Faculty of Humanities, Social Science and Education

Teachers textbook use in English

Newly qualified teachers' use of textbooks in planning and execution of English lessons

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Master thesis in LRU-3902 English didactics May 2017.

30 study points.

Table of Contents

List of abbreviations

UiT – University of Tromsø

MA – Master degree

NSD – Norwegian Center for Research Data

LK-06 – National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training

L2 – second language, foreign language

Acknowledgments

Writing this master thesis have been an insightful and challenging experience. I have learned a lot about the complexities concerning textbook use in English. With the knowledge that I have gained from working with this thesis I feel more capable of tackling the issues about textbook use when I start working as a teacher.

I would like to thank my advisor Tove Elinor Holmbukt for her exceptional guidance and insight. Your help has been of wonderful use in an otherwise overwhelming academic process, thank you. Moreover, I want to extend my thanks to the teachers that participated. Their experiences and insight have been valuable and provided the foundation for this thesis.

To my old school that was so kind to let me work there for a period six years ago, thank you. The experience and time spent working there made me realize my true calling.

Last, but not least, I would like to thank my family, especially my mother and father, for supporting me through my time in Tromsø and my studies at the University of Tromsø. Without you I would never have managed to finish. Thank you!

Torgeir Molværsmyr

15.05.2017

Abstract

Textbook use in school is for some teachers so cemented in their daily didactical practice that they are unaware of its effect. This thesis will look at use of textbooks in both planning and in lessons, specifically in English. The thesis encompasses teachers that have a background from the University of Tromsø Department of Education and the pilot MA-program that was started in 2010. By exploring how these teachers relate to textbook use the thesis want to reflect upon the effects the competence gained from the pilot program have had on textbook use. Other factors that the teacher feel contributes to textbook use is also explored. This is done to see if there are any aspects that influence these relative new teachers.

The data is gathered from teachers that have an MA-degree from the University of Tromsø Department of Education. Furthermore, these are English teachers that have inside knowledge of the subjects planning processes and lessons. To gather data from this group, both a survey and two interviews were conducted. The survey provide insight into prevailing thoughts and reflections, while the two interviews along with relevant literature are used to explore and discuss these thoughts and reflections more closely.

This thesis show that textbooks have a dominant position in the teacher's everyday work. The textbook use varies, but textbooks are almost always mentioned to have a high degree of influence when planning. It is usually reflected in local curriculum themes. Moreover, textbooks are used to a significant extent in lessons that involve pupils with an individual subject curriculum. Lastly, the findings suggest that the pupil's parents play a significant role when it comes to textbook use. The informants find that parents often have a need or want for the use of textbooks. This is expressed in the tangible help that textbooks give parents that other, "more exotic", methods and tools do not provide.

1   Introduction

1.1   Background

When I grew up I learned to speak and write English largely outside the classroom. I never really found my education challenging. Many of the English lessons that I received in school when I grew up and later saw in my practice periods at the artic university of Norway, seemed to be to large degree dictated by the textbook. I know many people that have the same view on the way English is being taught to kids in school. The interesting for me as a student teacher is why so many teachers use the textbook in lessons to such a high degree.

What engages me in the debate on the use of textbooks in school is the seemingly blind use of them. For me it seems like teachers use it as a tool to ease their work. The reason for this is that I think teachers use the textbook more as a curriculum rather than a tool. I do believe however, that the use of textbooks as a curriculum can vary. Textbooks are usually constructed according to the *National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training*, which might give comfort for some teachers. I would argue, however, that textbooks give little to no fulfillment across the whole class. This is because a classroom is too complex and cannot be generalized by using one tool, the textbook. Furthermore, textbooks give, in my mind, little educational benefits to pupils with an individual subject curriculum which need extra attention in the classroom.

Liebich (2012) promotes in his article *Læreboka er under press* the idea that the textbook is a tool best used in the hands of a skilled practitioner. To me the textbook seems to be used more as the definitive course plan rather than a tool for teaching. I have chosen to look at teachers with a similar background to my own and what their thoughts about textbook use in school are. By focusing on their thoughts about textbook use, I want to highlight how this group sees their work with textbooks and if they think that their education at the University of Tromsø have made them more aware of their use of textbooks. I am not stating that the practice of training English teachers at UiT Department of Education is in any way different and/or exceptional. What I am implying however, is that the level of competence that the education provide might enable these teachers to have a more critical view on the use of textbooks. Competence is the knowledge and skills needed to perform an activity, this encompasses formal education and subject knowledge. Research points to a deficiency of teachers with a high degree of competence in the English subject in schools, especially at the primary school level (Lagerstrøm, Moafi, & Revold, 2014; Sjursen, 2015; Utdanningsdirektoratet, 2016b). This might underline some of my experiences as both pupil and student teacher. The lack of teachers with the necessary competence makes it difficult for every pupil to get the education they need.

1.2 Aim of the study

There are few studies that are aimed at examining textbook use in Norwegian classrooms. Some studies and reports have been done in this field (Charboneau, 2016; Juuhl, Hontvedt, & Skjelbred, 2010; Rasmussen & Lund, 2015; Rasmussen, Rindal, & Lund, 2014). These studies do not however, focus specifically on textbook use in English but rather touch upon it in a broader sense. There is a lack of research done on the position the textbook has in the individual subjects in school today. The studies that do exist point to recent technology making education more varied. However, if this is the case there is a need for substantial research within the individual subjects, such as English, on textbook use because textbooks have also benefitted from modern technology. This thesis seeks to give insight into the effect that the competence gained from UiT Department of Education MA-program have had on teachers. The informants in this thesis all have a background from this program and the thesis focuses on their thoughts and use of textbooks in English at primary and secondary school levels. Furthermore, this thesis wants to highlight trends and norms concerning textbook use that might exist among these teachers. Lastly, the thesis will also investigate if there are factors beyond the teachers themselves that influence their thinking and use of textbooks in English.

1.3 Research question

I want to describe the relationship teachers with an MA-degree from UiT Department of Education have concerning their textbook use in English and if the teachers' education influences their workplace. The scope of the topic 'textbook use' is complex and embraces several areas of didactical thinking. Because of this I have chosen a thematical approach to my research question, since the answer to these questions are what the informants provide. A thematical approach to formulating a research question should focus on themes and data the informants provide about these themes says Larsen (2007, p. 76). I ended up with the following research question: *"How do teachers with an MA-degree from UiT-Department of Education think about textbook use in the English subject in schools today?"*

I have chosen to make the research question more concise and limited by formulating three study questions based upon what can be drawn from the parameters in the research question:

> Study question 1: *"How are teachers, with a degree from the University of Tromsø Department of Education, working with textbooks in the English subject?"*

> Study question 2: *"Which factors in the school contribute to their use of textbooks in the English subject?"*

> Study question 3: *"Has their education at the University of Tromsø Department of Education affected their use of textbooks in the English subject?"*

These study questions aim at finding the reason behind their current practice considering textbooks. Study question 1 and 3 are at the individual level, meaning that the informants are believed to be in control over these. However, study question 3 can also be considered outside their direct influence since it asserted in their educational background which the informants do not necessarily directly influence. Study question 2 seeks to highlight the factors outside their competence which might "impose" textbook use on the teacher. These factors can be official government documents, local curriculums, teacher environment, parents, etc. and are therefore considered outside their direct control.

1.4 Outline

In Chapter 2 I will provide the theoretical framework of my study. This is the foundation on which the data findings that are uncovered will be discussed. The theory covers areas such as learning theory, textbook use and assessment and school culture.

Chapter 3 will entail the methodology work done in my study. Here I will explain the design in detail Furthermore, I will give insight into my ethical and methodical considerations regarding the collection and analysis of data.

In Chapter 4 I will present my data and discuss the data using the theoretical framework provided in Chapter two. I will start with the data gathered from the survey and then supplement the data from the two interviews where it seems intentional. The data will be presented and discussed chronologically. This means that the data from both the survey and the two interviews will be presented as they were conducted: Data from question one from the survey will be presented, analyzed and discussed using theory and supplementing data from the interviews, then data from question two, and so on. A rephrasing of how the data is presented and discussed will be given in more detail in the introduction to Chapter 4.

Lastly, Chapter 5 will include my conclusion of this thesis. The reflection and critical thoughts about this thesis are also included here. This is to draw attention to some of the potential limits of the thesis. Furthermore, it is done to indicate points of interest for future research.

2 Theoretical framework

My study is situated inside the field of textbook based learning and textbook use in school and how this can promote learning. The field also encompasses learning theory and other didactical considerations when planning and conducting lessons. In this chapter I will go through the theoretical framework that I will use as well as indicate why this is relevant to the thesis.

2.1 Sociocultural and situated learning theory

Sociocultural learning theory was first developed by Lev Vygotsky (1896-1934) and puts emphasis on the role social interaction and oral activity have when it comes to learning. Vygotsky (1930) meant that learning is dependent on the people that surround the learner, the interaction that takes place between them. The learner will create processes that develop knowledge, ideas, attitudes and values in this interaction according to Lyngsnes and Rismark (2007, p. 61). Language is closely linked to perception in that language enables human beings to categorize their perceptions. For language is for Vygotsky (1930) a key factor when it comes to learning according to his sociocultural learning theory (Vygotsky, 1930, p. 19). Language is important to Vygotsky (1930) because he meant that it is the key to cognitive development. If the learner is capable of individual problem solving then the learner operates in her/his actual development zone. The actual development zone is the pupil's cognitive development at a specific moment when operating alone. However, when the problem solving occurs with the guidance from adults or more capable peers, the learner operates in what Vygotsky (1930) calls the zone of proximal development (Vygotsky, 1930, p. 79). This guidance can come in many different forms such as; asking questions, demonstrate and motivate according to Lyngsnes and Rismark (2007, p. 62). Only through language can the learner operate within the zone of proximal development according to Vygotsky (1930). Language is therefore the key component when the learner operates in this zone (Vygotsky, 1930, pp. 83-84).

Vygotsky's sociocultural learning theory has been expanded upon by others. They all have at their core the importance that learning takes place in the interactions between the learner and her surroundings with the help of language. Bruner's *scaffolding* (Bruner, 1985) and Tharp & Gallimore's *assisted performance* (Tharp & Gallimore, 1988) build on the idea of *the zone of proximal development*. Learning takes place with the assistance or guidance of more capable peers through language and social interaction.

Children learn new languages in meaningful contexts according to Pinter (2006). They learn pronunciation and understanding in situations where a more competent peer speaks. In language education, it is therefore the teacher that provides most of this valuable language input. But children also have the need to join and interact to learn language. Therefore, it is important that the teacher develops methods to assist or "scaffold" language development according to Pinter (2006, pp. 12-13).

The theory of sociocultural learning emphasizes that learning does not just happen as isolated cognitive processes, but also through social interactions where the learner acquires new knowledge and skills from more competent peers and adults. It gives ground to the idea that learning is a social activity just as much as an individual activity (Bruner, 1985; Tharp & Gallimore, 1988; Vygotsky, 1930). In relation to the present thesis, sociocultural learning theory might provide some contexts as to how and when the informants use textbooks. By looking at how and if the textbook used in combination with other methods and who harbors the role of providing *scaffolding* we can link it to principles in sociocultural learning theory.

2.2 Teacher beliefs

Teacher beliefs is an aspect that is hard to describe since it deals with cognitive human conditions. However, it can perhaps best be explained as a pair of glasses that teacher interprets new experiences through according to Haukås (2014, p. 249). Mohamed (2006) describes a teacher's belief like this:

> "A teacher's beliefs represent a complex, inter-related system of often tacitly held theories, values and assumptions that the teacher deems to be true, and which serve as cognitive filters that interpret new experiences and guide the teacher's thoughts and behaviour." - Mohamed (2006, p. 21)

The teacher's beliefs are a result of several factors that is part of her life. Factors such as; school background, education, context and practice to name a few. Past experiences affect the teacher's beliefs such as past learning situations and teaching experiences. Moreover, the teacher's own established practice might influence her beliefs as well as the teacher's personality. Additionally, the teacher's own educational principles and methods will also affect his/her beliefs according to Richards and Lockhart (1996). Beliefs about good and bad language education influence the teacher's practice experience. At the same time these experiences will influence and change what she emphasizes in her own work as a teacher according to Haukås (2014, p. 250).

The language teacher's own experience as a language learner can influence what she sees as good language education. Additionally, experiences that have had a negative effect on the teacher's language learning will influence the teacher's beliefs about bad language education. These experiences can have a profound effect on how language teachers position themselves regarding their education and how they view new impulses. But some of these beliefs are adjusted and some new ones appear during their education as language teachers. A study done by Cabaroglu and Roberts (2000) have shown that a teacher's beliefs will remain very much the same during her education if these beliefs are

not challenged by bringing them up for discussion. In other words, language student teachers must be made aware of their beliefs and test them through discussing them like Haukås (2014, pp. 251-252) emphasizes. Sundli and Ohnstad (2003, p. 141) points to the same importance that raising awareness of student teachers' beliefs have. By being made aware of their beliefs and challenged on them, the student teachers get perspective of their own work. The teacher's belief is relevant because it might give an explanation as to why some teachers use textbooks. Their beliefs about textbook use influences the choices made when planning and conducting lessons in English.

2.2.1 Krashen's affective filter hypothesis

As mentioned in the section above (Section 2.2), the language teacher's own experiences might influence her beliefs about textbook use. Krashen's affective filter hypothesis might give an explanation as to why these experiences might affect a language teacher's belief. The affective filter is according to Krashen (1982) a set of variables that effect the acquisition of a second language outside the learning itself by blocking or prohibiting parts of the information to reach the language centers of the brain. Moreover, the affective filter can both prevent and support second language acquisition in a learner. It is important to state that Krashen (1982) sees this affective filter being there even if the input is comprehensible. Krashen's Monitor Model have had its fair share of criticism, see Liu (2015) and Zafar (2010). However, the Affective Filter Hypothesis described by Krashen (1982) has some truth to it in that second language learners may experience non-linguistic variables such as motivation, self-confidence and anxiety that can affect their language learning.

Krashen's affective filter hypothesis might have some grounds in teacher beliefs. Uninteresting and sometimes hard to read texts from the textbook during the time I was a pupil caused me to have a somewhat negative relation to textbooks today. If a person, in this case a student teacher, have a negative or critical belief of textbook use it can stem from the affective filter hypothesis. Textbook use in school could have affect non-linguistic variables in the teacher when she was a pupil that in turn shaped her beliefs of textbook use today.

2.3 How to provide "good" education

It is perhaps difficult to define what qualifies as "good" educational practices. The most important job a teacher has is to secure that learning and growth takes place for his pupils. How can a teacher ensure that this learning and growth take place then? In this chapter I will present two theoretical approaches that formulate what needs to be done for learning to take place. These two theoretical approaches are; the MAKIS-principles and Bloom's Taxonomy.

The MAKIS-principles are a set of fundamental principles that can provide "good" education across subjects and situations if implemented. It has its name from the initial letters of each principle: Motivation, Activity, Concretization (Konkretisering), Individualizing and Cooperation (Samarbeid)

(translated from Imsen, 2009, p. 302). There is often an inclusion of another principle; Variation. These principles do not give any concrete or binding instructions for education. The principles should rather be viewed as a description of the complexities of education. Furthermore, they can ensure that the teacher covers the didactical considerations when planning according to Lyngsnes and Rismark (2007, pp. 100-101). By making them an integral part of the teacher's didactical considerations, the MAKIS, or MACIC in English, principles can ensure that the education provided by the teacher has root in realistic needs of all those involved.

Bloom's taxonomy is a classification of distinct levels of knowledge and is used by many teachers, schools and countries to formulate learning aims. The taxonomy gives examples of how the different knowledges, skills and competences are ranked. Verbs become the main focus when explaining how someone shows mastery of the different knowledges, skills and competences (translated from Slemmen, 2010, pp. 50-52).

To break it down, Bloom's taxonomy has six classification levels for knowledge. The first is 'knowledge', and is shown by reproduction of facts such as; dates, people, events. Important verbs are; name, describe, retell, tell, list and find (translated from Slemmen, 2010, p. 50).

Secondly, we have 'comprehension'. This is shown by the learner when she can compare what she has learned with something similar or make assumptions of causality. The learner has achieved competence when she can; explain, retell with her own words, characterize, summarize, sketch and correlate (translated from Slemmen, 2010, pp. 50-51).

Level three is 'applied knowledge' or 'application', where the learner must apply what she has learnt and use these skills to solve real life situations. An example is using rules or theories to answer a problem. The important verbs at this level are; use, construct, develop, solve, measure, reshape/repurpose, interview and make use of (translated from Slemmen, 2010, p. 51).

