

Introduction

We are writing a master's degree in English at USN, and we are working on a research project where we want to explore how literature is used in the English classroom. We are looking for thoughts and opinions on how literature and coursebooks are used as learning material in the language learning classroom, and the factors that dictate the choices teachers make.

You will be handed the questions beforehand, and we will follow up with a phone interview if we have further questions. The interview is strictly anonymous, and the information we receive will be used strictly for discussion and to highlight theory in our paper only.

If you have any questions you can contact us at monab86@gmail.com

Best regards,

Jacop Redzepi and Mona Bø

Background questions

1. What kind of education do you have when it comes to English?
2. How many years have you been teaching English in lower secondary school?

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?
4. If you do, how do you use authentic literature in the English classroom?
5. Do you think it is possible to cover the following competence aims in LK20 by using authentic literature? If yes, can you elaborate?
 - utforske og reflektere over situasjonen til urfolk i den engelskspråklige verden og i Norge.
 - utforske og beskrive levemåter, tenkesett, kommunikasjonsmønstre og mangfold i den engelskspråklige verden.
 - utforske og videreformidle innhold i engelskspråklige kulturelle uttrykksformer fra ulike medier knyttet til egne interesser

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

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?
8. In your experience, what are some of the benefits of using a coursebook as opposed to authentic materials or vice versa?
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.
10. How do you think the students would react and benefit from a more literary approach as opposed to excerpts and facts in a coursebook or vice versa?