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Audiobooks to improve reading enjoyment

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Acknowledgements

Writing this thesis has been a challenging, interesting and frustrating experience. I believe this thesis has made me a better teacher. The life of a teacher is often varied and new challenges appear often from places you would not predict challenges to appear. Same with this thesis, I can say that as a teacher challenges comes often and helps improve the teacher providing valuable experience for the next time the a new challenge arise, I can say with my hand on my heart that while writing this thesis, the challenges have come from places I would not expect them to come. They have however provided me with opportunities to challenge myself and look at the task from different angles, often to surprisingly positive results.

I would like to thank the pupils who took part in this project, your attitude, good spirit and positivity made the entire project a joy to be a part of. I would like to thank my supervisor, Annelise Brox Larsen, without you I would be completely lost, so thank you for the support, guidance and kind words throughout the study.

Abstract

This study investigates how pupils responds to reading an English book while listening to an audiobook at the same time. Through discussions and heated debates, the pupils took to the book like moths to a flame. However, it is possible that it was the book more than the audiobook which caused this level of involvement from the pupils. The research questions that are being research questions are as follows: *Will using audiobooks while reading have a positive effect on pupils reading habits? Will audiobooks help pupils get more enjoyment out of their reading experience, which leads to higher motivation for continuing to read afterwards*

To answer the research questions have I used a qualitative questionnaire, field notes and interviews. The interviews were based on the data collected in the questionnaire and the field notes. The informants were purposefully selected based on them all being pupils of the English Electives class at their school. This was a school that I was working as a teacher at, so I knew my informants before I started the project.

The results indicate that weaker pupils will benefit more from using audiobooks while reading than stronger pupils. The stronger pupils felt that having to read along to the audiobook slowed them down too much, ruining their enjoyment of the book. The class as a whole did enjoy the discussion part of the book, however it is unclear if that can be linked to the use of the audio book.

Sammendrag

Denne studien undersøkte hvordan elever responderte til å lese en bok på engelsk mens de hørte på lydboken samtidig. Gjennom diskusjoner og opphetede debatter, var elevene veldig begeistret for boken. Men, det er mulig at det var mer boken enn lydboken som førte til at elevene var så engasjerte. Forskningsspørsmålene er som følger: Vil bruken av lydbøker mens man leser ha en positiv effekt på elevenes lesevaner? Vil lydbøker hjelpe elever til å få mer nytelse ut av deres leseopplevelse, noe som fører til høyere motivasjon for å fortsette å lese.

For å svare på forskningsspørsmålet har jeg brukt et kvalitativt spørreskjema, notater og intervjuer. Intervjuene var basert på den data som jeg samlet fra spørreskjemaet og mine notater. Informantene var bevisst valgt ved at alle var elever som tok engelsk fordypning ved deres skole. Dette var en skole hvor jeg arbeidet som lærer, så jeg kjente mine informanter før prosjektet startet.

Resultatene indikerer at svakere elever får mer ut av å bruke lydbøker enn de sterkere elevene. De sterkeste elevene følte at det å måtte lese sammen med lydboken fikk det til å gå for sakte, å ødela deres leseopplevelse. Klassen som en helhet likte å diskutere boken, men det er uvisst om det kan linkes til bruken av lydbøker.

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1. Introduction

1.1 Background and motivation

During both my own schooling when I was a child, and experiences gained through internships during my teacher education, I noticed the severe lack of interest in reading books. Some pupils do enjoy reading books, however, in my experience they are not close to being the majority. For some reading a book in their native language is bad enough, but reading it in a language they are not fluent in, can make the task seem even more daunting.

I grew up reading books, starting with picturebooks to comic books. I started moving away from comic books and over to larger books, with close to no pictures and all text. Started off with the odd Davy Crockett books, to the crime books of Henning Mankell and from there I moved over to the Harry Potter books. The Harry Potter books came after I watched the movies. I wanted to figure out what was going to happen, so the books were my only source to cure my curiosity.

After starting the first book in Norwegian, I got annoyed with some of the translations. 'Galtvort' was not the same as 'Hogwarts' and 'Humlesnurr' was not 'Dumbledore'. So I had to do a massive change in my reading habits. I experienced an instrumental motivation (Imsen, 2006, p.382) to become better in English to achieve my goal of reading an English book. I had to start reading the English versions. At this point in my life, I was in my second year at VGS. We had a book reading assignment in our English class so this worked out perfectly for me. I enjoyed free reading the book (Krashen, 2013, p.27) and managed to overcome the difficulty of reading an entire book in English. After this I read all the Harry Potter books multiple time, and enjoyed the experience of reading. This was the first time I read a book that I had watched the movie to already. I knew what was going to happen, and words that were difficult for me made sense since I had the added information that I had gained from watching the movies.

With this knowledge, I wanted to try to read a book that was not from the Harry Potter universe. I had recently watched the movie 'Pride and Prejudice'. I liked the movie so much, that I decided I wanted to give Jane Austen a try. I went to the library, filled with

confidence after having read multiple of English book in the Harry Potter series, and borrowed 'Pride and Prejudice'. This book was another level. I opened the book, and I could not understand what I was reading. I believed myself knowledgeable in English. I had after all read all the Harry Potter books, I used to play computer games where I was forced to read, listen and speak English. Yet, this book, was beyond anything I had ever read before. It might as well have been a different language. So I did the natural thing for me at this stage in my life when facing difficulties in reading something, I gave up. I returned the book to the library and accepted that some books were just too difficult for people that was not from English speaking countries to read.

It would be 3 years later that I would try again. It started with me re-watching the 'Pride and Prejudice' film, only for me to want to experience more from this strange world. I found a TV-series about 'Pride and Prejudice' and consumed that as well. But this was still not enough for me, so the only option I had left was the book. The book that had convinced me that I was not good enough to read it. This time however, I had been listening to Stephen Fry reading the Harry Potter books on audiobooks.

This gave me the idea that if maybe, I listened to the audiobook while reading the book, I would be able to grasp the context of the book. Then I might finally be able to enjoy 'Pride and Prejudice' once more, despite the difficult words.

This gave me the idea that if maybe, I listened to the audiobook while reading the book, I would be able to grasp the context of the book. Then I might finally be able to enjoy 'Pride and Prejudice' once more, despite the difficult words. This experiment turned out to be a success and I managed to read and listen to the book while immersing myself into the world. Without having to stop every third word to look up the meaning of it.

This experience came back to me when I was deciding upon a topic for my thesis. Would pupils, not interested in reading be more motivated reading if it was easier for them. I can only imagine how a pupil, who consider themselves to be a poor reader of English, would feel when tasked with reading an entire book, in a language they do not feel themselves to be proficient in. That is why I decided to do this project where they read

while listening to the audiobook at the same time, to see if this motivated them and enhances their reading experience.

1.2 Research question

My focus on reading books with audiobooks to help, led me to this research questions:

*Will using audiobooks while reading have a positive effect on pupils reading habits?
Will audiobooks help pupils get more enjoyment out of their reading experience,
which leads to higher motivation for continuing to read afterwards*

The first research question entails the pupils' abilities to enjoy reading book, and maybe help them focus. When reading longer texts you often space out, perhaps with an audiobook to help you, you will be able to read books without spacing out. When the mind spaces out it often goes on automatic, where they read a page in the book while they were thinking about something else. Causing them to not get anything out from what they had been reading, causing them to feel like they have wasted the time it has taken them to read basically nothing. The question also entails whether or not they have been able to follow along with the book. This comes down to the 'seeing the trees instead of the forest'. Where they are so focused on that one word they do not understand that they lose the plot of the rest of the text.

The second research questions means to investigate the impact of this reading technique on the pupils reading experience. Were they left with a positive feeling from reading or were they just going through the motions to get this over with.

1.3 Contribution to the field

During this thesis I have read literature and done research on the use of audiobooks in relation to English language acquisition. I have conducted a study with pupils where we focused on reading a book together with the help of an audiobook and the text, which included pictures. My contribution to the field will be to present data and provide information about how the use of audiobooks impacts pupils reading experiences.

1.4 The Project

1.4.1 What is this project?

This is a project where my pupils in English Electives were reading and listening to the book *The Absolutely True Diary of a Part-Time Indian*. This was a long term project that we used a bit longer than three months on. The first two weeks prior to starting the reading we spent discussing and learning some background information about some of the themes we would be facing in the book. While themes and motifs were not the main goal behind this project, I used it as a motivational tool to engage the pupils and attempt to get them more engaged in the project. The importance of this will be addressed in the theoretical framework chapter and the discussion chapter.

1.4.2 Why this book?

I chose to use *The Absolutely True Diary of a Part-Time Indian* book due to its short chapters and it being a really good book.

Teenage fiction often addresses themes that are recognizable for adolescents. It also often includes various linguistic varieties. It often incorporates interesting features of the spoken language that are absent in the more traditional course books. (Strobbe, XXXX, P. 57)

I remembered from reading it myself that this was the sort of book that I would wish that I had read during school. I find the book interesting and believed it would be able to engage both boys and girls. This book was presented to me during my teacher education from my lecturers. It is essential to provide students in teacher education with criteria for selecting complex yet linguistically appropriate children's literature, so that the higher levels of maturity of the L2 learners, who will typically be a year or two older than L1 readers of the same book (Bland, 2013, p.18). I also knew for a fact that this

book had an audio version, which was essential for this project. In this modern world where the school pupils have grown up with modern gadgets, they are used to combinations of text, image, and dynamic layout, and find multimodal texts such as picturebooks and graphic novels stimulating (Bland, 2013, p. 19). Which is why I chose *The Absolutely True Diary of a Part-Time Indian* since it fit all those bills since the book has a language that is complex yet linguistically appropriate. It also has the added bonus of having cartoons to help illustrate some points, which pupils would most likely find interesting.

1.4.3 Goals of the project:

The goals for this project were to see if reading the book, while at the same time listening to an audio book, would increase the readers ability to focus while reading, often people complain that when they read a book, they suddenly lose focus and can't remember the last two pages they have read when the brain has gone on auto-pilot.

Another goal, yet not as major, for the project was for the pupils to improve their pronunciation for some words. Here words were what I was after. The English language can be difficult and some words does now make any sense. Previously in class we had come across the word 'pneumonia', which stomped most pupils on how to pronounce it, while we also had come across the words 'sword' and 'knives'. What I had seen was that if a person read the word, and miss pronounced it, the pupil would struggle to see the word as anything other than how the pupil pronounced it the first time, even after being given the correct pronunciation). After seeing this in class I taught the class the word 'lieutenant' (British pronunciation) without having them see how the word was written. They did not struggle with the word, after I showed them how to spell the word they all thought it was a strange way to write the word, but they did not struggle with reading it out loud afterwards. All though I did not test them on that word a few weeks later, so maybe they would struggle if they could not remember what it was called. But by having the audio book playing while reading, then hopefully misconceptions regarding the pronunciation of the word would not occur.

1.4.4 Who is taking part of it?

This is a project that I did in my English Elective class in the 9th grade. I had 9 pupils; 5 girls and 4 boys. This was my own class, so I was not there just as a researcher, but also as a teacher. While some of the pupils were not as advanced as others in regards to English, they all can understand it without a lot of problems. Some may struggle with their writing and oral skills, however they have not had a lot of problems understanding what was going on when we spoke English in the lessons.