The fourth level is 'analyzing', the learner operates at this level when she can draw conclusions from a hypothesis. This level requires the learner to be able to fulfill one of the following actions; analyze, compare, investigate, elaborate, identify and explore (translated from Slemmen, 2010, p. 51).

Level five is 'synthesize', where it is expected that the learner can develop her own ideas and make decisions on her own. In other words, the learner must be able to think creatively, take risks and put pieces of knowledge together. At this level verbs such as; combine, choose, create, organize, compose, put together and construct are important (translated from Slemmen, 2010, p. 51).

The final level and highest form of knowledge is 'assessment' or 'evaluation', the ability to think critically. Learners show mastery at this level when they can judge relevancy, reliability, validity and

accuracy of the information they get. Important actions at this level are; assess, decide, judge, estimate, justify, estimate the likelihood, recommend, choose and deduce (translated from Slemmen, 2010, pp. 51-52).

Bloom's Taxonomy and the MACIC principles are interesting because they can help determine how the textbook and its content are used by the teacher. By determining at which level of the taxonomy and whether the teacher observes the MACIC-principles when using the textbook, it will indicate to us how they view the textbook's pedagogical value. Do they for example, implement it to promote the higher forms of competence that Bloom's Taxonomy promotes or do they use it at the lower levels of the taxonomy?

2.3.1 Pupils with an individual subject curriculum

The Norwegian school must according to Overland (2006) secure three educational principles: Make the school inclusive by providing each pupil with an education that contributes to learning and development, and a sense of belonging. The education provided by the school must be individual to each individual learner's prerequisites and needs. Lastly, the education provided shall be equal to all (Overland, 2006, p. 253). A multitude of factors can contribute to the development and realization of individual subject curriculums according to Overland (2006). Factors such as the traditions and attitudes towards individual subject curriculums that exist at a school might affect this work (Overland, 2006, p. 256).

Individual subject curriculums are used when the ordinary education provided does not meet the prerequisites and needs of the pupil. It is the lack of cognitive development the pupil have from the ordinary education that determines whether the pupil shall have an individual educational program according to Haug (2011, p. 87).

There are some challenges when it comes to individual subject curriculums however. One of these challenges are the teacher's competence, according to Midtlyngutvalget (2009). They point to two key areas concerning the teacher's competence: The first is the teacher's general subject and pedagogical competence because this plays a key role when it comes to reducing the need for extraordinary measures. Secondly, they claim that the teacher must be able to understand and see pupils with learning disabilities, and meet these pupils in a pedagogical sensible way.

2.4 Content selection

When selecting content (textbooks/ themes/ etc.) to use in their lessons, teachers should take into consideration the needs and interest of their pupils, society and the professional functions. Professional functions can be described as the overall purpose for an occupation; the trash collector keeps our streets clean and our environment healthy and so on. For a teacher, their professional functions include

disciplining, organization, etc. The societal interests are reflected in several ways; curriculums, the school's agenda, etc. These interests (pupils, societal, professional) must be viewed equally according to Engelsen (2012, p. 169), the one should not be valued higher than the other. Moreover, Engelsen (2012) says the beliefs held by the teacher shall not take precedence when selecting content in education. This means that the teacher must be able to see the content used in relation to the parties involved; other teachers, pupils, parents, etc. (Engelsen, 2012, p. 169).

The subjects should reflect the society we live in and mirror important aspects of our culture as well as expose pupils to other cultures. Societal-centered content will help schools adapt to central tendencies in societal developments according to Engelsen (2012, p. 173). Computers, social media and other online services are societal content that dominates our daily life today. In schools the adaptation of these societal trends are reflected in the attention new technological inventions such as computer and ICT-skills have in schools. We can also see this reflected in the curriculum as well. For example, computer and online awareness are considered basic skills and are emphasized in each subject curriculum in LK06 (Engelsen, 2012, pp. 173-175).

One might then draw Engelsen (2012) thoughts about societal and cultural needs to English as a subject in that it must adapt its content beyond those that exists in "traditional teaching". Traditional teaching is, for some, associated with textbook and blackboard teaching in a classroom. However, it cannot be stated that these traditional methods are not evolving. Many of these traditional methods, such as textbooks and blackboards, are contemporary through the implementation of modern technology. For example, textbook publishers have invested a great deal into their online services and the blackboard is digitalized in the form of smartboards. A textbook today usually has a corresponding webpage with great and interactive content. But Engelsen (2012, p. 256) do question however, if these "contemporary" implementations reflect the society we live in or if it uses the same content from the past, but in a "different coat of paint". Engelsen (2012, p. 256) refers to work done by Erstad and Hauge (2011) which states that digital technologies and media has yet to revolutionize school content and activities.

Pupils have diverse needs and interests, and these needs and interests are important to take into consideration because it can affect the pupils' motivation and mastering. Like Krashen's affective filter hypothesis (Krashen, 1982) points to, these non-linguistic factors can have a profound influence on peoples L2 acquisition. It might also affect the pupils views on their opportunities according to Engelsen (2012, p. 176). This is reflected in the wish to promote democratic values seen from a societal point of view. If teachers were to only take into consideration the needs and interest of their pupils however, their level of progression and access to other cultures would eventually diminish according to Engelsen (2012, pp. 169-170).

The content used can at times be perceived by the pupil as having little relevance and no meaning. As the content is far from the pupil's own reality, experiences and interests. For Overland (2006, p. 262) it is therefore essential that the teacher can adapt the lessons so that it promotes the pupil's needs.

2.4.1 Factors that can limit content selection

Every school has a set number of resources and time at its disposal. For some schools this can mean that they lack the resources or the ability to acquire updated resources (Damsgaard, 2010, pp. 85-86). When we talk about resources in schools we tend to think about the visible resources; time, money, etc. These resources are often static and difficult to change.

Damsgaard (2010, pp. 182-183) states that the teacher's competence is also a resource because it can affect the effectiveness of the resources used. It is worth to note that Damsgaard (2010) includes both experience and formal education when using competence. Competence may provide teachers with the knowledge of using the resources at their disposal in new and diverse ways. This makes the lack of equipment or outdated equipment less of a hindrance to the quality of the education given according to Damsgaard (2010, pp. 183-184).

Moreover, Damsgaard (2010, pp. 180-181) argues that the teacher's competence can affect the teacher's time efficacy. Some teachers may feel that their work is left undone simply because they do not have the time to finish. This can be work that are postponed or classes that could have been conducted better. These feelings of incompletion that the teacher have as a direct consequence of not having enough time effects the quality of the education they provide according to Damsgaard (2010, pp. 181-182).

Competence is of interest because it shows how this can make up for restrictions that might exist in schools. Furthermore, it might explain how the resources is being utilized by the teacher. Since competence can dictate how inventive a teacher is with the resources available, we might see this reflected in how the informants use the textbook.

2.5 Textbooks; use and assessment

It is imperative that the professional teacher is up to date and involved in the change made. In this section I will describe some theoretical approaches to textbook use and assessment.

2.5.1 Textbook use

Drew and Sørheim (2004/2009) suggests that textbooks offer both the teacher and the pupils a wide range of benefits. For a teacher, textbooks can provide structure and content to use in the classroom. For a pupil, textbooks can provide a reference and an overview over what she is supposed to learn. However, Drew and Sørheim (2004/2009) states that teachers must be able to distinguish between

their role and the role the textbook have in the classroom: "What can the teacher provide that the textbook cannot and what can the textbook provide that the teacher needs" - (translated from Drew & Sørheim, 2004/2009, p. 115). Furthermore, the teacher can, in most cases adapt and change methods depending on the learner's need. In other words, teachers are able to decide what to include and exclude in their lessons (Drew & Sørheim, 2004/2009, pp. 115-116).

The key role that textbooks have for many teachers is the ability to give the content in the curriculum structure and direction according to Harmer (2007, p. 181). Harmer (2007) suggests that textbooks are often used by the teacher as an introduction or a springboard for a new theme. Moreover, Harmer (2007) also suggests that the teacher decides when and how to use its constituent parts. In other words, a teacher might use parts of the book, usually the first pages of the chapter, and then use bits and pieces of the chapter supplemented by other methods to cover a specific theme or parts of the curriculum (Harmer, 2007, p. 182).

However, for some teachers the textbook might be perceived as a hindrance or "straitjacket" like Drew and Sørheim (2004/2009) puts it. There are several reasons why the textbook can be perceived like a "straitjacket" by the teacher: The school might have policies that call for the teacher to use the textbook. Such policies can for instance be that the cooperation between teachers is based on the same material. Moreover, it can be that the school insists that the textbook must be used simply because they have put a great deal of investment in it (Drew & Sørheim, 2004/2009, p. 116).

Parents of the pupils can question the use of textbooks and can in this way dictate textbook use. If one class uses the textbook and another class do not, parents may start to question why. Parents might speculate what this difference means for their child's education; do they miss out? (Drew & Sørheim, 2004/2009, p. 116). Furthermore, it is important to note that parents might need the textbook when they are helping their children in school. The need to use the textbook then arises because a textbook might serve as a reference and a door into their child's education. In other words, it helps parents gain access to the knowledge their children is supposed to gain (Drew & Sørheim, 2004/2009, p. 116). LK-06 has given the teacher and school more freedom to decide the content and methods when it comes to teaching. This freedom raises the need for a greater cooperation between parents and the school according to Nordahl (2007, p. 28) and this need might then be fulfilled by using a textbook.

2.5.2 Textbook assessment

Textbooks are assessed by both the teacher and the pupils. Teachers will evaluate and select the textbooks according to how useful they are in different contexts. Well-designed textbooks can support inexperienced teachers a great deal because they act as training material according to Pinter (2006, p. 118). However, textbooks have restrictive features and it is important that the teacher can identify gaps in the textbook according to Pinter (2006, pp. 119-120).

The choice of textbooks that are available for the teacher is often decided by others within the school, see chapter 2.4.1. When evaluating textbooks it is important to know how the textbook is experienced as a tool by pupils when teaching a class according to Drew and Sørheim (2004/2009, p. 117). The teacher must look at how much content and material the textbook provides and to choose what content to use. Furthermore, the teacher must use a variation of activities when working with the texts in a textbook. Teachers should be able to choose activities from the textbook and/or which parts or themes in the textbook that best suits the class according to Drew and Sørheim (2004/2009, p. 117).

Imsen (2009, p. 331) state that it is important to know that the textbook is written with the current curriculum in mind. Imsen (2009, p. 331) argues that the textbook is an expression of the author's interpretation of the formal curriculum. The author is then in, some cases, the intermediator between the formal curriculum and the local curriculum. In other words, the textbook is interpreting the formal curriculum, not the teacher/s. It is therefore important that teachers have a critical and active relationship with their textbook use according to Imsen (2009, pp. 330-331).

2.6 Planning curriculums

Imsen (2009, p. 193) suggest that a curriculum is not concrete enough to cover everything that happens in the classroom. Education is a dialog and cooperation between pupil and teacher and there are elements of uncertainty that cannot always be predicted (Imsen, 2009, p. 194). Furthermore, the curriculum is subjected to interpretations and design. As there are several other factors such as material restrictions, time and money, that can dictate a curriculum. Therefore, the distance between the intentions in the curriculum and the actual implemented curriculum can be huge according to Imsen (2009, pp. 193-194).

Lyngsnes and Rismark (2007, p. 133) states that the local curriculum is formulated based on a compromise between the formal curriculum and the school's own interpretation, the local curriculum. This interpretation is based on the traditions that might exist in the school. These traditions will according to Lyngsnes and Rismark (2007, p. 133) have an impact on the decisions that the teacher teams and individual teacher make when they plan their lessons. If the teacher or school as a whole let their lessons be guided by a textbook it is the textbook author that has formulated the plan not the teacher according to Lyngsnes and Rismark (2007, p. 133).

Lyngsnes and Rismark (2007, p. 137) also states that the curriculum is information to both the pupil and their parents. The interest that parents have in their child's education is generally extensive; parents seek information and cooperation with the school. Parents are in this way a group that can influence the planning process in schools. Svarstad (2015) mentions this in his news article where parents are more critical to the teacher's practice and more involved than before. Their opinions and active engagement in their child's education can influence what the teacher dares to do in his/her

classroom. This is perhaps because Opplæringslova (1998) gives parents a great deal of influence when it comes to their child education. Parents influence is an interesting factor which I will come back to in Section 4.3.

The local curriculum is perceived differently and implemented differently as indicated by Imsen (2009, pp. 193-194). The impact that the diverse groups have on the final implemented curriculum and the pupils experience can be far from what the formal curriculum intended. This has relevance to this thesis because it emphasizes the importance the teacher has in his role to determine how to solve each lesson. As shown by Lyngsnes and Rismark (2007) the tools that the teacher uses can also have an impact on who has had the final say as to what is being taught i.e., the implemented curriculum.

2.7 The transition from student teacher to teacher

Transitioning into the practical field of teaching can be demanding for many students because it takes an ability to adjust, take chances, ask and acknowledge that there are no simple or uniform truths (Damsgaard, 2010, p. 124). Damsgaard (2010, p. 124) argues that the acknowledgement that the education students are given is not by itself qualification enough and that it is important for the education to serve more as a foundation for further development. The problem lays in the difference between theory and practical knowledge in the field of teaching; some aspects must be experienced, and not everything can be solved with theory alone argues Damsgaard (2010, p. 124).

The problem may lay in what Damsgaard (2010, p. 125) describes as the *expectations* that exist among the employee and employer, as well as the focus the different educational institutes might have. Expectations that the education might provide can in some cases train teachers to think that they have nothing more to learn when they start working. This can lead to an expectation that they have the tools and knowledge to tackle any challenge and situation. Moreover, this can in turn lead to a shock like state both for the employee and the employer when the employee start working according to Damsgaard (2010, p. 125). Acknowledging that qualified teachers are a combination of education and experience and that the transition is demanding, challenging and exciting would ease the transition from student teacher to teacher says Damsgaard (2010, p. 126). This highlights the prominent role education has when it comes to the transition from student teacher to teacher. How the institutions solve these issues can determine how successful the transition will be. Some of the teachers that Damsgaard (2010) writes about in her book meant that the education laid the foundation for further development (Damsgaard, 2010, p. 128).

A prominent issue of being a "fresh" teacher is highlighted in Report to the Storting nr.11 which states that: "…the transition from education to practice is demanding for many new teachers. In the beginning new teachers must find know of the culture that exist in their work environment and find their personal approach to teaching" (translated from Kunnskapsdepartementet, 2008-2009, p. 92).

Jakhelln (2011) points to in her thesis that teachers who are relative new seek recognition to solidify their acknowledgments as being teachers. The start of a teacher's career is marked by uncertainty (Jakhelln, 2011). Therefore, the support of other colleagues, and to contribute, is important for the teacher's professional development (Jakhelln, 2011). The experience of being a professional teacher depends on how much the teacher must adapt to their workplace. Jakhelln (2011) concludes that emotions that the teacher harbors have an impact on the teacher's professional development. These emotions are, according to Jakhelln (2011) thesis, not properly explored and discussed in the teacher's counseling the first years. The informal guidance at the new teacher's workplace should be given more attention according to Jakhelln (2011). "There is an ideal of working individually in school and a great emphasis on the capability to work alone is great" - (translated from Jakhelln, 2011 thesis).

2.7.1 School culture

New employees tend to see themselves as outsiders and someone that have yet to establish their position within the hidden hierarchy. People that are new to a job tend to have differing ideas and ethics than that of the "old guard". The "old guard" are usually the people that have been there for some time and are well established. This can lead to a clash of beliefs among the new and the old employees as research done by Lyons and Schweitzer (2016) suggests. The "old guard" have their ideas and ethics cemented firmly within the school. This can lead to a tendency for new employees to eventually conform to the "old guards" ideas and ethics. Jakhelln (2011) suggest that new employees influence might fade over time and that this can have consequences for new employees. In some cases, this can lead to a dropout among new teachers because they do not get to try out their "new" ideas and thoughts feeling distraught and broken by resistance from these ideas and ethics of the "old guard".

School culture might be used to describe the ideas and ethics of the "old guard". Damsgaard (2010, pp. 140-141 my translation) explains school culture as: "…the prevailing values, norms, power structures, expectations, presumptions and roles that exist in a school." She goes on to state that: "It is expressed through what is said, done or is revealed at the school" (Damsgaard, 2010, pp. 140-141 my translation). This is true for any workplace and the culture that dominates can have profound impact on the work that is being done and can be done. Imsen (2009, pp. 381-382 my translation) describes school culture like this: "School culture can be norms, values and power structures that have root in individual or groups' personal knowledge, background and history but also in the school's tradition and history."

