develop competence and knowledge that should function as their foundation to encounter different ways of living, values, and the cultural diversity of the world (KD, 2019).

We wanted to write a Master's thesis that could be relevant and useful for us in the future. As participants of the Learning, Assessment and Boundary crossing in Teacher education project (LAB-Ted), we were able to write a Master's thesis that investigates a realistic day-to-day challenge that many English teachers face. LAB-Ted focuses on making teacher education more practice related and oriented around the teacher profession. One of LAB-Ted's goals is

to create greater collaboration between universities and schools (NTNU). In order to achieve a closer collaboration, teacher students who participate in LAB-Ted are required to write a Master's thesis that is relevant for teachers and schools. As participants in the LAB-Ted project, we got to collaborate with two supervisors. One is a lower secondary school teacher, who functioned as our practice supervisor. The other one is a professor of English literature at the university. Both supervisors were also participants in the LAB-Ted project, and through our collaboration, we sought to build a stronger connection between theory and practice. By participating, we had the opportunity to conduct an action research project, where the two supervisors provided us with useful reflections regarding the choices we made throughout the project. For us, LAB-Ted helped us execute a Master's thesis about a topic we both feel passionate about and at the same time make the thesis as practice related as possible.

1.1 Thesis statement

Based on our motivation to write a practice related Master's thesis that investigates the use of fictional novels with today's teenagers, we formulated the following research question:

What are pupils' experiences, preferences, and attitudes towards reading a fictional novel on different modalities?

When referring to *modalities,* we define it as the format in which the fictional novel is read on. For our Master's thesis, we wanted to investigate if and how the pupils' reading experiences were affected by the modality in use. By investigating this, we sought to achieve a better understanding of how we as English teachers can use different modalities to provide pupils with the best possible starting point for a successful reading session. Throughout this Master's thesis, we present and discuss important elements that need to be present in order to achieve a pleasant and satisfying reading session. What we consider to be a successful reading session is described throughout the entire text. Based on theory from the field of reading didactics and literature (Roe & Blikstad-Balas, 2022; Brevik & Rindal, 2020, Stockwell, 2019) we state that immersion is a key factor to an enjoyable and pleasant reading session. Immersion can be defined as "the sense of attentional involvement and displacement in a fictional world" (Stockwell, 2019, p. 15). As we consider being immersed in a fictional text to

be ideal for a positive reading experience, we have chosen to focus on immersion continuously throughout our thesis.

2 Theoretical framework

Our Master's thesis can be categorized under texts about the use of fictional novels and how the combination of written texts and audiobooks affects pupils' reading experiences. Over the last decade, there have been several studies on the topic of how our reading comprehension is affected by the modality in use. With digitization, researchers have found it urgent to investigate the effect different text-technologies have on our cognition (Hillesund, Schilhab & Mangen, 2022, p. 1). Simultaneously as digitization has affected our reading choices, a new generation of young people has grown up. This generation has been named "digital natives", as they often are surrounded by new technology and have a high competence in terms of using these digital devices (Prensky, 2001, p. 1). The digital natives show different reading habits than the generations before them, as well as their preferences concerning reading modality and text-technologies (Tveit & Mangen, 2014, p. 1). Tveit and Mangen (2014, p. 1) are questioning whether or not the new generation possesses special digital skills, making them more equipped for reading on a digital modality. The authors express a need for more research on this topic, as young people's reading habits will keep getting affected by digitization in the future. As the topic of how technology affects this new generation's reading habits is a fairly new research field, several researchers have begun to investigate how these people read and what their attitudes and preferences are (Roe, 2020; Tveit & Mangen, 2014; Hillesund et al., 2022).

2.1 Reading didactics

As our Master's thesis seeks to investigate the use of novels in the English classroom, it is relevant to present theory on reading didactics, and what is considered to be a successful reading session for pupils. According to Roe and Blikstad-Balas (2022, p. 92), today's reading didactics are based on the socio-constructive learning theory. This view on learning is often connected to the Russian psychologist Lev Vygotsky (1978). Vygotsky's theory focuses on the zone of proximal development, and that it is the social interaction between the pupil and the teacher that functions as the motivation in a learning process. The zone of proximal

development can be defined as the distance between what a pupil can achieve on her own, and what a pupil can achieve with guidance from a teacher. Vygotsky's theory is based on the thought of always moving towards a level where pupils can complete tasks on their own. Vygotsky believed that when pupils get guidance from a teacher, the focus should be on whether or not the pupil has acquired the knowledge to be able to complete the task independently tomorrow (Cole, John-Steiner, Scribner & Souberman,1978, p. 86). Roe and Blikstad-Balas (2022, p. 92) comment that this way of viewing learning functions as a foundation for today's reading didactics.

In regard to reading didactics, as well as our Master's thesis, it is relevant to present theory on how reading can be defined. A general definition of reading can be that reading consists of two parts: decoding and understanding. Roe and Blikstad-Balas (2022, p. 23) state that reading revolves around the ability to construct meaning from a text. However, they also express that reading competence can be defined in a more complex and specific manner. Reading competence is a complicated process that is influenced by several factors. Reading competence is affected by the reader herself, for instance, by controlling reading pace or fluency. The ability to use previous knowledge or reading strategies also affects pupils' reading competence. Furthermore, reading competence is affected by physical elements in the environment of the reader, such as light, sound, and reading on paper vs. screen. Our Master's thesis uses the terms reading competence, reading comprehension, and reading literacy interchangeably, based on what the author of the literature used to describe the phenomena. However, we have used PISA's (OECD, 2016) definition of reading literacy as the foundation of our understanding of all these terms.

> "PISA defines reading literacy as: understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, develop one's knowledge and potential, and participate in society. This definition acknowledges the diversity and complexity of the processes involved in daily reading activities" (OECD, 2016).

This definition shows how reading is not only about the ability to decode written words but also about the readers' capability to actively participate with their own thoughts, evaluations, and reflections (Roe and Blikstad-Balas, 2022, p. 23).

When discussing definitions of reading literacy and reading comprehension, it is important to mention the difference between reading in Norwegian and English. Presenting theory on this

matter is essential as we have carried out a reading project by using an English novel in a classroom with Norwegian pupils. Rindal (2020, p. 27) argues that Norwegian pupils are learners of English that are difficult to place in commonly used categories. The categories are users of English as their mother tongue (L1), users of English as a second language (ESL), and users of English as a foreign language (EFL). Norwegians have a high proficiency in English and use it as the "working language" in the English classroom. English is also relatively often used in higher education, as well as in the business domain in Norway. Based on these factors, Rindal (2020, p. 31) explains that in Norway, English is a language in transition. For many Norwegians, English feels like a personal language, and especially adolescents use English on several occasions in their everyday life. Because of this transition, several authors use the term "L2 English", where the focus is on viewing English as an additional language (Rindal, 2020, p. 32). Rindal (2020, p. 32) does, however, express that using the term "L2" is not synonymous with users of English as a second language. However, by using the term "L2", Norwegian pupils avoid being placed in categories that are not fitting for them. The term "L2 learners" also fits Norwegian pupils who might have learned Norwegian when starting school. Rindal (2020, p. 32) argues that the term "L2" mostly expresses that Norwegian pupils have English as an additional language.

Ørevik (2020, p. 146-147) expresses that there is a difference when reading in a language that is not our L1, and that it is important for teachers to be aware of the differences when teaching English in Norway. However, it is also found that when pupils have high reading proficiency in L2, they often show the same level of proficiency in their L1. This indicates that pupils might use the same reading skills across several languages. Pupils with high reading levels in their L2 are able to ignore unknown words and use their previous experiences with reading in their L2 in order to pronounce words. To achieve a high reading fluency in L2, pupils are required to recognize words immediately when reading, which shows that there is a correlation between the pupils' L2 vocabulary and their reading literacy. When reading in L2, it is important to remember the cultural aspect that reading brings. Ørevik (2020, p. 148) explains that reading a text in a language that is written in an unfamiliar or different culture, will add to the complexity of reading. There might be underlying cultural contexts to a text that many readers of that culture may take for granted. Therefore, Ørevik (2020, p. 148) emphasizes awareness of cultural contexts, as it could affect pupils' L2 reading experience.

2.1.1 Teenage readers

Williams (2021, p. 146) comments that teenage readers are a distinctive group of readership. She argues that teachers need to present teenage readers with fiction that will inspire them to become independent readers in the future. As the Norwegian English curriculum does not explicitly mention any particular literature, L2 English teachers are responsible for choosing literary works for their pupils (Williams, 2021, p. 142). It is important to take the pupils' age into consideration when choosing literature for them, and teachers can benefit from dividing pupils into groups based on their reading skills and preferences. Williams (2021, p. 147) also suggests dividing pupils into three groups based on their age: 11-13, 13-16 and 16-19. Ages 13-16 is the age group that the participants of our reading project can be categorized in. She considers this group to be "real in-betweeners", and pupils in these ages experience both personal growth and uncertainty in their everyday life. Teachers should take into consideration what these pupils would like or dislike, if the text might alienate them, or if the text might contribute to increasing their sense of identity and self-image. Since pupils are expected to read in English in the L2 English classroom, it is particularly important to find fitting and appropriate texts. In the L2 English classroom, the pupils are a mix of all levels of English reading skills. Therefore, Williams (2021, p. 147) explains that pupils' reading levels and interest age might not align together, making the job of finding fitting fictional literature even more important.

2.1.2 Differentiating in the English classroom

According to Ørevik (2020, p. 159), there is a large group of pupils in the English subject in Norway that consider reading to be a challenging activity. The author further explains that teachers often provide several activities and elements in the lesson in order to compensate for the challenges that many pupils experience while reading. For instance, when teachers want the pupils to read a text from the textbook, it is often common to provide the class with the audio version of the text in use. However, in terms of reading longer works of literature, we as researchers, question how adapted teaching is maintained in a classroom full of different levels and reading skills.

According to Solberg, Brevik, and Luoto (2017) differentiating is often referred to as a method for achieving adapted teaching. The authors explain that differentiation can be achieved by several methods. Differentiation in terms of content is often used in the English

classroom. It can be done by giving pupils different versions of texts based on their skill level, however, the content of text is the same for all. Thus, those who struggle with reading are able to read texts with a simplified language, while the experienced readers get to read texts that challenge their needs. According to Solberg et al. (2017), differentiating the content is a typical method several English teachers use to adapt their teaching to each pupil's need. Another way of differentiating the same content is by letting the pupils use different methods to achieve knowledge about the same topic. The authors exemplify: teachers can let some pupils read about the USA election from the textbook, while some pupils read articles online or listen to podcasts about the election.

Differentiation is a goal in the classroom; however, it is not always utilized to its full potential (Brevik & Gunnulfsen, 2016). The authors explain that teachers report the need for competence and strategies to motivate pupils who are at different skill levels. Brevik and Gunnulfsen (2016) express that it is essential for the teacher to have a good understanding of the term differentiation, in order to be successful at adapted teaching. As mentioned in the paragraph above, differentiation can be achieved in terms of content. However, teachers can also differentiate the process or the product, depending on pupils' potential or interest. By viewing differentiation from a broader perspective, Brevik and Gunnulfsen (2016) argue that teachers can achieve adapted teaching that contributes to the pupils' development and motivation.

2.2 The role of fictional literature in the English classroom

Gabrielsen, Blikstad-Balas, and Tengberg (2019, p.2) comment on the important role literature has been given in educational systems across the world. They exemplify by stating that the educational system expects literature to teach pupils values, empathy, and expand their abilities to understand others. Reading literature has many benefits, and fictional novels can function as a platform to increase pupils' ability to think creatively. When pupils read fiction, they activate cognitive dimensions that improve their intellectual development (Gabrielsen et al. 2019, p. 2). The authors state that by reading fiction, the pupils achieve a general text competence that will make them more equipped to understand different cultures, ways of living, and the diversity of the world. Reading different fictional novels will give the pupils knowledge and competence about different topics and themes, which will improve their ability to express themselves about various subjects. According to Gabrielsen et al.

(2019, p. 2) when we read fiction, we work on our ability to imagine, and this improves our capability for empathy. The authors continue by explaining that the benefits mentioned above are some of the reasons why reading literature has been at the heart of language curriculums (Gabrielsen et al., 2019. p. 2).

Brevik and Lyngstad (2020, p. 172) divide the role of literature in the English classroom into three approaches: analytical, experiential, and discussion based. It is important to mention that these approaches are used when working with literature in general, and the authors do not mention what type of literature to use with each approach. However, Brevik and Lyngstad (2020, 172) do provide us with an understanding of how literature in general is used in the English classroom. The analytical approach to literature has a longstanding tradition in the classroom, and here the focus is on genre features and the content of the story. The experiential approach is based on giving pupils personal reflections with a text in order for them to understand different sides of themselves and others. The discussion-based approach focuses on comparing literature to its adaptations. For instance, when pupils first read excerpts of a novel and then watch the movie in order to discuss the perspectives that were represented in each modality. Brevik and Lyngstad (2020, p. 166) comment that all three approaches are important for the English classroom. However, they emphasize the importance of not excluding one approach from the other and express the benefits of combining the approaches. They argue that a less binary focus would be more in tune with LK20's focus on in-depth learning (Brevik & Lyngstad, 2020, p. 166).

Reading longer texts such as novels is often defined as extensive reading in the classroom (Murty, Sinar, Willams, Pande-Rolfsen, Normann and Vicary, 2021, p. 187). Murty et al. (2021, p.187) differentiate between extensive reading and intensive reading. Intensive reading is an approach where the pupils read short experts, poems, or articles, in order to understand the words and meaning behind the text. Extensive reading is an approach where the readers read longer works of literature, often novels. The focus is less on understanding each word that is written down but on the overall meaning of the story. With extensive reading, the pupils read for pleasure, and the text should be easy for them to read. Murty et al. (2021, p. 187) explain that extensive reading should not feel like work for the pupils.

Skaug and Blikstad-Balas (2019) argue that letting pupils work with fictional novels in school could function as a way of giving the pupils an opportunity to work with topics at a deeper

level. Among the authors (Gabrielsen et al., 2019; Roe and Blikstad-Balas, 2022; Skaug and Blikstad-Balas, 2019) mentioned in this part, it seems to be an agreement that working with complete novels is highly beneficial when pupils are supposed to go into depth on a topic and achieve in-depth learning. Roe and Blikstad-Balas (2022, p. 67) comment that excerpts of fictional novels are suitable for several occasions, however, they do not provide the opportunity to explore a text universe in depth over a long period of time.

By now, it is established that reading fictional novels is beneficial in terms of working on pupils' in-depth learning and exploring abilities. However, the LK20 does not explicitly mention the use of complete novels when working with fictional literature, and there are numerous ways of working with literature in the classroom. It is therefore essential to comment on how fictional novels are used in the Norwegian school. Roe and Blikstad-Balas (2022, p. 66) explain that fictional literature is most often used to demonstrate literary devices or to become familiar with different genres. Gabrielsen et al. (2019, p. 4) present a similar finding from their study, where they comment that literature has long-standing traditions of being viewed as meaning containers, instead of being used as tools for reflection and thinking. Though the study by Gabrielsen et al. (2019) was conducted on the Norwegian subject, the authors discuss dilemmas relevant to all language arts classrooms. What Gabrielsen et al. (2019, p. 13) found was that when pupils worked with literature, it was often used as a tool to learn about genre features. The authors observed that it was common for the pupils to first get instructions about specific genre features, before producing their own text based on what they had learned. When pupils were given a literary text, they were often explained that the purpose of reading this text was to become familiar with the genre (Gabrielsen et al. 2019, p. 15).

Fictional literature is also used in sustained silent reading, where pupils read self-chosen books. This type of reading is often done at the beginning or at the end of a lesson, and usually, the reading lasts for 15 minutes (Gabrielsen et al. 2019, p. 7). According to Gabrielsen et al. (2019, p. 7), this type of reading is increasing in the language arts classroom, and the authors explain that this can improve pupils' motivation and might improve pupils 'reading flow. When Gabrielsen et al. (2019, p. 16) investigated how literature was used in the Norwegian classroom, they found that in terms of silent reading, there was often no

specific purpose to the reading. When the 15 minutes of reading were done, the pupils were expected to move on to other tasks that were not related to the reading session.

One interesting finding regarding silent reading was that this was the only practice where pupils read complete novels. Out of the 178 lessons they analyzed, there was only one classroom where the pupils were expected to work and present the novel that they had read (Gabrielsen et al. 2019, p. 24-25). Because of this finding, the authors concluded that reading fictional novels was a highly individualized practice. Gabrielsen et al. (2019, p. 2) comment on the fact that it seems as though the educational systems are choosing comprehension and cognition over creativity and feeling. The authors reflected upon whether this way of encountering literature shows how literary texts have been used as a method to "get through" the competence aims. They argue that if literary texts are used solely as a tool for learning about genre features and literary devices, the value of literature in the educational system is hard to claim.

2.3 Motivation and engagement

Motivation and engagement are two detrimental factors that need to be present for pupils to have a pleasant and successful reading session. According to Roe and Blikstad-Balas (2022, p. 42), motivation and engagement function as a part of pupils' reading competence. They explain how people's engagement when it comes to reading, is either motivated by need or wanting to read. When we read a text that gives us good or powerful experiences, we continue reading because we want more of these pleasant encounters with the text. When motivation stems from need, we might find ourselves in situations where we need to understand what is written on a legal document or might fear failing an important exam (Roe & Blikstad-Balas, 2022, p. 42). Roe and Blikstad-Balas (2022, p. 42) comment that there are two important goals regarding reading in school. The first goal is to make pupils feel motivated and engaged in the texts they read, where they enjoy the reading and choose to read because of this and not because they need to. The second goal is to make pupils understand that reading is sometimes an activity that needs to be done, regardless of whether or not the text is interesting for the pupil. According to Roe and Blikstad-Balas (2022, p. 42), pupils need to understand the importance of having a high reading competence. If pupils feel unmotivated to read because they view reading as a boring activity, motivation could also stem from understanding how

important reading proficiency is for their future. Motivated readers often value the purpose of why it is important to have a high reading proficiency (Roe and Blikstad-Balas, 2022, p. 42).

Motivation is a term that Ryan and Deci (2000, p. 72) divide into two: intrinsic and extrinsic motivation. Intrinsic motivation is internally located, and this type of motivation occurs when we experience the task to be interesting or pleasurable. The second type, extrinsic motivation, occurs because of external factors. For instance, when a pupil does her homework because she understands that it is important in order to get a good grade, the pupil experiences extrinsic motivation. According to Ryan and Deci (2000, p. 70-71), intrinsic motivation is more likely achieved by teachers who value pupils' autonomy and have a less controlling approach. The authors comment that it is beneficial for the pupils if the teacher is able to facilitate intrinsic motivation.

