

Background questions

1. What kind of education do you have when it comes to English?

Master's – lower secondary school teacher - focus on English.

2. How many years have you been teaching English in lower secondary school?

I have been teaching since fall 2019, about 4 years.

Main questions

3. Do you plan your semester based on the course books you have access to? If not, can you describe how you plan it?

I usually start with the competence aims and how the course book met them. I decide what to focus on and add more as we go through the year and keep the course book as a foundation.

4. If you do, how do you use authentic literature in the English classroom?

Working with the first definition Google provided: "Authentic literature is characterized by "real life" writing that is written for the sole purpose of emotionally engaging the reader."

I have a goal in making my pupils understand that the book has more information than the movie. I try to make sure that we listen to at least one to five chapters of a book each year and watch the movie adaptation. In 9th grade, I also have a project where my pupils read a book of their own choice. I usually have a list of suggestions, but my pupils can come with their own suggestions as well. To make sure that everyone has the ability to read and talk about their book, I include some picture books that a selected few can choose. They get one month to read the book before they hand in a summary of at least three chapters and talk about the book in a conversation with me. Furthermore, the course books have excerpts from authentic literature.

5. Do you think it is possible to cover the following competence aims in LK20 by using authentic literature? If yes, can you elaborate?

Yes, why not read book written by authors from the English-speaking world or by indigenous people, authors that are not coloured by a colonised view or some aspects that make us pity a country or a way of life. If you look at the TED talk "the danger of a single story", it is fascinating to look into the perspectives we choose. Some of my pupils found it inspiring to see the TED talk and I wish that we could spend all year reading. However, not all pupils are motivated for reading. How can I let some read, and some work with other things, and still evaluate them equally? The easiest way is to put all pupils through the same course plan to make no parent unhappy and to make sure that you meet the

competence aims. Even if it would be better to let some read and write based on their reading throughout the year.

6. If you look at the following competence aims from LK20, what kind of literature comes to mind? You can mention specific literature or be more general.

- lese, diskutere og videreformidle innhold fra ulike typer tekster, inkludert selvvalgte tekster.

In my eyes, different texts means both picture books, novels, diaries, short stories, articles, letters, perhaps even movies and social media.

- lese, tolke og reflektere over engelskspråklig skjønnlitteratur, inkludert ungdomslitteratur

I think mostly of books I have read myself or my pupils are reading now. Fiction meant for young adults or picture books. For instance, Shadow and Bone, The Hate U Give, The Whale Rider, Miss Peregrine's Home for Peculiar Children, Ready Player One, A Wizard of Earthsea, Wonder, Divergent, The Gruffalo, and The Moose Belongs to Me.

I realize that it is not a very diverse choice of books when it comes to where the authors are from.

7. Since deep learning is a big part of LK20, where the students to a much higher degree are supposed to "learning to learn", do you think you are going to change how you use or focus on literature in the English classroom? If yes, how?

I wish. I should have done things differently from the start. However, time is a major aspect and I do not think I am about to change things that much at this point. If yes, then I need specific information on how to move forward. Perhaps even more education.

8. In your experience, what are some of the benefits of using a coursebook as opposed to authentic materials or vice versa?

Using a course book is reliable for my pupils. Some of them even need predictability. When it comes to planning my year, it is easy to start by looking at a course book because it gives me an idea into what other people think a year at that grade should cover. It felt necessary as a new teacher. Without a course book, it was easy to forget to include teaching grammar and aspects like how to tell directions to my pupils. The competence aims are big and what to teach is up to me as the teacher. If someone else has the class the next year, they can get annoyed if we did not touch topics like informal letters in 8th grade. Cooperation is really important between teachers if the book is put away. When teachers then come from different areas of the school, it could be more difficult to cooperate

with everyone. Some even like their privacy in what they are doing. If everyone start with the course book, it solves the problem.

Authentic material can broaden pupils view on the world, it can give pupils more of literature they like and give them a bigger choice in what to read and learn about within the range of the competence aims. It has the potential to be much more motivating.

9. How can outside factors affect how we choose methods and learning material? We are interested in any outside factors, such as national tests, how colleagues impact our methods etc.

I think I mentioned some in the question above.

10. How do you think the students would react and benefit from a more literary approach as opposed to excerpts and facts in a course book or vice versa?

I think it would be beneficial for both motivation and broadening of minds, as well as meeting the deep learning aspect of LK20. I think some pupils would be happy and excited, and some would find it difficult to handle because it is not necessarily as reliable as the course book.