Theories about school culture is not something that definitively describe how the school's internal forces are constructed. This is because these structures are felt and experienced as something subjective and it is dependent on who sees it. School culture is rather an attempt at explaining the why and how the school functions the way that it does according to Imsen (2009, p. 385). However, school culture describes the environments that either enable or prevent competence and cooperation to take

place within a school. The teacher's action in a classroom is based not only on individual beliefs, but also affected by what her colleagues think and do. These actions are closely linked with the plans and actions that otherwise are done at the school, such as the timetable, special days, exams, etc. that are formulated across the whole school as Imsen (2009, p. 392) suggests.

Andy Hargreaves depicts five distinct types of school cultures in his book *"Lærerarbeid og skolekultur"* (1996). Imsen (2009) describes these five types as having two sides. The first is the content; important values, attitudes and patterns of behavior. The second is form; the relationships patterns and cooperation between the members in the culture (Imsen, 2009, p. 388).

- Fragmented individualism is according to Hargreaves, when teachers tend to work individually and think that their individual work is more giving. Furthermore, this culture tend to protect itself from outside influences thereby establishing a set level of development/improvement (Hargreaves, 1996).

- Balkanism is explained as groupings of teachers, preferably in subject sections or smaller groups of teachers that have a strong loyalty to their group. They are formed over time and these groupings tend to be formed either by subject or occupational similarities between teachers. Hargreaves uses the words "city states" to describe this phenomenon. Just like the city states these groups are formed to protect their own values and agenda (Hargreaves, 1996).

- Cooperation culture, although it might seem like "Balkanism", differs in that groups occur as a want to cooperate. There is a genuine intention based on needs and wants to cooperate and share competence. This culture is voluntary and it is based on a running development towards improvement (Hargreaves, 1996).

- Forced cooperation is the opposite of cooperation culture in that the cooperation that they do is forced upon them by someone else. Most common is administrative sanctions such as mandatory team work, common planning or even colleague guidance. These forms of cooperation are usually part of the daily agenda. It is important to note that Hargreaves points out that cooperation on the timetable and/or curriculum planning can be either voluntary or forced (Hargreaves, 1996).

- Moveable mosaic depicts groupings that are formed out of needs and that a teacher can belong to many different groupings at once. These groupings have undefined borders in the sense that one individual can belong to many groupings. The groups are also prone to conflicts, but conflicts are a natural progression. The cooperation isn't everlasting tough and might dissolve once the need has been solved. In that sense the cooperation is both flexible but also very vulnerable and uncertain (Hargreaves, 1996).

The reason school culture is mentioned is because it might help point to indirect factors that can influence the teacher's textbook use. It is safe to assume that any concrete evidence that is derived from using the theory of school culture is speculative. Firstly, the study only gets the perceptions of the school's culture from the teachers that the study encompasses. Secondly, as stated earlier, theories surrounding school culture only gives us an insight into what might be the truth.

3 Methodology

The purpose of my thesis is to explore textbook use in English by teachers that got their education from UiT Department of Education. A rule that can help decide if a research method is useful is when the method gives new or deeper understanding of the themes that are explored according to Aase and Fossåskaret (2007, p. 134). In this chapter I will cover the methodology which includes design, validity and reliability as well methodical and ethical challenges. Furthermore, this chapter will cover how I analyze the data gathered from the methods used.

3.1 Design

The study uses methods that are drawn from both quantitative and qualitative research methods; survey and interviews. It can therefore be considered as a "Mixed Method" method approach. A "Mixed Method" design uses method triangulation by implementing qualitative and quantitative methods to gather data. In the case of this study the survey was used as a preliminary study into the thoughts and ideas that existed. The data collected formed the foundation for a more in depth exploration in the interviews (Larsen, 2007, pp. 27-28). van Teijlingen and Hundley (2001) call this way of using surveys as a pre-study. In this thesis, the survey gives preliminary data on important themes that the informants bring up. This data can then be used to design the further phases of the study.

We can divide the way we go about studying something in the field of social studies into two categories; quantitative and qualitative studies. Quantitative studies aim at finding data from a broad selection of informants, these studies are relative limited in their flexibility according to Cristoffersen and Johannessen (2012, p. 17). Flexibility are the degree of which a study can adapt in the interaction between researcher and informant according to Cristoffersen and Johannessen (2012, p. 17). With a low degree of flexibility, the informant is confined to answer within pre-established alternatives and questions. In the case of surveys, it means that the questions asked puts a limit on the information gained according to Cristoffersen and Johannessen (2012, p. 17). This can however strengthen the ability to compare answers across participants and settings since the answer are somewhat predetermined according to Cristoffersen and Johannessen (2012, p. 17). Qualitive studies on the other hand are more flexible, they allow for more spontaneity and adaptation in the interaction between researcher and informant (Cristoffersen & Johannessen, 2012, p. 17). In qualitive studies the researcher uses more open questions, such as in an interview. Open questions are questions that are less structured. Cristoffersen and Johannessen (2012, p. 17) suggest that the informant is not confined to simple yes or no type questions but is free to answer with his own words making the answers more complex and detailed.

It is also important to look at the relation between the participants when conducting a study. The relation between informant and researcher are how the two interact with each other. Depending on the purpose; be it to explain, to understand or to change something, the interaction will affect the researchers attitude and how she goes about collecting data according to Cristoffersen and Johannessen (2012, pp. 81-82). The relation between researcher and informant is less formal in a qualitative study according to Larsen (2007, p. 26). Furthermore, the interaction is more natural making the data collected from methods within qualitative research more genuine and true to the informant's perspective (Larsen, 2007, p. 26). As a result the answers or data collected cannot necessarily be comparable with each other if the researcher were to conduct a second interview with the same questions (Cristoffersen & Johannessen, 2012, p. 17). How insistent the researcher is can also affect the relation but also decide the value of the information acquired. Furthermore, in the case of interviews, a common qualitative research method, the situation surrounding the interview will also effect the relation between researcher and informant (Cristoffersen & Johannessen, 2012, p. 82). This can be how and where the interview is conducted; over the telephone or face to face. Moreover, the balance of power is also a factor that can affect the relation between researcher and informant; teacher to pupil or teacher to teacher. Lastly, the way the two perceive each other; gender, age, attitude, etc. can also effect the relation between researcher and informant (Cristoffersen & Johannessen, 2012, pp. 81-83).

3.1.1 Selection

The pool of informants the study draws upon are limited since it encompasses teachers that have an MA-degree from UiT Department of Education the last two years. Since the teacher training program is relative new, only two classes have graduated since the start of the program in 2010. The criteria for selecting informants was initially that all the informants had to have an MA-degree and 120 study points in English. However, there were only seven people that had taken an MA-degree in English didactics. To supplement this, I chose to include teachers that had at least 60 study points in English from UiT Department of Education but not an MA specifically in English didactics. Furthermore, I included some of the teachers that had taken an MA-degree in 1.-7. grade didactics. However, these teachers had to have an active role in the English lessons at their respective schools for them to qualify as potential informants. The structure of the education program for 1.-7. grade didactics is somewhat different from those of the 5.-10. grade didactics program, however both provide 300 study points in total. Their education provides them with a broader range of subjects and are to the same degree as specialized as the 5.-10. grade didactics MA. Therefore, it is criteria that they engage in an active role in the English subject at their school.

The informants were selected by what is referred to as "quota selection". This is a selection process that select informants based on predetermined criteria according to Larsen (2007, p. 78). As mentioned

earlier, I soon discovered that the pool of potential informants would become sparse. Further developments such as the potential informants current job situation, where some was not active as teachers, meant that their data had to be considered irrelevant. Moreover, some of the potential informants were impossible to contact either due to them not responding or not having any available contact information. This would be a problem if my survey aimed at quantitative data gathering. But as I stated earlier the survey was supposed to be a pre-study into potential themes and to highlighting any consensus that this group might have about textbook use. To clarify, the criteria for the informants are; 1) an MA from UiT Department of Education, 2) an active role in both planning and teaching lessons in English.

3.1.2 Access

When gaining access to informants that would participate in my study I first had to get an overview over the group that fulfilled the criteria set. I got an overview over former students that had written an MA-thesis at UiT. Furthermore, my counselor also gave me a list of potential informants from the 1.-7. MA group. I went over these two lists and looked at who were currently working in school and worked as English teacher. I then tried to establish contact with the teachers from this list, some responded and others were hard to contact due to either not having any contact info available or not responding. Moreover, there were those that either did not work in school or did not teach English classes. As a result, I ended up with a very concise list of seven informants.

The initial contact was established either through social media or e-mail. I had to get my project greenlighted by the Norwegian Center for Research Data before I could give them an opportunity to respond on the survey. The communication with NSD revolved around gathering and storing data, they gave some recommendations about how to best preserve the informants' anonymity. The full report from NSD can be found in the appendix section. When my project was given the proper approval, I had to gather consent from my informants in the form of a signing sheet. This signing sheet can be found in the appendix section. There are two separate signing sheets, one for the survey and one for the interview. This is because of the use of recording devices during the interview.

3.1.3 The survey

Originally the survey had 20 questions, but I chose to remove two of them since they did not have any relevance to the research question. The survey can be found in the appendix section. Initially some of the questions had an answer category "do not know". I removed this category after both receiving recommendations from my counselor and the feedback gained from the pilot survey. The pilot survey was conducted to clarify any problems or misunderstandings that the informants might experience when answering. A pilot survey is used to fine tune the final survey layout (Cristoffersen & Johannessen, 2012, p. 137). Because of the pilot survey I revised some of the question formulations as

well as removed the category "do not know". Furthermore, the pilot survey made it clear that some of the questions could be more to the point.

The structuring of the questions is intentional in that the survey starts with simple questions and moves slowly into more complex questions. See appendix section for the full survey. Since the survey contains questions that are somewhat sensitive, such as workplace practice, these questions were put in the middle of the survey. Furthermore, question 3 and 4 can somewhat entice the informant's interest in their reflection of how much they use textbooks. This structuring is in based on advice given by Cristoffersen and Johannessen (2012, p. 136). I will briefly go through the question and define their purpose.

Question 1 asks about gender and Question 2 about the informant's competence credentials. These questions are meant to ease the informant into the survey by their simplicity. Question 3 is more direct and asks about the informant's own practice regarding frequency of textbook use. Although Question 3 might be somewhat direct, it is assumed to be neutral enough at this point that the informant is persuaded to move on. Furthermore, the question might spark some interest in the informant. At Question 4 the informant is asked to clarify more exactly the frequency of textbook use if she answered 'somewhat'. This question is asked because of the variables the category 'somewhat' can have.

Question 5 serves three purposes: Firstly, it shows how many textbooks that are used among the informants. Secondly, it will show which textbook that are most frequently used among the informants. Thirdly, it enables the possibilities to examine the textbooks mentioned. Question 6 leads up to Question 7. By including this, additional data might be provided that will give new findings that otherwise would not be presented if this question did not come before question seven. The example is if the teacher does give homework, but not from a textbook and so on. Question 7 is meant to compliment Question 6 by establishing a connection between textbook use and homework. It clarifies whether the informant distinguishes textbook use in class and homework.

Question 8 seeks to answer who have chosen the textbooks that are being used. It is interesting to see whether it is the teachers, the administration or systems outside the school that have chosen these textbooks. If it is the teachers themselves then this can lead to an interesting discovery that can be explored in the interviews. If it is the administration, then the question becomes what does this mean for the cooperation between them and the teachers at the school. Lastly, it might give data on systems outside the school that might be pushing the use of textbook in schools. Question 9, 10 and 11 will give a closer indication on the position textbooks have when it comes to planning. These questions aim at answering how much textbooks are part of the planning process by asking how much of the planning process is directly or indirectly influenced by textbooks. One might speculate that these

questions can rise conflicts of loyalty in the informant and make the informant more hesitant to give accurate data. The informant might be inclined to answer in a way that reflect her in the most positive way possible. This is a question of reliability which is covered in Section 3.2.

At Question 12 the informant is asked to give a description of their beliefs about textbook use in schools in general. This question separates the informant from their own practice and gives a clearer picture of their views about the system that they are subjected to. It can be other teachers, administration and official systems and/or rulings that might affect how they work. Seeing this answer in relation to their practice will also rise questions concerning system resistance and workplace culture. Furthermore, this question might also indicate whether the informant feel that this is something that need to change, which in turn might be of interest for future studies. The next two questions, 13 and 14, seeks to answer whether the informant's stance toward textbook use have changed during her transition from student teacher to teacher. These two questions deal with events in the past. The informant might not have been aware of her beliefs about textbook use when they started at UiT and onwards. This is discussed I more detail in Section 3.2.

Question 15 gathers information about possible school culture and other factors that might "force" textbook use. The informant is asked about if she feels a need to use textbooks in her classroom. I have chosen to keep it simple and not go further into the details as to why and who instigates this need, if any, because it can be difficult for the informant to accurately pin point this. At Question 16 the informant is asked whether the work surrounding textbook use at their school have change since they started working there. This question might be hard to answer because of the informant's knowledge of previous practices at their school. The informant will however, provide some data regarding the school's willingness to change their practices concerning textbook use.

Question number 17 is about research and development projects being done regarding textbooks. It will provide data that can show how critical each school is in their use of textbooks. When compared to the data from the rest of the survey, the data gathered from Question 17 might also highlight potential issues regarding textbook use. The last question, Question 18, seeks to give insight into whether textbooks are used in individual subject curriculums. This is interesting because it sheds light on whether the work being done with these pupils, who requires extra consideration when it comes to their education, uses textbooks. Data from this question might give us clues as to the extent textbook have beyond "ordinary" learning situations.

There exist potential sources of misrepresentation and misinterpretation in this survey and these will be covered in Section 3.2 and 3.3. These sources must be taken into consideration when analyzing the data gathered from the survey. But as mentioned earlier; the survey data is by itself not considered to give any conclusive material. It is seen more as a preliminary study that gives insight into some of the

prevailing thoughts and ideas that exist about textbook use. The data from the survey will give a solid foundation and background material that can be expanded upon in the interviews.

3.1.4 The interview

Before conducting an interview there must be a plan for how the course of the interview is going to be structured, even when conducting a semi-structured or open interview according to Larsen (2007, pp. 83-84). This study uses semi-structed interview to explore more closely the data from the survey conducted. The semi-structured interview has a high degree of flexibility because it may secure data with good quality, but it requires a high degree of preparation, analysis and interpretation of the collected data material according to Gillham (2008, p. 103). Two interviews were conducted. Setting up the interview guide in this thesis required two steps; first I had to formulate the questions surrounding the themes that came from the survey. Secondly, I had to test the guide by conducting a pilot interview much like I conducted a pilot survey, see section 3.1.3.

The conclusion that was drawn from the pilot interview was that the interview should be conducted in Norwegian. Moreover, the interview's length was estimated to be a maximum of 40 minutes. For a more in-depth explanation as to why the interview was conducted in Norwegian see Section 3.2. Furthermore, the Norwegian Center for Research Data had some recommendations that I had to take into consideration when formulating the final interview guide, such as reminding the informant of their anonymity clause when talking about the school and pupils. The final interview guide can be found in the appendix section.

When formulating the interview guide I followed these guiding principles suggested by Gillham (2008, p. 103):

- Ask the same questions to all participants
- The questions have a developmental structure that ensures that the interview is confined to the topic
- To ensure comparability between interviews, the informant is guided by follow up questions if none of the relevant themes are discussed
- Somewhat the same timeframe for each interview

Furthermore, Gillham adds that the questions should be open in the same way as the answers are open, and to use probing questions so the informant can elaborate if the researcher or the informant thinks that there is more to say at any point in the interview (Gillham, 2008, p. 103).

The final interview guide was formulated by first looking at the comments that the Norwegian Center for Research Data gave me for my first draft. These comments said that the informant should be reminded before the interview starts of her confidentiality agreement and that the data collected are to be anonymized and save in transcribed form. This meant that the informant was told that the recording would be transcribed and only the recording deleted upon completion of the project. For the full review see the appendix section.

I had to look at the prevailing trends in the survey so that I could formulate probing questions. I followed the guiding principles described above by Gillham (2008) to formulate the final interview guide. Since the only conclusion that came from the pilot interview was that it might take longer than initially planned. I chose to add a marker '#' that indicate points that could be skipped if I saw that the interview was running a bit long. These points are marked in the interview guide which can be found in the appendix section.

The interview guide is in Norwegian and the interviews are conducted in Norwegian. This is done to avoid any misinterpretations. The argument is in short that this will remove the language barriers since none of the informants are native English speakers. For a more detailed argumentation see Section 3.2.