There are several reasons why pupils may lack motivation. If a pupil feels incompetent, does not value the task, or does not see the importance of the outcome, motivation is hindered. Therefore, if a pupil feels incompetent in reading, Ryan and Deci (2000, 72), explain that the pupil will feel unmotivated to read. According to Roe and Blikstad-Balas (2022, p. 43), motivation is closely connected to our self-perception. They explain that pupils who have negative assumptions and feelings towards a given task in school are more likely to fail that given task. Therefore, it is important for pupils to have a good self-perception in order to become good readers. When pupils have a good self-perception and believe in their reading capability, they are more likely to expose themselves to more challenging texts. By reading texts that are challenging, these pupils get to work on their reading skills, which will make them better readers. Therefore, pupils who believe in their reading abilities often experience a positive and self-reinforcing cycle (Roe and Blikstad-Balas, 2022, p. 43). Brevik, Brantmeier, and Pearson (2020, p. 148) comment on the same matter, where they state that engagement, motivation, and interest are concepts that are important for pupils in order to develop reading comprehension. They explain that engaged readers often have a willingness to try and understand concepts that might be challenging. Because of this, Brevik et al. (2020, p. 149) state that engagement, motivation, and interest go hand in hand. They explain how this is particularly relevant for L2 readers, as these pupils are often exposed to texts and words that are challenging for them. When pupils are interested in the topic and engaged in the text, they are more motivated to read even though the text might be challenging for them.

According to the PISA research from 2000 (OECD, 2002), pupils' reading engagement and their reading proficiency go hand in hand. The PISA research investigated which variables affected pupils' reading performances. The research investigated how pupils' socio-economic backgrounds affected their reading proficiency, among other things. One finding was that positive attitudes towards reading turned out to be the variable that affected pupils the most (OECD, 2002, p. 121). The PISA research found that pupils with high reading engagement scored above the average pupil, regardless of their socio-economic background. The authors of this study comment that this finding is highly important from an educational point of view (OECD, 2002, p. 121). If teachers are able to motivate and engage their pupils in reading, the authors believe that there is potential to reduce the differences in reading proficiency in the classroom. This means that having a positive attitude when reading is a main contributor to a positive reading experience.

2.4 Immersion

As mentioned in the introduction, immersion can be defined as "the sense of attentional involvement and displacement in a fictional world" (Stockwell, 2019, p. 15). Immersion is a temporary experience that affects each reader differently, and the degree of immersion may vary from text to text. There are several ways of interpreting immersion. Anne Mangen (2008, p. 406) distinguishes between a technologically enhanced immersion and a phenomenological immersion. The technologically enhanced immersion is directly connected to using technology as a tool to experience immersion, such as in video games. With this virtual immersion, the immersion is sustained by technological material devices instead of our own imagination. Such material devices can be headsets, joysticks, and the computer mouse. With technologically enhanced immersion, the person is presented with a fictional world and does not need to rely on her own imagination. Here, technology drives the reader. Phenomenological immersion, on the other hand, relies on the readers using their cognitive and mental abilities to create a fictional world. This type of immersion is achieved when reading a ravishing novel. Here, the readers only have their own imagination and fantasy as tools for obtaining the immersion (Mangen, 2008, p. 406-407). With phenomenological immersion, it is the act of reading that drives the text. When reading for pleasure, the reader seeks to get lost in the book. In other words, phenomenological immersion is essential for a pleasurable reading experience.

As everyone has different cognitive and mental abilities, phenomenological immersion is experienced differently for everyone. Neurohr and Stewart-Shaw (2019, p. 1) point out that all experiences of literature require consciousness from the reader. As a text is being read, the reader will create mental images in their minds, also known as Text World Theory. Text World Theory is based on three claims; (1) language is cognitive and based on human experiences, (2) knowledge is vital to language, and (3) the text determines what knowledge is activated within the reader (Neurohr and Stewart-Shaw, 2019, p. 4). In other words, how the reader relates to the story and interprets the fictional world is based on what series of background knowledge each reader has. This means that the reader's knowledge of a certain word or happening may affect her chances of achieving immersion. Likewise, it also implies that if a reader lacks certain knowledge, it may hinder immersion.

When discussing phenomenological immersion, one cannot diminish the importance of flow. Flow is considered a psychological state of concentration where one might lose self-consciousness and instead get a feeling of agency in the story, which serves as a self-motivating effect. Csikszentmihalyi (2014, p.139) emphasizes the importance of balancing challenges and skills. If the reader is exposed to challenges that are too high for her skill level, she might experience worry and anxiety which disturbs the feeling of flow. At the same time, if the reader is exposed to texts that do not challenge them, the reader becomes bored and needs more challenge (Csikszentmihalyi (2014, p.139). Flow also serves to diminish distractions from one's surroundings (Csikszentmihalyi, 2014, p. 134-137). To get into a flow, the reader must have an extreme focus on the text. The 1985 report "Becoming a Nation of Readers: The Report of the Commission on Reading" (Anderson, Hiebert, Scott, & Wilkinson, p. 10-11) mentions that fluency is a principle for reading. While flow revolves around concentration and focus, fluency revolves around word decoding and identifying a word's pronunciation and meaning. This deciphering must happen rapidly as the reader is working her way through the text, in order to construct meaning from it (Anderson et al.,1985, p. 11). When the reader manages to quickly decode the words, the reader can start focusing on the content of the text (Frankel, Becker, Rowe, & Pearson, 2016, p. 8-9). This means that the reader needs to have knowledge about the language in which the text is written, to be able to read fluently, which again is a premise for achieving flow.

2.4.1 Concentration and attention

It goes without saying that to be able to read, you need to concentrate. As mentioned above, concentration may lead to flow, and flow is essential for immersion. Concentration then becomes a necessity for achieving phenomenological immersion. Roe and Blikstad-Balas (2022, p. 46) claim that good readers are aware of their own thought processes while reading and can actively control these. Though, this does not mean that good readers never lose concentration, it rather implies that good readers become aware if they have lost focus. They are then able to go back in the text to where concentration was lost and correct themselves by re-reading certain parts with extra attention.

In 2007, N. Katherine Hayles wrote an article concerning a cognitive shift among what was then considered "today's youths". Even though the article is 16 years old, it is still considered a relevant voice among reading researchers. When it comes to concentration, Hayles (2007, p. 187) explains that in education, the cognitive mode, deep attention, has long been considered the standard, while the cognitive mode, hyper attention, is regarded as defective behavior. Deep attention is characterized by concentrating on something for a long period of time, such as when reading a novel. Hyper attention, on the other hand, is recognized by a rapidly switching focus. With deep attention, one can block out distracting stimuli and keep focusing on a single source of information. With hyper attention, however, multiple streams of information are preferred, as well as seeking stimulation and having low patience for boredom (Hayles, 2007, p. 187). This poses challenges as educators expect deep attention from their pupils, while the pupils are prone to hyper attention. With the shift, some teachers are left with a feeling of not being able to use complete novels with their pupils anymore, as they cannot seem to stay focused (Hayles, 2007, p. 188). She further explains that the reason behind this cognitive shift may be linked to the increasing digital culture and the use of digital media. The brains of children who grow up surrounded by media are wired differently than those who grew up without it. However, it is important to mention that there are benefits of hyper attention too, such as processing multiple information streams, alternating rapidly between tasks, and all over being capable of multitasking (Hayles, 2007, p. 194). Yet, when it comes to reading a novel, deep attention is the preferable mode. She (2007, p. 195), therefore, raises the question: Do the pupils need to change to fit the educational environment, or does the educational environment need to change to fit the student's needs? Hayles (2007, p. 197-198) states that it is every teacher's responsibility to be aware of this cognitive shift and prepare to meet the generations prone to hyper attention.

2.4.2 Deep reading

A goal when reading for pleasure is to achieve deep reading. Deep reading, also referred to as close reading and slow reading, may be defined as a process that promotes comprehension, reflection, and critical analysis of a text. It is a trained skill that experienced readers may use less than a second to prosecute, while inexperienced readers may spend years developing it (Wolf & Barzillai, 2009, p. 131). In an interview with Sædberg (2021), Wolf claims that deep reading is a complex process that requires a lot from the reader. It is the very essence of reading. It requires advanced cognitive, emotional, and linguistic awareness, which takes time to develop. In other words, to develop deep reading skills, one simply must read. Wolf (Sædberg, 2021) claims that deep reading is an important skill that is not to be taken for granted. If the development of deep reading is hindered, it may affect a person's abilities when it comes to thinking critically and expressing empathy. Therefore, if the skill is not practiced and used, it may wither.

Wolf and Barzillai (2009, p. 130) state that deep reading is a slow, time-consuming cognitive process. In other words, deep reading requires deep attention. This means that in likeness with cognitive modes, people's ability to achieve deep reading is also affected by the digitization of society. The use of technology will affect the next generation's reading minds, and some changes are inevitable. The area in your brain which is activated when you read is molded and adapted to the special features of the medium or modality you are reading on. This does not necessarily have to be a negative consequence, it may, for instance, help develop visual intelligence. However, there is research that indicates that digitization may have negatively affected the younger generation's reading comprehension and ability to think critically. The reason for this is that if readers are exposed to a constant stream of new sensory impressions, it may affect the quality of their attention and memory. This leads to the readers having to work harder to achieve deep reading (Sædberg, 2021). This indicates that reading printed novels is preferable for the sake of reading comprehension.

2.4.3 Reading stamina

When reading longer texts, such as novels, the reader needs to keep concentrating on the same story to comprehend the chain of events and achieve fluency. However, pupils today may be among those who belong to what Hayles (2007) predicted to become a hyper attention-prone

generation. We know that several of these pupils prefer multiple information streams and need more stimuli than what one printed text can provide. Hence, Hiebert, Wilson & Trainin (2014, p. 156) claim that today's pupils may find it especially difficult to maintain involvement with a text. This involvement requires reading stamina. Reading stamina can be defined as "The ability to sustain attention and proficiency across a text" (Hiebert et al., 2014, p. 155). This is an essential aspect of reading, as it says something about the reader's capability to concentrate on a text, which again makes it fundamental for achieving immersion. Though reading stamina is important, little research has been conducted on the topic. Yet, Hiebert et al. (2014, p. 155) claim that when readers are reading silently for themselves, reading stamina may be difficult to sustain. When reading longer texts, such as novels, the reader may experience fatigue. However, Hiebert et al. (2014, p. 155-156) argue that this type of exhaustion may be diminished if the reader becomes familiar with the vocabulary and content of the text in question. Reading stamina is essential to maintain interest in what you are reading (Hiebert et al., 2010, p. 164). This indicates that if the reader endures the text to the extent that she gets familiarized with it, interest is sparked, and reading stamina thus becomes a self-sustaining effect. Hiebert et al. (2014, p. 164) add that, in addition to interest, reading stamina promotes reading comprehension.

2.5 Modalities

A modality, also referred to as medium, can be defined as "the information-processing channel used by the learner to process the information such as auditory versus visual" (Moreno & Mayer, 2002, 156). In other words, modality refers to the format in which text is portrayed. For our project, the relevant modalities are paper books, E-books, and audiobooks, which were the modalities used when conducting our reading project. In Nyberg's (2021) article "Hva er best - Lesing på skjerm eller papir?", she interprets Mangen's research on reading on paper books compared to on screen. According to Nyberg (2021), each modality serves different purposes, and the challenge is to use each modality for the type of reading they work best for. When transporting a story from one modality to another, the story gets adapted to fit the new modality (Rimmereide, 2013, p. 143). In other words, making an audiobook based on a corresponding paper book is an adaptation. The same goes for converting a paper book into an E-book. How the creator of the new modality portrays the characters and story, will affect the reader's experience. Even though most, or all, of the

original text may be included in the new modality, the reader engages differently with the two forms (Rimmereide, 2013, p. 146).

As we present research concerning reading and modalities, it is important to mention that we do not seek to rank the modalities in question, and label them as "good" or "bad". Our goal is merely to explore what possibilities and limitations different modalities bring, and how these may affect a classroom situation.

2.5.1 Paper books and E-books

Printed text has long been the dominant modality for reading written text. However, during the last decades, the use of digital devices has increased drastically. Such digital devices can be tablets, phones, and laptops (Hillesund et al., 2022, p. 1). In addition to this, Roe (2020. p. 115) states that pupils have replaced traditional reading with the use of digital devices. With these new modalities, Hillesund et al. (2022, p. 2) argue that new ways of managing text have evolved. In other words, the increasing use of digital modalities has required new ways of reading. Yet, paper books and E-books have in common that they use the same writing system. Text is presented to the reader on a two-dimensional surface with a similar-looking layout. The difference is first and foremost that in a paper book, the text is printed in ink onto paper pages, and it does not go away. As you read in a paper book, you can feel the thickness of the cover and the weight of the book, and as you turn the pages, the text you put behind you does not disappear. This makes paper books tangible. On the other hand, we have E-books, where text consists of pixels presented on a digital display. As the reader scrolls up and down on the screen, the text disappears. The text is not long-lasting and permanently tied to the modality in the same way as with paper books, which makes E-books intangible (Hillesund et al., 2022, p. 4-5). Roe and Blikstad-Balas (2022, p. 67) point out that more and more written text is transferred from a printed format to a digital one. Therefore, pupils today need to be able to relate to digital texts to a greater extent than generations before them. Thus, schools are expected to teach young readers to develop reading comprehension in both printed and digital text.

In Rongved's (2018) article "*Vi må ta på alvor det forskningen viser om lesing på skjerm og papir*", she interprets Mangen's research which claims that when it comes to reading comprehension, pupils perform better when reading a printed text, compared to a digital text. Rognved (2018) further adds that especially longer digital texts have a negative effect on reading comprehension. This also applies to fictional texts, such as novels, as the reader remembers more when reading on paper. If a reader struggles to achieve reading comprehension, this will hinder the reader's ability to achieve deep reading (Rongved, 2018). However, if the text is short and simple, it does not necessarily matter whether it is being read in print or on a screen (Nyberg, 2021). Still, if readers get used to only reading short texts, skipping from one to the next, abilities such as immersing oneself in a text, reading between the lines, and sustaining focus are not being practiced. It is therefore important that pupils get the opportunity to practice reading longer texts, both using paper books and digital texts. These opportunities should be provided in schools, to not risk creating a gap between pupils who have parents who get involved in the reading, and those who do not. The consequence of ignoring this may be that pupils become unable to comprehend longer texts (Nyberg, 2021).

According to Nyberg (2021), we overestimate the amount of information we take in when reading on a digital device. This leads to more skim reading of texts, and less focus on the content of it. The paper book is more suited for maintaining focus, as it does not provide the reader with other options to switch attention to. As the printed text is static and does not move, there simply is nothing to do with the text except to read it. When using a computer as a reading device, on the other hand, it becomes necessary for the reader to scroll on the page, click on the mouse to turn the page, and so on (Mangen, 2008, p. 410). Normann (2021, p. 231) states that digital texts require more interaction with the device to make the story develop. She claims that this may provoke what Hayles (2007) referred to as "hyper attention", as the reader is forced to switch focus between the text, the clicking and the scrolling. Yet, she also notes that it is possible for the reader to achieve what Hayles (2007) referred to as "deep attention" when reading on a digital device, if the story is captivating to the reader. Mangen (2008, p. 409) adds that the reader may be tempted to seek out other sources of stimuli when using a digital device. She claims that when the stimuli provided by the digital text can no longer hold the reader's attention, the reader will attempt to renew the source of stimuli. If the screen cannot provide more stimuli, the reader loses concentration and interest.

However, E-books offer possibilities that printed texts cannot. Bae (2022) claims that digital devices are a more appealing modality for children and teenagers today. Therefore, youths should be given the opportunity to experience literature on digital modalities, as well as printed ones. On digital devices, the reader may have the opportunity to tailor the text to fit her personal preferences or needs. For instance, some may benefit from being able to zoom in on the text, change the spacing between the lines, or change the font the text is written in. This may affect to which extent the reader comprehends the text, and thus functions as a motivational effect. Therefore, reading on digital devices may be used as a gateway into reading, for struggling readers (Mangen, 2020). Normann (2021, p. 229) adds that using digital elements when working with literature can increase motivation for the learners, as it is relevant to their spare time activities. Furthermore, it contributes to variation within the reading training.

2.5.2 Audiobooks

Have and Pedersen (2021, p. 198) define audiobooks as "an electronic book format which is listened to instead of being read in the traditional sense". From a historical perspective, audiobooks have served to be used by readers who for one reason or another struggled to read written text. This view has changed over time, and today, the audiobook is no longer perceived as only a tool for struggling readers, but something to be enjoyed by everyone (Have & Pedersen, 2021, p. 198). Have and Pedersen (2021, p. 199) argue that while there are various definitions of reading, it may be defined as something that accommodates comprehension, vocabulary, phonemic awareness, and creating mental images based on written text. When viewing reading from this perspective, one can say that listening to audiobooks constitutes reading. Furthermore, Have and Pedersen (2021, p. 201-202) explain that as long as we see an audiobook as just another form of the written book, audiobooks are adding another aspect to the written words. The reading experience changes drastically as an auditive layer is added to it. Have and Pedersen (2021, p. 203) also state that the modality that a story is told through matters, though transforming the story from one modality to another is in no way uncomplicated. The story changes when it is moved from one modality to the next, and the strategies of telling it transform. While some would say it is easier to concentrate and get immersed in a paper book, Have and Pedersen (2021, p. 209) argue that the audiobook potentially leads to more immersed reading. This is because the audiobook allows the reader

to activate the body while reading, for instance by driving or hiking meanwhile, which may enforce the reading experience.

Though audiobooks have been around for a long time, they are becoming more popular and accessible (Larson (2015, p. 169). Larson (2015, p. 170) states that listening to audiobooks has benefits similar to reading aloud. Roe and Blikstad-Balas (2022, p. 155) argue that reading out loud for pupils teaches them structures within languages, as well as nuanced ways to express themselves. Furthermore, reading out loud for pupils may help them comprehend the content of the text to a greater extent than what they could achieve on their own. This does not only apply to young children. On the contrary, pupils in upper secondary have proven to benefit from this by developing more positive attitudes towards reading, and overall being more motivated to read (Roe & Blikstad-Balas, 2022, p. 155-156).

With audiobooks, the narrator models the language in a professional manner, reading calmly and at an appropriate tempo, she demonstrates proper pronunciation and punctuation. This is especially beneficial if the reader is reading along in the text as she listens (Whittingham, Huffman, Christensen, & McAllister (2013, p. 4). Furthermore, Whittingham et al. (2013, p. 4) add that using audiobooks in combination with the written text may benefit the reader's vocabulary learning since the reader is presented with the correct spelling, context, and meaning of the word. For many pupils, audiobooks may have a supporting function as they read. Larson (2015, p. 174) has found that when pupils listen to an audiobook simultaneously as they read the corresponding text, they can concentrate for longer. In other words, audiobooks may have a positive effect on reading stamina.

3 The reading project

For our reading project, we chose to read the fictional novel *The Curious Incident of the Dog in the Night-Time*, written by Mark Haddon in 2003. It has a first-person narrator and is written from the perspective of 15-year-old Christopher Boone. The story takes place in Swindon in England in 1998. The genre is a murder mystery and begins with Christopher discovering that his neighbor's dog has been killed in her garden. From that point on, he is determined to solve this crime. As the story unfolds, the plot of the story becomes more complex and complicated, with several plot twists. The book is written in a manner where the author has an alternating focus in his chapters. Most of his chapters focus on the plot of the

story. However, the author has written several chapters where the focus is on Christopher's character traits and personality. The main character has a social disorder, and several of the chapters that were not focused on the plot revolved around Christopher's interests, experiences, or interactions. This novel is recommended by Williams (2021, p. 154) to be used from grade 8 to grade 13. She further states that the book is an easy read, and a sympathetic novel that touches upon themes that are relevant to teenagers, such as growing up, making choices, and relationships with family. As the novel has an alternating focus, it was possible for us to remove some chapters without directly affecting the plot of the story. Since we had to conduct the entire reading project within a limited time frame, we considered it necessary to make these alterations. We will discuss the benefits and disadvantages of this decision in section 6.2.1.