1.4.5 How we prepared for it

We started the project by going through our timetable. They knew this would be a long project, and they were told they would not get graded on this project, but it would still count. And that we would be using the book in a later test after the project was concluded, most likely at the end of the year. This was to make sure that they were not worried about grades during the project, and also to make sure that some pupils did not consider it useless since they were not getting graded.

I told them how we were going to do it. That we were going to use a version of the audio book on YouTube and then read photo copies of my book while listening to it. It was not an ideal way to do it, mainly because my class is notorious for losing every single paper copy they have ever received, and I knew we would use a lot of time finding the copy for everyone. It would also be time consuming for everyone to find the correct YouTube links and start and stop at the same time. Originally the plan was for the pupils to use an audible account on a free trial basis, but I would need parents' permissions for that, and based on previous experience with the parents it would take a long time and pupils would forget their passwords to their accounts. However, luckily, a solution found its way to me while searching for better YouTube links. I found a webpage that I am sure was designed for this exact purpose. Where every chapter was easily accessible to be read, while at the top of the page you could press play and the audio book would start playing the chapter read by the author: Sherman Alexis. I also made a 'deal' with them, even though this was the plan all along, that they did not have to read anything at home, except if they were sick or away during one of our lessons. I also implemented something we called 'catch-up day'. The catch-up days worked as both a safety buffer for myself and the project, but also as motivation for the pupils to stay up to pace with the project. If there was no need for the catch-up day they were allowed a free period with

lemonade provided by me. The only rule for this catch-up day (or the 45-minute lesson which it in reality was), was that they had to speak English to each other if they spoke to each other, and if they chose to watch something, then it had to be in English as well

1.4.6 What we did during the project:

During the project we read and listened in the classroom. We were on the school computers, however sometimes the computers would have some errors on them, so we also had the webpage on the projector in the classroom with the sound on and after every, or every other chapter we would discuss what we read, and make sure we understood it. While at the same time see if there were any words that were unclear. Though we did practise the 'see the forest not the tree' when it came down to the understanding of the book.

1.4.7 What we did after the reading:

After we finished our reading/listening we discussed the book and themes in it. We often tried to see if we could guess what would happen next. I gave them a final homework assignment that they were to send me after we had discussed it in the classroom. This was the questionnaire that they had to answer regarding their experiences with the project.

1.4.8 The rationale for studying audiobook:

Some people may say that using an audiobook while reading is cheating, that it is not really reading. However, if you are struggling with something, then tools that helps you overcome those struggles are most welcome. If you are struggling to cut down that tree with an axe, get a chainsaw. If you are struggling to get the math equation to add up, use a calculator. If you are struggling to maintain your balance when you are riding your bike, get some training wheels. And if you are not able to enjoy reading a book because something is hindering you, get the help that is available to you; an audiobook.

Outline

This thesis is divided into six chapters:

Chapter 1: In this chapter I discuss my motivation for conducting this project. And present my research questions.

Chapter 2: In this chapter I present different theories of motivation, importance of reading and the importance of listening to texts.

Chapter 3: In this chapter I describe the research approach I have used to answer my research questions. My methods of data collection and analysis are presented, and the reliability, validity, ethical considerations of the study are accounted for.

Chapter 4: In this chapter, the findings from the questionnaire, interviews and the observations are presented and analysed using tables, diagrams and examples from the informants.

Chapter 5: In this chapter, I discuss the different theories in relation to my thesis and the thoughts and reasons behind the choices that were made during the project.

Chapter 6: In this chapter I present the conclusion of the project, the practical implications of my findings and recommendations for future research

2. Theoretical framework

A large part of this project is about reading, about motivating pupils to read books to experience the enjoyment one can have by reading a book. How motivation is a key factor for pupils for wanting to read. In this chapter I will present theories in support of the choices I have made in this thesis, and some theorists who disagree with what have been done. I will present theories on why reading and listening to books is important.

Reading and literature

The benefits from reading books are plenty. In regards to increasing a persons competence in a second language Krashen (2003, p.18) states that evidence is overwhelming to show that recreational reading is a means of increasing second-language competence. According to Krashen it is the most thoroughly investigated and best supported technique in the field of second languages (Krashen, 2003, p.18). Reading helps develop your mind with new ideas and new viewpoints. An additional benefit from reading is a study Krashen discusses briefly where it is presented that people who read has a lower chance of acquiring dementia at an older age (Krashen, 2013, p.29). So reading needs to begin at an early age. It is essential that school libraries have a good variety of children's literature, also in different languages. In a classroom in Hungary it was established that the children's enthusiasm was largely due to the high amount of picture books (Krashen, 2013, p. 17). We now have a better idea of what works to encourage reading. Three small-scale studies confirmed Jon Trelease's idea that one book, one positive reading experience, a so called 'home-run'- book, can create a reading habit (Krasher, p.31).

There are different types of reading and working with texts. Krasher states that free reading results in better reading ability, better writing. Larger vocabularies, better spelling and better control over complex grammatical construction (Krashen, 2013, p.27). While Ulla Lundquist is critical to free reading. She calls it not a method, but a lack of method if that is the only form of working with literature one do (Skardhamar (2011,

p.16). Meek argues that what teaches children is literature, not reading lessons. Literature teaches children in ways that no basal reader can, because literature is read, if at all, with passion and with desire (Meek, 1982, p.290).

Skardhamar argues that teachers today are not focusing on the text enough, but is more interested in making sure that the pupils are enjoying themselves. Skardhamar (2011, p.15) states that in fear of destroying the pupils experiences, a lot of teachers goes away from going too in-depth when working with literature. The most common and often the only post-reading activity the pupil will be asked to do is hand in a book report.

Skardhamar goes on with arguing that the reason for why teachers are unwilling to have an intellectual process of working with literature is because the teachers themselves may have had a traumatic school experience. Skardhamar (2011, p.15) quotes a teacher she interviewed about working with literature. And the teacher replied “analysis got absolutely no place in grades 1-7”. That the teachers job is to organize and make sure the pupils have a wide range of books to choose from.

A regular way of working with a text is to explain difficult words and phrases.

Skardhamar (2011, p. 19) argues that there is little doubt that it created a greater understanding for the words lexical meanings.

Audiobooks

The use of audiobooks in a learning environment

A great deal of research has been done supporting the use of audiobooks to promote vocabulary development, fluency, and comprehension. Because audiobooks remove the struggle to decode (Grover, S. & Hannegan, L. (2012), p. 17). If you are reading a book in your second language, or if you are new to reading books in general, then often new words can put a stop to your reading enjoyment. The English language is vast and new words will appear that you have never heard before. Some of these words you would be able to decode the meaning of based on their names. If I were to use some kitchen utensils as an example of these: egg slicer, measuring cup, nutcracker or an oven glove. All of these words, even if they were new to the reader, they would be able to decode the function of these items. However, if we have a look at other kitchen utensils like these: egg poacher, mandolin, grater and spider. The first word; egg poacher, the reader would

be able to deduct that it is something to do with eggs. Yet, if the reader is unfamiliar with the meaning of the word 'poaching', then deducting the functionality of an egg poacher would be impossible. Unless you get some extra context behind the word. Same goes with words the other examples, there is nothing that really tells you the functionality of a grater or a mandolin by just reading the name. And the last word is a word that a lot of readers would be familiar with, but then again, very confused when they read about a spider being used in the kitchen. Being unfamiliar with its term as a specific spoon.

Listening to these specific words being pronounced in the audiobook would not give the reader the knowledge of the meaning of these words, but it would help the reader getting the context by listening to the story without being locked down and fully focused on what that one word meant that they did not understand.

Where audiobooks really shine, in regards to helping readers with their vocabulary is with the pronunciation. How many readers of the Harry Potter books would be able to pronounce the name of Hermione? How many readers would stumble in a text when they read that someone had pneumonia. It is a word that is easier understood when heard out loud, then when reading it. Hearing something out loud makes it easier for the listener to visualize a book's action in their minds (Beers, 1998 p. 30-35). Readers who have been read to find it easier to visualize text in their minds, where as readers who does not have recollection of being read to finds it difficult to imagine text scenarios in their minds. These pupils are having a hard time seeing reading as a "pleasurable activity" (Grover, S. & Hannegan, L. 2012, p. 17).

To motivate the readers who are finding no joy in reading, a teacher in California implemented audiobooks to help reluctant readers. Books were downloaded on the school's Ipods and were encouraged to follow along in the print edition while they listened so the information would be entering simultaneously through audio and visual channels (Linda Bomar, "Ipods as reading Tools, " Principal, Pay-June 2006, 52-53) (Grover, S. & Hannegan, L. 2012, p. 17). According to the source the implementation of the Ipod added a "cool factor" to reading. However, this is a text from 2016, and kids are a lot less impressed with gadgets now then they were over a decade ago. So the "cool factor" may not have the same effect today.

However, for struggling readers, audiobooks gives independence, leaving them able to enjoy the same literature reading experience as their more proficient peers (Grover, S. & Hannegan, L. 2012, p. 18). With the literature world being filled with so many diverse and unique stories, it would be a shame for people to miss out on this because they are having a hard time reading these books on their own. In America, a librarian implemented a project called "Earphone English", where she introduced audiobooks to immigrant pupils in a club. After a few years the library club started receiving state funding, and as a requirement they had to implement standardized tests. These tests gave empirical indications that that listening to audiobooks seemed to help English learners who have weaker auditory and reading skills to strengthen them (Grover, S. & Hannegan, L. 2012, p. 154). They found that some pupils found it frustrating to follow along with the written text. But also that pupils often came to a quick and self aware understanding of how punctuation works in spoken and written English. Though this has not been proven by any formal study to date. However, what can be taken from this, is that pupils, when given an option that is achievable for them, enjoys to read. This club that started over 10 years ago, has grown substantially since it was formed, having started with just a handful of members, they have now had hundreds of pupils being part of the club. An observation they made in this club is that pupils, with the help of audiobooks were able to read and understand books that were above their actual reading levels (Grover, S. & Hannegan, L. 2012, p. 20).

Listening to books provides a greater attachment. While a person listens to a book, images starts forming into their minds. The extremely valuable asset of visualizing and imagining for language learning should be taken into consideration beyond primary school (Bland, 2013, p.19). While pupils may not have pictures available to look at while listening to an audiobook, their mind is creating images and visualizations on its own. Bland discusses research in reading that images help not only in contextualizing the topic of the text, but also allow students some autonomy in their predicting and interpreting meaning. The ability of students to create mental images while reading in a foreign language is something that needs to be trained in order for them to achieve fluency and pleasure (Bland, 2016, p. 19).

Having a pleasant reading experience is important for carrying on reading. In a study, a researcher observed children in EFL classes in Taiwan who had enjoyed hearing a book series read aloud. This led to an eagerness to read books from the same series on their own (Krashen, 2013, p. 31).

Listening to a text can also provide pupils with new words that will be added into their vocabulary since they get it in context, compared to memorizing glossaries. Beniko Mason discusses a minor trial done in Japan, where a group of first year college English majors were given a test containing 30 words and asked to write a definition in Japanese. Afterwards they listened to a story 'The North Wind and the Sun' that contained the 30 words. The words were written on the blackboard in front of the class. While the teacher told the story, she pointed to the words as they appeared, so the students could tell which word was used to tell the story. The story took about 20 minutes. The participant retook the vocabulary test. A week later they took an unexpected follow-up test with the same 30 words.