3.2 Reliability

The inclusion of teachers that have 60 study points in English and those that have an MA in 1.-7. Grade didactics made the pool of potential informants larger. With the inclusion of these teachers the reliability of the data that I collect remains since these teachers fulfill the criteria set. The criteria are; 1) an MA from UiT Department of Education and 2) an active role in English at their school. All the informants fulfill these criteria and are therefore representative of the group of teachers studied.

When I planned the outline of the survey I had to keep in mind several factors that might affect the informant reactions to the questions asked. Are the questions clear, do they give the answers that I seek and are the choices given relevant? I chose to do the survey and interviews in Norwegian, this was done to avoid confusion and misinformation since all participants were native speakers of Norwegian. By doing the survey and interviews in Norwegian the potential language barriers are removed and the informant can focus more fully on answering the survey making the data more reliable (Larsen, 2007, pp. 47-48).

The survey was conducted online though *Google Forms*[1]. Participants gave their answers anonymously, they were informed of the project and what their participation meant. All the

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[1] https://www.google.com/intl/no/forms/about/

communication was conducted in Norwegian. This is done to remove any language barriers that might otherwise refrain the informants from answering.

Whether the answers given by the informant is true to their actual practice or false can be debated since there is the potential misrepresentation in the informant's need to present themselves in a more idealistic way. It must be considered therefore that the participants might answer untruthfully. This can also be because of "fear" for reprisals, although it might be considered unlikely since the survey is anonymous. The answers from the survey are used in the interviews to examine the data closer. By having to sources of data, survey and interview, the reliability is assumed secured in the sense of avoiding falsified information. Furthermore, the survey has been tested before it was handed out to ensure that the informants would provide data within the themes that are studied. This is done via a pilot survey. Because of the pilot survey, issues connected to reliability such as misunderstanding are presumed addressed and corrected.

The interviews were done at their individual school/workplace. This setting gave the informants security and comfort and would in turn secure their position in the interview making me as the researcher less "intimidating". Since I personally knew the informants from my time studying at UiT, the tone of the interview reflected a sense of openness and willingness. However, the relationship between me and the informants were not to intimate that it would cause problems to the reliability but was rather professional. The informants and I share similar educational and professional backgrounds. By sharing this similarity, the interpretation of the data they give is assumed reliable since the language used is understood by both parties. This is particularly true when it comes to the use of metaphors. As Aase and Fossåskaret (2007, p. 115) puts it: "The interpretation of metaphors is dependent upon the knowledge we have about the presumed category."

3.3 Validity

The question of validity in the data collected can be seen in relation to their representations of reality. The informants are selected from the only group that can give data within the themes the thesis looks at. I was unable to gather data from everyone that had fulfilled the criteria set due to not managing to contact many of them. The data from those who did participate is valid however because their academic background and teaching careers are like that of the whole group the thesis focuses on and criteria set.

It is important to note that any question regarding past beliefs might be problematic regarding validity because time has passed and new experiences might override and replace past feelings and thoughts as Aase and Fossåskaret (2007) points out. The data gathered from questions about past events is interpretations of the past, they are not pure representations of actual situations. Therefore, the value

of this data lies in the explanation it provides about the informants current situation according to Aase and Fossåskaret (2007, p. 143).

3.4 Ethical and methodical challenges

The ethical considerations made when working with this study are mainly centered around my informants. Since their opinions and reflections about their own practice is studied it is paramount that their anonymity remains intact throughout the thesis and after its completion. If they can be identified either through what I write or through sloppy security of information during the study, their careers could be impacted. Furthermore, their anonymity is important because it deals with their own experiences and thoughts. The informants have ownership of it and it is therefore wrong of me to misuse and misrepresent these experiences and thoughts in any way. Moreover, since the data gathered is the informants' thoughts about the themes I must ensure that it is presented as authentic as possible. I need to be very objective in my presentation of the data they have provided.

From a perspective of selection, the number of informants that this thesis gathers data from represents just some of the totality. This then makes them less likely to be identified. Moreover, all the participants had to sign letters of consent both for the interview and survey. Additionally, they were informed of the study and what their participation contributed to.

Since the survey and the interviews were conducted in Norwegian these will be translated in the presentation. The translation from Norwegian to English can affect the true representation of the informants since words and phrases can differ. In some cases, the translation of certain thermology and abbreviations will not have a corresponding English translation. Moreover, since the interviews are transcribed it is important to stress; *"Since both documents and interviews appears as texts in one shape or another, the researcher has to interpret symbols." (Aase & Fossåskaret, 2007, p. 151).* This means that the explanations given by the informants might have words and phrases that can be associated to something else outside the normal language. Since I as a researcher can be said to "know" these symbols, the presentation of the data must reflect the meaning they might carry. Symbols are words, phrases or images that carry different meaning and in this case, it revolves around professional thermology. I have used the word metaphor earlier in Section 3.2, but this points to the same thing.

3.5 Analysis of data

When analyzing the data gathered within the field a researcher is a part of, student teacher researching teachers, there are some considerations needed to be made concerning their role as participating researcher. Participating researcher means that the researcher is studying a phenomenon or themes within his own occupation according to Aase and Fossåskaret (2007, p. 35). As this study was

conducted in the field of pedagogical and didactical practices and educational background, the role that I had as a researcher was two-sided; the role of researcher and participant. The involvement in the field of study can affect the objectivity of the study. However, I would argue that in this thesis the involvement is assumed to be objective. There is no interest or motive to actively change something but to understand and highlight the themes explored in order to create a sensible debate about textbook use in school.

A researcher might benefit from being a participant in the field of study because this makes the social constructs and how they interact with each other easier to understand according to Aase and Fossåskaret (2007, pp. 34-35). Social constructs encompass terminology, work structures, agendas, etc. and is often understood by those who work in an occupation. For example, a postman has different social constructs than a fisherman has. Furthermore, when a researcher has gained data from the informant he must be able to express the data with a language that enable others to verify it. In other words, the data must be presented so that others might be able to verify them at a later point. Therefore, it is important that the terms and categories used in the analysis is clearly defined according to Aase and Fossåskaret (2007, p. 139).

3.5.1 Analysis of the survey

In this section I will clarify how I analyzed the data gathered from the survey and explain the categories I used to secure the verifiability of the findings.

The data from the survey was analyzed when I formulated the interview guide. This analysis was done with the intent of producing new questions. When I analyzed the survey, I gathered the recurring answers and formulated them into questions and bullet points. These questions were mostly formulated with the intention of finding out the causality or to create a deeper understanding as to why the instances occur.

In my analysis of the survey I divided the data into categories corresponding to the three study questions I had: *"How are teachers, with a degree from the University of Tromsø Department of Education, working with textbooks in the English subject?"*, *"Which factors outside their own control contribute to their use of textbooks in the English subject?"* and *"Has their education at the University of Tromsø Department of Education effected their use of textbooks in the English subject?"*

The first two questions give empirical knowledge of gender and formal education. This information can be used to compare and categorize the informants' answers according to their education and gender. For example, it can help determine if there is a difference between the answers teachers with an MA-degree in English didactics and those who have 60 study points in English. These questions do

not belong to any of the three categories above. These two questions only help to determine a background to the rest of the data.

Question 3 through 7, 9 and 10 was categorized as data concerning the informants' own textbook practice. These questions will therefore help answer Study question 1: *"How are teachers, with a degree from the University of Tromsø Department of Education, working with textbooks in the English subject?"*.

The next four questions, Question 8, 11, 15, 17 and 18 seeks to gain information about factors that might contribute to the informants' textbook use. These questions aim at giving insight into Study question 2: *"Which factors outside their own control contribute to their use of textbooks in the English subject?"*

Question 12, 13, 14 and 16 seeks to gather data about the effect their education has had on them and their workplace, so in this regard these questions will give data regarding Study question 3: *"Has their education at the University of Tromsø Department of Education effected their use of textbooks in the English subject?"* Furthermore, these questions will also give data on if there are other sources that effect their thoughts on textbook use. However, the data from both question thirteen and fourteen must be taken lightly because their current situation might affect their recollection of past events and emotions, see Aase and Fossåskaret (2007, p. 143).

3.5.2 Analysis of the interviews

When analyzing the data from the interview it is important to consider the interaction the researcher has when he conveys and creates meaning. The terminology and categories developed and used by the researcher only portrays certain features in the field that the researcher studies according to Aase and Fossåskaret (2007, pp. 40-41). Therefore, it is important to state that the data that are drawn from the interviews represents views the teachers studied have and not teachers in general.

The data from the interviews follow the same categorizing as the survey. I divided the questions and answers given into the three study questions and used them to describe the findings in the survey in greater detail. This means that the data from the interviews are presented where they give a more detailed answer to the survey findings. A more precise description is given in Chapter 4. Furthermore, data that rises interest for further investigation will also be presented.

4 Research results and discussion

In this chapter I will present the data collected from both the survey and the interviews. I will present and discuss the data according to their categories as established in chapter 3.5.1. These categories are: 1) The informant's own textbook practice. 2) Factors outside the informant's control that affect textbook usage. 3) Effects the informant's education might have had on textbook use. These categories correspond to the study questions:

> Study question 1: *"How are teachers, with a degree from the University of Tromsø Department of Education, working with textbooks in the English subject?"*

> Study question 2: *"Which factors in the school contribute to their use of textbooks in the English subject?"*

> Study question 3: *"Has their education at the University of Tromsø Department of Education affected their use of textbooks in the English subject?"*

The questions and answers from the survey will be presented according to the category they belong to. I will then discuss the findings by using both literature and relevant interview findings. The data gathered from the two interviews might enable us to better understand the thoughts and reflections of the informants' answers in the survey. The informants' quotes will be translated into English.

4.1 Introductory questions

Before the categorized data is presented, I will give a brief overview over the introductory questions from both the survey and the two interviews.
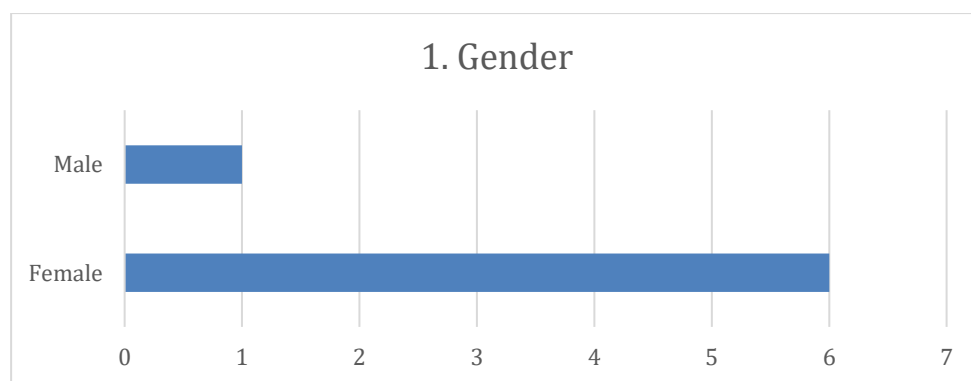

Table 1

There are seven informants in the survey and two separate interviews conducted (Table 1 above). As Table 1 show, most of the informants in the survey are women.
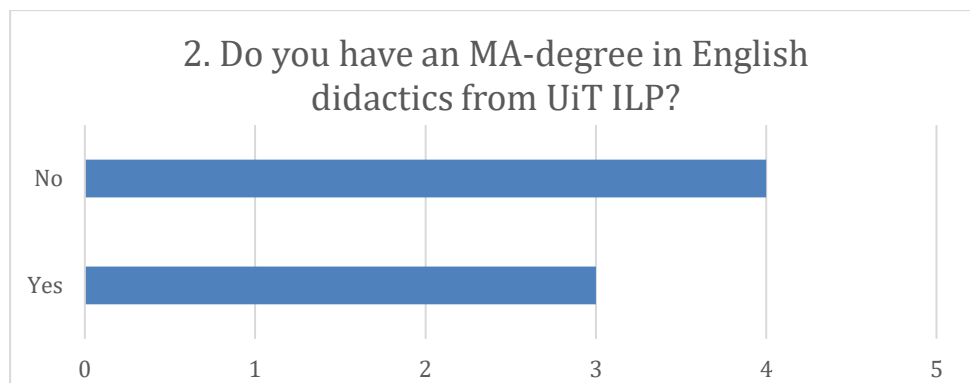
Table 2

Table 2 above lets us compare their competence, relative to this thesis, we find that there is a slight majority of teachers from other MA-teacher programs than MA-5.-10. English didactics specifically. The data from both Table 1 and Table 2 create context about the informants.

At the start of the interview session each of the two informants were asked how they reacted to the survey. The first participant said:

> Some of the questions were hard to answer because I felt that I did not agree or disagree with the things that were asked. I have a more nuanced view on textbook use, and I felt that at some points I got to comment it. – translation of interview 1.

The other participant said:

> I started to reflect about how much I have used the textbook. I felt that I have not used the textbook too much. I also reflected about the pupils that used it and maybe also on how we use it in class and not just English class. – translation of interview 2.

These answers from the interviews show that the survey made the informants reflect more closely about their textbook use. These comments fit in with the rest of the findings later, I mention them here to create a context into the informants' situation.

4.2 The informants own textbook practice

3. How often do you and/or your pupils use textbooks in class?

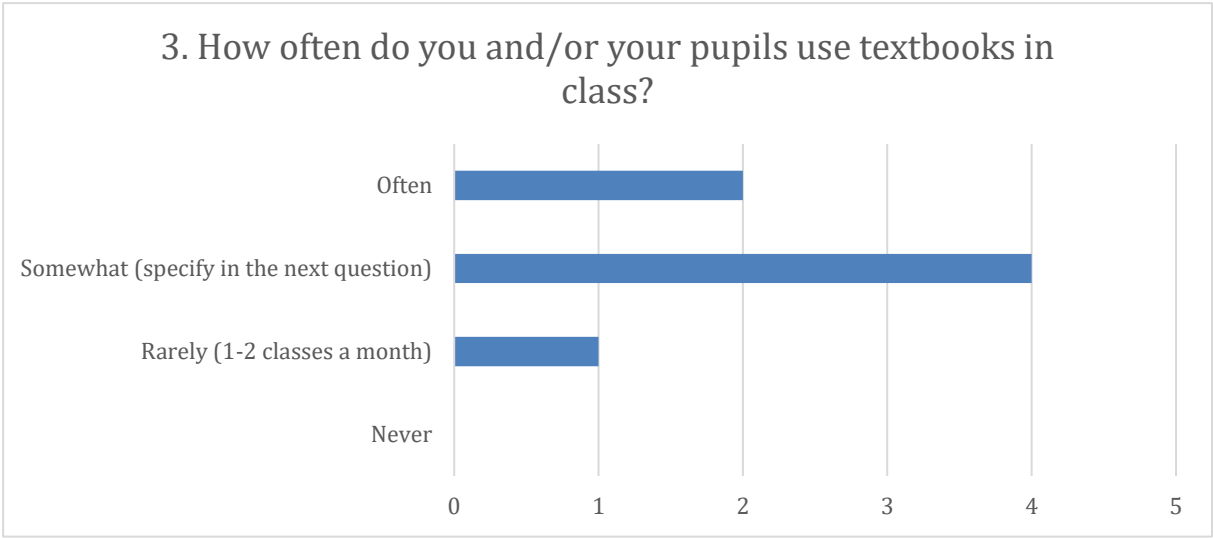| Response	Count
Often	2
Somewhat (specify in the next question)	4
Rarely (1-2 classes a month)	1
Never	0

Table 3

The answers shown in Table 3 indicate that there is some use of textbooks. However, there is a majority that have answered 'somewhat'. Therefore, we must look at the answers given in question four to get a clearer estimate.

4. If somewhat, how much?

1. 1 of 2 hours
2. In the school where I am employed the practice differs. Pupils with individual education programs use textbooks more than the pupils who participate in ordinary lessons. This is because of several reasons. Partly because the textbook can make the education more comprehensible and partly because the teacher that work with the pupils who have an individual subject curriculum do not have competence specifically aimed at the English subject. Every English teacher in this school plans their English lessons together and we circulate on who is responsible for the planning. Some give more focus to textbook driven classes than others.
3. 1-2
4. 50% of the lessons

Table 4

The data presented in Table 4 gives more detail as to how much the informants use textbooks in their classes. The first answer gave an exact estimation of how much of how many hours. Answer number two is more elaborate however and I will elaborate on this in the next paragraph. Answer number three do not indicate of how many in total it is therefore difficult to pinpoint frequency. Furthermore, the informant could be a teacher teaching either 1.-4., 5.-7. or 8.-10. grade which makes it even harder to estimate because of the variation of lessons per year, see Utdanningsdirektoratet (2016a). The fourth

answer tells us that half of the lessons uses the textbook. Therefore, we can assume that the textbook is frequently used. However, we cannot indicate how many lessons in total this informant has.