We got access to *CIDNT* through the website *ESL bits*, which provides a free selection of digitized novels and short stories, as well as the corresponding audiobooks. Normann (2021, p. 234) defines digitized novels as digital versions of printed text. On *ESL bits*, the readers can choose the tempo of the audiobook based on their preference, which Normann (2021, p. 234) claims may positively affect the reading of the text, as it is a way of adapting the reading experience to each pupil's personal needs.

The 23 participants in our project were 9th graders, who were our practice supervisor's pupils. Before starting the project, our practice supervisor told us that she had never conducted a reading project using complete novels with this class. When discussing our motivation and goals for the project with her, she expressed mixed emotions. She explained that based on previous experiences when reading with the class, she was worried that some pupils might not be able to finish a complete novel. However, she was intrigued by the idea and expressed a wish for her pupils to achieve a positive reading experience. Furthermore, when discussing the learning environment within the class, she expressed concern regarding the pupils' attitudes toward reading. She claimed that having high academic goals was not considered "cool" within this class, and she, therefore, suspected that the pupils would not try their best when reading.

At the beginning of the school year, the school was affected by a strike, which led to a delayed start-up of the semester. For the pupils, this meant that after the summer holiday, they only had two weeks of regular school, before they were affected by the strike that lasted for four weeks. This may have affected the outcome of our research as the reading project

required a lot from them, and some of the pupils might have struggled with readjusting back to a normal school day.

The reading project was conducted over four weeks, and we had 10 reading sessions with the pupils in total. Throughout the project, the pupils read *CIDNT* on three different modalities. We wanted to investigate the pupils' experiences, preferences, and attitudes toward reading a fictional novel when using an E-book, audiobook, and paper book. The pupils read *CIDNT* using three different combinations of the modalities. The first combination consisted of the pupils reading the novel with the E-book modality and listening to the audiobook that was played out loud in the classroom. With the second combination, the pupils read the novel with the paper book modality and listened to the audiobook played out loud in the classroom. With the third combination, the pupils read the novel independently with the paper book modality without the support from the audiobook.

The lessons were an hour long and the pupils' reading sessions lasted between fifteen and forty minutes. As described in section 2.4, immersion is easier achieved when applying the right amount of attention for a longer period of time. Therefore, we were interested in investigating whether the pupils were able to achieve immersion when we read for 40 minutes. However, the majority of pupils felt that 40 minutes of uninterrupted reading were too long for them. For the remaining reading sessions, we experimented with different lengths to provide the pupils with opportunities to feel mastery when reading. This was done through several interventions that we implemented throughout the project, which are thoroughly explained in section 4.3.

4 Methodology

We base our qualitative research on ideas about reality from the socio-constructivist, Lev Vygotsky (1834-1936). The ontological and epistemological premise is that many realities exist, and knowledge is reconstructed within these. Reality is constantly changing, complex, and in a research situation, constructed by the participating individuals (Nilssen, 2012, p. 25). Another important factor within qualitative research is that all researchers bring their own values, prejudice, and preconceptions into the research. This will influence the research as different data bring different meanings to each researcher. Furthermore, each researcher will

analyze and interpret the data differently (Nilssen, 2012, p. 26). For this Master's thesis, we are aware of our own values concerning our love for reading, fiction, and paper books.

4.1 Action research

Action research revolves around developing an understanding of the practice, changing one's practice, and improving the situation in which the practice takes place (Postholm & Moen, 2018, p. 32). The divide between action research and action learning is not clear, but a common divider is reporting- and publishing the results (Madsen, 2004, p. 159-160). In other words, our methodology is action research. When conducting action research in a classroom setting, it entails close cooperation between the researcher and the participants. The researcher is an active participant who constructs changes through interaction with the pupils. These changes are based on the researcher's values, prejudice, and preconceptions of what it takes to improve a situation (Nilssen, 2012, p. 25-26). Therefore, when we implemented changes in our practice classroom, the changes originated from what we personally believed to be suitable.

There are several ways to conduct an action research project in a classroom setting. However, we chose to conduct the project where we functioned as both researchers and teachers. This meant that we were the ones that led the classroom discussion, and at the same time collected data from these situations. By using action research as our methodology, we had the opportunity to test out didactical ideas concerning a theme we are passionate about. As we have a heartfelt engagement for reading, we were eager to conduct the reading project ourselves. We wanted to experience standing in front of a class and attempt to get the pupils engaged in reading. Furthermore, we wanted to investigate classroom-related challenges to develop ourselves as future English teachers. This gave us a sense of ownership of the project.

There exist multiple models which illustrate the process of action research. Action research can be interpreted in both a narrow way, and in a broader manner. For instance, when looking at action research in a narrow way, one can view one lesson as the whole action research cycle. The action research cycle can also be viewed in a broader manner where the cycle can represent a complete project. In this part of the chapter, we will present our action research process from both perspectives. First, we will present the action research process from a

narrow perspective, where we use Kurt Lewin's definition (1952, referred to in Postholm, 2020) to visualize the cycle within one lesson. Next, we will present the action research process from a broader perspective, where we use Madsen's (2004) interpretation to explain the cycle as our entire Master's thesis project.

Kurt Lewin (1952, referred to in Postholm, 2020, p. 33) visualizes the process through reflecting spirals consisting of planning, action, observation, and reflection. We have visualized Lewin's four phases into a model, in order to understand the process of action research better. This model illustrates essential elements that reoccur in most action research models.
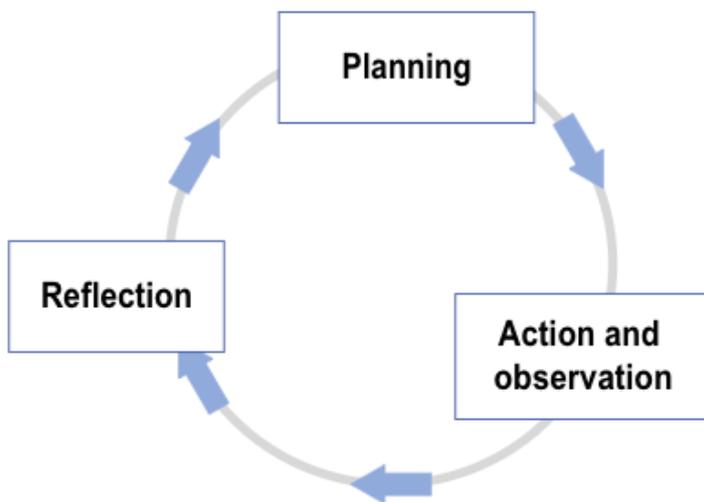
Figure 1: Action research cycle

The four phases in Lewin's model can be interpreted in several ways, depending on the different roles that the researcher might partake in. If the researcher is observing someone else conducting the actions, it is normal to separate the action phase from the observation phase. However, as we were participating observers, we conducted both elements at the same time, and therefore, we combined the two phases into one in our model. In addition to this, the model separates reflection from the other elements, which we have interpreted as our reflection discussions. We carried out reflection discussions after each lesson and wrote a continuous reflection log, which is described in section 4.5.5. In some of the reflection discussions, our practice supervisor joined us, however, most of the discussions consisted of

just us researchers. Yet, it is important to note that we reflected in each phase of the cycle, and not only in the reflection phase. For instance, in the planning phase we reflected upon the didactical interventions to improve the lessons. In the action and observation phase we had to make immediate reflections based on situations that occurred in the classroom.

In the next section, we will present the action cycle as our entire Master's thesis project. By viewing it this way, we get to reflect upon the entire project, which allows us to see the big picture. We wanted our Master's thesis to be as practice related as possible, and by reflecting upon the project as a whole, we acquire knowledge that can be useful for us in our teaching profession. Madsen (2004, p. 154) divides the process of action research into three different phases: preparatory work, execution, and finishing work. We have chosen to structure our descriptions of the project based on these.

4.2 Phase 1: Preparatory work

The first step in our action research process began with discussions between us and our supervisors where we found a common interest in the use of written novels in schools. Madsen (2004, p. 155) states that in this phase the researchers need to sketch out a research question and common goals for the project. First, we created a draft of our research question. Here, it was important for us to highlight each pupil's experience when reading, as we sought to facilitate a positive reading experience for all the pupils. Based on this we created the research question mentioned in the introduction: What are pupils' experiences, preferences, and attitudes towards reading a fictional novel on different modalities?

After creating the research question, we started to design the reading project and discussed our plan with our supervisors. In this phase, the researcher can only create a general description of the research, and detailed planning cannot happen before the researcher is executing the project (Madsen, 2004, p. 155). The original reading project was meant to work as a rough sketch, and we were prepared to make different changes to further improve the project as time went on.

4.3 Phase 2: Execution

In this phase, we executed the reading project in the practice classroom. Here, we read the book with the class and collected the data during- and after the lessons. Madsen (2004, p.

157) states that in this phase, the researcher participates actively in the process of planning, executing the actions, discussing and reflecting, while collecting the necessary data to document what is happening.

As action research revolves around improving one's practice, we constantly made changes in our project. Though we conducted several changes, they can all be placed within three main categories: shorter reading sessions, more pupil engagement, and optional modalities. These categories are our three main actions.

4.3.1 Shorter reading sessions

The first two reading sessions of our reading project were conducted as originally planned. The original plan was to read for about 40 minutes in one sitting. We had discussed beforehand that 40 minutes may be too long for most pupils. However, we saw it as an ideal time for achieving immersion. Therefore, we wanted to give the pupils a chance to read for a longer period of time. During the first two reading sessions, we observed that several of the pupils started to get restless at the end of each lesson. When we read through the reflection logs from these lessons, we saw that some pupils made comments such as "The lesson was too long" and "I liked it in the beginning, but it got boring at the end". Based on these observations and comments, we decided that we had to make the reading sessions shorter. Our practice supervisor was also concerned about the length of the reading sessions and advised us to make them shorter. We wanted to investigate whether shorter sessions could improve the pupils' reading experiences.

4.3.2 More pupil engagement

As mentioned above, we wanted to test out letting the pupils read for about 40 minutes each session. This was because we wanted to give the pupils the opportunity to sit still and concentrate long enough to achieve immersion. However, after the first two reading sessions, we discussed with our practice supervisor that we all saw it necessary to get the pupils more engaged in the story. We, therefore, included activities that aimed to get the pupils to talk- and reflect about the story. These activities were spread throughout the entire reading project.

Even though these are several interventions, we have chosen to place them within the same action, as they all had the same aim; to make the pupils more engaged in the story.

We reflected upon what kind of tasks could fit this purpose in collaboration with our practice supervisor. As a result, we implemented activities such as conversation cards, a Kahoot, and a character game. We believed that activating the pupils was one way of engaging them. The purpose of the conversation cards was for the pupils to discuss the plot in smaller groups. Here, they were asked pre-made questions that we considered important for the plot. Some of the questions had a correct answer and some of the questions were meant to make them reflect upon the situations and dilemmas raised in the story. This was also a way to ensure that all the pupils were up to speed on what had happened so far in the book, even if some had been away or forgotten some details. The Kahoot only had right and wrong answers, but it was still an engaging activity that several of the pupils seemed to enjoy. Our practice supervisor told us beforehand that using Kahoot often sparked engagement within the class, and even though the topic of the quiz was the plot of the book, many pupils considered it more of a game, than a repetition of the subject matter. In the character game, groups of pupils were given the names of some of the central characters, and a pile of adjectives that described their personalities. The aim was for the pupils to place every adjective under the character they believed to fit, and argue why. However, we saw that this game was most successful when the pupils were familiar with the characters, and some of the pupils had forgotten who some of them were, and what role they played in the story. Still, all the groups were able to describe some of the characters and, thus, got to reflect upon their personalities. Lastly, our practice supervisor also suggested an activity that was supposed to trigger the pupils' curiosity. This activity was the only activity that was led by her, their usual teacher. In this activity, the pupils were supposed to finish the sentence "As I continue reading, I am curious to find out…". We wanted the pupils to think about all the questions that had not been answered yet and hoped that this would ignite their curiosity. After they all had written their answers, the teacher read them all out loud to inspire the class to be curious about multiple things.

4.3.3 Optional modalities

With the reading project, we wanted to investigate how different modalities affect pupils' reading experiences. Up until the end of the third week, we had used three different modalities. We observed that when we switched modality, it could affect the pupils' reading

experiences both for better and for worse. We originally planned to use the paper book modality for one entire week. However, after the first lesson where we used the paper book, we observed that several of the pupils struggled. We observed that some pupils refused to open the book, looked out of the window, or expressed their discomfort to us verbally. In an interview before the lesson where they only used the paper book, one girl said, "I do not like holding the book, I prefer the computer". In another interview, we asked a girl about her thoughts regarding switching to the paper book, without further using the audiobook. This was a girl we had interpreted to be enjoying the reading sessions when she had access to the audiobook. She answered, "I do not think I will like it. I have only used the audiobook the entire time. I have just closed my eyes and listened". Based on the observations and interviews, we discussed with our supervisors that it felt unethical to force all the pupils to continue reading by only using the paper book modality. We feared that it might ruin the reading experience for the pupils who liked the book but struggled with the modality. We discussed that the paper book may have been too unfamiliar, therefore too difficult for some of the pupils. We saw it as more important that the pupils got a positive reading experience than it was for us to conduct the reading project as first planned. Therefore, we decided to let the pupils choose which modality they wanted to use for the last two reading sessions. We discussed that having optional modalities could increase their motivation for finishing the book.

4.4 Phase 3: Finishing work

By viewing the action research process from a broader perspective, we have interpreted our Master's thesis as our finishing work. After finishing the reading project, we started the process of analyzing and discussing the results. Madsen (2004, p. 158) claims that the last phase ends in the same way that the first phase began; with a description of the current situation. In this phase, the researcher describes what she has done, and how she did it. To be able to evaluate the research in a credible manner, the researchers first have to reach a common understanding of the situation (Madsen, 2004, p. 158). For us, this phase started with discussing the data we had collected and the situations we had experienced in the classroom. As we are two researchers carrying out this project, we naturally interpreted some situations differently. We have therefore had several discussions where the aim was to reach a common understanding of the data.

4.5 Methods for collecting data

We have used several methods to collect data while carrying out our reading project. The reason for this is to ensure as nuanced data as possible. We have collected data through observation, interviews, reflection logs, questionnaires, and our personal continuous reflection log.

4.5.1 Observation

During our reading project, we wanted to observe the pupils' behavior as they read. In order to do this, one of us was always sitting in the front of the classroom, observing the pupils from the front, while the other one was observing from the back. This way, when we put our observation notes together, we got a more nuanced understanding of the situations that occurred. For instance, the observer in the front could interpret a pupil watching the screen intensely as her being concentrated, while the observer in the back could see that the pupil was doing something she was not supposed to. Bjørndal (2017, p. 33) differs between a first-order observer and a second-order observer. When the researcher has observation as her primary task, it is an observation by the first order. If the researcher is observing and teaching simultaneously, and the tasks are equal, it is an observation of the second order (Bjørndal, 2017, p. 33). As we were two observers in the classroom, we switched between the two forms. The observer in front of the classroom was constantly a second-order observer, as she had to communicate with the pupils and take notes of their behavior at the same time. The observer in the back was more of a first-order observer, yet she would intervene in the pedagogical situation if she noticed that pupils were doing something that could negatively affect the other pupils' reading experience. Gleiss and Sæther (2022, p. 106-107) claim that which role the observers have, may vary throughout the project, and the researcher may find it necessary to switch between the roles. While we were conducting our research, we had to switch between the observer roles based on what we considered necessary at the moment.

As we observed, we noted our observations and interpretations in a semi-structured observation schedule. This means that our observation schedule contained a combination of open and closed categories. All observation points revolved around the pupils' reading experience. The closed categories were specific operationalizations of the term immersion, as

we consider an immersed state of mind to be ideal for a positive reading experience. The open categories allowed us to note behaviors concerning the pupils' reading experiences that were not operationalized in advance.

The fact that the pupils did not know us, may have created an artificial setting for the pupils. This could have affected their behavior, in the sense that they may have wanted to appear differently to us than they normally would. This is a disadvantage of being visible observers and it is possible that this affected our results (Bjørndal, 2017, p. 44). There are factors that may influence to what degree the participants get affected by the observers. For instance, the relationship between the researchers and the pupils, the researcher's motives and attitude when observing or teaching, gender, or age (Bjørndal, 2017, p. 44). Though we were aware of these factors and attempted not to create a too unfamiliar setting for the pupils, it is likely that some of these factors affected some of the participants. Other factors that might have affected our data are presented in section 4.7.

4.5.2 Interviews

We have conducted 10 semi-structured individual interviews. The questions were formulated in advance, but the order of these questions varied. The questions revolved around the pupil's attitudes toward reading in general, their thoughts about *CIDNT*, and their reading experiences from that week. We also asked questions regarding operationalizations of the term immersion, such as "Do you want to keep on reading?" and "Do you feel like time is passing by fast or slowly?". In addition to this, the interviewer asked follow-up questions to elaborate on interesting findings. The interviews became an important method for collecting data, allowing the pupils to reflect to a higher degree than what the reflection logs permitted. A benefit of using interviews is that they provide an opportunity for the researchers to get a deeper understanding of the participant's perspective (Bjørndal, 2017, p. 107). After each week, we both conducted a couple of interviews. The following week, we conducted a new interview following the same interview guide and procedures, with new pupils. This was to ensure that different voices were represented in the material. We wanted the interviews to represent the diversity in the classroom. Therefore, we interviewed pupils that we had observed to have a specific behavior. In the first week, we chose pupils who seemed to enjoy the book and had a positive attitude. However, we had also observed that some pupils seemed to be negative towards the book and had negative comments when discussing the book. These

pupils were selected for the interviews the next week. In the third and fourth week, we originally wanted to interview pupils that seemed to have a more neutral attitude. In these weeks we struggled with getting pupils to participate in the interviews. This resulted in us interviewing whoever agreed to participate. However, it turned out to be a great variation within these interviews, which gave us a broader perspective of the group of pupils.

As with the observations, we were aware that we did not have any relation to the pupils beyond the reading project, and that this may have affected our findings. When the interviewer and the informant do not know each other prior to the interview, the relation between the two is established during the interview (Gleiss & Sæther, 2022, p. 87). We attempted to diminish the chance of the interview being negatively affected by our lacking relation with the pupils, by attempting to get to know them throughout the reading project. We were also aware that the power relation between us and the participants could feel uneven for the pupils. Therefore, we started each interview by ensuring the pupils that there were no right or wrong questions and that we were only concerned about their experiences with the reading project.