A week later they were given 30 new words and given the Japanese definition. They were told to learn those words in the next 20 minutes using whatever technique they wanted, students were allowed to work together. Students then took a post-test, and a follow-up post-test one week later.

The list method used with the new 30 words were very efficient in the post-test. However, when they took the follow-up post-test there was a huge drop in retention on the delayed test. Far fewer words were forgotten after the story telling method. (Mason, 2013, p.39)

One definition of motivation is what causes activity in the individual. What keeps this activity alive and what gives it purpose and meaning (Imsen, 2006, p.375). For success in second language acquisition motivation is highly important (Drew & Sørheim, 2016). Gardner (1985) defines motivation in language learning "as having a desire to learn the language, feeling enjoyment of the task and putting effort into the learning process". Gardner states that "when the desire to learn the language, and positive attitudes toward the goal are linked with the effort, then we have motivation" (Gardner, 1985,

p.11). Imsen says that motivation is about how feelings, thoughts and reason twists together and provides colour and passion for the actions we perform (Imsen, 2006, p. 375). Krashen claims that we acquire knowledge when we understand it (Krashen, 2016, p.27)

Gardner and Lambert (1972) and Imsen (2006, p.382) discusses integrative and instrumental motivation. According to them, integrative motivation is when a language is learned for personal growth, cultural enrichment or to integrate with a target culture. This kind of motivation helps with maintaining motivated for the long term goals.

On the other side of the spectrum you have instrumental motivation, that is when someone is motivated to learn a language in order to reach specific goals. This could vary from acquiring the dream job, or visit a country or to understand something that will help solve a problem. This type of motivation is driven by a more practical and immediate outcome.

However, motivation is not just an individual phenomenon according to Imsen, but also a social issue. We are motivated by what is 'in', what the rest of the group appreciates in the social context we belong to (Imsen, 2006, p.376). In a school context, pupils tend to be motivated by topics that interest them and the role of interest in terms of motivation cannot be understated (Ainley, 2006). Therefore it is the teachers job to make sure the pupils are interested in the topics. Motivation for language learning often depends on the teachers' teaching approach, materials and methods (Drew & Sørheim, 2016). The amount of involvement and enthusiasm from the teacher is also an important aspect as that will often influence the pupils' motivation (Radel, Sarrazin, Legrain, & Wild, 2010). To optimize the motivation and outcome of language learning, it is necessary with varied activities, encouragement, guidance and constructive feedback (Drew & Sørheim, 2016, p.22). If the teacher is able to relate the topics to real-life context that the pupils care about, it may have a positive effect on the classroom environment. The pupils may become more engaged when learning activities if the topics are meaningful and related to them. For teachers, the key to motivated and engaged pupils is to develop practices that stimulate positive affects (Nagel & Scholes, 2016).

While it is important for teachers to engage pupils and make them interested in the topics. That does not mean that every lesson needs to be enjoyable for the pupils. Interest and enjoyment could be considered synonymous, but in a learning context there is an important distinction between these two terms. According to Tin (2016), interest cause exploratory behaviour and knowledge seeking. By contrast enjoyment is more associated with positive affect and cause positive feelings. Learning activities that provides enjoyment will not necessarily foster a desire to explore or seek knowledge which is vital for successful language learning (Tin, 2016). The pupil needs to have an interest in the topic or activity to obtain this desire. Interest therefore enhances learning (Alexander, Kulikowich & Jetton, 1994). A person's interest in an activity determines how much attention is directed to that activity and how well that person process, comprehends, and remembers relevant information (Reeve, 2009). Research suggests that pupils will not remember things that do not have an emotional value to them (Nagel & Scholes, 2016). Based on that one can argue that if we manage to evoke an emotional connection to language learning to pupils' interests there may be more of a chance that they will remember it, and as a result will continuously learn.

Ainley (2006, p. 393) claims that "what pupils bring to school in the form of predispositions, values and orientations, plays an important role in their response to the learning task". Pupils with prior knowledge of topics can use their knowledge to advance their thinking and action in relation to the task, which pupils often will find to be motivating. Ellis (2009) proposes that "the language calculator has no clear button". When obtaining new knowledge, it is based on prior knowledge.

When it comes to theory it should also be mentioned that according to classical behaviourism theory it is the reward and the punishment, the so called stick and the carrot, that is the main reason for why the individual will motivate themselves to perform an action (Imsen, 2006, p.379)

3. Methodology

In this chapter, I will describe the research approach I used to answer my research question. I will also discuss the validity, reliability and ethical considerations of the study.

Research Design:

Creswell (2014, pp. 12-14) advances three different kinds of research design: quantitative, qualitative and mixed methods, each that provide specific direction for procedures in a research design. The quantitative method involves testing objective theories by examining the relationship among variables (Creswell, 2014, p.4). Often using survey research that provides a quantitative or numeric descriptions of various data, collected using questionnaires or structures interviews (Creswell, 2014, p.13). While the qualitative method can also use questionnaires and interviews. The two methods differ in how they are executed. Where the quantitative method is looking for data to generalize and often have its questionnaires reflect this by having closed-ended questions and focusing on the numeric data its questionnaires provides, the qualitative method focuses on the open-ended questions (Creswell, 2014, p.4). Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014, p.4). Where mixed methods research involves collecting both quantitative and qualitative data.

I believe that my research question is best answered by using a qualitative research approach as I have based my project on classroom experience and not based my research question on theory established beforehand and it is difficult to identify the many variables in teaching practise. The goal is to see how the participants view reading while listening to audiobooks compared to reading without an audiobook and whether or not it increased the pleasure the pupils get from their reading experience.

My research question focuses on exploring the participants' views on reading with the help of audiobooks and get their opinions and thoughts about the process. Creswell (2014, p.186) argues that in the entire qualitative research process, the researcher

keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researcher brings to the research or what the writers express in the literature.

Postholm (2010 p.36) states that the key idea of qualitative research is to learn about a problem or phenomenon from the participants. By using interviews and a variation of a questionnaire with open-ended questions, I am able to explore how the participants reacted to this new reading strategy.

Both Creswell (2014, p.8) and Postholm (2010, p.126) argues that qualitative research is typically situated within the constructivist worldview. The constructivist worldview acknowledges that meaning is subjective, varied and multiple, which means that we must consider the complexity of views and understand the context our informants operate within (Creswell, 2014, pp.8-9). That is why the research questions are broad and general. So the participants can explain their views fully in the interviews and questionnaires combined. My role is to interpret and identify the meaning behind what the participants answered, by trying a minor phenomenological study. A phenomenology study is a qualitative research method that is used to describe how humans experience a certain phenomenon. Ideally a phenomenological study is able to set aside biases and preconceived assumptions about human experiences, feelings, and responses to a particular situation (Imsen, 2006, p. 32).

Methods of data collection

Qualitative research is often based on data gathered from observation, interviews or text analysis (Christoffersen & Johanessen, 2012, p.19). In my study, qualitative interviews, with the help of an open questionnaire the participants had filled out prior to the interview, are the primary methods of data collection. I used the questionnaire to gather preliminary information on the research problem and used it to develop the interview guide. Whereas questionnaires are normally used in quantitative research, the way the questions were phrased in an open-ended way provided valuable data for the study. Moreover, (Christoffersen & Johanessen, 2012, p.54) states that it is normal to use a quantitative survey as a starting point or a qualitative survey by having the

participants agreeing to an interview after the survey. The advantage to this is that the researcher already has identified and attained access to the informants.

Questionnaire:

The questionnaire was first discussed in the classroom so everyone could get some impulses on how to answer the questions. Afterwards it was handed out as a homework assignment in the form of a paper-copy. It consisted of 11 questions where some of the questions had multiple parts. The questionnaire and the answers are presented in chapter 4. The questionnaire focused on collecting data about their reading enjoyment and their thoughts on the project. The questionnaire was in Norwegian and not in English in order for everyone to be able to express themselves fully, and not be potentially hindered in expressing themselves because they lack the vocabulary to do so.

Interview:

According to Kvale and Brinkmann (2009), the qualitative interview is described as a conversation with a structure and a purpose (Christoffersen & Johanessen, 2012, p.77). The interviewer asks questions and follows through dependent on the answer the informant provides. The purpose is to understand or describe something. The interview is often more than pure questions and answers. In qualitative interviews the researcher conducts face-to-face interviews with participants, phone interviews, or engages in focus group interviews. These interviews involve unstructured and generally opened questions that are few in number and intended to elicit views and opinions from the participants (Creswell, 2014, p.190). There are both advantages and limitations with interviews. Creswell (2014, p.191) mentions that some of the advantages of conducting interviews is that the interviewer will have control over the line of questioning. The researcher is able to ask follow through questions based on the answers the informants is providing. It is also useful when the informants cannot be directly observed. Causing the researcher to rely on the informant for relevant data. Interviews also allowed the researcher to get detailed and complete descriptions (Christoffersen & Johanessen, 2012, p.77). There are some obvious reasons for why interviews would be preferred to questionnaires. Through interviews, the researcher gives the informants more liberty to express themselves than a structured questionnaire allows (Christoffersen & Johanessen, 2012, p.78).

There are limitations to interviews as well. The information that you gather through interviews are not unfiltered. The data that the informants provides will be biased to the informants own perception of what they have observed and experienced. There is also the possibility that having the researcher present during the interviews may cause some of responses to be bias (Creswell, 2014, p. 190). The informants may be unwilling to say something that they believe the researcher does not want to hear. There is also the fact that not all people are equally articulate and perceptive (Creswell, 2014, p. 190). An important situation may have occurred with the informant present, however, the informant may be unable to recall the incident, or unable to describe it.

Structured interviews are also a bit limited when conducting it with multiple informants. The researcher will obviously follow through answers the informant provides, but the researcher is unable to have a free conversation with the informant, since the researcher would want to have all the informants answer the same questions. If the questions the researcher asks differs from informant to informant, it will be difficult to systemize the answers later (Christoffersen & Johanessen, 2012, p.78).

Observations 1

Observations were used as a supplemented method of retrieving data. They were not the main source of data collection. The observations made were conducted in my role as the teacher, so field notes were compiled after the class based on my observations and memory.

The observations took place in the informants natural setting ((Christoffersen & Johanessen, 2012, p.65). Everything took place in the rooms the informants were used to having their lessons in. Myself, in the role of the researcher, was a participating observer (Creswell, 2014, p.190) with complete openness to the informants of what I was doing. The observations were conducted in an unstructured fashion. (Christoffersen & Johanessen, 2012, p.70).

Advantages to conducting observations is that the researcher has a firsthand experience with the informants. The researcher is able to notice unusual aspects during observations. The researcher can also record information as it occurs (Creswell (2014,

p.190). This was an option that I, as the researcher chose not to use. Based on my experience with the informants prior to this project I was aware that their attitudes and demeanour changes when they are in front of a camera. They get more closed up, so I decided that the benefits of recording the informants did not outweigh the cons.