The second answer does not give a clear indication of frequency. What the answer gives however, is a description of the specific areas textbooks are used. The informant says that the pupils with an individual subject curriculum use the textbook more frequently than the rest. S/he gives two reasons for the textbook's frequent use: Firstly, it is used to give the pupil comprehension. Secondly, it is used because the teachers that conduct lessons with pupils that have individual subject curriculums do not have formal competence in English-didactics. Moreover, textbooks are emphasized more by some teachers. Answers from Table 3 and Table 4 indicate that textbooks are used frequently.

---

5. Which textbooks are used?

1. Stairs
2. Searching
3. Searching 8,9,10. + Workbook for pupils with an individual subject curriculum
4. Explore
5. Stages
6. Searching 9, the school's curriculum in English (informant does not specify the meaning of this answer any further)
7. Quest

Table 5

Let us briefly look at which textbooks are used from the answers in Table 5. The most used textbook is *Searching* while there are four other textbooks being used, *Stairs, Explore, Stages* and *Quest*. Answer three and six are very specific as to what level of the book is used, if it is the 8th, 9th or 10th grade version. Furthermore, answer three also indicate specific uses, the workbook is used especially with pupils that have individual teaching programs. Of the textbooks used *Searching* is the oldest, published in 2006. The other textbooks are somewhat new, their publication ranges from 2012 to 2015. I will not specifically analyze each textbook but point out that the most used textbook is also the oldest.

With the frequency of textbook use and the fact that some of these textbooks are outdated one might argue that the school fails to provide their pupils with content that is relevant to them. The education provided must attain to the needs and interest that the pupil have, as both Overland (2006) and Engelsen (2012) argues. If the education fails to meet the pupils' reality and interests it can severely affect their motivation and mastering. As a side note, those textbooks that are used which are relative new can also fail to capture the pupils' reality and interests because of their static nature. It can

therefore be argued that instead of using money on textbooks the school might benefit more in the long run to invest in other tools that are more adaptive.

To elaborate these findings in the survey the informants at the interview was asked the question: Can you explain to me your textbook use? Which the first informant replied:

> We have read some of the texts in the textbook within the different themes that we have been working on… the texts have constructed the background knowledge for the pupils. Additionally, the texts are more individual to their level rather than if I were to give them texts from other sources that can be difficult to read. – translation of interview 1.

The second informant replied this to the same question:

> It depends on the theme and what we are working on. I have not used the textbook since the holidays (Christmas Holiday) because of the theme that we have been working on. It has not been practical and I have not seen any need to use the textbook… We have used it perhaps a couple of times. It depends on the theme. But if we were to introduce a new topic for instance, we would start wide. Perhaps introduce the topic with a videoclip or discuss and have a brainstorm session. – translation of interview 2.

These findings show that although the textbook is used, as what is perceived in the survey to be a lot, the teachers are reflective of when and how to use the textbook. As the interview informants tells us the textbook are useful, but it depends on the situation and what the focus is in the individual lessons. The ability to identify the gaps that the textbook have, as the informants in the interviews show, is crucial and follows the aspects that Pinter (2006) emphasizes about the role that the teacher should have in language learning. Moreover, it follows principles closely related to *the scaffolding theory* of Bruner (1985) and the sociocultural learning theory as a whole about guidance from more capable peers (see Vygotsky, 1930 section 2.1 in this thesis).

Although the informants never were asked directly about what they perceived as "good" education it can be argued that they use the textbook to secure fundamental knowledge about a theme for their pupils. Textbook use in the examples put forward by the informants in the interview will fall within the first level of Bloom's Taxonomy which is knowledge, see Section 2.3. The textbook is used to reproduce facts such as; dates, people, events and the pupil is supposed to name, describe, retell, tell, list and find (Slemmen, 2010). The second informant points this out when s/he sees no use for the textbook in practical lessons. Practical lessons might imply that the operations the pupils do are more hands on and social, i.e. more in tune to the higher levels of Bloom's Taxonomy which contain more

complex skills such as 'construct' (level three), 'elaborate' (level four) and 'choose' (level five). Moreover, these statements from both the interviews and the survey suggest that the teacher is reflective over principles in MACIC, see section 2.3. At least the three principles of individualizing, concretization and activity are considered by the informants when conduction lessons.
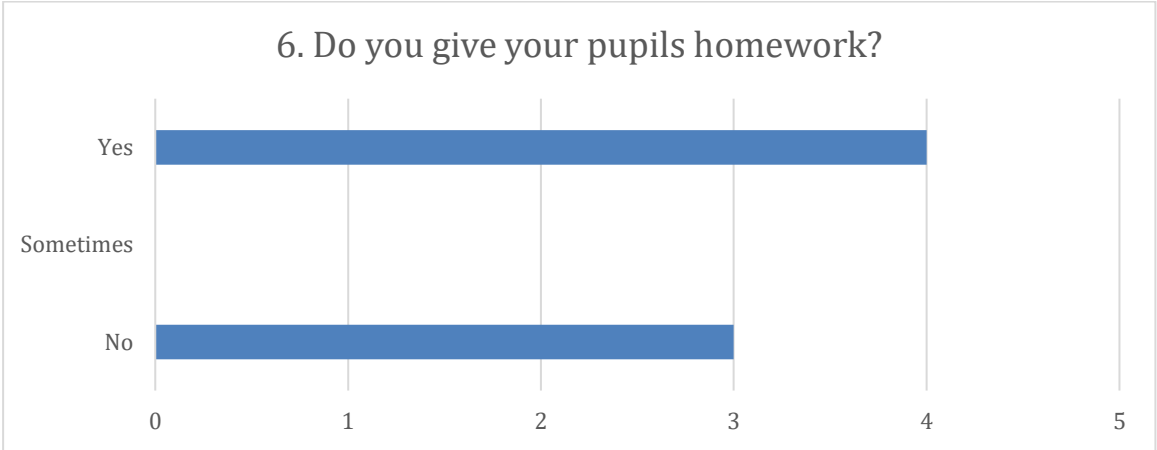
6. Do you give your pupils homework?

	Count
Yes	4
Sometimes	0
No	3

Table 6

7. Is the homework from the textbook? (words, texts, etc.)

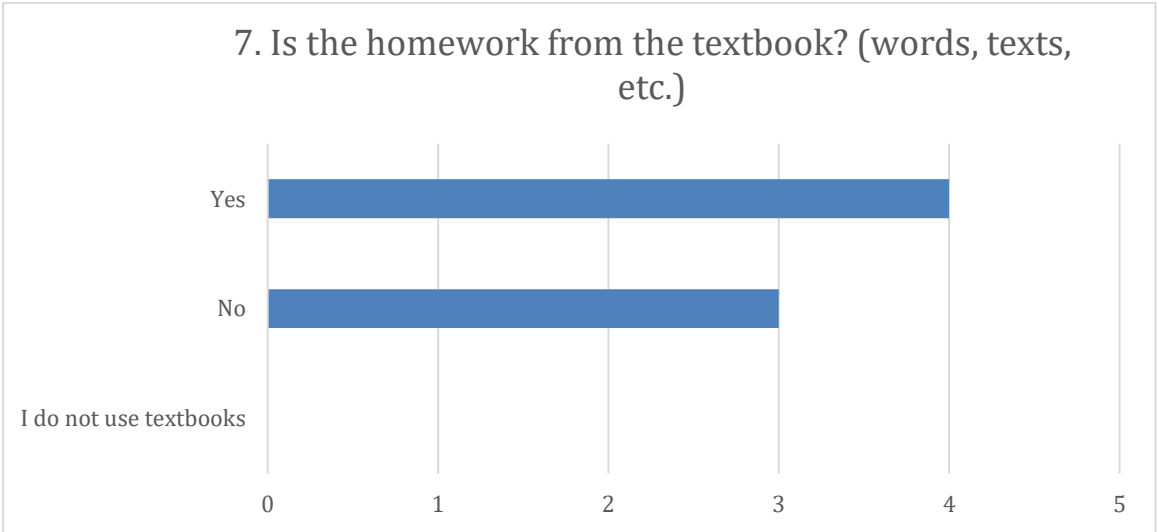|	Count
Yes	4
No	3
I do not use textbooks	0

Table 7

Those informants that do give their pupils homework, as answers in Table 6 shows, uses content from the textbook, as answers from Table 7 indicates. These results correspond to the findings done in one interview were the informant indicates that the textbook is used because of the needs of the pupil's parents. I will elaborate on this later in section 4.3 *Factors outside the informants control*.

9. How often are textbooks and its supplementing material, for instance the teacher guide, part of the planning work conducted at your school?
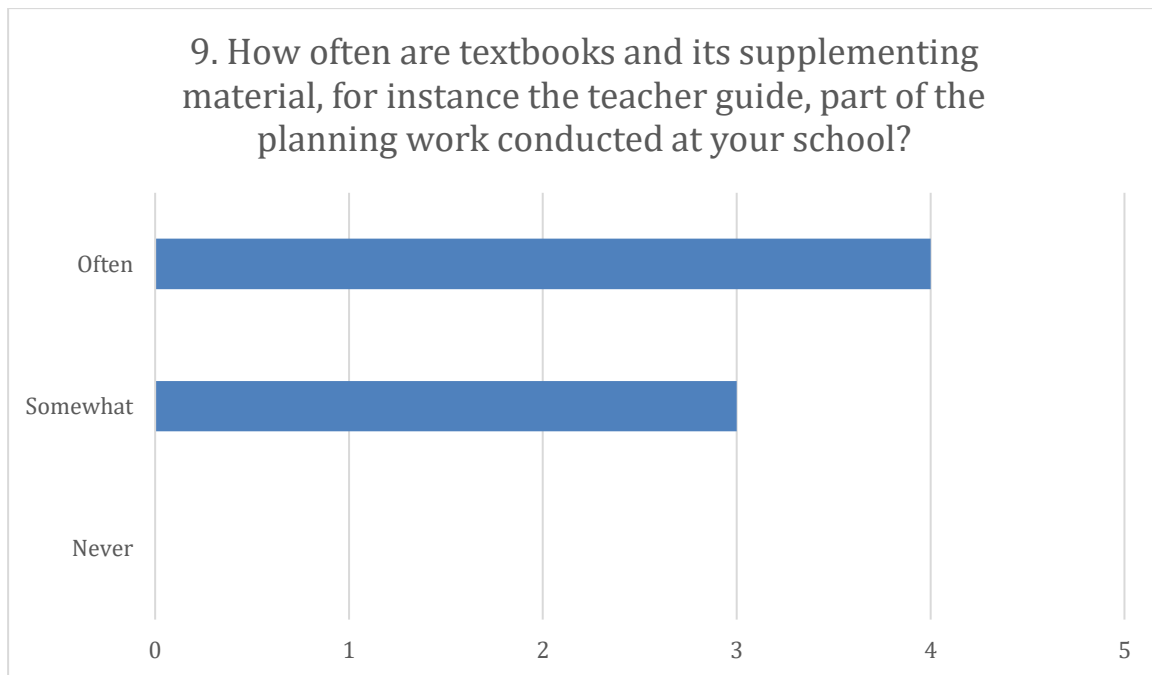

Table 9

The indication we get from the answers in Table 9 above is that the textbook is involved to a high degree in the planning of lessons, four using it often and three somewhat. We can see this reflected in the informants' answers in Table 10 bellow.
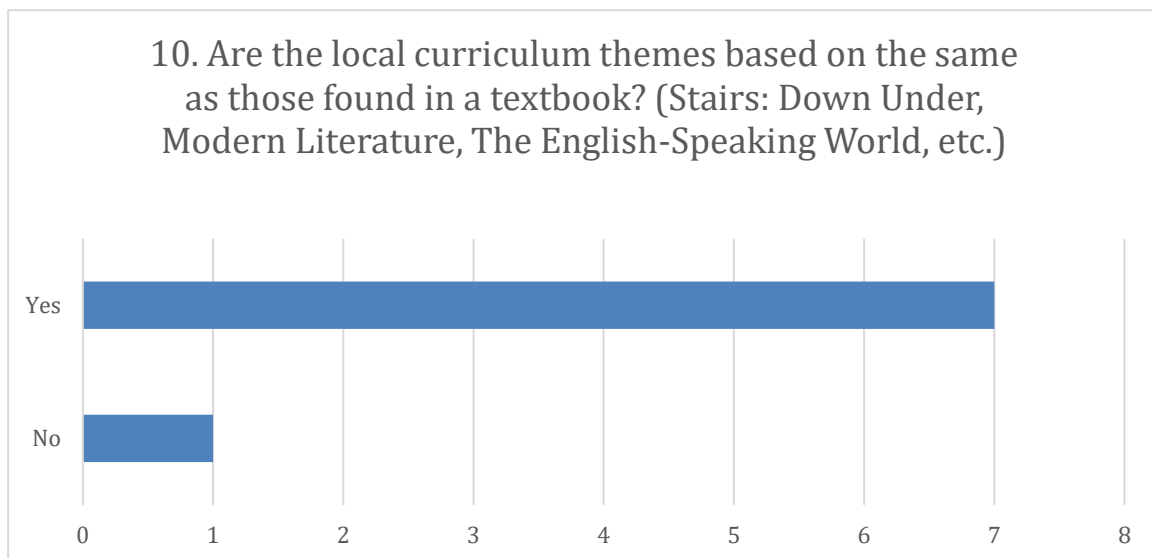
10. Are the local curriculum themes based on the same as those found in a textbook? (Stairs: Down Under, Modern Literature, The English-Speaking World, etc.)

Table 10

Table 10 ask if there is a relation to the themes used in the local curriculum and those found in a textbook, the informants are given an example of themes from *Stairs* in parenthesis. The data indicates that they all see themes in the curriculum that mirrors that of the textbook. Lyngsnes and Rismark (2007) argues that the local curriculum is a compromise between the formal curriculum and the school's tradition. However, one might question whether this is true when the textbook has so much

influence in the planning process. Imsen (2009) says that the textbook itself is a product of interpretation of the formal curriculum that the author of the textbook has made. Therefore, it is more likely that the local curriculum is a product of the interpretations made by the textbook author rather than the school. Moreover, it can be argued that the answers given in Table 10 suggests that the textbook is part of the school's tradition.

To supplement the findings done in the survey about textbook use, the informants from the interviews were asked to explain the role that textbooks have in their planning. Informant number one stated:

> At this school, all planning is done in subject sections. It is strong subject sections that plan one theme at a time in a rotating system. Therefore, it varies in each theme. With the plans that are derived from them, me and the other teacher at our base (class spanning multiple grades; 8.-10. grade) then work out individual subject curriculums. We follow the themes from the plans that the subject section provides. – translation of interview 1.

Informant number two replied:

> I think that the textbook has a large part in the planning… the curriculum was based on the themes that we needed to cover. These themes were typical textbook themes… it seemed like the themes was picked from different textbooks. In this way, I think that the planning is governed by the textbook. I have given feedback that I think that instead of meeting a new school year with a plan consistent of themes, we should rather look at what has happened and what is going to happen. – translation of interview 2.

The informant in interview 2 goes on to give an example of having to start the year with the theme *Canada and USA* and then miss the opportunity to tie this theme up to the election that was held in the US that fall.

It is apparent that the textbook has a predominant position when it comes to deciding themes in the local curriculum. As both the survey and the interviews have established, the informants can see a clear resemblance between the themes in their local curriculum and the themes of the textbook. As mentioned earlier; Imsen (2009) states that textbooks are in most cases representations of a perceived curriculum. This might give schools the confidence to use textbooks, but they then fail to claim true ownership of the content in the local curriculum. Moreover, it might raise concern as to the validity these curriculums hold regarding the actual formal curriculum. Bachmann (2005) suggests in her doctorate that textbooks seem to be used as the pedagogical reference when developing local curriculums because the actual curriculum seem to require: "…*a didactical competence in analysis*

and processing"(Bachmann, 2005, p. 448). This might explain why textbook have such a dominant role in planning.

The teacher's own relationship to the subject material can become distant when the textbook gets a predominant role in planning. To sum up the answers about the informants use of textbooks from the survey and interviews, there are some that feel distant with their work because of the lack of flexibility that these curriculums provide. Informant two: *"I have given feedback that I think instead of meeting a new school year with a plan consistent of themes, we should rather look at what has happened and what is going to happen." – (translation of interview 2).* Statements such as this from interview two shows that the textbook is to some extent perceived as a "straight jacket" which Drew and Sørheim (2004/2009) puts it, in that the school have incorporated them into the local curriculum.

