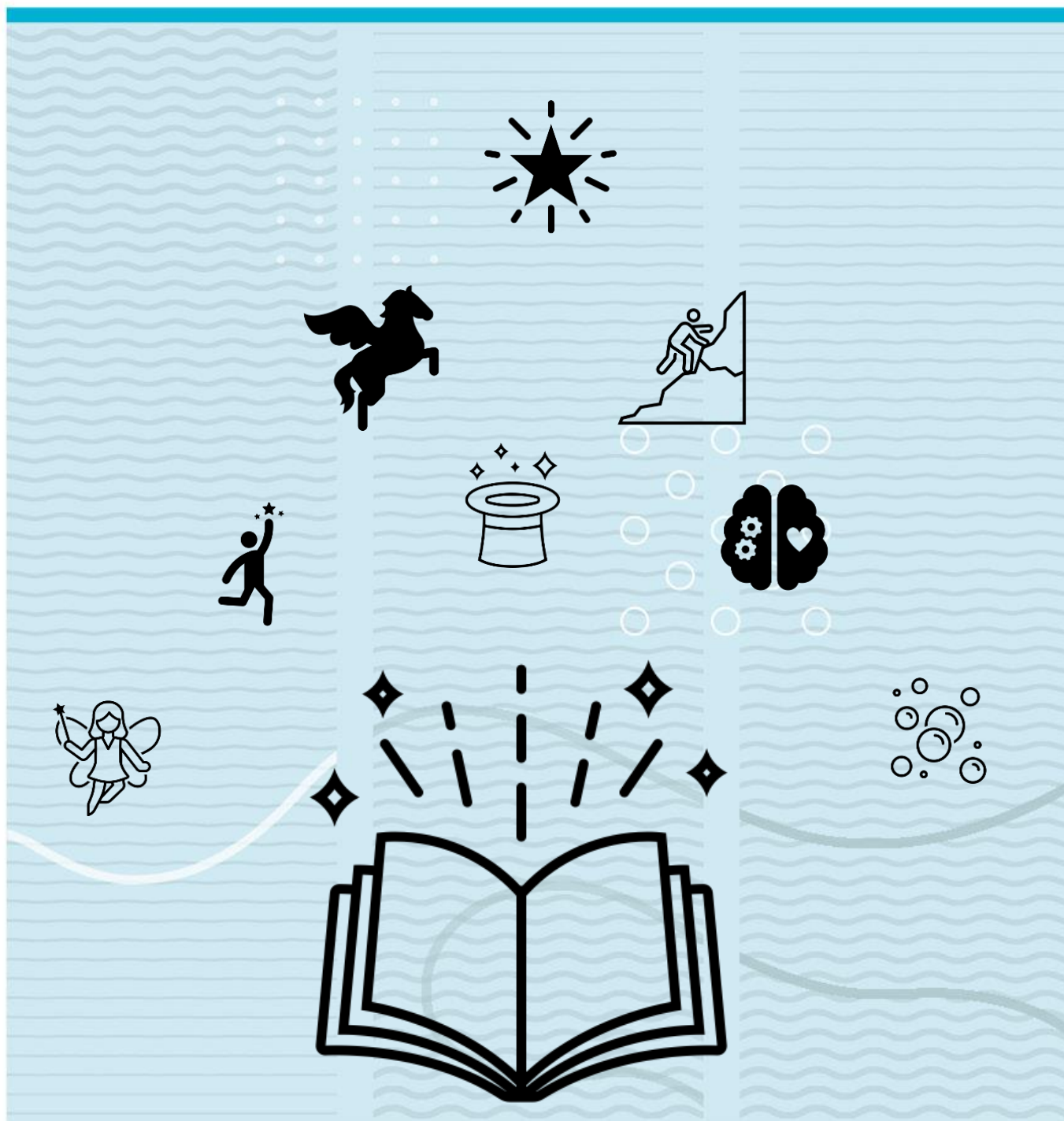Aurora Cecilie Gudmundsen

Pictures for learning

Exploring the Utilization and Impact of English Picturebooks in Language Instruction

This thesis is worth 30 study points.

Summary

In this master´s thesis, there are three related research questions:

1. *Who might use English picturebooks when teaching English?*
2. *Why do or don't some teachers use English picturebooks in their teaching?*
3. *How do teachers that use English picturebooks on a regular basis use them?*

I have used a mixed methods research method to view my theme and research questions from different angles. I have viewed my data considering different theoretical perspectives, such as constructivism and social learning.

I first conducted a questionnaire with forty-nine participants, answering eighteen questions regarding who they are, their education, career, view on picturebooks, and use of picturebooks in Norwegian and English teaching.

As for the first research question some tendencies or variables that I found were that out of those who use picturebooks there were two age groups that singled out and that were: 35-40 and over 50 years old. Statistics shows that there is more female that teach in primary schools, and there were also most female that answered my questionnaire. Another variable to who might use picturebooks were that among those who do use, the majority, finished their approved teacher education during the last 15 years.