There are limitations when observing (Creswell (2014, p.190), the informants can perceive the researcher as intrusive. Walking around the informants, when they know the researcher is taking notes to everything that they are saying could cause the informants to become more reclusive. Private information that may be observed cannot be reported. The researcher is also limited to his or her own attending and observation skill. A skill that may be lacking, and in my own role as the researcher and the teacher, my focus would often be split from observing and teaching.

The informants

This section will clarify the selection of informants for this project. Due to this project being part of a lesson plan for pupils that had chosen English Electives as their elective subject, the informants were purposefully selected (Creswell, 2014, p. 189). These informants had chosen not to learn different languages like German or French which were available to them, nor did they choose to pick an elective that did not have something to do with languages, where they had the options of Restaurant and Food Processing and a Mechanical subject. Creswell (2014, p.189) talks about four different aspects when discussing informants; (a) the setting, (b) the actors (or informants as I choose to call them), (c) the events and (d) the process.

(a) The project took place in their natural setting, in the classroom they always used for English Electives. For the interviews we used a different room, but the pupils often uses this room for presentations and oral tests, so this was also their natural setting.

(b) I argue that my informants were a homogeneous sample (Christoffersen & Johanssen, 2012, p.50) due to them being of the same age, living in a comparably small city in the northern part of Norway and they all had chosen English Electives as their elective.

(c) The informants will be reading and listening to their book and audiobook, whereas afterwards in plenary session we will be discussing what they read, and how they felt the method of reading while listening.

(d) The process of this project starts off for the informants with me, as the teacher, explaining the project in loose terms for them. Then, before we started the book, we did some prep work so the pupils could get a greater understanding of the world they were about to explore. Eikrem (1999, p. 10) citing Ibsen says that meeting a literary text in the right way will give the reader an emotional and personal experience and give room for reflection. While the content of the book is not the focus of this project, having the pupils emotionally invested in the characters and the story, can only help to improve the reading experience and their motivation to keep participating in this project. When the project was on its way a lot of time was spent reading and listening in the classroom since I did not want the pupils to do any of the reading/listening at home to avoid burdening them with extra homework, while at the same time I would be in control of how long and how much they read. I explained early in the project that this was not a race, if we did not finish the book then that would be fine, the reading/listening was to be done together. After a set amount of chapters, we would stop with the reading, and talk and discuss the book, this was in order for the pupils to reflect, and for me to observe them. After the allotted time for reading/listening was over, the pupils summarized the content of what we had read, and the pupils received the questionnaire for them to take home, and answer it and return in to me within a week. The interviews happened a few weeks later after I had received all the questionnaires and had some time to analyse them. And this marked the end for the informants part in this project.

The sample size for the project was eight informants, Creswell (2014, p.189) states that there are no set standards for how many informants are needed, but given that my project was part of a class lecture, and the fact that this is partly a phenomenological study, where Creswell (2014, p. 189) states that three to ten informants are normal, the logical thing for my project was to interview all of my informants. However, due to various reasons, one out of the nine informants were unable to participate in an interview, which left me with eight informants, which I considered sufficient to answer the research questions, however I have included the answers to the questionnaire from the informant that did not take part in the interviews.

Since the informants in this project were my own pupils, I had an easy time getting access to them. I did not have to go through principals, teachers or any other gatekeepers (Creswell, 2014, p. 188) to get informants. The pupils were interested in doing something different in their English Electives. The pupils had the option of not taking part in my project, but still having to do the work as part of their English Elective lesson. None of the pupils opted to not take part in the project. A couple of the pupils had already taken part in a project for another teacher writing his thesis in mathematics. These pupils explained to their fellow pupils that it was not really a 'big deal' taking part in something like this.

Methods of data analysis

The qualitative data the researcher gathers is often too rich to be presented in its entirety. So the researcher needs to make sense of the data, Creswell compares this with the peeling of an onion, and afterwards putting the data back together again (Creswell, 2014, p.195). The information from each informant could vary based on factors outside of the researcher's control. In phenomenological studies, it is common to analyse the meaning of the content. The researcher reads the data material interpretably and wishes to understand its deeper meaning in the context of the informant's experiences (Christoffersen & Johanessen, 2012, p. 100). I use data analysis strategies at two different instances in this project, the first time is when I study the answers the pupils provided on their questionnaire, this is to help me identify key themes and questions to explore deeper in the interviews with the informants. The second time I use it is when I am interpreting the data from the interviews I have had with the informants.

Questionnaire and Interview analysis

The data collected from the questionnaire was the basis for the interviews. The informants had been informed that the interviews would be based on their answers on the questionnaire. The format of the interviews would be a relaxed conversation about their answers and perhaps some follow up questions.

Before the interviews started, the data from the questionnaire was collected in tables to get an overview of the results. Looking through the informants' answers I found areas

where I needed the informants to expand on their original answers, or to clarify the meaning behind it. Some questions were poorly worded from my side, and caused some confusion from the informants, which got clarified in the interviews. There were also some instances when the answer they provided did not match with my own field notes, causing me to believe they had answered what they thought I wanted to hear.

The data analysis is what makes the researcher able to identify the essence of the phenomenon studied and achieve a comprehensive understanding of it (Postholm, 2010, p.105). There are four steps suggested by Malterud (2003, pp.100-111) in a phenomenological analysis focusing on meaning; The first step is the overall impression and summary of content, the second step is codes, categories and terms, the third step is condensing, and the last step is recontextualising. The analysis of the data was loosely based on these four steps. The data I gathered came from three different sources; interviews, a questionnaire and field notes. With the interviews being based on the questionnaire and the field notes. Which means the data collected from the questionnaire and the field notes were organized and received only a preliminary analysis of themes and descriptions before being used in the interviews. After the interviews all the data was organized and prepared for data analysis. I used a variation of coding. The way I coded the data when going through it was to categorize their answers into three different categories: 'positive', 'negative' and 'indifference'. Then I searched for other elements in their answers: 'joy', 'frustration', 'boredom' and what I am calling 'empty talk'. The 'empty talk' is answers that I believe they are writing because they think I want them to answer that. An example is on question 10A, when asked if it was boring to participate in this project, 'Informant B" answered that it was not boring. Yet, I had observed him multiple times during this project being bored and often relieved when hearing that we had read the last chapter for that lesson. Creswell (source) states that validating the accuracy of your information is essential, so I reiterated during the interviews that I was after their honest thoughts, and that their answers would not impact their grades or my opinions on them as pupils.

Reliability

Reliability is a fundamental part of any research, it indicates the trustworthiness and consistency of the research and data findings (Christoffersen & Johanessen, 2012, p. 123). Often an important criteria for reliability is if the study is reproducible by other researchers. Qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects (Creswell, 2014, p. 201 citing Gibbs, 2007).

However, Postholm (2010, p. 169) says that reproducibility is rarely an important criterion of reliability since qualitative researchers will have their own interpretations of the data collected and data analysis. According to Kvale & Brinkmann (2009, p. 245), having a strong emphasis on reliability may negatively affect creative inventions and variability in qualitative research.

Lack of reproducibility in a qualitative study is not a discreditable factor according to Merriam (2009, p.221). The consistency between the findings and data collected should be what decides its reliability. She argues that a study can be considered dependable if the consistency is strong and the data does not go against the findings. To add reliability and transparency to this project I have included all the questions and answers from the questionnaire in tables and graphs in the discussions and findings chapter. Additionally, in the introduction chapter I have described the process of this project from I first introduced this to the pupils to the analysis of the data material and explained my reasons through the project. Based on this I argue that the study is both reproducible and transparent.

Validity

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures (Creswell, 2014, p. 201). Creswell recommends to identify and discuss one or more strategies available to check the accuracy of the findings.

Creswell proposes different validity strategies (Creswell, 2014, pp. 201-203) that are available to the researcher; triangulation, member checking, thick description, clarifying the bias, presenting negative or discrepant information, spending prolonged time in the field, peer debriefing and the use of an external auditor.

Triangulate different data sources is the first strategy that Creswell mentions, this was a strategy that I employed in my project by using the questionnaire, the observations and the interviews of my informants in the data collection, and an analyst triangulation by analysing the data material jointly. Having the questionnaire available when analysing their interviews, misinterpretations of the informants are less likely to occur because I can interpret their meaning based on their written answers on the questionnaire.

Using member checking to determine the accuracy of the qualitative findings were used in a lesser degree. It was mainly used in the interview process after I had gone through what the informants said in their questionnaire. Making sure that I had interpreted their answers in the questionnaire the way the informants intended.

Clarifying the bias of the researcher to the study is very important. Not only my bias that is shaped by my background, such as gender, culture and history. But also the fact that these informants are my own pupils. I am not entering this project with open, objective eyes. I have known these informants a long time, I care about them and I have information about them that would not be available to other researchers. I know most of their likes and dislikes, where they are on the social standings in the school, what they like to do in their spare time. And I am aware that when I am analysing the data that each informant is providing for me, I will analyse not just the answers, but the person providing the answers as well.

Spending prolonged time in the field is something that was not an issue for me since I had been a teacher at that school for a bit over a year. Being an employee at the school where I conducted my research, I had an in-depth understanding of the informants and the setting. Creswell says that the more experience that the researcher has with the participants in their settings, the more accurate or valid the findings will be (Creswell, 2014, p. 202).

I did not use peer debriefing to enhance the accuracy of the account. I did not have access to someone to go through my questions and project. I conversed with people about my project, and received advice from them, however, I never involved them into

specific details of my project. Nor did I use an external auditor to review the entire project.

Ethical and methodological concerns

Creswell (2014, p.92) states that ethical issues in research command increased attention today. The ethical considerations that needs to be considered are extensive. In this project, I was not just the researcher, but also their teacher. This is a fact that is very important to remember. Not only was I in charge of this project. But I held a lot of power over the pupils outside of the project as well. I was in charge of their grades, their future work, I held influence over their other teachers, for some of them I was the teacher in the school who was in the closest contact with their parents. I was also their teacher in different subjects. The relationship between pupils and teacher is an asymmetric relationship since I, as the teacher has all the power. After the project is ended, the informants still have to deal with me for the rest of the school year. So some informants may have felt forced to take part in order to not upset the person that is in control of their grades in more than one subject.

The National Committee for Research Ethics in the Social Sciences and Humanities (NESH, 2016, pp.4-5) have written guidelines for research which presents information about accepted norms of research ethics and promote a good scientific practice. Any study should protect the privacy and confidentiality of the participants, the storage of personal data and respect the values of individuals and respect their privacy. This project does not disclose any details about the informants except their age, which electives they chose and a vague description about where in Norway they go to school. The Norwegian Centre of Research Data (NSD) have concluded that no direct or indirect information that can be used to identify individuals have been disclosed in this project. So the project does not need an assessment from the NSD.

The informants were informed about the project before we started. As mentioned in the introduction, the informants were given the choice whether to participate in the project or not. Parents were informed through email about the project, and sent their approval through the mail that they would allow their children to participate. They were informed about how the data would be used and stored. They were told that I would be

using fictional names for them. No research contracts were used, they all had the option that if they felt like they did not want to participate anymore, all they had to do was let me know and that would be enough to get out of the project.