4.3 Factors outside the informants control that affect textbook usage

8. Who has decided the selection of textbooks that you use?
1. The school
2. The subject section at the school
3. Unsure. The whole school uses the same textbook.
4. The teachers at the school
5. Subject section
6. The teachers and former teachers at this school
7. The administration at the school

Table 8

When asked to name those who have chosen the textbooks that are used, the informants gave varied answers, see Table 8. However, as the data indicates these decisions are made at the school level, meaning decisions made by the school's staff.

11. Describe briefly what factors are the most important when it comes to planning English lessons at your school. (Teamwork, textbook teacher guide, etc.)

1. The themes we have in the lesson and if we are focusing on oral or written activities
2. Curriculum and subject team work
3. Most important of all is subject team work. The school year starts with dividing into planning teams for the entire year where smaller groups plans themes for everybody. The themes are planned beforehand in a curriculum. I have not contributed in the making of this curriculum and thus I do not know where the themes derive from, but the titles do indicate that they are from textbooks.
4. Textbooks
5. Teamwork is the most important, and in that way, we extract what is most important from textbooks and themes that becomes the lesson. The teacher guide for the textbooks is nice to have, but far from the most important.
6. Teacher guides for the textbooks and colleagues to get inspiration as to how one might conduct a lesson.

Table 11

The data from Table 11 above shows that some of the answers given are more detailed then others concerning factors that are important in planning English lessons. There is a variation of answers here and no direct similarity with any of the answers given. Four of the six answers mention that team work and group planning is central to their planning process. Some informants mention that themes are important, textbooks and the teacher guide for these textbooks.

In the two interviews the informants are asked if they have an influence in the way they conduct their lessons. The first informant answered:

> Even though we have subject sections that plans for the whole school, we at the individual base can adapt the plans to our pupils' needs. If I have an assumption that I do not want to use the textbook then I feel that I can do that. – translation of interview 1.

At the other interview the informant answered this:

> Yes, in a way, the planning happens in groups and we all have a say. The last time when we were to introduce the new theme we went another direction since we felt that the curriculum provided a less interesting way of presenting the theme. And the school

is open to the idea that you can do it differently than planned in the curriculum. – translation of interview 2.

Hargreaves (1996) would suggest that there exists a *cooperation culture* at the school the interview informants describe. However, the textbook is a contributor in the planning process when deciding themes for the curriculum as shown earlier. Therefore it can be argued that there is a strong tradition about using textbooks in the informants school (Damsgaard, 2010; Imsen, 2009). This suggest that the schools have prevailing values and expectations regarding textbook use when planning at the school level. But as the interviews show the teacher usually integrate their own methods when they plan lessons for their own class. They take what is formulated in the local curriculum and make it their own along with their colleagues in their class. However, the way some of the schools plan the local curriculum by dividing responsibilities on a rotating manner makes the teachers feel less ownership in it. This suggest that there might exist a culture more akin that of *Balkanism* or *Fragmented individualism* (see Section 2.7.1) rather than *cooperation culture* as laid forth by Hargreaves (1996). The way the cooperation between teachers at the school as the informants from the interview describe is depicted as going from group cooperation to isolated individual planning. I would argue that the trickling down of cooperation from planning at school level down to planning done by the individual teacher for the class further distance the actual perceived curriculum from the formal curriculum like Imsen (2009) and Lyngsnes and Rismark (2007) suggests. On top of this, the textbook author's interpretation is added since there is an emphasis on themes from the textbook like the survey and interviews have shown.
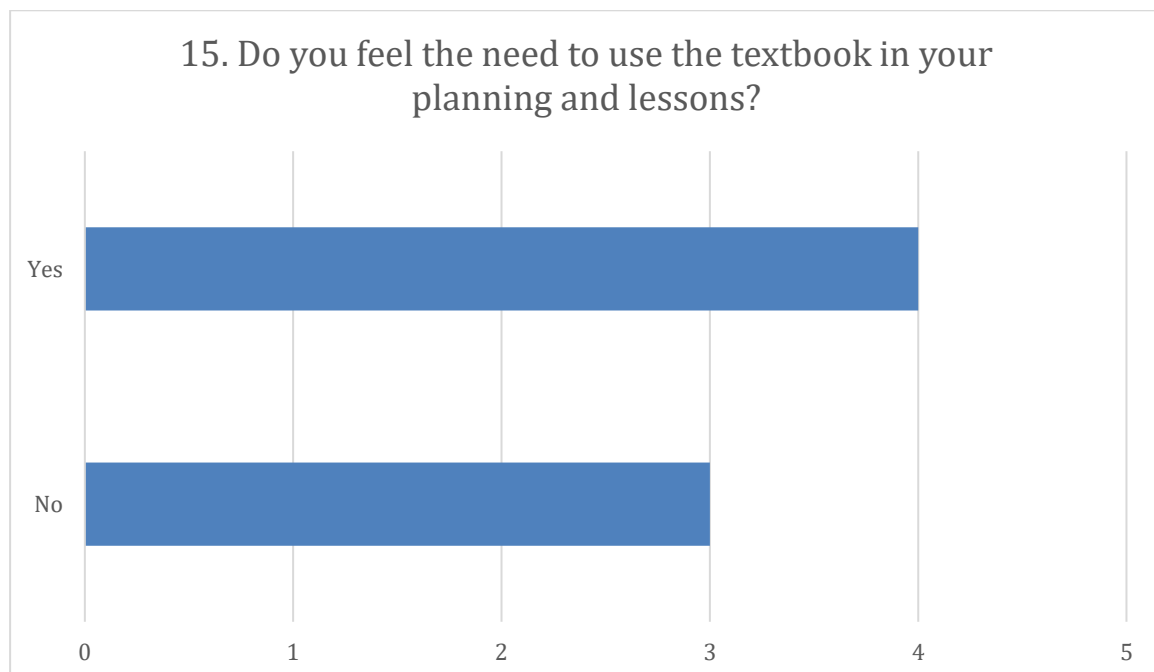

15. Do you feel the need to use the textbook in your planning and lessons?

Yes	(value 4)
No	(value 3)

Table 15

Moving on to the data collected from question 15, see Table 15, which indicates that there is a need to use textbooks. Where this need stems from can be seen in correlation with previous tables such as Table 8 to 11, but is somewhat speculative since the survey could have left out other factors.

However, to clarify the findings in Table 15 from the survey, the two informants at the interviews were asked if they felt that there exists a need to use textbook. One of the informants said:

> Perhaps in that the texts in the textbook are individual to pupils when it comes to reading. The simplified version might provide pupils that have an individual subject curriculum with more comprehensible texts that sometimes are more individual tailored to them. But the teacher should make his/her assessments anyhow. Many parents might feel a sense of security to use the textbook if the teacher gives their child homework. They might perhaps feel more competent in helping their child using the textbook than they otherwise would if other tools were used. – translation of interview 1.

The other informant replied this to the question:

> For most pupils, there exists no need to use textbooks. I think that they can learn just as well, if not better, without the textbook. I think it depends on the pupil's competence…It is somewhat stigmatizing, but I think that perhaps teachers with low competence in English-didactics uses the textbook more often. The textbook might give a clear plan and structure for the teacher. But I also feel that it is entirely dependent on which type of teacher you are also. I think, that some parents might have the expectation that you use a textbook, in that they were used in their education when they themselves were pupils. At the same time, they might expect it as it will enable them to better comprehend what their child learns. If you move away from the textbook you change the frames that the education provides thereby opening doors that otherwise would be closed if you kept to the textbook. And this might make some parents very uncertain as they do not know which paths you as a teacher take and what you are focusing on. – translation of interview 2.

The data from interview question above points to three factors that might influence the use of textbooks: The pupil's need, the teacher's competence and the pupil's parents' needs. These factors can change the teaching design. This is problematic because it furthers the teacher's lack of ownership in their work. It can in some cases lead to a shift in the teacher's own beliefs about textbook use. The educational practice of the teacher is influenced by their experiences, as both Haukås (2014) and Richards and Lockhart (1996) points to. At worst, it can lead to a conformity and lack of critical

thinking regarding textbook use. The question becomes then who ultimately dictates the educational designs, the teacher who has the formal education, the pupil, or the parents.
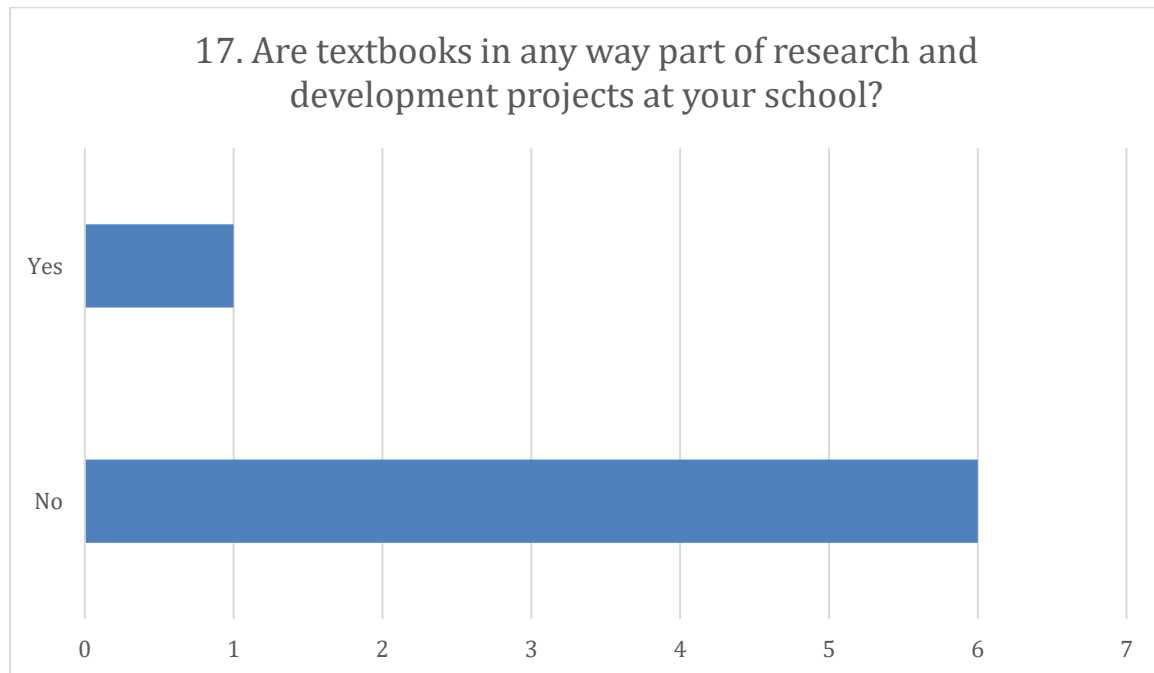

17. Are textbooks in any way part of research and development projects at your school?

Yes	1
No	6

(bar chart with horizontal axis labeled 0 1 2 3 4 5 6 7)

Table 17

At Table 17 we see that only one informant answer that the textbook is used in research and development of educational practices. It is expected that teachers should think critically about education. There is in today's formal curriculum a stronger emphasis on adapting the education to every pupil's individual level, and this requires the teacher to do "research" about their practices. I put "research" in quotation marks because it more resembles development of their current practice. An example is *action learning* which is continuous development of a practice. The fact that so little "research" is done on textbook use suggests that, even though the textbook is used extensively, textbook use is not viewed critically. Imsen (2009) emphasizes that the teacher should have a critical and active relationship with the textbook. Furthermore, the fact that some of the schools use outdated textbooks, *Searching,* also lends evidence to a non-critical and passive relationship with the textbook. However, statements from the interviews suggest that the informants do have at least a reflective relationship to the textbook.
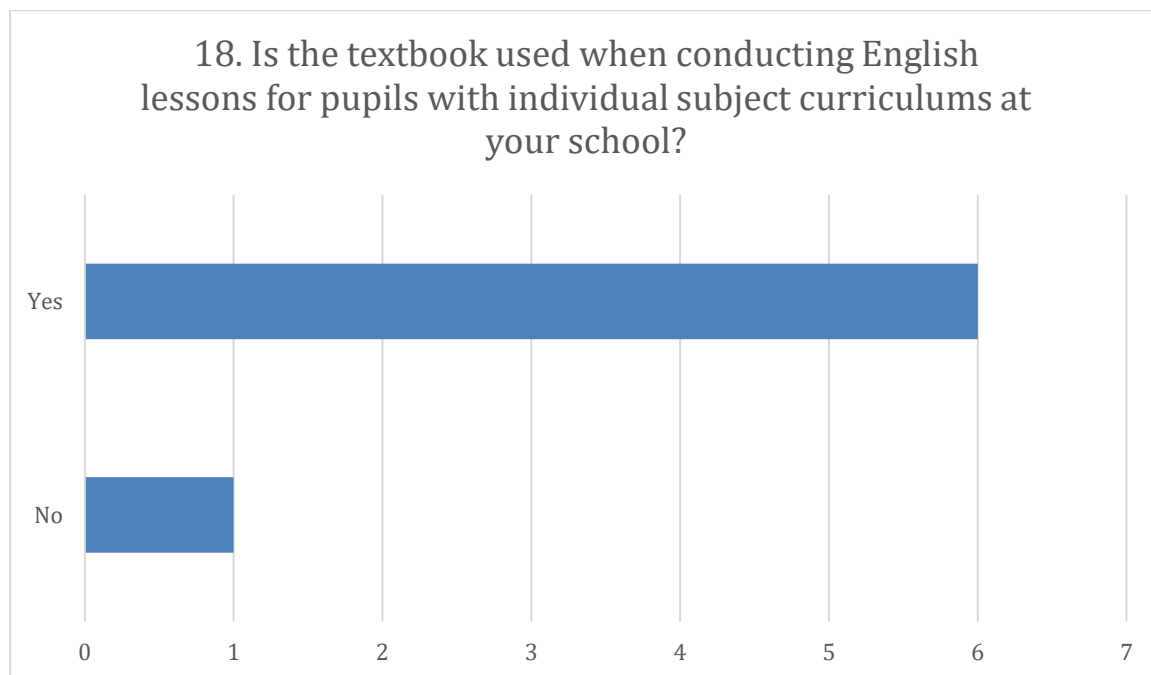
18. Is the textbook used when conducting English lessons for pupils with individual subject curriculums at your school?

Table 18

The fact that there is an overwhelming majority of the informants that use textbooks in individual learning programs, Table 18 above, the results in Table 17 might question the effect the learning that these pupils receive. This cannot be a definitive conclusion however, but it might again suggest that the critical thinking regarding textbook use is lacking. Furthermore, the extensive use of textbooks in question 18 suggests that the schools' have strong tradition and attitudes when it comes textbook use in individual education programs, see Overland (2006) Section 2.3.1.

The informants at the interviews were asked to elaborate their thoughts about textbook use in education were pupils have an individual subject curriculum. One of the informants answered:

> The pupil will need personal guidance from the teacher, they cannot sit by themselves and work with the textbook. We had a pupil with very low competence in English. This pupil benefitted from doing tasks in a simplified version of the textbook. This then created the foundation for our work with this pupil. – translation of interview 1.

The other informant replied to the same question with these words:

> The texts in the textbook is perhaps more concrete. But this does not mean that they should only learn from the textbook. We have used other resources that are more interactive. The same is true for those pupils that have a high degree of competence in English. I think that when a teacher is writing individual subject curriculums it is easier to lean on the textbook because it can enable the teacher to set a concrete plan and goals. I think that if you are aware of textbook use in general you are just as aware

when planning and conducting lessons for pupils with an individual subject curriculum. The workload can at times become so much that the individual subject curriculums feels like an extra workload. This then is rushed because it is perhaps remembered at the last moment. In this way, the textbook is easier to use because it relieves some of that workload and makes more time for you to plan for the rest of the class. – translation of interview 2.

When asked if the informant thought that this practice perhaps should have been prioritized the opposite way; individual subject curriculums first and foremost, the informant replied:

No, I think that you should have the time to plan both properly. We have talked about it at the office… who is most vulnerable in these situations, because the class in general is perhaps so confident that, yes, I do not know. I feel that both should have the same amount of planning put into it. – translation of interview 2.