4.5.3 Reflection log

At the end of each lesson, the pupils wrote down some reflections in what we chose to call a reflection log. In the logs, the pupils reflected upon their experiences with reading in regard to that lesson. Postholm and Moen (2018, p. 62) state that the reflection log might function as a bridge between the participants and the researchers. We used the information gathered in the reflection logs when we planned our future lessons. As our methodology is action research, we continuously sought to improve each lesson to ensure that the pupils experienced mastery. Therefore, we used the reflection logs to get a better understanding of what had been good or challenging for the pupils. This made the reflection logs an essential part of our action research. In a setting where the teacher is conducting action research, Bjørndal (2017, p. 66-67) comments on the benefits of letting pupils write logs themselves. He argues that when pupils write logs with the pedagogical situation in mind, the teacher gets different perspectives that can be beneficial for further reflection. The log had a combination of closed and open questions. The closed questions were not used in further analysis, and the purpose of these questions was to get an immediate understanding of what the pupils had experienced while reading after each lesson. For instance, we asked the pupils after each lesson if they

wanted to continue reading, and for this question, the pupils either wrote yes or no as their answer. However, we also had questions that were open and where the pupils had to reflect before answering. For instance, we asked the pupils to write some sentences about their experience with reading in regard to that lesson and to write what had been good or challenging and why. This helped us get more information than we would otherwise. The reflection logs were anonymous; however, the pupils drew a number that functioned as their candidate number throughout the project. Their number was used instead of their names in both the reflection logs and questionnaires. This ensured the pupils' anonymity, yet at the same time allowed us as researchers to follow each pupil's experience and development.

4.5.4 Questionnaires

We sent out two different sets of questionnaires to the pupils: one before the reading project, and one after. The questionnaires were semi-structured, meaning they contained both open-ended and closed questions. The purpose of using open-ended questions was that they allowed the individual respondents to explain their answers in a personal way, which is not attainable by only using closed questions. Closed questions do, however, help the respondents to answer in an efficient way, allowing us to analyze the answers effectively (Cohen, 2018, p. 475-476). The closed questions were only used for us to get a perspective of the class's general opinions of reading before and after the reading project and were not further analyzed as data for the project. This was an essential part in our preparatory stage of the action research process. The pupils answered with the same candidate number as in the reflection log, making the questionnaires anonymous.

4.5.5 Continuous reflection log

We, as researchers, wrote a continuous reflection log throughout the entire reading project. This log was written after each reading lesson, where we wrote down the most important observations from that lesson and our immediate interpretations and reflections. A continuous reflection log secures progress in an analyzing process (Nilssen, 2012, p. 39). As our methodology was action research, we analyzed continuously throughout the project, and our reflection log functioned as a way to structure our analyzing process.

Writing a continuous reflection log can function as a way to visualize the researcher's thought process. By revisiting previous thoughts and observations that happened early on in a research project, new and important reflections can emerge (Nilssen, 2012, p. 38). Since we were two researchers, the continuous reflection log helped us to stay on the same wavelength and minimize any possible misunderstandings. By discussing our observations right after the lesson, we were able to see if we had different interpretations of the same observations.

Our continuous reflection log was somewhat structured, and inspired by what Bjørndal (2017, p. 68) referred to as *"beskrivelse-, fortolknings- og refleksjonslogg"*. Our log had two colons, one for our observations and one for our interpretations and reflections. When our practice supervisor had time, she also participated in the discussions. Nilssen (2012, p. 41) argues that a continuous reflection log is primarily an arena for the researcher's creativity. She explains that the log can function as a way for the researcher to play with different thoughts and ideas. In our case, we used the log to write down ideas or reflections that we thought could be relevant later on in our Master's thesis.

4.6 Analyzing data

Analyzing our data has been a two-part process. First, we have reflected continuously after each lesson, as part of our action research cycle. After finishing the reading project, we analyzed the data systematically by using the stepwise-deductive induction-model (Hereby referred to as the SDI-model) (Tjora, 2019). The model requires an inductive starting point, where the researchers base their themes and concepts on empirical data. Yet, it is also a goal to work towards generalization and connection to theory (Tjora, 2018, p. 9).
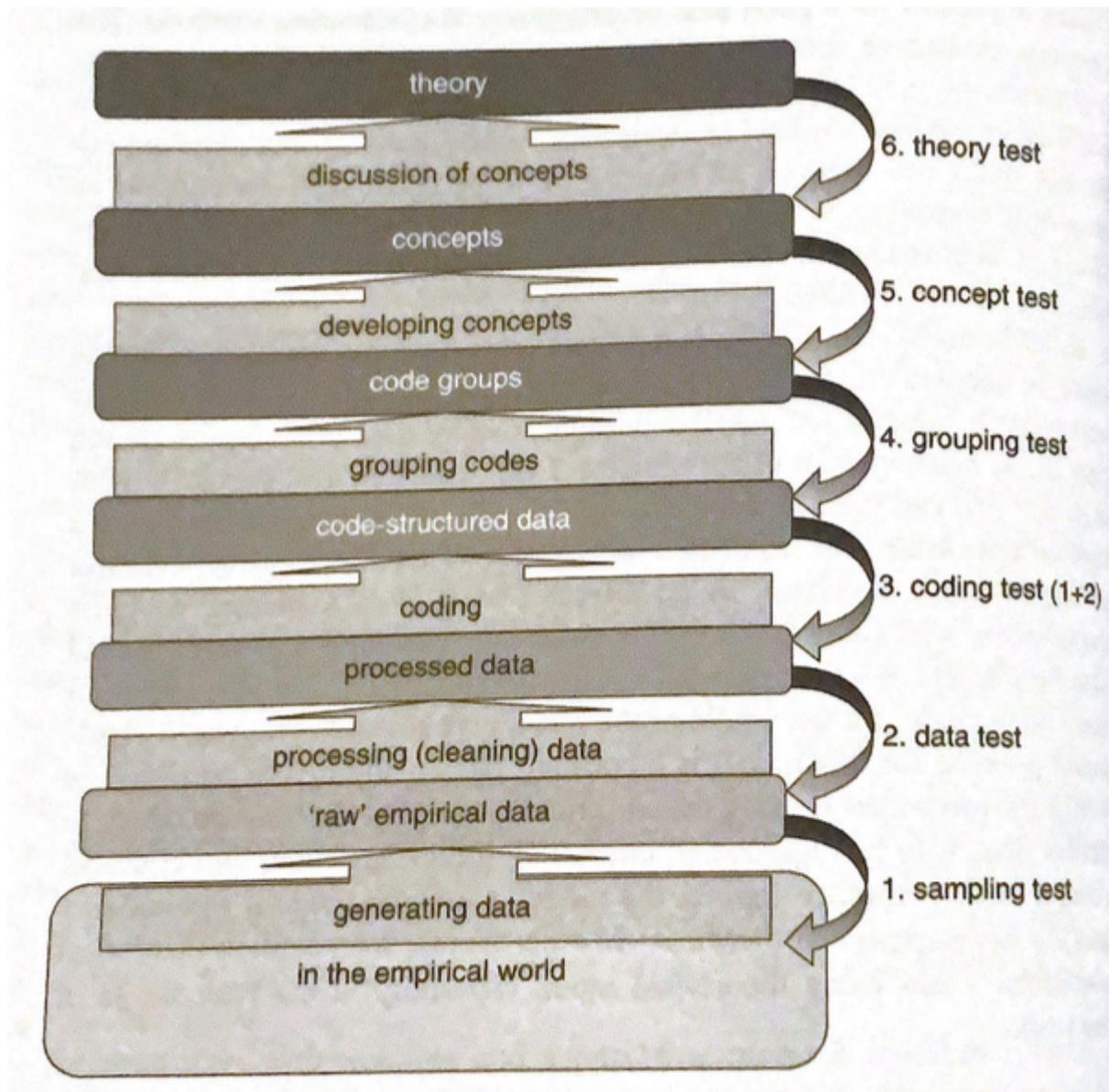
Figure 2: SDI-model

(Tjora, 2019, p. 4)

Generating empirical data and *processing data* are the first two steps of the SDI-model. These two steps are conducted before the researcher can start the analyzing process. Next, the researcher begins the process of analyzing by creating empirically close codes. There are three purposes of coding: to extract the essence of the empirical data, to minimize the amount of data and to facilitate idea development based on details from the empirical data. After creating the empirically close codes, the researcher is left with plenty of codes which need to be gathered into grouping codes. This is to structure the codes for further analysis, and to place the codes that are irrelevant into a "rejects group". Next, the researcher creates a

concept based on the empirically close groping codes, as well as relating the concept to relevant theory. As the goal of the SDI-model is a conceptual generalization, the last step of the model is to discuss the new concept and connect it to relevant theory. This means that the analysis should result in concepts that are not limited to a specific research and case. In other words, the concepts need to be generalized to secure relevance beyond the data collected in one specific research project (Tjora, 2018, p. 18-19).

4.7 Validity and reliability

Within qualitative research, a goal is to reassure the reader that the research is accurate, and not a misrepresentation of the data. The researcher must report the findings and prove that they are connected to the data collected. This is done by accounting for the validity and reliability of a research project (Nilssen, 2012, p. 141). In other words, validity and reliability secure the quality of the research. The purpose of this chapter is to assess the quality of this study. This will be done by presenting the validity, reliability, and ethical considerations of our research.

4.7.1 Validity

Validity revolves around to what extent the research answers the research question and the quality of this (Gleiss & Sæther, 2021, p. 204). Validity can be separated into three main categories: construct validity, internal validity, and external validity (Kleven & Hjardemaal, 2018, p. 27).

Construct validity revolves around to what extent the researchers investigate the concept they planned to investigate (Kleven & Hjardemaal, 2018, p. 96-97). For us, this entails a critical view on how we have operationalized the term immersion and assess whether our operationalizations actually tell us something about the reality we want to study. Immersion is a complex term that cannot be observed directly. In addition to this, the term may be unfamiliar to a lot of people. Neither of our supervisors had heard of the term in a literary sense before the project. They were, however, familiar with the term in a gaming context. Before carrying out the project, we discussed with our supervisors that the term immersion may be too advanced for the pupils, and therefore we explained the term to the pupils by using our operationalizations. Our operationalizations were based on what we had read about the term immersion, which is presented in section 2.4. As we have conducted an action

research project, the project was dynamic and constantly changing. Therefore, some of our operationalizations also changed along the way, and some were made up as time went on.

Even though our operationalizations were derived from literature about the term immersion, there was no way for us to ensure that the pupils interpreted our operationalizations the way we wanted them to. When we operationalized immersion, we discussed that some essential factors were to become caught up in the story, and to picture the plot inside of their heads, among other things. These two factors are not observable; however, they were asked about in the interviews with the pupils. This means that the pupils were presented with our operationalizations of the term immersion, which they then had to interpret themselves. In other words, each pupil created their own interpretation of the term immersion based on our operationalizations.

In addition to this, we also made some observable operationalizations of the term immersion. Based on what we read about immersion, we discussed that concentration and flow were important factors that we could connect to the term. These were concretizations that also needed to be operationalized, as they could not be directly observed. We then discussed what it may look like when a pupil is concentrated or in a flow. Such things could be that the pupils had their eyes pointing towards the book, turning the page when they were supposed to, or that their facial expressions mimicked the mood of the plot. These are operationalizations created by us and therefore based on our personal interpretations and preconceptions. Therefore, other researchers may disagree with our operationalizations and would focus on other aspects of immersion. However, we discussed our interpretations with our supervisors, and together we could justify the use of our operationalizations.

Internal validity revolves around to what extent you can trust the causal relationship presented in a study. To secure a high level of internal validity in a study, the researchers must ask themselves whether or not other factors influenced the outcome (Cohen, Manion, & Morrison, 2018, p. 252). There are many factors that could affect the extent to which the pupils got immersed or not. As this project took place in a classroom with 23 different 9th graders, we had to be aware of the fact that they all went through day-to-day situations that may have affected their mood and therefore played a role in their reading experiences. In addition to this, we as researchers had never met the pupils before the reading project. This is a factor that may have influenced the outcome of the study, as we did not know the pupils and therefore may have interpreted their actions falsely. Another factor that may have influenced

the internal validity was that we had no background knowledge about the pupils' reading skills. We had several incidents where we interpreted that the book was too difficult for some pupils. Yet, since we did not know the reading level of these pupils, we could not be sure of the causation. It is possible that the internal validity of our project would be strengthened if the project was carried out by the pupils' regular teacher. As their regular teacher has a stronger relation to the pupils, it is likely that she would be able to interpret the situations that occurred more correctly.

However, we tried to minimize these factors by discussing our interpretations with our practice supervisor, as she was their regular teacher and therefore knew the pupils better. Furthermore, we also discussed our interpretations of the observations we made with the pupils when interviewing them. We did this to ensure that our interpretations corresponded with the pupils' actions. For instance, we had made the assumption that several pupils were highly concentrated during our reading lessons early on Monday mornings. The assumption was based on our observations during these lessons, where we observed that the pupils behaved calmly, and there was little noise and few distractions. However, it was made clear to us by one of the pupils that she only behaved this way because she was sleepy. We then realized that this may have applied to several of the pupils. This proves that by discussing our interpretations with the pupils we were able to correct our misinterpretations of the causation.

In qualitative research, external validity revolves around the generalizability and transferability of the study (Cohen, Manion & Morrison, 2018, p. 254). A goal within most research is a form of generalizability, and when using the SDI-model, the goal of the analysis is conceptual generalization. By using the SDI-model, the researchers aim to create findings applicable to situations beyond the research itself. When researchers manage to create a generalized concept, it strengthens the integrity of the research (Tjora, 2018, p. 70-79). Although our research was fairly narrow and carried out in only one class with a limited number of participants, our goal was to create a concept that can contribute to the discourse concerning the use of fictional novels in a classroom setting.

4.7.2 Reliability

Reliability can be defined as the quality of the research process, and how trustworthy the research is (Gleiss & Sæther, 2021, p. 202). Relevant connections between data, analysis, and

theory contribute to a strengthened reliability. However, it is also important to account for the study in a transparent manner (Tjora, 2021, p. 163). In this part of the text, we will present the measures we took to strengthen our reliability.

In a qualitative study, the researchers bring their values, prejudice, and preconceptions into the research. This means that the researcher decides which data is relevant and creates findings based on these, which makes the study subjective (Tjora, 2018, p. 84). By using the SDI-model, the researcher conducts empirically close coding, which aims to reduce the subjectivity of the research. By starting the analyzing process with inductive empirically close coding, the researcher reduces the possibility of rushing to conclusions based on preconceptions (Tjora, 2019, p. 28-29). In other words, the first step in the analyzing phase of the SDI-model has been an essential step in strengthening our reliability. Another measure we took to reduce the risk of jumping to conclusions was discussing our data and analysis with our supervisors. By doing this, we included other voices, aspects, and opinions.

Our most essential method for collecting data was the 10 interviews, and there are several ways we could have affected the pupils within these. Each interview was conducted between one of us and one of the pupils. Since the pupils did not know us very well, this was an artificial setting for them. The pupils knew us as researchers and knew that they were objects in our Master's thesis. It is likely that this increased the asymmetrical power relation between us and the pupils. This may have affected the pupils so that they, for instance, answered according to what they thought we wanted to hear. By using several methods for collecting data, we minimized the chance of jumping to conclusions based on the interviews. Combining different methods for collecting data is called triangulation, which aims to bring different nuances to the research (Gleiss & Sæther, 2021, p. 32). By also using reflection logs, questionnaires, and observation, we got several viewpoints of the pupils' reading experiences compared to what the interviews could provide on their own.

One weakness of some qualitative studies is the lack of transparency, which causes the reader to not get access to the researcher's thought process when analyzing (Nilssen, 2012, p. 154). The researcher achieves transparency by systematically accounting for the choices and changes made throughout the project, as well as by giving the reader insight into the empirical data and how these were analyzed (Tjora, 2018, p. 84-85). Our action research project required us to make changes along the way. For the sake of being transparent, we have registered our choices and changes that were made during the reading project in section 4.3.

Furthermore, by using the SDI-model to analyze the data, we had to systematically register the empirical data, codes, and code groups. By presenting these in section 5, the reader gets access to our thought process when analyzing, which strengthens transparency and reliability.

4.7.3 Ethical considerations

In a qualitative study, the researchers rely on acceptance and trust from the participants. The participants need to be willing to share their thoughts and experiences with the researchers. As the researchers are "visitors" on the participants' turf, they need to behave respectfully and follow the ethical codes strictly (Nilssen, 2012, p. 144). This part will present the ethical considerations taken throughout the project.

As student teachers, we are obliged to follow the National Committee for Research Ethics in Social Sciences and the Humanities (NESH). As we conducted our research in a classroom where the participants were children, it has been necessary to discuss ethical considerations from the start. According to NESH (2022, p. 27), researchers have to make sure that the participants do not experience unreasonable disadvantages during the research. One factor that was discussed prior to the reading project was the fact that our practice supervisor was the regular teacher of the class that we were conducting our project with. For the pupils, this meant that they had to participate in the reading project regardless of whether they wanted to participate in the study or not. We explained to the pupils beforehand that it was voluntary to be a part of the research, meaning that we did not have to use the data collected from them. However, all of the pupils had to partake in the reading project, since we took over their English lessons. We discussed that since our methodology was action research, our aim was to improve the reading experience for each pupil, and by doing this we tried to diminish the disadvantages of participating.

As we collected data from the pupils through interviews, observations, reflection logs, and questionnaires, we were obligated to submit a notification form to the Norwegian Center for Research Data (NSD). The NSD has assessed and approved our submission. One requirement from the NSD was that we had to send out an information- and consent letter where the parents had to give their written consent for us to collect data from their children (see Appendix 3). This letter was formulated with easier language so that the pupils themselves could understand the content. In addition to this, the pupils had the right to refuse

participation in the research study (NESH, 2022, p. 21). The pupils were also informed that they could withdraw their consent at any given point during the reading project. However, all of the pupils wanted to participate in the study, which meant that we got to collect data from all 23 participants.

5 Results

In section 4.6, we presented the SDI-model (Tjora, 2018), which explains how we, step-by-step, analyzed our data. In this part of the text, we will present our findings and how they came about. First, we will describe what we found out in each step of the SDI-model. We will describe how we ended up with our code groups, and how our themes were derived from these. Based on these themes, we created our generalized concept; the model "The Mindset Map of Pupils' Reading Experiences", which is our main result. Our generalized concept is a four-field model, which illustrates four psychological states that a reader may enter. Next, we will explain these states in depth.

When coding, we started by transcribing the 10 interviews conducted throughout the reading project. Next, we systematically read through all of the pupils' reflection logs and the questionnaires and extracted all the written text onto a Word document. After this, we created codes based on sentences, phrases, or statements written by the pupils. Here, we ended up with 127 empirical codes.