In order for the pupils to be able to provide in-depth answers and not feel self-conscious about their replies the interviews and the questionnaire were conducted entirely in Norwegian. This means that all the answers have been translated from Norwegian to English by myself. Translations often comes to an interpretation of the material. And it is possible that some of the meaning of the informants' original answers have been misinterpreted. However, I feel it is unlikely with how the interviews were based on the questionnaire. I did have the option of asking the informant if I was unclear on their meaning due to my continued access to them, but I never felt unsure about a translation that I did so I never used that option.

In my research question I focus on reading enjoyment and whether or not they will understand more of the book when using an audiobook. This predetermined view on what I want from the project has a risk of making me see what I want to see. I may be inclined to see every positive thing that happens is due to the audiobook, and if something does not work it is due to the specific informant or some other reason that does not impact the work of the audiobook. The interviews and questionnaire was designed to produce the data that I wanted to find. If my research question had been different, the data collection and data analysis method could have been looking for different findings.

Only disclosing results that are positive for the project is academically dishonest (Creswell, 2014, p.99) and therefor the full range of findings should always be reported. To the best of my ability I have tried to provide the full picture of the project. Leseth & Tellmann (2014, p. 195) states that transparency of the research process and correct use of references are vital to the value of qualitative research . Hopefully it is a clear division between my interpretations and opinions and the interpretations and opinions of others through my use of references.

Methodology – summarised

I am using a qualitative research design. Since my research question entails understanding the informants feelings about a project, I argue that it also has a phenomenological design as I am trying to understand their feelings towards reading with the audiobook. In order to answer the research question I used three data collection methods: a questionnaire, field notes from observations and interviews. The questionnaire was used to gather information and prepare them and myself for the interviews. The field notes were supplemented to this. The field notes enabled me to go more in-depth with the questions during the interviews based on observations. The informants were purposefully selected and the entire project took place in their natural setting.

Research findings and analysis

In this chapter, the data gathered through the questionnaire and interviews are presented. The interviews were based on the questionnaire the informants handed in and my own field notes. Using an open-ended questionnaire, the interviews provided me the opportunity to explore the informants answers further.

Questionnaire

The findings of the questionnaire will be presented here. The questions which the informants could answer by using yes or no are presented in diagrams, while the open-ended questions are presented by tables, the questionnaire and the interviews were all conducted in Norwegian, so the answers and questions here have been translated by myself.

Question 1: Which grade are you in?

Answers: The 9th grade

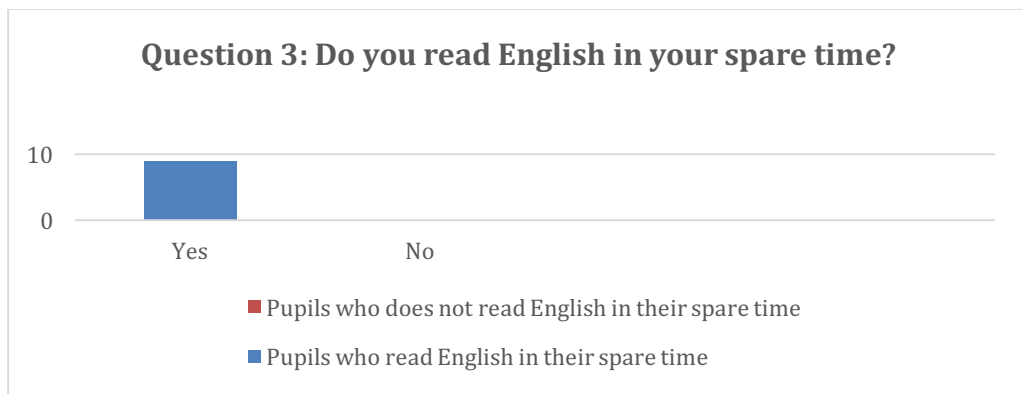
Comment: This was the same for everyone since all the informants came from the English Elective class.

Question 2: Why did you choose English Electives?

Informants:	Answers:
Informant A	I wanted to improve my English oral skills.
Informant B	I did not want to have to take German or French.
Informant C	I like English, I think I'm good at it.
Informant D	I did not want to choose any of the other options.
Informant E	My brother took German, and he hated it, so I chose English Electives because I

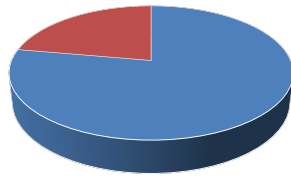
	figured it would not be as hard as German.
Informant F	I did not really give it that much thought when I chose electives.
Informant G	I need to get better at English.
Informant H	The other options did not really interest me.
Informant I	I like English

Comment: This question’s purpose was to understand the pupils’ attitudes towards English Electives. If the informant was interested in English, it could mean that they were more inclined to be enthusiastic about a reading technique which could improve their English skills. On the opposite side of that spectre. Some informants may have been forced to choose English Electives, maybe from parental pressure or because there were no more slots available for the elective that was their first choice.



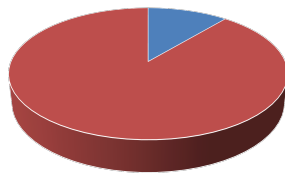
Comment: Everyone read English in their spare time, the amount varied from informant to informant, but they were all exposed to English outside of school. When the informants were asked what they read the answers varied. There was everything from; game tutorials, music lyrics, online articles, twitter, news articles, football forums, game forums and cartoons. None of them read any English books in their spare time.

Question 4A: Was this the first book in English that you have ever completed?



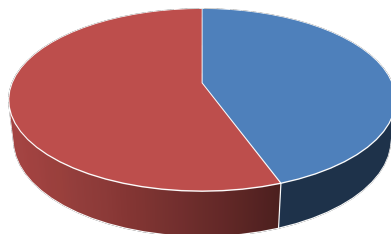
■ Yes: 7 informants ■ No: 2 informants ■ ■

Question 4B: Was it hard to read alongside with the audiobook?



■ Yes: 1 informant ■ No: 8 informants ■ ■

Question 4C: Were there a lot of words in the text that you did not understand?



■ Yes: 4 informants ■ No: 5 informants ■ ■

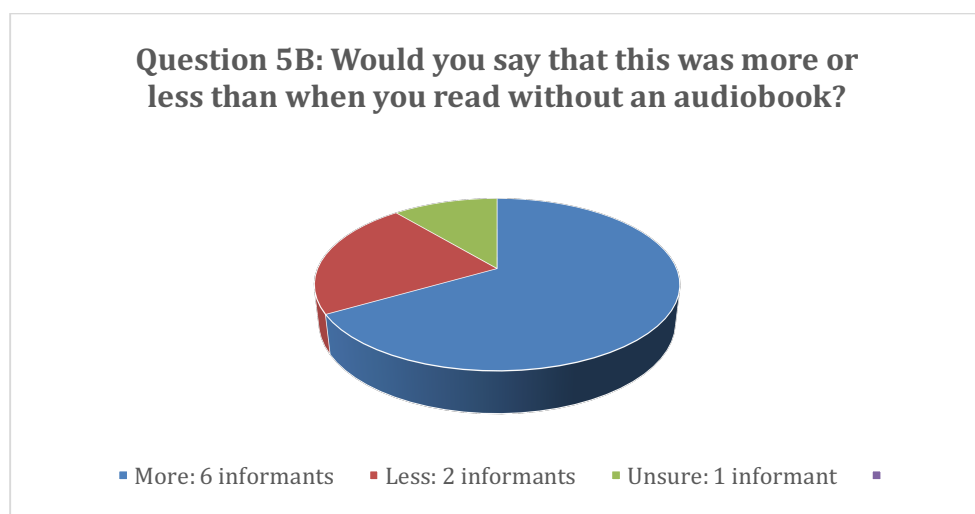
Question 4D: If you said yes, did you manage to understand the context even if you did not understand all the words?

Informants:	Answers
Informant A	Yes, sometimes what I did not understand got explained right afterwards, other times I knew it had to mean what I thought it meant, if not it would not make any sense
Informant B	Most of the time, there were a few times that I did not figure out what the word meant, but I don't think it was that important since I think I forgot about it later.
Informant D	Yes, it was easy, it often got explained by the guy reading. And sometimes the cartoons would help as well. I remember one word; 'hitchhike' which I thought I knew what meant, but I wasn't 100 % sure. But the cartoon explained it very well. I liked that.
Informant F	Yes.

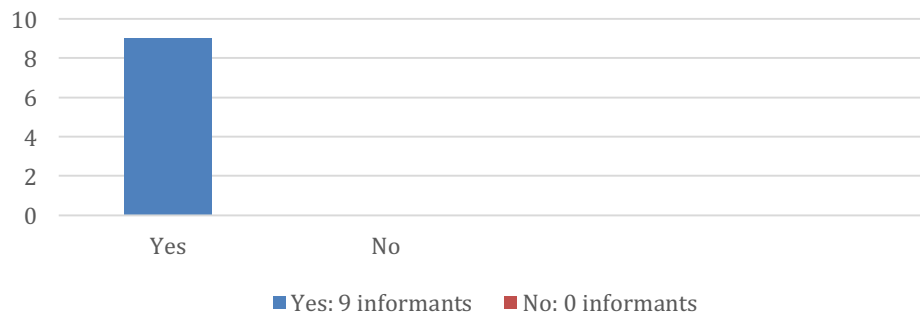
Question 5A: Approximately how many times during this project did you have to pause the audiobook and go back in the text since you 'spaced out' and forgot what you had read previously?

Informants:	Answers:
Informant A	Maybe 3 or 4 times?
Informant B	At least 10 times, I did not keep count.
Informant C	Not sure, at least once, where I had to restart from the beginning of the chapter.
Informant D	5 times, maybe? Could be more... around 5 times.
Informant E	Not that often, maybe once, when I got bored.
Informant F	I think that it happened at least 4 times.
Informant G	I don't think I spaced out, sometimes I lost track of the text, but I listened to the audiobook.
Informant H	Maybe 3 times, I did not feel like it was an issue.
Informant I	I never had to go back.

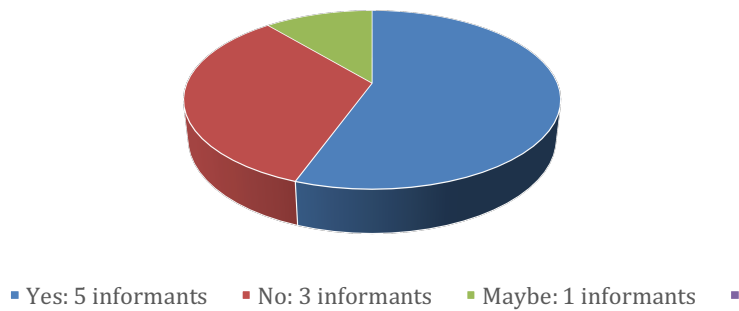
This was a question the informants were prepared for. During the preparation of the project. I had informed them that I would be asking them about this. So they were tasked with trying to remember how often this occurred.



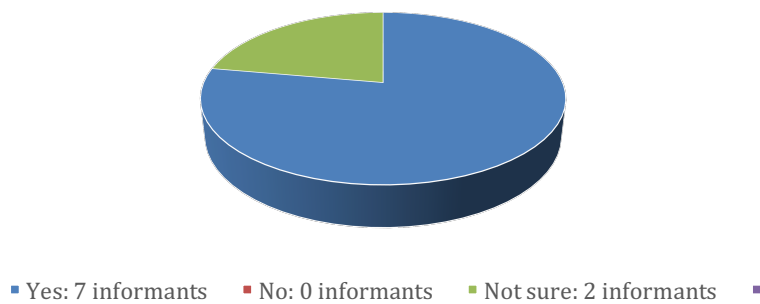
Question 5C: Were there any differences reading this book with an audiobook, compared to reading a book without an audiobook?