As the interview data above shows the informants uses the textbook with pupils that have an individual educational program. The use of textbooks is not the central part of these programs however, at times these programs can, due to time constraint, be influenced by a textbook. When creating individual subject curriculums, the teacher should ensure that the pupil gets content that is individual to their level, something the textbook seem to provide. Moreover, the teacher must ensure that the individual subject curriculum is equal to the ordinary education. And it is perhaps here the individual subject curriculum fail for many of the informants, both in the survey and the interviews. There seem to be a distinct difference between the "ordinary" classes and those given to the pupils who receive individual subject curriculums. Furthermore, the planning for the "ordinary" class seems to take precedence, like the informant in interview 2 points out. This then may contribute to the failure of making the education that the pupils with an individual subject curriculum receive be equal and inclusive. As Overland (2006), see Section 2.3.1, emphasizes these are educational principles that the school shall secure for each and every pupil.

4.4 Effects the informant's education might have had on textbook use

12. Do you feel that the textbook generally has a significant role in planning and teaching in schools? Describe briefly if this is of positive or negative character.

1. Yes, and it can make the lesson both structured and concrete for both the teacher and the pupils. But it can be negative if someone let themselves be guided by the textbook to considerable extent and use the same methods.
2. The textbook does not play any significant role in planning the subjects that I have (Norwegian, English and Food and Health). We use material from a diverse selection of sources. I have neither a positive nor negative relation to the textbook. The use of textbook depends entirely on what we are doing and what is most reasonable to do.
3. I feel that the textbook has a leading role when it comes to the themes on the curriculum, but it does not occur any concrete wises or demands to use the textbook. Each planning team are free to create lessons with and without textbooks if it is within the themes we are working on. Generally, I feel that we use the textbook to a little degree in the ordinary lessons. I view it as positive that the textbook is not so dominant. I feel that other methods open for more pupil activity and creativity, even though it demands more of the teacher. At the same time, I feel that textbook use is positive because it offers simpler and more comprehensible texts and explanations. I think it is easier to look for texts in the textbook to use for pupils with individual education programs or for pupils with low competence in English. For the pupils with a high degree of competence I know I can expect more from them and use different material that maybe is not as concrete.
4. Yes. Positive, but somewhat dependent. (informant do not specify as to what it is dependent on)
5. Yes, textbook is a central part of planning, the curriculum is based on the themes in the textbook/content. How a teacher uses all of this is entirely up to them. This is both negative and positive, as you have something to structure the lessons after, but at the same time might bind the lessons in a pattern.
6. The textbook is used to an extent in the planning process. A lot to get tips and tricks. We

Table 12

The data in Table 12 above establish that the informants feel that the textbook has a dominant position within in the English subject.

What the informants provide us in Table 12 is data on how they perceive textbook use. The textbook is used as a supplement and as an introductory tool. This might suggest that the informants evaluate the use of the textbook as fulfilling lower standards of knowledge according to Bloom's Taxonomy, see Section 2.3. They use a variation of methods and content. The textbook is used to make the lessons more concrete by establishing a foundation or framework to build upon later with other methods that demands more complex forms of knowledge and skills in Bloom's Taxonomy, such as 'synthesis' or

'evaluate'. These two factors, variation and concretization, secures the same key principles in MACIC when it comes to the content in the lesson using textbooks.
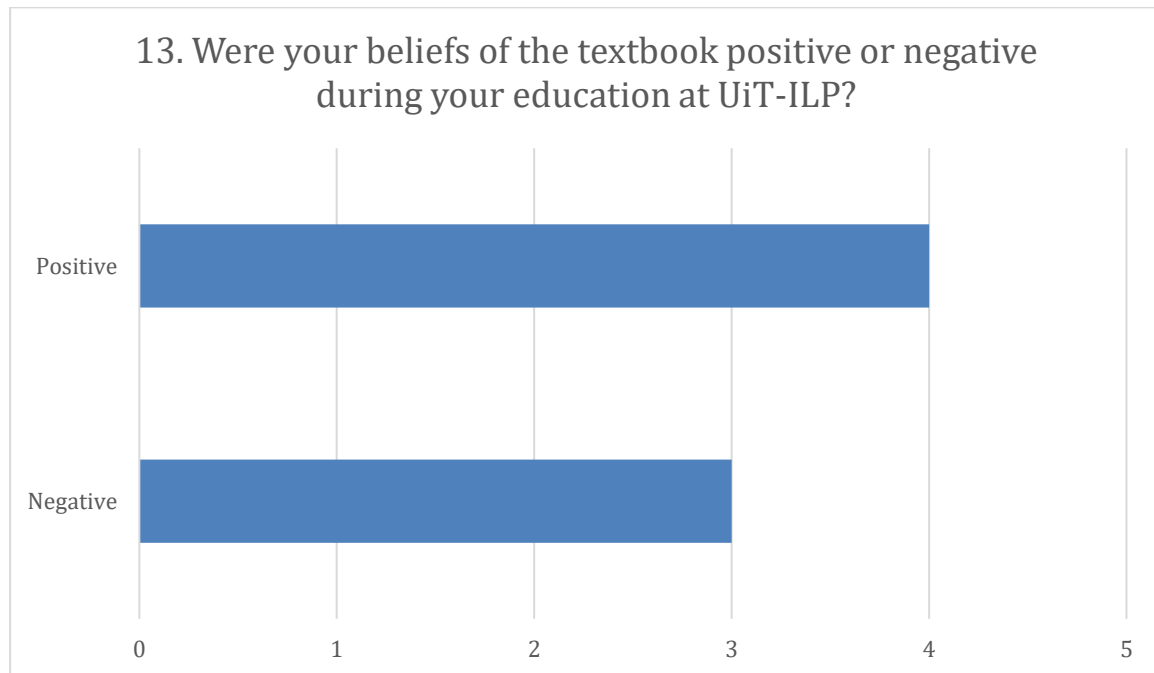

13. Were your beliefs of the textbook positive or negative during your education at UiT-ILP?

Table 13

Data gained in Table 13 shows that the informants have differing opinions about textbook use. Some associated the textbook with negative thoughts. This might stem from previous experiences in their lives that might have lingered when they started studying as Krashen (1982) suggests. Krashen's affective filter hypothesis might explain why some associate textbook negatively. Past experiences where they themselves as learners might have been subjected to situations where non-linguistic factors might have played a role. It can also reference to the need for the content to be relevant and interesting for the pupil, as Overland (2006) and Engelsen (2012) points to. The question specifies the beliefs the informant had when she was a student on UiT so to interpret it as far back as their childhood can be speculative. But the facts are that the informants had split beliefs when it comes to textbook use when they studied at UiT.
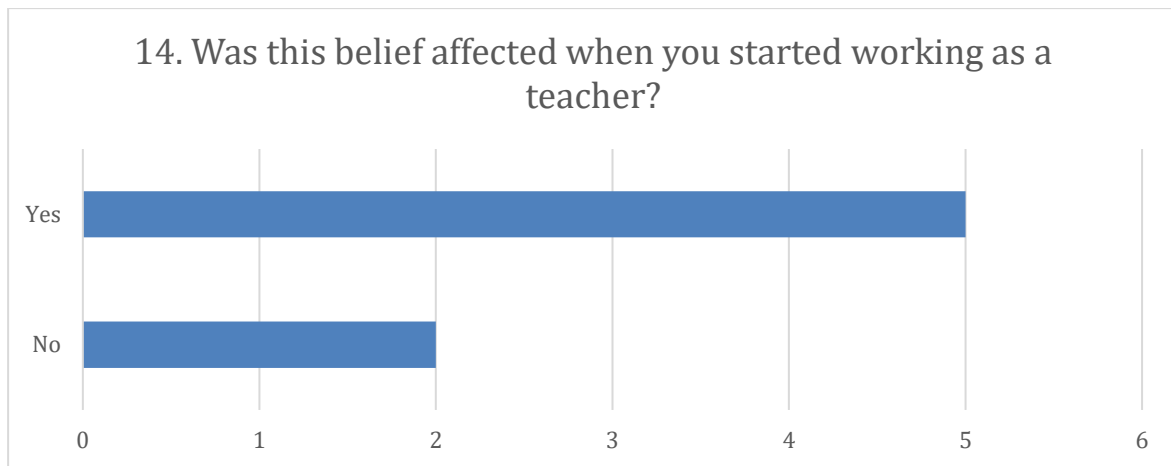
14. Was this belief affected when you started working as a teacher?

Table 14

The data provided in Table 14 suggest that a majority feel that their beliefs about textbook use in schools had changed after they started working. Mohamed (2006) states that there are several factors that contribute to a teacher's belief. These factors act as cognitive filters. The new teacher's beliefs about educational practices about textbook use is perhaps not as strongly ingrained because of the lack of experience from practicing these ideas when he starts working as a teacher.

The data in Table 14 might also point to the informants acknowledgment that their education alone is not qualification enough, like Damsgaard (2010) says. This is further supported in the statements from the interviews. When asked to describe the use of textbooks in schools and the influence UiT might have had on their thinking about textbook use the informants from the interview replied: Informant 1:

> I have seen themes taken straight from the textbook. But they do not necessarily use the textbook within each theme. (referring to the practice period at UiT) I would say that the education provides a good foundation for future teachers and their ability to not depend on the textbook too much. – translation of interview 1.

Informant 2:

> I have had many different experiences from my practice periods at UiT, and I have seen teachers use the textbook differently. Some follow the textbook like slaves and do chapter tests where I just wanted to rip my hair out in frustration. – translation of interview 2.

As both informants from the interviews points out, they have experienced that the textbook have influence their time as students. However, informant 1 points out that the education has provided the foundation to not use textbooks.
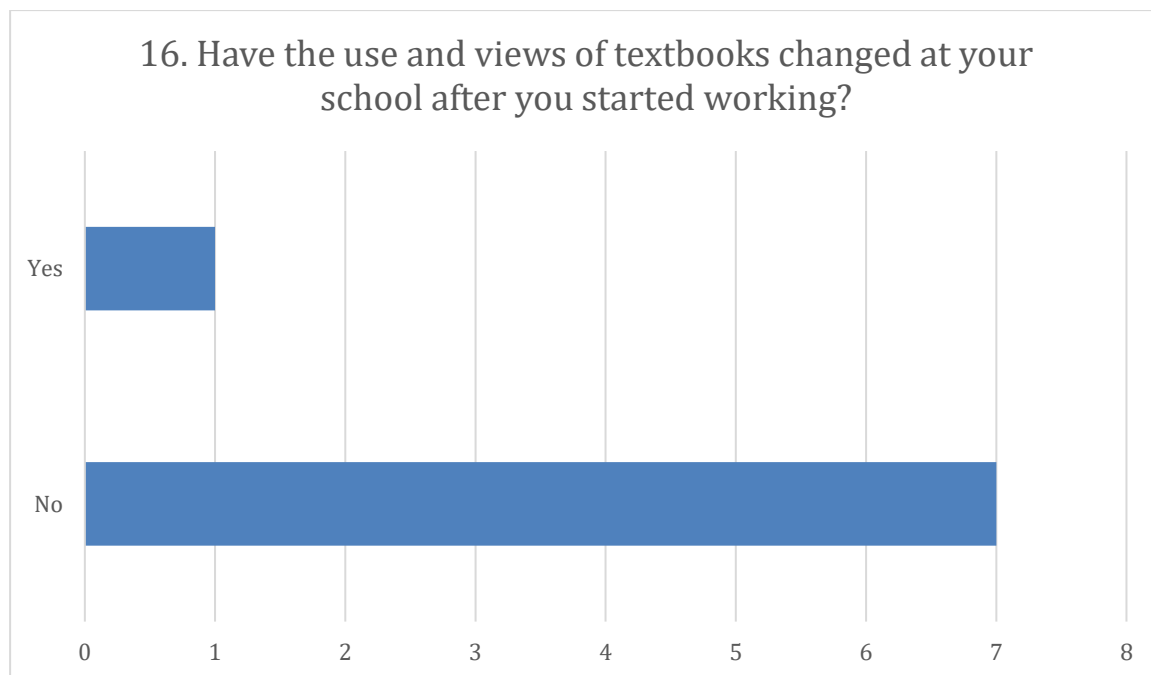
16. Have the use and views of textbooks changed at your school after you started working?

Table 16

In Table 16 we see that only one informant answered that the school changed their view on textbook use after the informant started working which might indicate that the informants' impact on their school culture and tradition is minimal.

This apparently low impact is consistent with the findings that Jakhelln (2011) made in her doctorate. The interaction a new teacher has with their colleagues are lessened because of a lack of communication and elaboration of the teacher's thoughts. It is expected that you should work on your own, with your own class. Furthermore, the perceived school culture at the schools the informants describe can be compared to *Balkanism* or *Fragmented individualism* (see section 2.7.1 Hargreaves, 1996), which claim that the work becomes more individual the closer the local curriculum is executed in the classroom. It is therefore clear why these tendencies that the data from Table 16 shows exist. The minimal impact the informant have on their school's tradition and culture is yet another factor that can diminish their ownership over the work they do as teachers.

4.5 Conclusive remarks

The informants textbook use seems to be independently chosen and their ability to see the textbook as a tool and not a guiding curriculum is apparent. Moreover, their textbook use is dependent on when they see the value of use it. In this way, the group studied seem to have a somewhat critical and active relationship to the textbook.

Their influence however, regarding textbook use at their workplace seems to be minimal. Textbook use seems to stem from factors that they do not necessarily control, such as teamwork and indirect

textbook influence. Although these factors seem at the surface to include new teachers, it more likely that it will distance the informants from their work. Furthermore, it can in some cases lead to conformity among new employees. What happens is that the beliefs that this new employee brought with him/her fades over time and s/he adapts to the status quo, in this case they become so accustomed with using the textbook.

Further inquiries into the extent of the textbook use among pupils with individual learning programs are needed, especially with respect to the English subject. Since most of the data in uncovered in this thesis are from a small sample, it might reflect the situation of a larger teacher population. It can however, be argued whether the informants, and their schools, are reducing the need for extraordinary measures, like an individual learning program. Midtlyngutvalget (2009) points to two key areas; competence and the ability to see and understand pupils with learning disabilities, see Section 2.3.1. Although it is established in this thesis that the informants do inherit these traits, the question is whether they solve it in a pedagogical sensible way by using textbooks to the extent that they do in the individual learning programs. The lack of research done on the use of textbooks and their apparent overuse in individual training programs is startling. This group is especially vulnerable in their language training and as seen from the study these pupils receive less attention when it comes to planning. The study does not however, conclude that the textbooks do a poor or excellent job at giving them the proper education but shows that there exists room for improvement.

Moreover, in one of the interviews I was made aware that the tendencies to use textbook can vary from subject to subject. As the informant put it: *"It might seem that some subjects have a strong tradition in using textbooks, perhaps strongest in math and science. I have the impression that the textbook is more central in math and science lessons."* - translation of interview 1. The subject tradition was there, as she explained, due to the what the subject emphasized; problem-solving and rule based teaching. When asked about whether this type of teaching was any different from what grammar is in English s/he replied: *"Yes, somewhat. But we have tried to make it more practical, because we know it can be somewhat monotoned to just sit with a textbook and do tasks."* - translation of interview 1. It might therefore be beneficial to look at the use of textbooks in the individual subjects to create a more reasonable debate, rather than to look at textbook use in its entirety across multiple subjects.

5 Conclusion

In this chapter I will give my concluding thoughts about this thesis and potential future research questions that this thesis provides. This thesis investigates the relationship between textbooks and teachers with English didactics competence from the University of Tromsø Department of Education. This pool of people is at this stage low since the program is relative new as of 2017, with only two classes finished since its start in 2010. Furthermore, the beliefs that these people have might have been, as discussed in section 3.3, blurred over the course of time.

This thesis has at its core the following research question: *"How do teachers with an MA-degree from the University of Tromsø Department of Education think about textbook use in the English subject in schools today?"*. To better explore the teachers' thoughts about textbook use in schools, the research question was broken into three separate areas of interest or study questions. These study questions were in short; their own practice with the textbook, their thoughts about other factors that might influence their textbook use and their thoughts about the effects that their competence might have had regarding their textbook use.

Study question 1: *"How are teachers, with a degree from the University of Tromsø Department of Education, working with textbooks in the English subject?"* Their use of the textbook seems to be critical in that they can see the potential value of the textbook in some cases. On the other hand, the teachers seem to acknowledge that their work is to a large degree influenced by the textbook, especially in the planning process. However, the informants confirm that they have a large degree of autonomy when they plan their individual lessons. Their want and need to adapt their education with content beyond the textbook is made apparent in the two interviews conducted.

Study question 2: *"Which factors in the school contribute to their use of textbooks in the English subject?"* Three factors seem to be dictating the informants use of the textbook. During the planning process, where much of the overlaying local curriculum seems to contain a high degree of textbook involvement. The informants have acknowledged that they see similarities in the themes presented in their local curriculums and the textbooks used. Moreover, the teachers studied suggest that the textbook provides structure and texts that are more comprehensible than other texts for their pupils. This is especially seen in how extensively they are used in the individual and individual learning programs. Lastly, the two informants from the interview suggests that the parents have expectations that the textbook should be used. These expectations originate in their need to comprehend what their child learn. Furthermore, the teachers feel that the use of the textbook is in the parents' mind seen as normal and any deviation from this practice might make them uneasy and question the practice of the teacher.