The next step of analyzing, when using the SDI-model, is creating code groups. When we were done with creating empirical codes, we were left with a high number of codes that needed to be categorized. This was done by inductively categorizing codes that had a thematic correlation to each other. The codes that we saw as irrelevant were placed in an excess group. In total, we ended with six code groups:

1. Attitudes toward the book
2. Concentration
3. Modalities
4. Immersion
5. Challenge/skills
6. Time aspect

We also made one excess group which consisted of codes concerning attitudes toward reading in general. Next, we discussed which of these code groups could be put together as one theme. For our project, code group 2, 4, 5, and 6 were combined into the theme "immersion", since they all were important aspects of the term immersion. We saw the two remaining code groups as essential factors that could potentially affect a reading experience and were therefore not combined with any other code groups. This resulted in our themes:

1. Immersion (concentration, immersion, challenge/skills, and time aspect)
2. Modalities
3. Attitudes toward the book

Empirical codes	Code groups	Theme
"I like the book and think it is exciting"	Attitudes towards the book	Immersion
"In the beginning I thought the book was boring, but now it is getting better"		
"It was easier to pay attention when I read it on paper"	Concentration	
"It is difficult to concentrate when we read in the first lesson, because I am still tired"		
"In the beginning of the reading project I thought that time went by very slowly. Time did not go by slowly when we started with shorter reading sessions"	Time aspect	

Figure 3: Excerpt of the SDI-analysis

In the next step of our analyzing process, we took a step back from the empirical data and turned our focus to theories that are relevant to our themes. In this phase, we implemented Tjora's (2021, p. 234) concept test, which aims to help the researcher secure valid concepts. Here, it was important for us as researchers to be aware of both the code groups and themes, as well as relevant theories and perspectives. Keeping these aspects in mind, the researchers then ask themselves "Can we place a general label on the structured empirical data?" and

"Are there any existing theories that already discuss the phenomenon?" (Tjora, 2021, p. 234). This was the foundation on which we created our generalized concept.

5.1 "The Mindset Map of Pupils' Reading Experiences"

Our themes were immersion, modalities, and attitudes toward the book. These themes are aspects of the reading project which we saw as something that continuously affected each other. As mentioned earlier, the goal of the SDI-model is conceptual generalization. Based on our themes we created a model called "The Mindset Map of Pupils' Reading Experiences, hereby referred to as the "Mindset map". As our research question is "What are pupils' experiences, preferences, and attitudes towards reading a fictional novel on different modalities?", the model in its entirety functions as a visual representation of the experiences found. Preferences are visualized by the vertical dimension which represents the pupils' comfortability with different modalities, while attitudes are visualized through the horizontal dimension, which presents the pupils' attitudes toward the book.
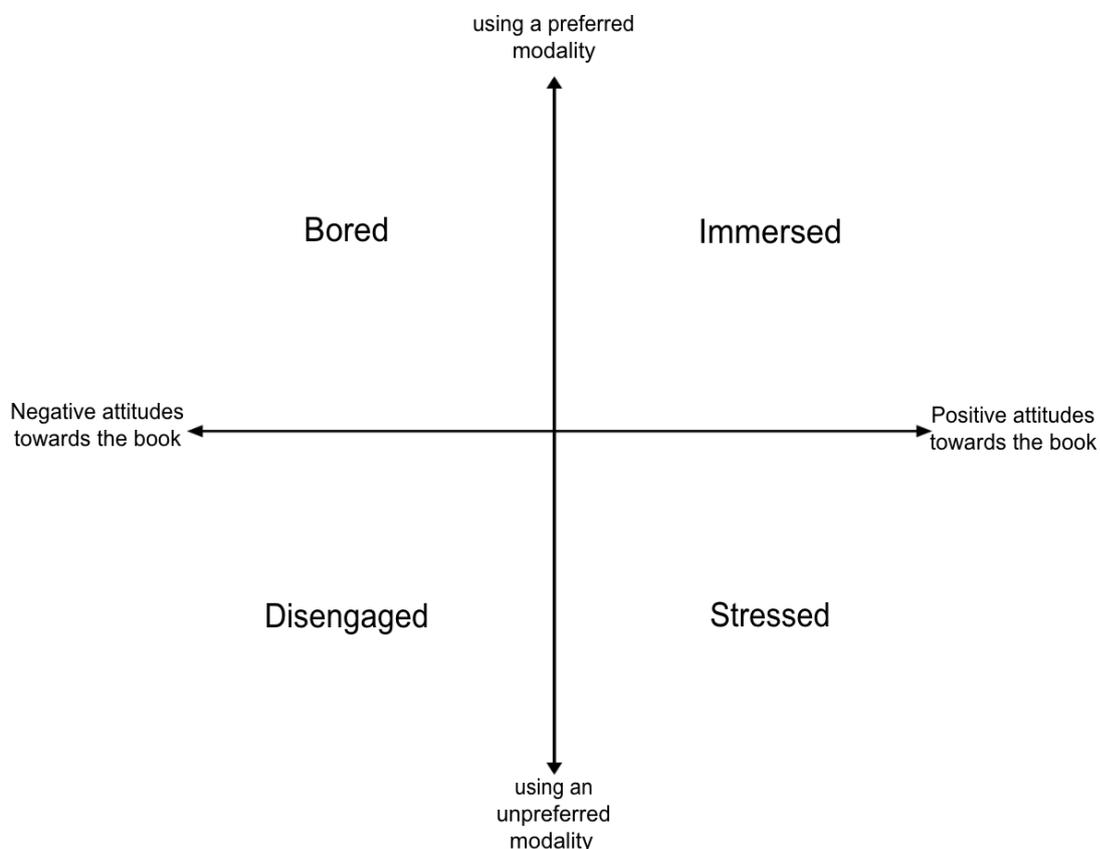
Figure 4: The Mindset Map of Pupils' Reading Experiences

We have visualized the four main experiences that appeared when researching the effect modalities and attitudes towards the book had on the pupils when reading a fictional novel. Our model is a four-field model, which means that we have two dimensions: *preference when it comes to modality* and *attitudes toward the book.* By placing the *preference when it comes to modality*-dimension vertically and crossing it with the *attitudes towards the book*-dimension, a two-dimensional surface is illustrated. By doing this, the model can illustrate four experiences a person can have when reading. We found these states to be immersed, bored, stressed, and disengaged. However, it is important to mention that the states are not static, and readers may find themselves in all of the states throughout a long-time reading project. This may depend on factors such as mood, external framework, and how interesting the reader finds a particular part of the book.

Our goal is to ensure that our concept is relevant beyond our research. As we seek to contribute to the discourse around reading didactics, we created a model that can be used to highlight the pupils' voices. We wish to draw attention to their experiences when reading, as this lays the foundation of a successful reading project. As the importance of having positive attitudes towards the book is common knowledge, we hope that our model can fuel discussions concerning *why* attitudes matter when reading. Furthermore, we hope that the modalities-dimension can fill a gap within the research field of reading didactics. One goal of the model is to contribute to raising discussions about the importance of modalities. The aim of the model is to visualize that using the right modalities may, in fact, be as important as choosing the right book.

Next, we will explain these states in depth by presenting some common factors within each state. It is, however, important to note that as we further present and discuss the pupils within the different mindsets, we only wish to talk about the pupils' reading experiences at that exact moment. We are aware that the pupils can enter several mindsets within the same reading session, and we therefore do not wish to label the pupils as either immersed, bored, stressed or disengaged.

5.2 The immersed state of mind

The pupils we interpreted to often enter an immersed state of mind had in common that they were positive towards the book and seemed comfortable with the modality. This part of the text will present findings in regard to achieving deep attention, feeling invested in the story, and enjoying the modality used. The pupils we interpreted to often achieve immersion during the reading project, were the pupils we believed to have a successful reading experience. This category of pupils was the smallest of the mindsets, and we saw that several of the immersed pupils also entered the other mindsets from time to time. The switch in mindsets could be provoked by reaching a certain part of the book, as well as being forced to switch modalities or other external factors.

5.2.1 Deep attention

The pupils we interpreted to be immersed were, as mentioned earlier, positive toward the book and seemed comfortable with the modality. In the classroom, we observed that some pupils were sitting quietly without being interrupted by external distractions. An example of this was when one girl whom we interpreted to be immersed was able to ignore her friend who called for her attention when reading. The immersed girl looked sternly at her friend and made a sign for her to be quiet. We interpreted this situation as the immersed girl wishing to concentrate and, therefore, wanting to minimize distractions from her surroundings. This implies that the immersed girl seemed to have achieved deep attention.

Another similarity among the immersed pupils was that time seemed to go by fast for them. During the interviews, we asked the pupils whether they felt that the reading sessions went by fast, or not. With the immersed pupils, they all had in common that time went by fast. A boy who often experienced immersion claimed that "The lessons go by fast. I think it is because the book is exciting, and I can picture everything that happens in the book in my mind". After the interview, we discussed that the pupil appeared to be able to reflect upon the connection between becoming lost in the book and losing the aspect of time. In addition to this, a girl who experienced immersion when using the paper book modality stated, "I think time went by fast when I read the paper book and that made me forget to check the time". We discussed that when this pupil was able to read using a modality that suited her needs, she was able to concentrate on a deeper level.

5.2.2 Being grasped by the story

One common factor among the immersed pupils was that they enjoyed reading the book. Even though the questionnaires gave us the impression that the class had negative attitudes toward reading in general, some pupils expressed positive attitudes when we started the project. In an interview with an immersed pupil, we asked about his opinions on the book. He answered, "I actually enjoyed it", which gave us the impression that he was surprised that he liked the book. In another interview, we asked an immersed girl what had been positive this week. Among other things, she answered, "During recess, a bunch of the girls stood and discussed the book". This indicates that several of the pupils showed interest in the book outside of the classroom as well.

Another observation we made in the classroom revolved around how the immersed pupils' facial expressions matched the mood in the plot. For instance, in one lesson an important plot twist was revealed. When this happened, we observed that two girls turned to each other and made shocked facial expressions, by raising their eyebrows and opening their mouths. In another instance, one girl who sat alone was lip-syncing in line with the audiobook. She also smiled when the main character of the book experienced something that made him happy. Both of these situations indicated that the pupils were grasped by the story to the extent that they shared the same emotions as the main character. We discussed afterward that these instances may have shown that the pupils had a pleasurable experience while reading.

An important aspect of being immersed is the ability to create mental pictures of the plot when reading. During the interviews, the pupils were asked if they were able to create pictures of the plot in their minds. With the immersed pupils, one recurring similarity was that they got engaged when we asked about this, and they all could describe specific scenes from the book. One girl who was asked about this said, "Yes exactly! I feel like I am a part of the story. It is like I have a little screen in my head that plays everything that is written. This makes me feel like I am friends with the boy, like he is talking to me directly". Another girl answered, "I can picture the house, the garden, and the train station. The house is a combination of my grandmother's house and a house I saw in a movie once. I pictured him sitting on the bed with all the letters, and when the father came in and saw all of this. I have gotten a lot of pictures in my head, without really noticing it. The pictures in my head make the story more realistic". When we discussed the interviews afterward, we reflected upon how the pupils got engaged and energetic when they were asked this question. After reflecting

upon these incidents, we have come to the conclusion that the pupils' ability to create mental pictures is what made them feel like they were a part of the book. This ability was essential for their positive reading experience.

However, the degree of immersion can vary, where one reader may experience a high degree of immersion during one part of the book, and not be immersed in another part. This was a recurring pattern among several pupils. A lot of the pupils commented during the interviews that they found it easier to picture the plot when something exciting happened. We asserted that as long as the pupils found the book exciting, it was easier for them to create mental pictures in their minds, and thus get grasped by the story. We discussed that the pupils who often experienced a high degree of immersion did so because the book was a good match for them.

5.2.3 Comfortable with the modality

In our experience, the pupils seemed immersed when they were comfortable with the modality in addition to having positive attitudes towards the book. In other words, comfort with the modality is key to achieving immersion. We found that the pupils who we interpreted to reach a generally high degree of immersion throughout the reading project, chose the paper book modality when given the opportunity. During an interview with an immersed girl, we asked about what had been positive about the week. She answered, "Today has been good! I read the paper book and I felt like I entered a flow and I actually understood what I read". We also asked an immersed boy the same question. He answered, "I liked that I could read the paper book as I got to read at my own pace. I am more used to reading paper books on my own". This indicates that a fitting pace and flow seemed to be more easily achieved when reading a paper book.

5.3 The bored state of mind

The pupils we interpreted to enter a bored state of mind were comfortable with the modality but had negative attitudes toward the book. This turned out to be the biggest category of mindsets, as most pupils would at one point or another experience boredom during the project. This part of the text will present findings in regard to having a short attention span,

disliking the book and listening passively to the audiobook. It is, however, important to note that as we further refer to the pupils as "bored", we do not mean to label them as bored pupils. We merely seek to point to their state of mind at a particular moment, and we are aware that these mindsets are fluent. Furthermore, we are aware that external factors can have contributed to causing the pupils' minds to wander, and therefore caused boredom in relation to the novel.

5.3.1 Hyper attention

In the classroom, we observed that several of the pupils we interpreted to be bored preferred to use the e-book modality. In other words, they preferred to have a computer in front of them. In an interview, we asked one boy we interpreted to be bored, which modality he preferred to read on. He answered, "I like the computer the best. I am more used to using computers and do not like holding the book". Afterward, we discussed that the modality the pupils found comfortable often was connected to the modality that the pupils use in their spare time. Another boy was asked the same question, to which he answered, "Screen! It is easier and I have more control. I can scroll on the page and change the brightness of the screen". One girl answered, "I prefer the e-book in combination with the audiobook because then the computer could just stand there without me having to physically hold the book. I also liked that I could scroll up and down on the computer". We discussed that several of the bored pupils mentioned that scrolling was an important factor as to why they preferred to use the e-book modality. We interpreted this as the bored pupils needing more stimuli than what the paper book could provide.

Another similarity among the bored pupils was that we observed that they had a tendency to exit the E-book website and open other tabs. We observed on several occasions that these pupils wanted to do other activities on the computer, such as gaming, checking the weather, or chatting with each other. When interviewing one pupil about his opinions on the e-book modality he said, "I preferred the reading sessions where we got to use the computer". In a follow-up question about which modality he felt was the easiest to concentrate on, he answered, "I read less when we used the E-book, because the computer was distracting". We discussed that one obstacle with the E-book modality was the fact that the pupils had access to the Internet. When we caught them on other websites, they were asked to stop and return to the E-book. However, when they returned to the E-book, we observed that some of them were

scrolling rapidly up and down or constantly highlighting random parts of the text. This made it impossible for them to concentrate on the written text. This implies that these pupils were in a state of hyper attention during some parts of the reading project.

5.3.2 Disliking the book

Another similarity among the pupils we interpreted to be bored was their negative attitude towards the book. This attitude was observed through negative comments about the book, body language, and interviews. Sometimes when we entered the classroom, some pupils would make comments such as "Oh no! Are we going to read again?" and "Can´t we do something other than reading this book?". This made it clear that some of the pupils had negative attitudes toward the book and did not want to continue reading. When we started to read, we observed that some pupils would pull the hood of their sweatshirts over their heads, not open the paper book, and sigh loudly. We interpreted these observations as the pupils demonstrating that they did not like the reading activity. In one interview with a bored pupil, we asked him what he thought about the book. He answered, "No, I do not like the book. The main character talks too much and there are too many details. The character ruined the book for me." After the interview, we discussed that this boy did not feel like he had anything in common with the main character, which may have contributed to ruining his reading experience.

However, being bored is not a static state of mind and several of the bored pupils had instances where they enjoyed the book. In the cases where they enjoyed reading, they entered an immersed state of mind. This is because in these instances they enjoyed both the modality and the plot of the book. In an interview with a boy whom we interpreted to often experience boredom, we asked him what he thought about the book. He answered, "It was bad in the beginning, and it has been boring until now. When he met his mother, it got dramatic. It is better now". Another pupil we interpreted to be bored said, "I think the book is boring. There was one lesson where I got really interested and curious, and it was exciting. But usually when we are reading, not enough happens for me to say that the book is good". It seems that for these pupils not enough happened in the book and they lost interest because of this. In other words, they were dependent on more stimuli through more exciting scenes which is typical for pupils who are in a state of hyper attention. Yet, they were able to experience

some level of immersion which proves that immersion is within reach for these pupils too. Had these pupils been given another book that met their needs to a higher degree, it is likely that they would have experienced more immersion.

5.3.3 Listening passively to the audiobook

As the bored pupils had negative attitudes towards the book, they did not have a genuine interest in reading the book. They were often not willing to make an effort to fully participate in the reading project. Therefore, when the audiobook was played, the bored pupils would often close their eyes, lean back, or stare out the window. In an interview, we asked a bored pupil about her thoughts on the audiobook. She answered, "I think I zone out more when I have the audiobook. I kind of relax and forget to listen". We asked the same question to a bored boy who answered, "With the audiobook, everything goes automatically into my head, and I don't really have to concentrate". Some pupils whom we observed to behave this way said in interviews that they preferred the reading sessions where they got to listen to the audiobook. We discussed that it seemed as though some pupils preferred the audiobook but for what we consider to be unfortunate reasons. We interpret that some pupils preferred the audiobook because it required the smallest amount of work and attention. Based on the observations and the interviews we discussed that when the bored pupils listened to the audiobook, they tended to listen passively. In other words, they did not concentrate on what was being read, and their minds often wandered off. When listening passively, one only gets excerpts of the story. This is rarely enough to get engaged in the story and achieve immersion. In an interview, we asked a bored boy if he was able to picture the story in his mind. He answered, "Sometimes. If I read the paper book and do not think about anything else, I can picture it. But it does not happen when I only listen to the audiobook". When this boy listened to the audiobook, we suspected that he only listened passively and therefore did not achieve immersion. In other words, for bored pupils, the audiobook did not work as a helpful tool in terms of achieving immersion.

5.4 The stressed state of mind

The pupils we interpreted to enter a stressed state of mind had in common that they had positive attitudes toward the book but were uncomfortable with the modality. A common

factor among the pupils we interpreted to be stressed was that they were eager to continue reading, curious about the plot, and had positive comments when we started a reading session. This part of the text will present findings regarding feeling stressed because of the written modality, and how this affected the pupils' reading experiences. Furthermore, we will also present findings regarding how these pupils were able to use the audiobook to their advantage.

5.4.1 Stressed because of written modality

Throughout the use of all three modalities, we interpreted that some pupils would enter a stressed state of mind. After the reading project we have reflected upon that several of the stressed pupils seemed to have entered this mindset when they were using the paper book modality without the audiobook. This could have happened for several reasons. As mentioned with the bored pupils, most of these pupils are not used to reading novels. In an interview with a stressed girl, we asked her what was challenging with the book. She answered, "I struggled with understanding some of the words and it was hard to concentrate. Sometimes he wrote in a strange way". Another stressed girl was asked the same question. She answered, "It was harder to concentrate when I had to read the paper book without the audiobook". When we went from using the paper book in combination with the audiobook to only using the paper book, one girl whom we often interpreted to be immersed, got tears in her eyes and started looking around restlessly when she was given the paper book. We interpreted these instances as situations where these pupils were given too high of a challenge for their reading skill level.

5.4.2 Listening actively to the audiobook

As the stressed pupils had positive attitudes towards the book, they had a genuine interest in continuing to read. Even though the modality was too difficult, they were willing to try out each modality with an open mind. One similarity we found among the stressed pupils was that they used the audiobook as an effective tool to support their reading experience. In contrast to the bored pupils, the stressed pupils listen actively to the audiobook. In the classroom, this came to show through the stressed pupils turning the page of the paper book when they were supposed to, and their eyes followed along in the text as the audiobook played. In addition to these observations, the interviews also showed that the audiobook had been a necessary tool.

One girl whom we often interpreted to be stressed claimed in an interview, "The audiobook helped me when I read the paper book. I liked that I could hear the voices of the characters. It helped me understand what mood they were in". Another girl was asked how her reading experience was going so far, to which she answered, "I do not usually like reading, but the audiobook helps. It kind of makes it easier to pay attention to what the story is about, and that makes it more interesting". One boy said, "I think it is easier to read with the audiobook than without it, but it depends on whether I pay attention to it or not. If I think of other things, it can be difficult to get back into the audiobook". Another boy said, "I think the audiobook helped when I read words I did not understand". This indicates that audiobooks can be a helpful tool for pupils to achieve immersion, as long as the reader listens actively.