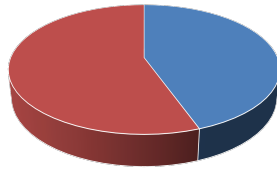
Question 5D: Would you recommend this way of reading to other people?



Question 6A: Did you learn any new words during this project?



Question 6B: Did you find any words that you had pronounced wrongly, or thought they were pronounced differently than the way they were pronounced in the audiobook?



■ Yes: 4 informants ■ No: 5 informants ■ ■

Question 7: What are your thoughts about the project?

Informants:	Answers:
Informant A	I liked it, was different compared to what we normally do.
Informant B	It was ok, it was a good story and the lessons were chill.
Informant C	It was fine, it was a bit slow at times. I guess sometimes it helped to have the audiobook guy reading as well, but I could have finished this a lot faster on my own. And I think that would have been fine as well.
Informant D	Great! We should do this again, I particularly liked the no homework part. And even if you don't feel like doing this reading thing again, then we should definitely do this whole "no homework" thing again. REALLY motivating :D
Informant E	I think this was fun, but not sure if I would want to do this every time I read something.

Informant F	I thought it was fine.
Informant G	I really liked it, the text was easy to follow along with, when we did this all together as a class, following the audiobook, I did not worry about everyone else reading so much faster than me. Or thinking about everyone else being finished and then them just watching me read. It made me relax more and actually enjoy the book. (But movies are still better)
Informant H	I liked that we discussed the book before we started. The information about the Indians was interesting and made me enjoy the book more. Never really thought about poverty and alcoholism before.
Informant I	I liked the book, I thought it was fun reading the same book as everyone else, made discussing it more fun when everyone had read the same, especially in later chapters and people talked about what had happened in previous chapters. Made the book seem better to me. The audiobook was fine, but sometimes he was a bit slow.

Question 8: What was your favourite part of the project?

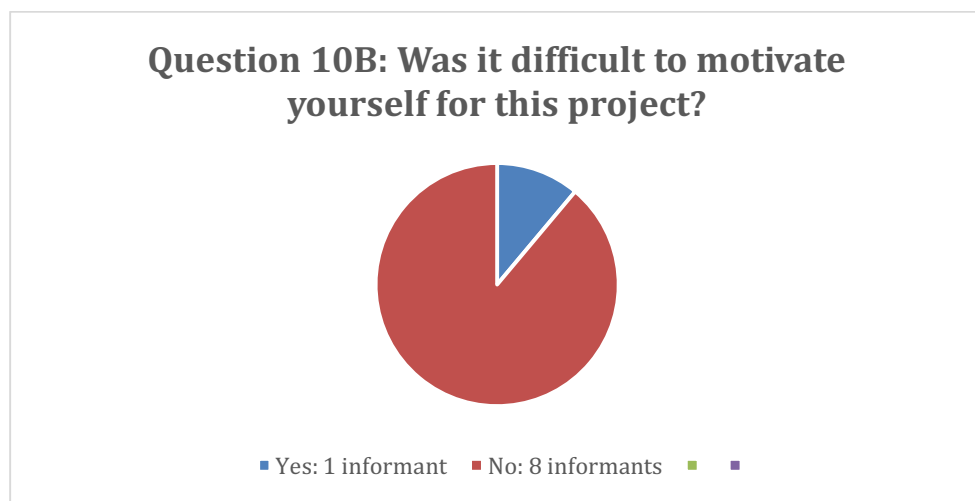
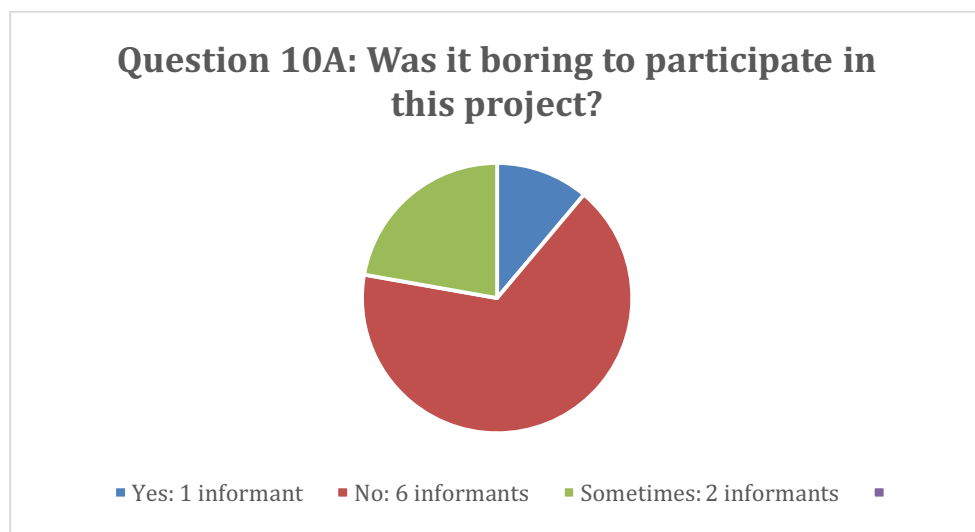
Informants:	Answers:
Informant A	I liked that it was different.
Informant B	That we did not lose our 'catch up days' when we did not need them. Was a nice

	reward for once. Not being 'punished' from doing our work.
Informant C	Learning about the native Americans.
Informant D	That we had no homework!
Informant E	That we did not have to read out load.
Informant F	The no homework part.
Informant G	That everyone was reading at the same speed.
Informant H	That we did not have any homework during the project.
Informant I	Discussing the book.

Question 9: What was your least favourite part of this project?

Informants:	Answers:
Informant A	Not sure, maybe the discussions after every reading lesson. It was not really bad, just my least favourite part.
Informant B	Sometimes the discussions about chapters felt a bit forced.
Informant C	The audiobook guy could be a bit slow sometimes.
Informant D	That it ended so now we'll get homework again.
Informant E	Sometimes the discussions could get boring. Not all the time, but sometimes.
Informant F	Having to read on days when I was not in a "reading mood".
Informant G	I did not really have a "least favourite part" of this project. I thought it was a

	good project.
Informant H	Could maybe have been better if we got to choose our own book. Not that the book was bad but choosing our own books could have been better.
Informant I	Having to follow along to the audiobook guy.



Question 11: Any final thoughts about this project that you would like to add?

Informants:	Answers:
Informant A	Nope
Informant B	Nah
Informant C	Maybe some people should be able to choose whether or not they want to use the audiobook in a book reading project.
Informant D	No
Informant E	No
Informant F	Nope
Informant G	We should use an audiobook again.
Informant H	Nope
Informant I	It was an experience.

Interviews:

The interviews were based on the answers the informants provided on the questionnaire and my field notes. The interviews took place in a room with me and one of the informants at a time. During the interviews we went through the informants answers, and expanded on topics where their answers differed from my field notes, where they had provided a non answer or where I felt it would be interesting to hear more about their thoughts. An example of a non answer is where Informant D answers “lack of homework” on three different questions in order to be funny. I will present some examples of answers they provided me with in the interviews. However, more often than not, they felt they did not have that much to add compared to the questionnaire. However, during the interview, which was more like a relaxed conversation, I got some extra details from the informants. One key difference in the interview was that I added two questions that were not on the original questionnaire. Because I found out that the informants had such a weak basis of reading experience. I had to make a slight shift in my thesis. I asked them: Would this experience encourage you to read more in the future, and would you say that the audiobook would motivated

you to pick up books if you know there is an audiobook that you can listen to while reading the book.

Question 2: When questioned why they chose English Electives, almost none of the informants felt the need to expand on their answer. The only exception was Informant F who originally answered that he “did not really give it that much thought”. He told me that the reason for why he chose English Electives was because his best friend was going to take the class.

Question 3: When asked if they read English in their spare time I got more of a conversation going with the informants. They discussed the different things they read, and we found things that they had not considered was English. Everyone said that they read YouTube comments, and that most of them were in English. When I questioned them on if they found it hard to read comments in English, since often they use slang words. Some said that they did not understand everything, but Informant E said it best: “It’s fine, you hear the slang so often, that it is easy to pick up on it. And if there is a word I don’t understand then I either google translate it, or just ignore it”.

Question 4A: When asked if this was the first ever book that you have completed. Everyone, bar 2 said yes. Informant C had read Harry Potter and the order of the Phoenix in English while on vacation, and Pupil I read a Percy Jackson book once, he could not remember which one. 5 of the informants informed me that they had never read a whole book in Norwegian before. I pushed them on this a bit, and found out that yes, that had read books in Norwegian before, but they were very thin, so they did not consider them proper books. They had also had teachers and parents read books to them, but as Informant D said: “That doesn’t count as reading though, that is them reading, I am just sitting there, lost in my own thoughts”. Asked what thoughts that is then Informant D said “It’s like a movie you know, except you decide what things look like”. Asked if he always thinks listening to someone is the same as a movie. He replied “Nah, it needs to be... like... you know, a story. But not like when your friends tell you what they did yesterday. A proper story”.

Question 4B: Only one informant thought it was hard reading with the audiobooks. Informant C was the one having trouble with it. She felt it went too slow for her. Informant C said “Yes, yes, I know it is watching the three or something like that... but I enjoy reading, and I want to know what is going to happen. I don’t really care what the school, room or car looks like, I can skip details like that so I can get to the end quicker”.

Question 4C and 4D: Were there a lot of words you did not understand? Here 4 informants said yes, but they all followed it up with the fact that the words made sense as the story moved on. I asked them if they felt it ruined the reading experience when a word that they did not understand appeared, but they all said no. Informant B said “when there were some difficult words then often he audiobook guy would explain it, or I could often look at a picture and it would give me an idea about what was going on”.

Question 5A: When asked about spacing out they said that even though I had asked them to make notes of this, they were not really sure. And the answers they provided on the questionnaire were educated guesses.

Question 5B: Here 6 informants said that they spaced out more than what they normally do when reading. This was a finding that I did not expect. The idea behind using the audiobook was so it would be easier for the informants to read, yet the answers they provided insinuated that it was a hindrance to them. During the interviews I realised the problem with my question. Seeing as most of the informants had never read a book before in English, or in Norwegian, they had rarely experienced spacing out during readings. A lot of the informants had never read long texts before, so the concept of spacing out, was not something that often happened to them when reading short texts.

Question 5C: All of the informants said that it was different reading the book with the audiobook compared to reading a book without an audiobook. The informants answered this question based on the reading experience. Since most of them had not read books before. Informant A was very pleased with this way of reading and listed a who range of answers of what made this different: “I did not have to hold the book, I could just relax. The words that looked difficult were not difficult at all. The audiobook guy used different voices and raised his voice dependant on the situation, I never do that when I

read. I mean, does anyone do that when they read silently? I think they should have an audiobook to our KRLE book... maybe that would make it more interesting”.