Study question 3: *"Has their education at the University of Tromsø Department of Education affected their use of textbooks in the English subject?"* The study has also found that many of the teachers feel that their competence received at the University of Tromsø Department of Education have benefitted them regarding textbook use. Furthermore, some of the informants have suggested that the use of the textbook is dependent on the teacher's level of competence. The two interviews give clues that the security and structure textbooks might provide for teachers that have little to no competence makes it easier for them to use textbooks.

As for the overall research question: *"How do teachers with an MA-degree from the University of Tromsø Department of Education think about textbook use in the English subject in schools today?"* it can be stated that from the data gathered the group studied seem to have a reasoned and critical relationship with the textbook. Their competence has strengthened their ability to reflect over the textbook usefulness and when, where and how to use it. Due to the nature of how the planning process is structured at the school level, any conclusion on whether the informants have influence over this process is therefore difficult to state. What seems to be the case however, is that pupils with individual subject curriculums seem to get less attention when lessons are planned and this will perhaps be one of the issues that might further the workload for me when I start working as a teacher. Moreover, the textbook position in individual learning programs should be investigated closer, since this group could possibly have the most benefit from sociocultural learning methods such as the principle of *scaffolding*, especially when considering their need for extra guidance. Further studies on parents' involvement, be it direct or indirect, and the degree of involvement these relative new teachers have on their school's planning of local curriculums would be of great interest for me to explore further when I start working.

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Signing sheet for the survey:

Forespørsel om deltakelse i forskningsprosjektet
"Teachers with education from UiT use of textbooks in planning and execution of English classes"

Bakgrunn og formål

Kartlegge nyutdannede lærere som underviser i engelsk sitt forhold til lærebøker i henhold til planlegging og gjennomføring av undervisning. Forskningsspørsmålet er som følger; "Hvilket forhold har lærere som underviser i engelsk fra IMA-LRU til bruken av lærebøker i skolen?" Prosjektet er en masteroppgave i engelsk fagdidaktikk ved UiT ILP (Institusjon for lærerutdanning og pedagogikk). Dette prosjektet er et individuelt masterprosjekt gjort som en del av studie.

Du er trukket som potensiell kilde til materiale med bakgrunn i din utdanning. Som tidligere student ved UiT ILP MA studiene håper jeg at du kan bidra med å gjøre studiene enda bedre ved å delta på denne spørreundersøkelsen.

Hva innebærer deltakelse i studien?
Din deltakelse bidrar til å danne et bilde av hvilke erfaringer og egenskaper som eksisterer i praksis etter endt skolegang hos UiT IMA-LRU. Denne studien vil bidra til å minske gapet mellom arbeidsliv og utdanning samtidig styrke den fagdidaktiske kompetansen innenfor engelskfaget om lærerbøkers plass i faget. Spørsmålene vil derfor omhandle din egen praksis og dine erfaringer rundt lærebok bruk ved din skole. Dataene fra spørreundersøkelsen vil danne grunnlag for dybde intervju i etterkant og er derfor en essensiell del av studien.

Hva skjer med informasjonen om deg?
Alle personopplysninger vil bli behandlet konfidensielt. Det er kun student/MA-kandidat og veileder som har tilgang på personopplysninger. Personopplysningene vil lagres via koblingsnøkkel adskilt fra øvrig data.

Din deltakelse vil bli anonymisert og vil ikke bli gjenkjent i publikasjon.

Prosjektet skal etter planen avsluttes 15.05.2017. Datamaterialet vil bli anonymisert ved prosjektslutt.

Frivillig deltakelse
Det er frivillig å delta i studien, og du kan når som helst trekke ditt samtykke uten å oppgi noen grunn. Dersom du trekker deg, vil alle opplysninger om deg bli anonymisert.

Dersom du ønsker å delta eller har spørsmål til studien, ta kontakt med Torgeir Molværsmyr på tlf 98628211 eller via mail på tmo026@post.uit.no. Kontaktopplysninger til veileder Tove Holmbukt på tlf 77660764 eller via mail på tove.holmbukt@uit.no

Studien er meldt til og godkjent av Personvernombudet for forskning, NSD - Norsk senter for forskningsdata AS.

Samtykke til deltakelse i studien

Jeg har mottatt informasjon om studien, og er villig til å delta

----

(Signert av prosjektdeltaker, dato)

Forespørsel om deltakelse i forskningsprosjektet
"Teachers with education from UiT use of textbooks in planning and execution of English classes"

Bakgrunn og formål

Kartlegge nyutdannede lærere i engelsk sitt forhold til lærebøker i henhold til plannlegging og gjennomføring av undervisning. Forskningsspørsmålet er som følger; "Hvilket forhold har engelsk lærere fra IMA-LRU til bruken av lærebøker?" Prosjektet er en masteroppgave i engelsk fagdidaktikk ved UiT ILP (Institusjon for lærerutdanning og pedagogikk). Dette prosjektet er et individuelt masterprosjekt gjort som en del av studie.

Du er trukket som kilde til materiale med bakgrunn i ditt svar fra spørreundersøkelsen du deltok i. Som tidligere student ved UiT ILP MA studiene håper jeg at du kan bidra med å gjøre studiene enda bedre ved å delta på dette intervjuet.

Hva innebærer deltakelse i studien?
Din deltakelse bidrar til å danne et bilde av hvilke erfaringer og egenskaper som eksisterer i praksis etter endt skolegang hos UiT IMA-LRU. Denne studien vil bidra til å minske gapet mellom arbeidsliv og utdanning samtidig styrke den fagdidaktiske kompetansen innenfor engelskfaget om lærerbøkers plass i faget. Spørsmålene vil derfor omhandle din egen praksis og dine erfaringer rundt lærebok bruk ved din skole. Dataene fra intervjuet vil bidra til å klargjøre data fra spørreundersøkelsen og gi et detaljert innsyn i problemstillinger rundt lærebokbruk i engelsk faget.

Hva skjer med informasjonen om deg?
Alle personopplysninger vil bli behandlet konfidensielt. Det er kun student/MA-kandidat og veileder som har tilgang på personopplysninger. Personopplysningene vil lagres via koblingsnøkkel adskilt fra øvrig data. Intervjuet vil bli tatt på lydbånd og videre transkribert, på ingen tidspunkt vil disse være tilgjengelig for andre enn prosjektansvarlig og veileder.

Din deltakelse vil bli anonymisert og vil ikke bli gjenkjent i publikasjon.

Prosjektet skal etter planen avsluttes 15.05.2017. Datamaterialet vil bli anonymisert ved prosjektslutt. Lydopptak i form av lydbånd vil bli oppbevart på sikret og ekstern harddisk og vil bli transkribert. Etter transkribering vil lydopptak bli slettet og det transkriberte innholdet vil bli anonymisert ved prosjektslutt.

Frivillig deltakelse
Det er frivillig å delta i studien, og du kan når som helst trekke ditt samtykke uten å oppgi noen grunn. Dersom du trekker deg, vil alle opplysninger om deg bli anonymisert. Samtidig vil lydopptak slettes og transkriberingen fjernet fra oppgaven.

Dersom du ønsker å delta eller har spørsmål til studien, ta kontakt med Torgeir Molværsmyr på tlf 98628211 eller via mail på tmo026@post.uit.no. Kontaktopplysninger til veileder Tove Holmbukt på tlf 77660764 eller via mail på tove.holmbukt@uit.no

Studien er meldt til Personvernombudet for forskning, NSD - Norsk senter for forskningsdata AS.

Samtykke til deltakelse i studien

Jeg har mottatt informasjon om studien, og er villig til å delta

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(Signert av prosjektdeltaker, dato)

The Survey:

Use of textbooks in planning and teaching.

Mapping of newly educated teachers in English and their relationship to textbooks when planning and conducting lessons.

1. Gender
   ___Female
   ___Male

2. Do you have an MA-degree in English didactics from UiT ILP?
   ___Yes
   ___No

3. How often do you and/or your pupils use textbooks in class?
   ___Often (Every class)
   ___Somewhat (spesify in the next question)
   ___Rarely (One to two lessons a month)
   ___Never

4. If somewhat, how much?

_____

5. Which textbooks are used?

_____

6. Do you give your pupils homework?
   ___Yes
   ___Sometimes
   ___No

7. Is the homework from the textbook? (words, texts, etc.)
   ___Yes
   ___No
   ___I do not use textbooks

8. Who has decided the selection of textbooks that you use?

_____

9. How often are textbooks and its supplementing material, for instance the teacher guide, part of the planning work conducted at your school?
___Often
___Somewhat
___Never

10. Are the local curriculum themes based on the same as those found in a textbook? (Stairs: Down Under, Modern Literature, The English-Speaking World, etc.)
___Yes
___No

11. Describe briefly what factors are the most important when it comes to planning English lessons at your school. (Teamwork, textbook teacher guide, etc.)

_____

12. Do you feel that the textbook generally has a significant role in planning and teaching in schools? Describe briefly if this is of positive or negative character.

_____
_____
_____

13. Were your beliefs of the textbook positive or negative during your education at UiT-ILP?
___Positive
___Negative

14. Was this belief affected when you started working as a teacher?
___Yes
___No

15. Do you feel the need to use the textbook in your planning and lessons?
___Yes
___No

16. Have the use and views of textbooks changed at your school after you started working?

___Yes

___No

17. Are textbooks in any way part of research and development projects at your school?

___Yes

___No

18. Is the textbook used when conducting English lessons for pupils with individual subject curriculums at your school?

___Yes

___No

Thank you for your participation!

The interview guide:

Interview guide

The process

Introduction (5-8min)

Inform about the project.

Inform about the consequences their participation has; their contributions to the thesis.

Inform about how the interview is documented and what is done with the data during and after the project.

Inform about the informants right to withdraw from the study at any time and to end the interview whenever they feel like it.

Give an approximation of the duration of the interview. (30-40min)

Inform about their confidentiality agreement to themselves and others, including their pupils. No names and direct references to their workplace should be mentioned. It, I, we, etc. is ok. Remember to think about how the researcher refers to the informant.

Introductory question (5min)

The informant's experiences and considerations about the themes. The informant's reaction to the survey, etc.

Key questions (15min)

Elaboration of the question in the survey:

- Can you explain to me your textbook use?
    - Why do you use/not use the textbook, is there any reason for this?
- What role does the textbook have when in your planning as well as your school?
- Do you feel that there exists a need to use the textbook?
    - Where do this need come from? Other teachers, you, the administration, your pupils, society, parents?
- Do you feel that you have an influence over the way you conduct your lessons?
    - (#) Are your concerned acknowledged by your colleges?
    - (#) Do you feel able to voice your objections to other teachers?
- (#) Do you feel that it is right to use textbooks in education where pupils receive individual education programs?
    - What do you mean is the greatest risk of using the textbook in these situations?
- What do you feel about textbook use in general?
    - Do feel that UiT gave you any input on textbook use?
- (#) What, if any, comments do you have to a new curriculum? Do you feel the textbook have any place here?

Finishing (5min)
- Inform that the interview is soon done. Ask if there is any uncertainties or corrections the informant want to make clear.

Complicated and sensitive questions
Questions that encompasses the informants own practice and relation to the informant's work should be considered. Do not end with questions surrounding this.

Purpose
The purpose of this interview is to look at the questions and answers in the survey in greater detail. Another purpose is to understand the informants' actions through their meanings and values. The researcher should relate to this objectively but at the same time seek explanations to the phenomenon that are revealed.

Legitimization
The letter of consent and the right to withdraw at any point form the study. The researcher shall not act too eager in finding data with regards to objectivity. The interview is a conversation where the informant shares opinions and explanations. The researcher shall only guide the informant by asking questions that might open for more data and further elaboration.

Frame
The interview is semi-structured with a few leading questions. The researcher aims to explain the correlations and phenomenon that the informant provides through their opinions and explanations. Where the interview is to take place is not known, but it should take place at a location that does not make the informant feel inferior or pressured. The setting should be as neutral as possible for both researcher and informant. However, it is the informant's needs that takes precedence.

NSD response to the study:

Tove Holmbukt

Institutt for lærerutdanning og pedagogikk UiT Norges arktiske universitet

9006 TROMSØ

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 22.01.2017. Meldingen gjelder prosjektet:

52391	*Ny-utdannede lærere fra UiT Master (Piloten) bruk av lærebøker i planlegging og gjennomføring av engelsk undervisning.*
	Teachers with education from the UiT MA Pilot programme's use of textbooks in planning and execution of English classes
Behandlingsansvarlig	*UiT Norges arktiske universitet, ved institusjonens øverste leder*
Daglig ansvarlig	*Tove Holmbukt*
Student	*Torgeir Molværsmyr*

Personvernombudet har vurdert prosjektet, og finner at behandlingen av personopplysninger vil være regulert av § 7-27 i personopplysningsforskriften. Personvernombudet tilrår at prosjektet gjennomføres.

Personvernombudets tilråding forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/meldeplikt/skjema.html. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, http://pvo.nsd.no/prosjekt.

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

Personvernombudet vil ved prosjektets avslutning, 15.05.2017, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Kjersti Haugstvedt

Agnete Hessevik

Kontaktperson: Agnete Hessevik tlf: 55 58 27 97

Vedlegg: Prosjektvurdering

Kopi: Torgeir Molværsmyr tmo026@post.uit.no

Personvernombudet for forskning

Prosjektvurdering - Kommentar

FORMÅL

Formålet er å kartlegge nyutdannede lærere i engelsk sitt forhold til lærebøker i henhold til planlegging og gjennomføring av undervisning.

SENSITIVE OPPLYSNINGER

I følge meldeskjemaet vil det innhentes sensitive personopplysninger om etnisk bakgrunn eller politisk/filosofisk/religiøs oppfatning og om medlemskap i fagforeninger.

TAUSHETSPLIKT

Vi minner om at lærere ikke kan omtale elever i identifiserbar form på grunn av taushetsplikten. Vi anbefaler at du minner informanten på dette i forkant av intervjuet.

INFORMASJON OG SAMTYKKE

Utvalget informeres skriftlig om prosjektet og samtykker til deltakelse. Informasjonsskrivet er godt utformet. Vi anbefaler imidlertid at du skriver at datamaterialet vil bli anonymisert ved prosjektslutt, heller enn slettet/makulert, slik at du kan ta vare på anonymisert datamateriale.

TREDJEPERSONER

Det behandles enkelte opplysninger om tredjeperson. Det skal kun registreres opplysninger som er nødvendig for formålet med prosjektet. Opplysningene skal være av mindre omfang og ikke sensitive, og skal anonymiseres i publikasjon. Så fremt personvernulempen for tredjeperson reduseres på denne måten, kan prosjektleder unntas fra informasjonsplikten overfor tredjeperson, fordi det anses uforholdsmessig vanskelig å informere.

INFORMASJONSSIKKERHET

Personvernombudet legger til grunn at du etterfølger UiT Norges arktiske universitet sine interne rutiner for datasikkerhet. Dersom personopplysninger skal lagres på mobile enheter, bør opplysningene krypteres tilstrekkelig.

Dersom det benyttes en ekstern leverandør av elektronisk spørreskjema, vil leverandøren være databehandler for prosjektet. UiT Norges arktiske universitet skal inngå skriftlig avtale med leverandøren av spørreskjema om hvordan personopplysninger skal behandles, jf. personopplysningsloven § 15. For råd om hva databehandleravtalen bør inneholde, se Datatilsynets veileder: <http://www.datatilsynet.no/Sikkerhetinternkontroll/Databehandleravtale/>.

PROSJEKTSLUTT

Forventet prosjektslutt er 15.05.2017. Ifølge prosjektmeldingen skal innsamlede opplysninger da anonymiseres.

Anonymisering innebærer å bearbeide datamaterialet slik at ingen enkeltpersoner kan gjenkjennes. Det gjøres ved å:

- slette direkte personopplysninger (som navn/koblingsnøkkel)
- slette/omskrive indirekte personopplysninger (identifiserende sammenstilling av bakgrunnsopplysninger somf.eks. bosted/arbeidssted, alder og kjønn)
- slette digitale lydopptak

Vi gjør oppmerksom på at også databehandler må slette personopplysninger tilknyttet prosjektet i sine systemer.

Dette inkluderer filer, logger og koblinger mellom IP-/epostadresser og besvarelser.