5.4.3 External factors that cause stress

It is important to mention that there are other factors outside of the reading project that could cause stress for the pupils. The participants of this project were teenagers who experience day-to-day challenges, and the reading project was just a small fraction of their school day. From the beginning of the project, we could, for instance, observe that the pupils got affected by things that had happened in the recess, friend dynamics, and placement in the classroom.

A common similarity among the stressed pupils was that they had a restless body language. We interpreted one girl to be stressed as she kept looking around, and constantly changed sitting position. We later interviewed this girl and asked her what had been challenging this week. She answered, "It is difficult to concentrate and not to think about where the others are in the book. When I sat in the back of the classroom I noticed when the others turned the page in the book, and that stressed me". Conveniently, the seat placement in the classroom was changed during the project, and this girl then got placed in front of the classroom. When talking to her after she got her new seat, she expressed that it was easier for her to concentrate when she could no longer see where the others were in the book. This made us reflect upon the importance of placement in the classroom. Another example of how the seating arrangement affected the pupils' reading experience, was that there was a line of four pupils who constantly talked with each other. We believe that this hindered both their own concentration, in addition to the pupils around them. One girl who sat behind them said in an interview "When the reading sessions are too long, some pupils get restless and start to talk,

and that is disturbing". We believe that external factors may interfere with the reader's flow, which may further cause stress.

5.5 The disengaged state of mind

The pupils we interpreted to be disengaged had in common that they were both uncomfortable with the modality and had negative attitudes toward the book. This part of the text will present findings in regard to the pupils who had an overall negative experience with the reading project. First, we will present findings that imply that the disengaged pupils paid much attention to the time aspect. Next, we will present how we found it hard to change these pupils' mindsets throughout the project. In likeness to the other mindsets, there are several levels of disengagement, and the degree may vary between pupils. The pupils we interpreted to often enter a high level of disengagement were just a small group of the class. It is also important to mention that external factors could have affected their mindsets, which is further discussed in section 6.2.2.

5.5.1 Fixated on the time aspect

One similarity among the disengaged pupils was that they were fixated on the time aspect. These pupils would constantly stare at the clock and ask the teacher how much time was left of reading. They would get equally frustrated regardless of whether it was 2 minutes left, or 20 minutes. They would often make comments saying there was too much time left of the reading session and ask us if they could do something else. In an interview with a disengaged pupil, we asked her if she felt that the reading sessions went by fast or slow. She answered, "I think that time has gone by slowly during the entire project". When asking the same question to another girl whom we interpreted to sometimes enter a disengaged state, she answered, "It depended on the reading session. Sometimes it was nice with a break from everything else we have to do at school. Other times it could be very boring and it felt like we never finished reading, and I wanted to do other things instead". In other words, the disengaged pupils gave the time aspect a lot of attention, and time seemed to go by slowly for them.

5.5.2 Hard to change

Another similarity among the disengaged pupils was that if they first entered a disengaged state of mind, they struggled to get out of it. We interpreted that the more disengaged the pupils were, the more difficult it became to change their mindset. Throughout the entire project, there were only a few pupils whom we would categorize as highly disengaged. Even though the four mindsets are dynamic, we interpreted that these few pupils hardly ever experienced anything but disengagement. While some pupils would experience a lower degree of disengagement every now and then, they would often be able to enter other mindsets if the circumstances changed. However, for the highly disengaged pupils, the road to a different mindset was too far. For instance, a couple of highly disengaged pupils would often make negative comments when they saw us enter the classroom. There were several pupils who made similar comments at the beginning of the project, but most of them switched mindsets after a while, and only the highly disengaged pupils continued making these comments. We discussed that these pupils struggled with changing their attitudes towards the book, and therefore were not able to switch their mindset. The disengaged pupils and the bored pupils had in common that they both had negative attitudes toward the book. However, the bored pupils would sometimes experience some joy during a reading session, which the highly disengaged pupils did not.

Another similarity among the disengaged pupils was that they were hard to change because of their previous reading experiences. Several of them claimed to not like the reading activity in itself and would often express this to us verbally. One pupil who we interpreted to be disengaged said in an interview that he was sick of reading in general because he had been "forced" to read too many books in elementary school. We discussed afterward that negative experiences with reading in the past can take root and establish permanent negative attitudes towards reading in general. Therefore, it is important to take pupils' past reading experiences into consideration.

Furthermore, the highly disengaged pupils were reluctant to try out the different modalities. We observed that these pupils often refused to hold the paper book, did other things on their computer when using the E-book, and used earbuds to listen to music when the audiobook was played out loud in the classroom. The disengaged pupils and the stressed pupils had in common that they are uncomfortable with the modality. However, as the stressed pupils had positive attitudes towards the book, they were willing to try out different modalities to make

the reading more manageable. The highly disengaged pupils, on the other hand, were unwilling to try out the different modalities and were therefore unable to switch their mindset.

6 Discussion

After presenting the pupils' experiences, preferences, and attitudes towards our reading project, we are left with some reflections that we believe are essential to discuss further. As mentioned in our introduction, this Master's thesis seeks to contribute to the discourse concerning the use of literary novels in the classroom. This part of the text will discuss the findings presented in the chapter above and connect these to theory in order to ensure that our research is relevant beyond our project. The discussion is divided into two parts: *modalities* and *attitudes toward the book*. We will discuss why modalities and attitudes are key factors in a reading project, and how these factors have implications for a classroom setting.

6.1 Modalities

This section discusses the vertical line in our model "Mindset Map", which represents modalities. As mentioned in section 2.6, the term modality refers to the format the text is being read on, which in this project is represented by paper books, E-books, and audiobooks. Based on our findings presented in the chapter above, we will discuss the use of different modalities during our project, and how these affected the pupils' experiences, preferences, and attitudes. The first part of this section will compare the paper book modality to the E-book modality and discuss some advantages and disadvantages with these. Next, we will discuss our findings in relation to the use of audiobooks in a classroom setting, which is separated into three main categories: listening actively, reluctant readers, and pace.

6.1.1 Modalities as adapted teaching

The model "Mindset Map" visualizes that the pupils had a variety of preferences when it came to which modality they preferred. Therefore, we interpret giving the pupils multiple options of modalities to read on, as a method to differentiate the reading sessions for each individual reader. From our understanding, by giving the pupils different modalities to choose from, we as teachers did differentiate in terms of content. As mentioned in section 2.1.2,

Solberg et al. (2017) claim there are several ways teachers can differentiate in terms of content. A typical method is by giving some pupils excerpts or shorter versions of the same novel that is read by the rest of the class. Williams (2021, p. 178) expresses the importance of sensitivity when differentiating, where she explains that many teenagers are sensitive about their learning difficulties. As presented in section 5.4.1, some of the pupils did consider reading to be a dreadful activity, making them feel stressed or anxious. Therefore, if we gave the pupils with learning difficulties shorter versions or excerpts of the novel, it could make them feel excluded or upset. However, differentiating in terms of content can also be achieved by giving pupils several modalities to choose from, in order to learn about the same content.

We did not reflect upon letting the pupils choose their preferred modality as a method of differentiating prior to the project. However, we discussed afterward that providing the pupils with different modalities while reading, as well as letting them choose their preferred modality, can function as a way of adjusting the reading session to each pupil's skill level. When differentiating the same content to all pupils, they all have the same opportunities to read or listen to the same novel, without the worry of making some pupils feel less skilled or upset. Letting the pupils choose which modality they wanted to use could also increase the pupils' autonomy and let them take more responsibility for their own learning. In section 5.4.2, we presented findings that show how some pupils chose to listen to the audiobook, as it helped them understand the plot and how unfamiliar words were pronounced. These pupils seemed to choose modality based on their reading skills. In a public report about The School of the Future (NOU 2015:8), it is emphasized that pupils need to take responsibility for their own learning. Pupils need to take an active role in the classroom, and teachers need to provide pupils with opportunities where they can work on their autonomy. We discussed that by giving the pupils a choice of deciding which modality they wanted to use, their feeling of autonomy and their ability to take responsibility for their own learning might increase.

Differentiating in the English classroom is not solely about adjusting to skill level, teachers can also adapt in terms of interest (Brevik & Gunnulfsen, 2016). In section 5, we presented several reasons as to why the pupils chose their preferred modality. As mentioned above, some pupils seemed to choose modality based on what they considered to be the best modality to understand the novel. However, the majority of pupils chose to read the novel using the E-book modality. In section 5.3.1, we presented findings that showed how numerous pupils preferred the E-book modality, as this was the modality that they were the most used to. Several pupils felt that the E-book modality was motivating as it provided them

with more stimuli than the paper book. Brevik and Gunnulfsen (2016) explain that differentiating in terms of interest is beneficial for pupils' motivation and development. As presented in section 2.3, motivation and engagement are important factors that need to be present for pupils to achieve a high level of reading comprehension. Therefore, differentiating in terms of interest might function as a way of indirectly working with pupils' reading skills, as the pupils might be more open-minded and engaged.

6.1.2 Paper books vs E-books

When it comes to the pupils' preferences in terms of modality, it is essential to discuss the use of E-books compared to paper books. With the ongoing digitization, Tveit and Mangen (2014, p. 1) express a need for research on digital reading compared to reading with the traditional paper book. They further suggest that with the development of technological reading devices, the popularity of digital reading may increase, and they question how digital reading affects our reading habits. There is an ongoing discussion concerning pupils' attention span when reading, and Bae (2022) claims that paper book readers are "melting like glaciers". He implies that today's children and teenagers have lost the ability to deep read using paper books. He therefore argues that children and teenagers should encounter literature on multiple platforms. Blikstad-Balas (Alver, 2020) adds that teachers need to be open to new technologies and give the pupils opportunities to read on different modalities. The next part will discuss the pupils' experiences when reading *CIDNT* using both the paper book and the E-book modality.

One of our findings presents how many of the pupils who experienced a high degree of immersion chose the paper book modality when they were given the option. This was interesting to us since we expected the class to be more drawn to the E-book modality, as it allowed them to use the computer. We, therefore, wondered why these pupils chose the paper book modality. One reason for this may have been that phenomenological immersion is easier achieved by using paper books (Mangen, 2008, p. 406). Here, the book functioned as material support, which helped the pupils picture the plot in their minds. We discussed that the tangibility of the book may have been more important than we realized. When physically holding the book, the reader gets a better understanding of what is to come, for instance by holding the book and looking at the cover of it, feeling the thickness, and flicking through the pages. This becomes intangible when converted into an E-book, as scrolling and clicking on the computer happens at a distance from the text (Mangen, 2008, p. 408). For the immersed

pupils, the E-book modality did not facilitate phenomenological immersion in the same way the paper book did.

Another finding regarding the paper book modality was that the modality itself carries limited distractions. We experienced that with the E-book modality, the pupils were more easily distracted. When using the E-book, some of the pupils would play games or chat with each other. These distractions were difficult to spot for the researcher sitting in front of the classroom. Only the researcher in the back was able to spot when the pupils did this. In other words, the E-book modality requires a lot of attention from a teacher. We experienced that when using the paper book modality, it was easier to spot when the pupils got distracted, as there is nothing to do with a paper book except to read it. In other words, the paper book modality carries fewer distractions, which are easier to observe and correct when reading.

One of our findings in terms of pupils' preferences when it comes to modality, was that the majority of pupils preferred the E-book. The bored state of mind turned out to be the biggest category of mindsets, and among these pupils, the majority preferred the E-book modality. In other words, the E-book modality was preferred by most pupils. This was expected as the pupils are digital natives that spend a lot of time on digital platforms. In parallel with digital development, an increasing number of pupils claim that they do not read for pleasure. Studies show that pupils have replaced traditional reading with the use of digital devices (Roe, 2020. p. 115). Furthermore, we found that preference when it comes to modality was essential for a positive reading experience. For instance, if a pupil had a positive attitude towards the book, but was uncomfortable with the modality, the chances of achieving immersion were diminished. As stated earlier, the paper book modality is best suited for achieving phenomenological immersion. However, we discovered that the pupils preferred to use the E-book. Bae (2022) claims that even though the paper book is well suited for reading literature, it is not an appealing modality for the digital natives. He further states that we need to give children the opportunity to experience literature on different modalities. Therefore, it is important for teachers not to neglect the importance of reading with the right modality.

In our research, we found that several of the pupils had established negative attitudes from previous experiences with reading paper books. The paper book modality might remind pupils of not mastering the paper book. This can lead to a negative starting point when reading. Tveit and Mangen (2014, p. 1) argue that E-books can create a more positive attitude towards reading in general. By giving pupils the opportunity to read with the E-book modality, it may

help reluctant readers create positive experiences with reading. Therefore, E-books may function as a fresh start.

6.1.3 Audiobooks

In our reading project, we wanted to explore how audiobooks could be used in combination with written text. Though audiobooks have been around for a long time, there has not been conducted a lot of research on pupils' use of audiobooks in combination with written text. We were interested in exploring whether the use of audiobooks could improve the pupils' reading experiences. After conducting the reading project, we were left with empirical data revolving around the pupils' experiences, preferences, and attitudes regarding the audiobook. We have categorized our empirical data into three main findings: listening actively, reluctant readers, and pace. The next part of the text will discuss these three findings.

6.1.3.1 Listening actively

The ability to listen actively to the audiobook was the first factor that we saw affected the pupils' reading experiences. When playing the audiobook out loud, we saw two main behaviors: those who listened actively and those who listened passively. The pupils who we interpreted to listen actively to the audiobook would look at the screen and lip-sync along. When we interviewed pupils that behaved in this manner, some of them expressed that the audiobook helped them concentrate. The pupils whom we interpreted to listen passively to the audiobook would lean back on their chairs and close their eyes when the audiobook was played. In interviews with pupils who behaved in this manner, we got the impression that they zoned out and forgot to listen actively when the audiobook was played.

To become fully immersed in a story when listening to an audiobook, the listener needs to apply a high degree of attention. Have and Pederson (2021, p. 214) draw a parallel between written books and audiobooks, where they argue that the listener needs to apply a high degree of attention to the audiobook in order to have a successful reading experience. They explain that when we read a paper book, we are required to apply a certain amount of attention in order to conduct this activity. We can read a paper book on the train, in a park, or at home in our bed, however, we are required to physically direct our sight towards the book and focus on the words to truly read. When using an audiobook, the amount of attention is not as

obvious (Have & Pedersen, 2021, p. 208). The pupils who we experienced to not apply the right amount of attention to the audiobook, became passive listeners.

However, we also experienced several pupils whom we categorized as active listeners. We observed that these pupils would follow along in the text and not pay attention to distractions in the classroom. Active listening is a behavior that is difficult to observe, and we, therefore, based most of our conclusions on what the pupils told us about their experiences of listening to the audiobook. Several of the pupils we interviewed seemed to have a positive attitude towards the audiobook. They thought it was a helpful element when reading the book. In section 5.4.2, we presented empirical data from an interview where a pupil commented that the audiobook made it easier for him to read the book if he paid attention while listening. He discussed that the audiobook requires a lot of attention and when he forgot to pay attention to it, it made the reading experience more difficult. From our observations and interpretations, it seems that the audiobook could function as an excellent tool for improving the pupils' reading experiences, as long as the pupils were able to concentrate and apply the right amount of attention while listening. Larson (2015, p. 174) argues that the audiobook in combination with written text can help to improve the pupils' reading stamina. She states that if pupils are not used to reading longer text, audiobooks can help the readers pay attention to the text for a longer period. When audiobooks are used in combination with written text it may support pupils' concentration and help with elongating concentration periods.

We found that the amount of attentiveness towards the audiobook is not to be diminished. We discovered that some pupils saw the audiobook as an opportunity to zone out and pay less attention to the story. The dilemma was that some of the pupils who we interpreted to listen passively, expressed to us that they preferred the reading sessions where the audiobook was used. The reason for this is most likely that the audiobook required the least amount of work for them. Have and Pedersen (2021, p. 213-214) stress the importance of practice and work on applying the right amount of attention when using audiobooks. They explain how the audiobook requires practice in order to listen concentratedly to it. Therefore, it is essential to not underestimate the pupils' attention applied to the audiobook when using this modality. However, the dilemma of passive listening is most likely not solved by only working on reading stamina and concentration. The pupils whom we interpreted to listen passively said in the interviews that they did not like reading, did not like the book in general, and wanted to do other activities instead of participating in the reading project. Therefore, it is possible that

some of the pupils who listened passively did so because of their attitudes towards the book, and not because they were struggling to read.

6.1.3.2 Reluctant readers

One of our findings indicated that when some pupils listened to the audiobook while reading, their comprehension improved. In other words, the audiobook functioned as a scaffold helping the pupils follow along in the text and interpret the emotions of the characters. This was especially important for the reluctant readers in the class. By using audiobooks, reluctant readers get to experience the same thing that skilled readers experience every time they read a book (Whittingham et al., 2013, p. 2). In terms of our project, this meant that the audiobook helped even out the differences in reading skills. Wolfson (2008, p. 106) argues that by introducing audiobooks in the classroom, the playing field is leveled. This allowed the reluctant readers to partake in the classroom discussions and achieve a feeling of mastery in a reading context, which some may not have experienced before. When the challenge of reading became too high, the audiobook functioned a helpful tool to support the pupils through the reading process.

The audiobook provides a fluent narrator who reads in a consistent manner and demonstrates proper pronunciation and punctuation. This may be especially beneficial if the listener is reading the text simultaneously (Larson, 2015, p. 170). As mentioned, Whittingham et al. (2013, p. 4) state that using audiobooks in combination with the written text may benefit the reader's vocabulary learning, as the reader is presented with the correct spelling, context, and meaning of the word. This aligns with one of our findings which showed that for some pupils the audiobook helped them grasp words that were unfamiliar to them. Chang (2011, p.46) differs between listening while reading (LWR) and reading while listening (RWL). Reading is the goal when LWR and listening is the goal in RWL. Both strategies consist of reading and listening simultaneously, but it is the speed of listening that is different. LWR is a strategy that is used for L1 learners to improve their reading fluency. RWL, on the other hand, is a strategy that can help L2 learners get familiarized with pace, rhythm, and how words should be pronounced. It was important for us, the researchers, to remember that the participants were reading in their L2, and we had no knowledge of their English level and reading skills before starting the project. For the reluctant readers, the language may have been a barrier for

achieving flow when reading. The ability to read a text accurately is essential for enjoying the text, and reluctant readers may struggle to read fluently if they are reading the text word-by-word (Whittingham et al., 2013, p. 4). Using an audiobook was therefore a way for us to make sure that all the pupils, regardless of level and skills, had an equal opportunity to achieve fluency throughout the book.