Question 5D: When it comes to recommending this way of reading to other people 2 informants were very enthusiastic about recommending this method. The other 3 that said that would recommend it answered in a more nonchalant way. Informant E said: “sure, if anyone asks me if that is a good method I would tell them to give it a go. But, it’s not like I will shout it off the roof top. I mean, it’s just a book”. The three informants who would not recommend this method thought it was a bit slow and time-consuming. Informant B said that it could maybe have been better with a different audiobook guy.

Question 6A and 6B: A lot of new words were learnt, only 2 out of the 9 informants said they were unsure whether or not that had learnt any new words, but when tested them on some words that the other informants had said that they had learnt: metaphorical, reservation, courageous, architecture, they were all able to tell me what those words meant. Asked if they perhaps already knew those words before the project, they both answered in the negative. Words that they pronounced differently varied, 4 informants had answered yes. But they could not come up with an example.

Question 7: What are your thoughts about the project? The answers did not really change from the questionnaire, Informant D had to come up with a proper answer other than that he was pleased with the “no homework” part. He replied: “I liked it, it was fun and it was different I like that we did this together as a class. It is fun to discuss books when everyone has read the same, but we have different opinions. Like when we discussed how racism went both ways, and Informant I and Informant C started arguing and then the rest of the class joined in. That was fun”.

Question 8: When asked what was your favourite part of the project, the questionnaire was filled with the no homework part. They did get homework during the duration of this project. There were questions where they had to give their thoughts on the subjects at hand. They really enjoyed this since as one informant said: “it’s great having homework like this, since we don’t have to do any work for it”. I did explain to him that he had to do work for it, but he had already done it during our lessons. He didn’t seem to

mind having homework like that. When pushed on something else other than homework, Informant D answered “learning about a kid their age in a different country”, Informant F said “that you did not spend hours and hours and hours going through every hard word before we started, and that we did not have any glossaries to this”, and Informant H replied that the favourite part was that the book was interesting, and modern. I found it strange they Informant H used the word modern. So when asked about it it became clear that they were “forced” to read excerpts from “Sult” by Knut Hamsun in their Norwegian lessons. And, apparently everyone in school were in agreement that that was pure torture.

Question 9: Their answers on what was their least favourite part of the project did not differ a lot from the questionnaire. They mostly agreed that it was fun to do something else. Informant C and Informant I were pretty clear that they did not like having to follow along the audiobook. Informant F mentioned that having to read on days where he did not feel like reading was not fun. When asked about it he said “You know, sometime you just don’t want to do something, it could be something you really like you know, but you just don’t want to do it. I’m not saying that this was a shit project, I did like it. But you know sometimes you are just not in the mood. Like football practise for instance. I love football, but sometimes I don’t really want to go to football practise, even though I like it”.

Question 10A: One informant said it was boring to participate, and two informants said it was sometimes boring. The rest did not consider it boring. Asked what made it boring, the answer was having to stay inside and work when the other class’ were outside. That was unfair. I asked them if they had any other reasons for why it was boring, the informant that thought the project was boring said it would have been better if they got to choose their own book.

Question 10B: Only one informant felt it was difficult to motivate themselves for this project. That was informant F, who pointed to his answer at question 9 where he said he did not always feel up for lessons.

Question 11: Very few had final thoughts on the questionnaire, and in the interviews they did not have much to add. Informant C maintain her views that the audiobook was not for her.

On the added questions due to the meagre reading basis they had, the answered they provided was consistent with their views on the audiobook in general. The informants that was not happy with the audiobook said this would not motivate them to read more in the future, however one informant added that the project may encourage her to read more books written in English, but that was just because it was fun to read books in English and not in Norwegian. But it had nothing to do with the audiobook. She emphasised the nothing part.

Most of the informants had enjoyed the reading experience. Informants G and Informant A were very excited about it. These pupils were the ones that normally did not do very well in the class. During the project they participated more than I have ever seen them before. Informant G have after the end of the project started doing recreational reading with the help of audiobooks. This is a strong pupil in the other subjects, so she has considered it a personal defeat every time she has failed to live up to her standards in school. Four out of five informants did say that even if this could motivate them to read more books, they probably would not do it. Since it takes too long compared to a movie.

5. Discussion:

I noticed the interest for the book rose after the pupils gained some knowledge regarding the situation for Native Americans in the US. Most of the pupils had their only information about 'Indians' from some western movies and/or shows. However, some pupils only had some very basic knowledge about Native Americans, knowledge which often turned out to be false.

Discussing poverty also engaged the pupils, and though everyone knew what being poor was, most pupils were struggling with understanding how that worked out in practise. During the project, reading about 'Oscar' Juniors dog that had to be killed by his dad since they could not afford spending the money at the veterinarian, really put it into perspective for the informants.

Learning a second language is a task that does not come easily without practise. The few hours of exposure to a new language that a pupil is exposed to in school is not enough to become proficient in AFL. Fortunately, English has become very ingrained in the Norwegian culture, so pupils are exposed to English in a greater way now than before. They are listening to music, watching movies and series in English. They play games online, often in English. They communicate with the people they meet online, often these people are from different countries, so English is the language that they use to communicate in. When playing games, there are often tutorials online to help people improve in the game. This tutorial is in English, and help exposing young people to more English than their parents were. One informant said that he often spends a lot of time reading about his favourite game, but he prefers watching YouTube videos over reading tutorials. "It is easier when they explain it to me, and they often show images while explaining".

I was looking for a book which would be easily read by most pupils. I remembered when I was trying to read 'Pride and Prejudice' and how the language of that book was so beyond my abilities at that point in my life, and how disheartened I was with finding out that I did not understand what was written. So it was important that the language in the book I chose to use in this project had a relatively simple language. We had used the '*Absolutely True Story of a Part-Time Indian*' during class in my teacher education. And the book was well received by most of the class. Both in its content and language. I considered it to be perfect for what I needed from the book. As Bland (2013) says, selecting complex yet linguistically appropriate literature is essential

The aim of this project is to show pupils that reading does not need to be a chore. That there is more than one way of reading books and that even if there are words in the text that they do not understand, they can still understand the content of the text without having heard that word before. Causing them to be able to carry on reading. Reading with the help of audiobooks helps the pupil understand words that the pupil has heard before, but does not recognise the spelling of. Hearing a word while seeing the same word written down will help the pupil increase their vocabulary and their pronunciation. New words that they are exposed to through their reading will not be

open for their own interpretation on how to pronounce the words, causing them to have the correct pronunciation of new words without them having to guess how the word would be pronounced otherwise.

Informant F's views on homework could mean that he considers it a punishment whenever he has to do homework. In this project he got rewarded with no homework by participating. This goes together with what Imsen (2006) says about classical behaviourism. That informant F gets motivated by the lack of homework. However, this does not seem to be the case for most of the class. They have enjoyed that there was no homework, but not looked upon it as a reward. That is one of the problems with this project. Normally after pupils do an assignment, they will get the reward of a grade. Something to tell them how good of a job they have done. Yet on this project that carrot on the stick has not been present.

Preparing for the project was a logistic nightmare in the start. After deciding upon the project, the scale of organising books and audiobooks for the pupils did not occur to me in the start. There were no class sets of this book. I had my own copy of the book as the only source. Copying 9 extra books would be a massive undertaking, which would also cause me to break the copying law. And also, based on past experience with this pupils, they would misplace their own copy, forget to bring it to class, forget it at home or something along these lines. A solution to this could have been to collect all their texts after all the lessons were done, and then hand them out at the start of each lesson. This would take up extra time from the lessons and sometimes the pupils needed to have access to their text to catch up if they missed a lesson.

I was also concerned about how I would be able to get an audiobook for every pupil. Audiobook programs cost money, and I could not ask the pupils to spend money on my project. I had a few possible solutions for this. The first one was that I would play the audiobook out loud in class during the lesson and the pupils would follow along. However, this was not ideal for my project, because if someone spaced out for a little while, they would be unable to go back into the text to where they dropped off. It would also mean that noises from other external sources would easily distract them. This would also ruin the reading experience from audiobooks, where they are not in control.

The second option that I considered was that everyone was to make a trial account on a site called 'Audible'. Where the pupils would be able to listen to audiobooks for one month for free. This was not ideal since it would limit the time aspect of the project to the duration of the trial period of the pupils. Also, I had experiences with the pupils making accounts of their own for school purposes in other teaching tools, mainly Khan Academy. This did not go well. With passwords and other log in details being lost. This would also require the parents or pupil to enter their credit card information to gain access to this trial period. The last option that I considered was using YouTube. I would be able to find the audiobook on YouTube, or at least someone reading it, even if it was not someone professional. This came with a lot of problems as well. Finding the correct link for every chapter, being able to return to the same link every lesson would be a problem. Pupils would have tens of different links available to them. The YouTube links I found was not for each chapter, so at the end of each reading session the pupils would have to note down where they were, and make sure they do not forget or misplace their note for the next lesson. It would also make it complicated for me to coordinate lessons.

After a lot of looking around online for something that could help me I found the perfect link. The page had each chapter written down, each cartoon being used in the book was in this link and the audiobook was divided by chapters, and it was being read by the author; Sherman Alexie. It was exactly what I needed. It made all my logistic issues go away. All that was needed to do was to post the link somewhere the pupils had access to it, and then it was just one quick click, and we, as the entire class, would be ready to start.

The decision to spread the lessons over 8 weeks with two lessons every week was to be able to delve deeper into the book and its content. It also provided me with a buffer if I lost some lessons. Which I did due to school trips, holidays and unforeseen time-thieves during this period. The project also involves having them enjoy reading, and discussing the book with someone that has also read it. It helps the reader think about the book in a different way.

The pupils were discussing what they thought would happen next from lesson to lesson, they discussed what they would have done differently from the characters in the book, they

discussed the themes of the book, where pupils went into passionate rants about everything from the killing of Oscar, the death of his sister, the use of old textbooks, the racism going both ways. The pupils were enjoying the experience. The time it took to discuss what we had read was vital for the reading experience. The lesson would start with everyone getting prepared with their laptop and earphones. Then we would summarise what we read last time, and what we expected would happen next. Then we would read/listen to a few chapters, the various chapters had different length so it was planned in advance how long we would read. Sometimes the chapters were very short, while sometimes they could last for almost 30 minutes. I did not want the pupil to read more than 25 min each lesson because I wanted time for discussions. The lessons were planned around the time of the chapters rather than the content of the chapters. Which meant that sometimes we had different topics to discuss after a reading session. Each week the English Elective class had three 45 minute lessons. However, I mostly only used two of these for the project with the third lesson being used for other English exercises. This third lesson would be used if we lost some lessons due to unforeseen circumstances.

During the pre-reading activities, the discussions about poverty was eye-opening for some pupils. They all understood the concept of being poor. Since I knew what was coming in the book, I directed some discussion towards medical costs in other countries. The idea that people would die since they were unable to afford the treatment cost of a procedure that would save them was strange for most of them. One informant commented: "So a hospital would just let you die when they could save you because of money? That doesn't make any sense". We discussed this topic, moving on to poverty within countries and the minimum wage in America. This shocked a lot of the pupils when we compared it to the salary of a person working in a convenient store in Norway. The reason for why I spent so much time on themes was that I thought it would help the pupils with a better understanding and appreciation regarding what was going in the story. The themes we focused on the most were; racism, alcoholism, violence, bullying, poverty, identity and relationships. There were other themes we touched upon during these three months as well. Ainley (2006) states that pupils tends to be more motivated by topics that interests them. So it was important to engage them in the themes before we started on the book. The book *The Absolutely True Story of a Part-Time Indian* has

been banned in multiple schools and towns in America due to the themes in the book. This caused the pupils to become more interested in the book.

Informing the pupil about the project and letting them know that they did not have to participate if they did not want to was easier than I feared. A few of the pupils had already taken part in a Master Thesis previously, and told the rest of the class that it was “no big deal”. As I mention in the validity chapter. The fact that I am their teacher and that I have power over their grades may have made some of the pupils feel like they were forced to participate. However, I did not get that feeling. The pupils seemed genuinely interested in taking part in this. That could have something to do with me promising them that there would be no additional homework during this period. With the exception that if they missed a lesson, they had to listen to the audiobook chapters at home. When they missed a lesson, I would contact them letting them know what chapters we went through today. This way they were prepared when they returned. If they all read/listen to the chapters that they missed I cannot know for sure, but I quizzed them briefly on what the chapters they read at home was all about. And they were always able to provide me with answers that would suggest that they had in fact read the chapters.

It took some time to convince some pupils that the reading speed was set by the audiobook. A few of the pupils in the class are quite fast readers, and would have been able to finish this book a lot faster without following the audiobook. After I explained that we would be talking about the book together, and that the chapters we were to read each lesson was predetermined, I made them agree to try it this way. It was after all just for a short period of time.

The computer equipment in the school was not of a high standard. So some computers would take an awfully long time to get started and logged on. So we started each lesson with the pupils collecting their computer, turning it on and logging on while we were discussing different themes or incidents that had happened in the previous chapters. This way we rarely lost any time to slow computers. At one point we did have an incident where a pupil just could not log on. The solution we used that lesson was that the pupil was allowed to do the task on his mobile phone. This was easily enough

because the link to the audiobook/text was on the Facebook page, so a few clicks later and he was caught up with the rest of the class.

I tried to predict some struggles the pupils would have with the text, and even if part of my project involves them being able to understand new words from context I would provide context if needed prior to them reading the chapter. This is a regular way of working with texts. Skardhamar (2011) argues that there is little doubt that this creates a greater understanding for the words lexical meaning. However Mason (2013) argues in the minor trial that took place in Japan that explaining difficult words without context does not aid the pupils in retaining the knowledge of those words at a later point. For this chapter I was a bit concerned about the word 'powwow', but it was explained well in the chapter so I hoped the pupils would be able to understand the context without my help. An informant commented that when Rowdy asked Junior "Want to come down to the powwow" that he was confused. He did not understand what a powwow was and normally he would have stopped to either ask a teacher or look it up on Google. But he did as I had told them to do, and he carried on reading/listening and the explanation that followed put him to ease and he commented that it made it 'vaguely' more fun than having to look up something. This pupil is not someone that normally enjoys reading so this could indicate had audiobook had a positive impact on his motivation.

During one of the earliest lessons, the class is sniggering a lot during this chapter. It is the masturbation part that they find hilarious. Though when we discuss the chapter, the focus is on Juniors action towards his teacher. The class is not that inclined to discuss masturbation in front of the rest of the class and me. Something which I am quite relieved about. The discussions about old school books and teachers that apparently does not care seems to be very engaging for the pupils. The informants got some books that are 15 years old and with outdated information in them, so this chapter hit home with them. They were also discussing teachers, but I guided them away from that subject because I did not want this to turn out to be a slagging off of different teachers.

After the second lesson when I asked them whether or not they were enjoying it or not, a couple of informants changed their opinion after they saw what someone else said. This could be for a couple of reasons, the first reason is that they thought it was boring all the time, but did not want to say it in front of me and the rest of the class. But when

they saw some other pupils say it was boring, they felt courageous enough to provide their real opinion. Or, they provided their real opinion in the start, but when they saw someone say it was boring, and these two pupils that said it was boring is considered quite popular within the class, they perhaps changed their opinion for it to match more with the popular pupil. Over the duration of the project I felt like I had won over a few that said it was boring. Which the interviews confirmed.

Reading books

The reason for the focus on books is that students need to perceive a connection between the EFL classroom and their world beyond school, therefore the school canon of literary texts should be extended beyond monomodal texts such as print media (Bland, 2013, p.19). When asked prior to implementing the project if they wanted to do read a book as a project, a lot of the pupils in the class were also not very keen on reading a book, and reading when you have no motivation can also be hard, so it was my job to motivate them. Drew & Sørheim (2016) states that motivation is essential to succeed in second language acquisition. Radel, Sarrazin, Legrain, & Wild (2010) states that the teachers enthusiasm will often influence the pupils' motivation. So I was very eager when discussing this project with them. Discussing the themes of the book to get them interested. We also went into the history of Indians, where we focused on how they had been treated by the American government and all the promises and broken promises Native Americans were a victim of. This caused a lot of pupils to take interest in the injustice that the Native Americans had to face.

During the project we read and listened in the classroom. We were on the school computers, however sometimes the computers would have some errors on them, so we also had the webpage on the projector in the classroom with the sound on. I was worried this may cause some headache for people if they were listening on their own PC, while at the same time having the sound from the classroom making them unable to concentrate. Luckily we did not have to use the projector that often, all though I did always have it on so people would be sure to know where we were supposed to be, but the sound would not be on unless it was needed. And if people found it annoying they were allowed to leave the classroom to read on their own in a different room. The pupils

understood that I trusted them when they left the room, and as far as I know they all did what they were supposed to do when they left the room. It was an easy thing to keep control off since we had the minutes of how long a chapter would take to read, and after every, or every other chapter we would discuss what we read, and make sure we understood it. While at the same time see if there were any words or events that were unclear. Though we did practise the 'see the forest not the tree' when it came down to the understanding of the book.

When you are listening to an audiobook while following along in your own printed text, you are reading at a specific pace. Some readers may feel being restricted by this since they read at a faster pace than the person reading the audio book. By forcing the reader to slow down, the reader may be able to enjoy the book more, since speed readers may have a tendency to skim read parts of the text, causing them to miss important details the author wanted the reader to read. On the other side, there is a good chance that by slowing down the reading experience for speed readers, the reading experience is less enjoyable and feels boring and slow for someone that is really interested in getting to the action and wants to find out what happens in the book, without being interested in how the author describes rooms that the reader may already have pictured in their own minds already. This was what happened to one of the informants.

Today pupils have access to a lot of things that pupils 10-20 years ago did not have access to. Specifically, mobile phones which are more advanced than anything most people two decades ago could have imagined. They can play games, listen to music, make and watch videos and much more. Most of these things come very easily to them. Why would they then choose to spend their free time reading a book that they find hard when they have access to a different kind of entertainment on their phones? With the help of audiobooks they would be able to enjoy the great world of literature in a setting which is more suited to their modern way of life. And at the same time, it would help their vocabulary and understanding of English.

As a teacher and researcher some factors that will affect your project will be outside of your control. A quick example is one informant mentioned that one of the lessons were excruciatingly boring, and he did not want to do anything constructive in this lesson. A

statement that I later found out was shared with the majority of the class. The reason for this had nothing to do with the content of the book, or the structure of how we read, but it had to do with the fact that the weather was uncommonly nice that day, and a lot of the other class' had gone outside to enjoy the sun, while they were stuck inside.

At the start of the project my focus was more on comparing how the informants would view reading while listening to an audiobook compared to reading a book without an audiobook. However, the data I gathered showed that I had severely underestimated the reading habits of the informants. With a lot of them having no experience of reading books, making the comparison impossible. Therefore, in this thesis the focus has turned more towards the enjoyment of reading, and whether or not this project would improve the likelihood of the informants improving their reading habits.

There were two clear sides in regards to the informants, it was the informants that enjoyed having the audiobook deciding the tempo of which the class read. These informants could be considered to be the weaker English speakers in the class. Then there was the side that did not enjoy having the audiobook there to decide the tempo of which they had to read. These informants could be considered to be the stronger English speakers in the class.

A popular response to the questionnaire was that they enjoyed discussing the topics together. This went for both the weaker English speakers and the stronger English speakers. An argument can be had that even if the stronger English-speaking informants did not enjoy the pace of the reading, they did benefit during the discussion part since every informant was at the same place, so the discussions had more participants. Since none of the informants had to worry that they were behind, or be worried that they would embarrass themselves by not knowing something that comes later in the text. The question that could be asked is did they have a good time with this project because of the audiobook, or did they have a good time with this project since the class got to discuss the book together

This was fun and enjoyable for a school activity. They agreed that they had improved their English a little bit, they had learned new words, and had a generally good time. Yet,

most of the informants did not get the motivation to carry on reading outside of school hours.

6. Conclusion

This project has showed that regarding my informants, even though they are exposed to more English than previous generations. This does not translate into the literary word. Very few had read English books, and very few had read Norwegian books. This took me by surprise and forced me to change the focus of this thesis. When half the informants did not have any experience reading books, it was impossible for me to compare their thoughts about reading with an audiobook versus reading without an audiobook. Therefore, the focused turned to their reading pleasure and whether or not this experience could motivate them carry on reading books now when the project was finished.

While they did have a good time, for most of them this was a school event. School is here to teach them English, they may acquire some knowledge of the English language outside of school, but that is accidental, even if it is most welcome.

My two research questions are:

*Will using audiobooks while reading have a positive effect on pupils reading habits?
Will audiobooks help pupils get more enjoyment out of their reading experience,
which leads to higher motivation for continuing to read afterwards?*

Based on the small sample size I have worked with, answering the first question: Will using audiobooks while reading have a positive effect on pupils reading habits. Based on the data I gathered I would say that it is unclear. In order to answer this question properly I would have had to do more tests to first find out more about their reading habits prior to starting this project. I would also have to do more tests after the end of this project to see what effects this project has had to their reading habits.

The answer to the second question: Will audiobooks help pupils get more enjoyment out of their reading experience, which leads to higher motivation for continuing to read after the end of the project? The answer is based on how proficient they are in English. If the informants were strong English speakers, then this project did not have a positive effect

on their reading habits. They felt it was slow and it was a chore to read the book. They just wanted their mind to consume the book, to get the answers on what would happen. However, on the other side of the spectre, the weaker informants got a real boost from this. A positive experience. They were able to feel like they succeeded where they have not succeeded before. They were part of the class during discussions, where normally they would shy away. The rest of the informants did enjoy the project, but they figured out that reading is not really something that is worth investing their own time into.

I can conclude that the data collected for this project, and the questions asked were to reliant on a preconceived notion that the informants read more than they did. When it was clear that the data sample I was not going to sufficient for a proper answer, the project was already over with the exception of the interviews. During the interviews I was able to get some extra information. However, it was not enough the sufficiently answer the research question.

As regards to future research, the project has potential. It could be done in other class' where the teacher would like to increase the reading habits of their pupils. This have showed positive signs towards weaker English-speaking pupils. Pupils who struggle with words, and are slow readers. This project made them feel included into the class. And the entire class benefited from it. However, this project would need greater pre and post work, but if it creates new motivated English-speaking pupils, then it may be worth it.

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