Among the reluctant readers, there were those who struggled due to a lack of interest in the reading activity itself. Reading requires time and attention, and reluctant readers may not be willing to strain themselves to succeed in an activity they do not care about. For them, reading seems pointless and a waste of time. To the pupils who experienced this, the audiobook may have worked as a tool to help pass the time in a meaningful way. As mentioned in section 5.4.2, several pupils found great support in the audiobook. Not only did it help them with reading in a second language, but some also found encouragement in the audiobook. As mentioned, we interviewed a girl who claimed that the audiobook made it easier to pay attention, which made the story more interesting. All this despite not being interested in reading in the first place. Listening to audiobooks may affect how we experience time in the sense that it adds another layer to the experience. In that way, we feel as if we are making the most of the otherwise wasted time (Have & Pedersen, 2021, p. 212). For the reluctant readers, this meant that by listening to the audiobook, the reading activity became more meaningful.

6.1.3.3 Pace

The last finding regarding the pupils' experiences with the audiobook revolves around reading pace. When the pupils had two reading sessions left, they got to individually choose which modality they wanted to read on. When we interviewed the pupils who chose not to listen to the audiobook in combination with written text, they all had in common that they wanted to read at their own pace. Some of them told us that they felt like the audiobook was slowing them down, which affected their reading experiences. Our practice supervisor told us that some of these pupils were strong readers, and we, therefore, discussed that having a high reading fluency may have influenced whether the audiobook was preferred. Reading fluency can be defined as being able to read effortlessly and without the need to stop and decode words. When someone has a high reading fluency the person reads a text fast and automatically (Meyer & Felton, 1999, p. 284). Pupils with a high reading fluency may feel as

though the audiobook is slowing them down and this can affect their attitudes towards reading.

However, for some pupils, it may be valuable to slow down their reading pace, especially when reading E-books on the computer. Different reading modalities will give readers different reading experiences. Hillesund et al. (2022, p. 6) discuss how reading on a computer is different from reading using a paper book. They claim that reading on the computer is often characterized as skimming and browsing, and readers use the computer less for deep reading. This may have affected the pupils when they used the E-book modality. Some pupils might have read at a faster pace and in a way that can be categorized as skimming. By combining the audiobook with the E-book modality, some pupils may have been forced to slow down and read at a pace where they grasped the story at a higher level (Larson, 2015, p. 175). Being forced to slow down the reading pace may not only be beneficial for getting a better understanding of the story, but it can also help the pupils' reading behavior in general.

6.1.4 Conclusion: modalities

The discussion thus far has revolved around the vertical line in our model, which represents modalities. To sum up, throughout the reading project, we experienced that the effect modalities may have on a reader should not be neglected. After discussing these effects, we deem it necessary to be aware of the advantages and disadvantages of both modalities. Immersion might be easier achieved using the paper book, as the paper book modality facilitates uninterrupted deep reading. However, with digitization, paper books are far less popular among teen readers compared to E-books. The E-book modality has the advantage of being on a platform teenagers use in their leisure time and may therefore be interpreted as more entertaining. We have therefore argued that though the paper book is better equipped for achieving immersion, the E-book may function as a gateway to start reading for the digital natives.

As for using audiobooks in combination with written text, it is an accessible tool that can scaffold the reader through the reading process. However, to take advantage of the audiobook's full potential, the reader needs to listen actively to what is being read out loud. Though active listening requires a lot of attention from the reader, it simultaneously helps

maintain concentration over time. Especially for reluctant readers, the audiobook may enhance reading comprehension. The audiobook provides a fluent narrator which may support reluctant readers to interpret the text. This helps to level the playing field among reluctant and experienced readers. Lastly, we discussed that several of the experienced readers chose to read the text without listening to the audiobook when given the chance. They all expressed that the audiobook slowed them down and restrained their fluency. However, as some readers are used to reading using a skimming method, being forced to slow down may benefit their comprehension.

6.2 Attitudes, motivation, and engagement

This part of the text will present a discussion based on our findings from the horizontal line in our model "Mindset Map". The horizontal line in our model represents the pupils' attitudes toward the book, which we found to be affected by several factors. The title for this section of the discussion is called "Attitudes, motivation, and engagement", as we saw that both motivation and engagement were factors that affected the pupils' attitudes. The first part will present a discussion based on why the choice of book matters in a reading project and discuss why we chose to read *CIDNT*. Next, the text will discuss the importance of motivation, engagement, and reading stamina, and discuss our findings regarding the three topics. As the E-book modality turned out to be the most preferred modality among the pupils, we have devoted the last part of this section to discuss what we found in relation to motivation and engagement while reading on the E-book.

6.2.1 Choice of book

Needless to be said, a positive reading experience requires more than a fitting modality. It is also necessary to find a fitting book. Throughout our project, we found that the pupils who mastered the given modality could still have a negative reading experience if they did not like the book. As mentioned in section 5.3, these pupils often experienced boredom. For our project, we, the researchers, had selected which book to read before having met the pupils. Even though the chosen book has been reviewed as appropriate for this age group, we had not taken each pupil's personality and interests into consideration. As expected, the class ended up with divided opinions about the book.

Before starting the project, we chose to select a book on behalf of the pupils. The reason for this was that we had a limited time frame for the project and considered it necessary to start reading as early as possible. We also discovered that getting hold of a variety of paper books was easier said than done. We read several young adult novels and selected the one we considered to be most appropriate. When selecting a text on behalf of someone else, it is important to consider who the reader is, what genre is suitable, and the level of difficulty (Roe, 2014, p. 132). As we did not personally know the pupils we would be conducting the reading project with, we based our choice of book on more general terms. Roe (2014, p. 131) states that when using literature in a classroom setting, it is beneficial if the teacher takes each pupil's strengths and weaknesses into account when choosing a text. However, she also argues that when the entire class is going to read the same text, it is impossible to tailor the text to be equally fitting for the whole class. Instead, the teacher should aim to find a text which is suitable for the expected reading level for the age group in question. We decided to read *CIDNT* as it embraces several genres, humor, and is suitable for being read out loud. As mentioned in section 3, *CIDNT* is a novel that Williams (2021, p. 154) recommends using with teenagers, as it brings up themes that are relevant to them. Another contributing factor for choosing *CIDNT* was that it was available on the website *ESL bits*. Furthermore, it is written in relatively simple language, yet we saw the content as mature enough for the pupils not to feel embarrassed or neglected.

Even though we considered the book to be suitable for our project, we had a limited time frame to read the book within and therefore had to make some alterations to the text. As we had to plow through the book as effectively as possible, we cut out some of the chapters that did not directly affect the plot. In addition to this, Haddon (2003) has an alternating narrative technique, which made it possible to easily separate the chapters concerning the plot from the ones that did not affect the story. The chapters we removed were not connected to the main narrative, but instead revolved around the main character's specific interests. They could, for instance, take a deep dive into sequences from the book series *Sherlock Holmes* or go into detailed elaborations concerning complex mathematical equations. It is, however, important to note that even though we decided to remove these chapters from the reading project, it does not mean that we do not value the chapters. On the contrary, the chapters we removed have a valuable effect in the story. We merely removed them in order to finish the reading project on time. In retrospect, we have discussed the ethics around this decision. Though we stand by our choice to make our own modifications to the book, we know that many would deem our

choice as tampering with Haddon's work. The complete novel is a piece of art, which is to be appreciated and respected. However, we considered it necessary to put our own love for the book aside and attempt to make the reading experience as manageable as possible for the pupils.

One could argue that a consequence of making these alterations is that we provided the pupils with a simpler version of the book. This could have affected the pupils' reading experiences, and thus the results of our research. For our reading project, it was necessary to make these changes in order to carry out the project at all. One could argue that if it had not been for the changes made, we may have chosen to read a different book, thus the pupils would not be introduced to *CIDNT*. The experience we are left with is that making these types of alterations may be a method teachers can use to read longer works of literature with their pupils. If we had not removed these chapters, we would not have been able to give the pupils a common reading experience using *CIDNT*. One could argue that some pupils would be able to read the complete version of the book, including the chapters we removed, but this would require a more individualized reading setting. Gabrielsen et al. (2019, p. 24-25) claim that reading fictional novels is normally an individualized practice in the classroom. Therefore, by making these alterations, all the pupils had the ability to finish the same version of the book at the same time. Hence, they all got to share a common reading experience. This would not have been achievable if all the pupils got to choose what to read on their own.

Still, the effect of choosing what to read for yourself is not to be overlooked. Guthrie (2007, p. 34) states that when the reader gets to choose which text to read, she develops ownership of the text. It is likely that more of the pupils who participated in our project would feel a greater sense of connection to the novel if they had chosen it for themselves. Another benefit of letting the reader choose what to read is that the reader gets the opportunity to find a text that provides the right amount of validation and challenges suitable for her needs (Bakken, 2020, p. 263). By doing this, the pupils would have to reflect upon themselves as readers, what their strengths are, and what they need to work on. Allowing the pupils to choose for themselves promotes autonomy and lets the teenagers become independent readers. Besides, finishing a book you have picked out for yourself can promote a feeling of mastery, and motivate further reading (Kletzien & Bednar, 1988, p. 31-32). There are several benefits of allowing pupils to choose what to read themselves, but in a classroom setting, one needs to be aware of the challenges this may raise. In our case, we did not have much information about the pupils

before we started the project. This meant that our knowledge about their attitudes towards reading was based on what we had discussed with our practice supervisor. From her, we learned that most of the pupils were not keen readers and that some struggled with it. We then discussed that by allowing the pupils to choose texts for themselves, they might choose something too simple for their level to minimize the challenge. Therefore, in this case, we deemed it most efficient to make a choice on behalf of the pupils.

On the other hand, one may argue that achieving a positive reading experience from using a book you did not expect to like, can also be motivational. Several of the pupils had predetermined negative opinions about the book when we first introduced it to them. In section 5.2.2, we mentioned that a pupil seemed to be surprised that he liked the book. We believe that the pupils got a feeling of mastery when they achieved a positive reading experience when reading a book they expected to dislike. Roe and Blikstad-Balas (2022, p. 42) state that when a reader has a positive reading experience, the reader wants to continue reading. Therefore, feeling mastery in a literary context could motivate the reader to keep reading. Furthermore, when teachers choose texts on behalf of the pupils, the pupils get introduced to texts they may not have chosen for themselves. As mentioned in the introduction, a core element in the curriculum is *working with texts in English* (KD, 2019). The curriculum requires that pupils read texts that prepare them for the cultural diversity in the world. If a teacher chooses what literature the pupils read, she can make sure a variety of texts is represented. This may contribute to broadening the pupils' horizon of literature.

When it comes to maintaining motivation for reading, it is essential that the reader reads something she is interested in. Though any text can be used to practice reading skills, it is fundamental to read something that sparks genuine interest and curiosity when the goal is to achieve a positive reading experience. In the model "Mindset Map", we illustrate that having positive attitudes toward the book is key for achieving immersion. The pupils who had positive attitudes toward *CIDNT* experienced either stress or immersion, based on whether they were comfortable with the modality used. However, what these pupils had in common was that the story grasped their attention and made them intrigued to find out what would happen next. As mentioned in section 5.2, one girl sympathized with the main character to the extent that she felt as if they were good friends and that the book was a conversation between her as a reader and the character telling the story. It was clear that the story had sparked an interest within this pupil and made her immersed.

In a classroom setting, each pupil will have individual interests and thus be engaged by different topics. Roe (2014, p. 132) argues that teachers need to be aware of whether a text is suitable for a pupil's interests and background knowledge of a topic. This is important as the teacher then would be able to provide a range of fitting materials for the pupils' levels. Furthermore, motivation is closely related to the reader's expectations of mastery, and how she will perform (Roe, 2014, p. 41). This means that if pupils are given the chance to read a text that revolves around a topic they are interested in, it may positively affect their confidence and how they see themselves as readers. This may ignite an intrinsic motivation, which may further let the reader feel as if she is benefitting from reading the text. Roe (2014, p. 42) states that background knowledge is crucial for motivation, and texts that thematize these interests may spark a desire to read, for the purpose of learning more about the field of interest. She adds that the reader may find it troublesome to concentrate and stay motivated if the text is not interesting, regardless of how difficult the language is. If the text is interesting, on the other hand, it will be less difficult to read it (Roe, 2014, p. 42). It was therefore crucial for us to trigger the pupils' interest during the reading project.

From early on in the project, we interpreted a lack of enthusiasm among the pupils. Some pupils seemed bored and uninterested in the book after the very first reading session. As our methodology is action research, we discussed which interventions we needed to implement to improve the pupils' reading experiences. To trigger the pupils' interest in the book, we implemented several interventions. These can be read in section 4.3. Our goal was to make them curious about the characters and the plot. For instance, we asked all the pupils what they were curious to find out as we continued reading and shared the replies with each other. Our goal was for the curiosity to spread and make the pupils aware that there were still some unanswered questions in the text. Roe (2020) lists this activity as a method to spark interest and excitement. Furthermore, she writes that by asking the readers genuine questions, the reading experience may feel more personal. Therefore, we also asked questions such as "What would you do in this situation?" to let the pupils try to imagine themselves in the character's situation and become more interested.

However, it is important to mention that the degree of interest in texts is not static. One can also argue that pupils need to practice reading texts that they have not chosen for themselves, and which do not interest them. Later, in higher education and in work life, the pupils will

meet several texts that were not written for the sake of being engaging and appealing to the reader (Roe & Vagle, 2010, p. 91–92). It is therefore important to work on concentration and reading stamina even though the reader might get bored along the way. Still, our goal for this project was to give the pupils a positive reading experience, so interest was important. We were also aware that the pupils had little experience with reading complete novels, and it thus became important for us to help them achieve a positive reading experience by building interest in the text.

6.2.2 Why motivation matters

The second finding regarding pupils' attitudes, motivation, and engagement revolves around the importance of being motivated and having a positive attitude when reading. This finding became evident early on when conducting our reading project. As mentioned earlier, we experienced that some of the pupils had negative attitudes toward the book and were not comfortable with the modality. We have described common similarities between some of these pupils in section 5.5 and categorized them as pupils who entered a disengaged state of mind. The pupils who entered a disengaged state of mind during the reading sessions, would often not participate at all. They would not pick up the paper book or scroll when using the E-book modality. When analyzing data concerning the disengaged pupils, we discussed the difficulties we had when trying to change their attitudes towards the book or even the reading project in general.

Being motivated and having the right attitude when reading has proved to be connected with reading comprehension (Roe & Blikstad-Balas, 2022, p. 42). Motivated and engaged pupils are able to mobilize endurance when reading texts that are challenging (Roe, 2020, p. 108). When the motivation is lacking and the attitude is negative, it is easier to give up when reading something challenging. Motivation is connected to the way we perceive ourselves (Roe, 2020). Pupils who believe in their abilities have better chances of successfully finishing that task. In terms of reading, Roe (2020) explains that pupils who view themselves as good readers are more willing to take on the challenge of reading a difficult text. By doing this, these pupils also expose themselves to texts above their skill level, which helps them become better readers. This continuous cycle is positive for pupils who believe in their abilities. However, it also affects pupils who do not view themselves as good readers. These pupils genuinely believe that they are less capable of reading challenging texts, and by not exposing

themselves to different types of text, they rarely get to work on their reading skills. For the pupils that experience this negative cycle, reading in school can become an activity that they worry about and feel as a punishment rather than a pleasure. This indicates that the disengaged pupils may have been caught in a downward spiral, which contributed to hindering their development as readers.

We reflected upon whether some of the pupils were apprehensive and lacked motivation because of their past reading experiences. A few pupils who we interpreted to often be disengaged during our reading project, commented in the interviews that they did not like reading in general. Roe (2020) explains that pupils who are lacking motivation and do not consider themselves readers will often feel as though reading is a forced activity that is only relevant inside of the school. In section 5.5.2, we presented an extract from an interview with one pupil who struggled with motivation and had a negative attitude toward the book. He expressed that reading had become a forced activity. Tveit and Mangen (2014, p. 1) state that some pupils are reminded of their own shortcomings when given a paper book. During the reading project, we interpreted that a few pupils seemed anxious and worried when reading on a modality they were uncomfortable with. In section 5.4.1 we described how one pupil became teary-eyed and restless when she was given the paper book, without getting support from the audiobook. It is possible that we underestimated the impact previous reading experiences might have had on the pupils. For us, reading fictional novels is a pleasurable activity that we look forward to. However, our data showed that reading was an activity that many pupils dreaded and even had anxiety about.

Even though research shows the importance of being motivated and having a positive attitude when reading, we experienced that with some pupils, this was almost unattainable. Above, we discussed whether this was because some of the pupils had too many negative experiences with reading, and that reading could function as a reminder of something they have struggled with. However, not all pupils have had negative previous reading experiences. One important reason why many pupils lack motivation and a positive attitude when reading is simply because they do not enjoy reading. Roe (2020, p. 112) compares the differences in pupils' reading habits from year 2000 up until 2018. She explains that the number of pupils who do not read has never been as high as it was in 2018. According to Roe (2020, p. 112), pupils' reading habits have developed in a negative direction, especially over the last nine years. Simultaneously as pupils' reading habits are decreasing, the world is experiencing rapid digitization. According to the Norwegian media authority (NMA, 2022, p. 1), 90 percent of

children between 9-18 years old, have and use social media. The decrease in reading and the increase in the use of social media indicates that pupils have replaced reading with digital devices. It is highly possible that this development affects pupils' motivation and attitudes when reading fictional novels in school.

The biggest category of mindsets in our reading project was the bored state of mind. The reason for this was that most of the pupils did experience some level of boredom throughout the reading project. As a result of this, lack of motivation and negative attitudes towards the book were factors that we experienced with the majority of the pupils, to various degrees. However, this finding is common outside of our reading project as well. Research shows that the general motivation among 10th graders has decreased over the past two years. The same study also shows that in the same age group, fewer pupils are looking forward to going to school (Udir, 2023, p.15). Roe (2020) states that teachers are faced with the challenge of trying to convince these pupils that reading is an important skill to have and to get them to read because they genuinely want to. Both Roe's claim and the study referred to above, show the challenging work today's teachers are faced with when working with reading motivation with the pupils.

6.2.3 Reading stamina

One of our findings indicated that when the pupils got disengaged, they would get fixated on the time aspect. How much time there was left reading was a source of frustration, and to pass the time the disengaged or bored readers would keep themselves occupied by doing anything but reading. As this applied to several pupils, especially early in the reading project, we discussed that we may have pushed the pupils too far for what their reading stamina allowed them to. We saw that the pupils would lose concentration and become unmotivated when our reading sessions became too long. In other words, if the pupils' reading stamina ran out, many pupils would lose motivation and experience hyper attention.

As mentioned, reading stamina can be defined as "the ability to sustain attention and proficiency across a text" (Hiebert et al., 2010, p. 156). Naturally, reading stamina is crucial when reading longer texts as the reader needs to keep concentrating to comprehend the development throughout the story. However, little research has been done within this specific field, and we, therefore, consider it necessary to draw a connection between reading stamina

and deep attention. As mentioned in section 6.1.2, deep attention requires a lot from the reader, and with digitization, we are doing fewer activities that require deep attention and thus get a shorter attention span. In other words, people's reading stamina is decreasing. Hiebert et al. (2014, p. 164) state that reading stamina is essential to maintain interest in what you are reading. They add that if poor readers do not read, their reading skills will decline, which again will contribute to weakening their stamina. Even when working with texts that are fit for their skill level, readers with low stamina approach texts with a lack of interest and motivation (Hiebert et al., 2010, p. 164). When we started our reading project, several of the pupils expressed their lack of motivation to read, which may indicate that their reading stamina was low. This got clearer when we started reading with the pupils and attempted to read for one entire lesson.

From the start of our project, we have perceived deep reading as a goal. This, however, requires reading long enough to get into the story. This meant that during the first couple of lessons, we wanted to challenge the pupils to read continuously for about 40 minutes. This resulted in several of the pupils getting disengaged or bored, and we saw the need to break up the reading sessions into smaller units to keep them motivated. We then implemented shorter reading sessions to make the reading process more manageable. The beginning of the lessons would start with a quick summary of what we read the last time, in addition to ending each lesson by talking about what we just read. This was to keep all the pupils up to speed on the story, in case something was unclear to someone. We also implemented more activities to keep the pupils engaged.

We saw switching modalities as a method that may have affected the pupils' reading experiences and therefore influenced their reading stamina. One finding was that when using the paper book without the assistance of the audiobook, some pupils entered a stressed state of mind. Reading by themselves got too challenging, and they lost their concentration and got restless. This indicates that several pupils in this class might not have been used to reading longer texts over a longer period of time. Therefore, it is possible that they have not been able to work on their reading stamina. Hiebert et al. (2010, p. 156) claim that the decline in reading stamina among youths has had an especially negative effect on silent reading, as it requires the reader to manage her own reading strategies and comprehension. This may have been the case with the stressed pupils.

One reason why it may have been difficult for the pupils to maintain their reading stamina could be because they were reading in their L2. Brevik et al. (2020, p. 141) state that it is more complicated for a reader to read in their L2 compared to in their L1. They explain that reading in an L2 requires the reader to think in two languages. The reader must notice similarities and differences in terms of vocabulary and other grammatical structures. It is also important to be aware of the cultural aspect that reading in an L2 brings (Ørevik, 2020, p. 148). Underlying cultural contexts add to the complexity of reading in an L2, which might have affected the pupils' reading stamina.

6.2.4 Motivation and engagement when using the E-book

Our last finding regarding motivation revolves around the pupils' motivation when they read on the E-book modality. We experienced that when the pupils read using the E-book, they would get easily distracted. As stated in section 6.1.2, several pupils had positive experiences when they read on the computer. In fact, the majority of the pupils did prefer the E-book modality over the paper book. These pupils expressed that they liked the ability to scroll while reading as it gave them a sense of control over the modality, and thus covered their needs for more stimuli. The E-book might have been preferable because it is on a modality that the pupils use daily. However, in regard to motivation and the ability to concentrate for a longer period of time, we experienced some challenges connected to the E-book modality.

Even though most of the pupils were comfortable with the E-book modality, we experienced that several pupils struggled with keeping their attention on the E-book website. In section 5.3, we presented data that showed similarities among the pupils who often entered a bored state of mind. The biggest similarity among these pupils was their difficulties with resisting the temptation of using the computer for other activities. Several pupils would try to play games or chat with each other, and in several instances, we had to ask them to close other tabs and continue reading. One pupil who preferred the E-book said that she got more distracted with the computer, compared to when she read using the paper book. It is possible that the E-book modality made some pupils less engaged in the story as they had the possibility to use the computer for more compelling activities.

Motivating the pupils when using the E-book modality was a challenge for us during the reading project. We discussed that this might have been because the pupils had underlying expectations when using the computer. Even though they often use the computer for

schoolwork, the majority of time spent on the computer is most likely on other activities such as gaming, chatting, or watching TV shows. When reading a paper book, we are exposed to limited distractions. We also have a clear idea in mind of what is required of us in order to achieve deep attention and have a successful reading session. Since several pupils got more distracted when they used the E-book modality, it is likely that the degree and quality of immersion were lower than with the paper book. When a reader is fully immersed in a story, she is able to block out distractions and apply the right amount of attention. The way we achieve immersion through a paper book is different from the way immersion is achieved when using digital devices such as a computer. In section 2.4, we differentiated between two types of immersion, phenomenological immersion and technologically enhanced immersion. Phenomenological immersion is achieved when we are able to create mental pictures in our minds. Technological immersion is achieved without our help, and it is the technological material itself that sustains this type of immersion (Mangen, 2008, p. 406). Many pupils use their computers to play games and therefore might be more used to achieving technologically enhanced immersion on this modality. This could have affected the pupils' ability to achieve phenomenological immersion when using the E-book modality.

6.2.5 Conclusion: attitudes, motivation, and engagement

This part of the text has discussed the horizontal line in our model, which represents attitudes towards the book. Here, we have emphasized the importance of motivation and engagement when reading in a classroom setting. When reading with pupils, it can be beneficial to allow them to choose what books to read for themselves. This promotes autonomy and ensures that the reader reads something she is interested in. However, for this project, we, the researchers, decided to read *CIDNT* by Mark Haddon (2003) on the pupils' behalf. We made some adaptions to the book to make it more manageable for the pupils and allow them to share one common reading experience. Still, the importance of reading something of interest is fundamental for a positive reading experience, and we, therefore, attempted to raise interest and curiosity for the book through some didactical interventions.

We have further discussed the importance of being motivated to read, and how this connects to past reading experiences. Those who have experienced mastery in relation to reading in the past are more likely to be motivated to read in the future, compared to those who associate reading with force or failure. These experiences are formative for developing readers, and we

found these attitudes to be hard to change. There is also a connection between motivation to read and reading stamina. When the reading sessions lasted too long for the pupils' stamina, they would lose motivation and become disengaged, bored, or stressed. In other words, reading stamina is essential to maintain interest in what is being read, which further fuels motivation. Still, when aiming to achieve deep reading, longer reading sessions are required.

Lastly, we discussed motivation regarding E-books, and how the E-book modality was preferred among the pupils. However, we found that even though the pupils wanted to read on the computer, it did not necessarily have a positive effect on their reading experiences. On the contrary, our findings indicate that when the pupils got access to a screen, they expected more fun activities, and got unmotivated when they realized that they had to read the technological equivalent of the printed text. Through these findings and reflections, we are left with mixed emotions regarding the use of E-books with teenagers. While it may not facilitate an ultimate foundation for achieving immersion, it is undeniably an appealing modality for the digital natives. Because of the pupils' attraction to this modality, it should not be dismissed.

7 Conclusion

We have carried out an action research project in a 9th-grade classroom over four weeks based on a wish to spread the joy of reading to the younger generation. Our overall goal was to facilitate a reading project where the pupils got immersed in a story, and thus achieve a positive reading experience. In order to develop ourselves as teachers of reading, we deemed it necessary to shed light on the pupils' opinions regarding reading a fictional novel, and thus developed the research question: What are pupils' experiences, preferences, and attitudes towards reading a fictional novel on different modalities?

To answer the research question, we have created the model "The Mindset Map of Pupils' Reading Experiences", which aims to illustrate how pupils' reading experiences are dynamic and affectable. We have found that pupils' attitudes towards the book, as well as comfortability with the modality on which the text is read, cannot be underestimated. Our studies suggest that these two factors are continuously depending on- and affecting each other, which further influences each pupil's reading experience. Thus, these two factors laid the foundation of where we portrayed four different mindsets the pupil may enter while reading.

The immersed state of mind is categorized by the reader being comfortable with the modality and having a positive attitude toward the book. The pupils who had an immersed mindset were considered to achieve deep attention, being grasped by the story, and drawn to using the paper book modality. The bored state of mind is categorized by the reader being comfortable with the modality but having a negative attitude toward the book. Those who entered a bored mindset were prone to having hyper attention, rejecting the book, and listening passively to the audiobook. The pupils who experienced a stressed state of mind had positive attitudes toward the book but were uncomfortable with the modality. We have argued that these pupils got stressed because they were eager to continue reading, but as soon as we took away the audiobook, the challenge of reading became too high for their skill level. Lastly, the disengaged state of mind is recognized by the pupils having negative attitudes towards the book, as well as being uncomfortable with the modality. The pupils who experienced disengagement felt that time went by slowly, and their attitudes were altogether hard to change. The model in its entirety represents the pupils' reading experiences, while the preferences dimension refers to the pupils' desired modality, and the attitudes dimension says something about their thoughts on the book. We hope that the model can raise discussions about how these factors are of equal importance and visualize potential outcomes when conducting a reading project in a classroom setting.

7.1 Limitations with the study

The study's main goal of promoting a positive reading experience for the pupils has conflicted with our scientific curiosity to explore the effect reading on different modalities may have. The results could have been more accurate if the pupils read equal parts using the paper book modality as the E-book modality. As we sought to find out what would happen as we moved on from one modality to another, our action research focus edged us to implement interventions that aimed to improve the pupils' reading experiences. Therefore, when we detected that the pupils were uncomfortable with reading using the paper book without the support of the audiobook, we decided to let them choose which modality to read on further, to regain their comfort. This meant that the paper book modality was only used by itself for one reading session with the entire class. Only those who personally chose to read further by only using the paper book, finished the project as we first intended. This choice was made despite knowing that existing theories suggest that paper books are more equipped to facilitate

immersion. Knowing that readers, in general, are more likely to concentrate on- and comprehend a printed text, created an ethical dilemma when we decided to let the pupils continue to read using the E-book.

Furthermore, we had limited resources available when conducting this research. Therefore, as the pupils read using the E-book modality, they read on their computers facilitated by their school. Reading on screens provides multiple potential distractions, which may interfere with the reading experience. It is, therefore, important to note that reading an E-book using a PC is not preferable. Instead, using a device created for reading, such as a Kindle, could increase the chances of succeeding with digital reading. By replacing the PC with a reading tablet, temptations such as chatting, reading the news, and checking the weather are eliminated.

7.1.1 Further research

Further research may explore the possibilities provided by using a Kindle, or another type of tablet created for reading. As our research implies that digital reading was more appealing to teenage readers than printed text, we see the need for research to be conducted using more appropriate equipment.

Another alteration that could profit the reading experience for the pupils, is to let the readers choose what book to read for themselves. Due to limited time and resources, we were not able to get a hold of a variety of fictional novels in English for the pupils to choose between. It is, however, likely that the general attitudes toward the books being read would significantly improve if the pupils were able to choose a book based on their personal interests.

7.2 Final reflections

As we conclude our Master's thesis, we are left with a feeling of accomplishment as we have conducted a reading project in a 9th-grade classroom. By making some adaptions to the text, the pupils were able to read the fictional novel, *The Curious Incident of the Dog in the Dight-Time*. Though the pupils expressed a variety of emotions related to our four-week reading project, we trust that some of the pupils experienced immersion and joy when reading and felt proud of having finished the novel. Seeing that it is, in fact, possible to conduct a reading project using novels with teenagers, we are motivated to hold on to the love for reading and

attempt to spread it to our future pupils. Despite having read articles and chronicles predicting the downfall of reading among teenagers, we are left with a bright view of the future of reading. Although our thesis has its limitations, our experiences suggest that there are ways to engage young minds in reading fictional novels. We are also left feeling inspired to be more open-minded when it comes to digital reading. As the pupils are considered to be digital natives, we will, as future teachers, seek to embrace the opportunities provided when reading on digital devices. Despite the E-book's shortcomings, we consider it better for pupils to read on a digital device, than to not read at all. We hope that our thesis can inspire others to read fictional novels with young learners, on whichever modality preferred, as you might be surprised by what they can achieve.

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Appendix 1

Intervjuguide

Generelt om lesing:
1. Hva synes du om lesing generelt?

2. Omtrent hvor ofte leser du engelske bøker? (skjønnlitteratur)

3. Hvilket format liker du best å lese på? (PC, papirbok, lesebrett)

Spørsmål om boken:

4. Har du lest eller hørt om CIDNT fra før av?

5. Hva synes du om boken? Hvorfor?

6. Vet du om en annen bok du heller kunne tenkt deg å lese?

7. Er boken for lett/utfordrende?

Spørsmål om uken:

8. Hvordan har din opplevelse vært med å lese boken denne uken? (Med tanke på modalitet)

9. Hva var bra med uken?

10.	Hva synes du har vært utfordrende denne uken?

11.	Klarer du å se for deg handlingen i hodet ditt mens du leser? Utdyp

12.	Klarer du å konsentrere deg når vi leser på denne måten? (Med tanke på modaliteten som ble brukt denne uken)

13.	Hva kunne vært annerledes?

Spørsmål om immersion:

14.	 Har du lyst til å fortsette å lese boken?

15.	Føler du tiden går fort/sakte når du leser?

16.	 Er du bekymret for å ikke klare å lese videre?

17.	Føler du at du har noe til felles med karakteren?

Appendix 2

Spørreskjema om lesing

1. Kandidatnummer

2. Jeg er...

- ⭘ Kjempegod til å lese
- ⭘ God til å lese
- ⭘ Ok til å lese
- ⭘ Dårlig til å lese

3. Jeg leser ... frivillig

- ◯ Ofte
- ◯ Noen ganger
- ◯ Nesten aldri
- ◯ Aldri

4. Jeg tror at vennene mine synes at lesing er...

- ◯ Kjempemorsomt
- ◯ Morsomt
- ◯ Helt ok
- ◯ Ikke morsomt i det hele tatt

5. Jeg tror at jeg leser...

- ◯ Mye bedre enn vennene mine
- ◯ Litt bedre enn vennene mine
- ◯ Omtrent like godt som vennene mine
- ◯ Ikke like godt som vennene mine

6. Jeg forteller ... vennene mine om gode bøker jeg leser

   ◯ Ofte

   ◯ Noen ganger

   ◯ Nesten aldri

   ◯ Aldri

7. Når jeg kommer til et engelsk ord jeg ikke forstår kan jeg...

   ◯ Nesten alltid finne ut hva det betyr

   ◯ Noen ganger finne ut hva det betyr

   ◯ Nesten aldri finne ut hva det betyr

   ◯ Aldri finne ut hva det betyr

8. Jeg synes at lesing er...

   ◯ Kjempegøy

   ◯ Gøy

   ◯ Kjedelig

   ◯ Kjempekjedelig

9. Utdyp svaret ovenfor. Hvorfor?

_____

10. Jeg synes lesing er...

◯ Kjempelett

◯ Litt lett

◯ Litt vanskelig

◯ Kjempevanskelig

11. Utdyp svaret ovenfor. Hva kunne gjort lesing lettere for deg?

_____

12. Omtrent hvor ofte leser du engelske bøker utenfor skolen i løpet av en måned?

○ Mer enn 4 timer

○ Mellom 2 og 4 timer

○ Mellom 1 og 2 timer

○ Mellom 30 minutter og 1 time

○ Mindre enn 30 minutter

○ Leser ikke i det hele tatt

13. Omtrent hvor ofte leser du norske bøker utenfor skolen i løpet av en måned?

○ Mer enn 4 timer

○ Mellom 2 og 4 timer

○ Mellom 1 og 2 timer

○ Mellom 30 minutter og 1 time

○ Mindre enn 30 minutter

○ Leser ikke i det hele tatt

14. Hvilke plattform liker du å lese bøker på? (flere svar er mulige)

☐ Papirbøker

☐ Nettbrett

☐ Tegneserier

☐ Lydbok

☐ Bøker med både bilde og tekst

15. Hvilke plattform liker du å lese bøker på? (flere svar er mulige)

☐ Papirbøker

☐ Nettbrett

☐ Tegneserier

☐ Lydbok

☐ Bøker med både bilde og tekst

16. Når jeg leser klarer jeg å se for meg handlinge i hodet mitt...

○ Alltid

○ Nesten alltid

○ Nesten aldri

○ Aldri

17. Når jeg leser hele bøker, leser jeg helst... (flere svar er mulige)

☐ Fantasy

☐ Action

☐ Krim

☐ Science fiction

☐ Romatikk

☐ Historisk

☐ Biografi

☐ Tegneserie

18. Hvis jeg fikk velge ville jeg...

○ Lest en bok på skjerm mens jeg hørte på lydbok

○ Lest i papirbok mens jeg hørte på lydbok

○ Kun hørt på lydbok

○ Kun lest boken på skjerm

○ Kun lest i papirbok

Appendix 3

Vil du delta i forskningsprosjektet
Leseprosjekt

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan elever kan bli fordypet i en skjønnlitterær tekst. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
I vår masteroppgave skal vi undersøke om elevene opplever å bli fordypet i teksten når vi leser boken *The Curious Incident of the Dog in the Night-Time* i engelsktimene de neste tre ukene. Vi skal lese boken både som e-bok, lydbok og papirbok, og vil undersøke om elevene blir fordypet på ulikt vis gjennom de tre ukene.

Hvem er ansvarlig for forskningsprosjektet?
Universitetet i Tromsø er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Både vi (studentene) og Trude er deltakere i LAB-Ted-prosjektet som har som mål å utvikle samarbeidet mellom universiteter og skoler. På grunnlag av dette samarbeidet har vi fått tilgang til å gjennomføre vårt forskningsprosjekt i Trude sin klasse. Da vårt prosjekt handler om elevenes opplevelser med å lese en skjønnlitterær bok på ulike plattformer er det viktig for oss å få høre elevenes stemmer.

Hva innebærer det for deg å delta?
I prosjektet vårt blir vi å gjennomføre spørreskjema, intervju, observasjon og loggskriving.
- Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema. Det vil ta deg under 10 minutter. Spørreskjemaet inneholder spørsmål om elevens holdning til lesning og lesevaner.
- For noen utvalgte ønsker vi også å gjennomføre et intervju om elevens leseopplevelse etter uken. Vi vil gjennomføre flere intervjuer med forskjellige elever.
- Observasjon vil gjennomføres i engelsktimene, hvor vi vil observere hva som skjer i klasserommet mens vi leser. Alle observasjonsnotater vil anonymiseres, slik at det ikke blir mulig å gjenkjenne elevene.
- Elevene vil føre en personlig logg etter hver time hvor vi leser boken. Loggen vil handle om leseopplevelsen den dagen. Loggen anonymiseres ved at elevens navn byttes ut med et tildelt kandidatnummer som Trude gir dem. Studentene vil ikke få vite hvem som har hvilket kandidatnummer. Hensikten med dette er at studentene kan følge elevenes utvikling gjennom prosjektet, uten å vite hvem som opplever hva.

Foreldre kan få se spørreskjema/intervjuguide etc. på forhånd ved å ta kontakt med studentene eller Trude.

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.
- De som har tilgang til opplysningene vi samler inn gjennom prosjektet er oss to studenter som gjennomfører prosjektet, våre veiledere: Annelise Brox og Trude Nordmo.
- Navnet til elevene som vi intervjuer vil vi erstatte med et pseudonym som lagres på egen navneliste adskilt fra øvrige data.

Ingen av deltakerne vil kunne gjenkjennes etter offentlig publikasjon.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?
Prosjektet vil etter planen avsluttes før jul. Etter prosjektslutt vil datamaterialet med dine personopplysninger anonymiseres.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Tromsø har Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:

- Universitetet i Tromsø ved Annelise Brox Larsen.
- Vårt personvernombud: Joakim Bakkevold, personvernombud@uit.no

Hvis du har spørsmål knyttet til Personverntjenester sin vurdering av prosjektet, kan du ta kontakt med:

- Personverntjenester på epost (personverntjenester@sikt.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Hanne Korneliussen   Matilde M. Myrvoll
(Student)   (Student)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om masterprosjektet om leseglede og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju
- å delta i – spørreskjema, loggføring og observasjon

Navn på elev:_____

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

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(Signert av foresatt, dato)