After I had conducted the questionnaire, I interviewed four different teachers to get an even closer look at how some might use picturebooks. By doing so, I have found several tips on how one might use picturebooks for teaching pupils in Norwegian primary school English. For example, to use picturebooks in a daily morning routine, as a social gathering at lunchtime, as a bigger cross-curricular project, or as a platform for grammatical and language development. For those who answered that they use picturebooks regularly, one of the standard ideas of why some might not use picturebooks is because they might not know how. Therefore, this thesis is a means to enlighten some teachers on how they might be able to use English picturebooks in the classroom in an easy way.

Contents

Foreword

Writing this thesis has certainly been a challenge. I have had my ups and down faster than I could blink. I have been jumping for joy for managing to write a couple of hundred words more, and I have been outmost shattered for lacking a few thousand. This thesis has let me see myself differently. There were times I was sure I would never complete it, and there were times that I saw the finish line, and finally here I am.

Thanks to my fellow students who have encouraged further work and given tips for suitable sources. Thanks for listening for ideas and for helping, not only with this master´s thesis but for all the five years that we have spent together. It has been a joy getting to know you all.

To my supervisor, thanks for saying that a little stress is a good thing. Thank you for all your guidance and constructive critique. Both in written comments and for oral feedback. Thank you for facilitating our sessions, you have been available both day and evening, something that I have appreciated. This thesis would not have been half as good without you.

I would give my gratitude to those who spared me some minutes to answer my questionnaire and those who sat with me for half an hour answering my questions in the interviews. This thesis would not be completed without you.

Thanks to my family and friends for believing in me and enduring conversations about picturebooks and pedagogical views. Thanks for listening and understanding when I have been mentally unavailable during exam periods.

Finally, I would like to give a special thanks to my husband and our kids, who have endured me during five years of studies, especially those last six months with ups and down. Thank you for believing in me and supporting me. Thank you for telling me when to take a break and when you have arranged to let me have the house for myself to write in peace. Thank you for your endless amount of trust and love. I love you all.

Larvik, 1. June. 2023
Aurora Cecilie Gudmundsen

1 Introduction

I have always liked to read, and before I read myself, I was read too by my parents. The imaginative world of books is an opportunity for children to learn new things, to see that they are not alone, or to use their imagination in incredible ways. I have heard that one should not be limited by the norms and expectations of those who surround us and rather think that the sky is the limit for what one can do. I believe that is true, but I also believe that our limits are only limited by our imagination – and therefore, I believe in the importance of using picturebooks in teaching.

In this thesis, I will investigate who might use picturebooks when teaching English, why some do or don't, and how teachers might use picturebooks when teaching English. Further, I investigate what purpose the picturebooks are meant to have and what opportunities and challenges teachers associate with these resources. I wish to learn more about the prevalence of some aspects related to picturebooks and whether there are any decisive factors concerning who use those books as a resource. For instance, gender, age, education, or experience. By investigating those things, I might find some common factors that might help others to be able to see the benefits of using picturebooks, or I might be able to find some decisive factors as to why they do not use picturebooks. I believe that it is important for teachers and school management to know about factors that are influential when it comes to picturebooks, especially since there are so many positive aspects of using them in the daily teaching of English.

1.1 Research questions and limitations

Regarding language teaching in Norwegian and English, several questions are worth investigating. However, considering the length of this thesis, I had to limit myself to a broader topic that might enlighten new themes that might qualify for further research. I have chosen to research the use of English picturebooks when teaching English and will emphasize the use on the 1.-4. Grade in primary school. To come to an assumption or hypothesis, I have chosen to use a questionnaire where I asked several teachers questions like: gender, age, education, experience, if they use picturebooks in teaching, how often they use picturebooks, and so on, to get an indication to who might use picturebooks. I also interviewed four different teachers, who all stated that they use picturebooks regularly so that I could get a deeper understanding of how some might use picturebooks. I aim to learn new ways to use picturebooks effectively and gain insight into why some might use them, and others don't.

I decided to have three research questions in this master´s thesis. I wanted first to see if any factors were singled out regarding who uses English picturebooks to teach English to Norwegian pupils. Then I wanted to view why those who use picturebooks use them. Lastly, I wanted to view how those that actively use English picturebooks on a regular basis use them. Including all those aspects of using picturebooks in one research question resulted in a vague and ambiguous research question. As a result, I have chosen to formulate three research questions that are related in nature and will be presented as written:

1. *Who might use English picturebooks when teaching English?*
2. *Why do or don't some teachers use English picturebooks in their teaching?*
3. *How do teachers that use English picturebooks on a regular basis use them?*

1.2 Structure of the thesis

This thesis consists of six chapters. Chapter one includes an introduction of the thesis, the three research questions, the thesis limitations, and the structure of the thesis.

Chapter two consists of a review of empirical and theoretical research. previous research, a theoretical framework that enlightens the possibilities that picturebooks provide. The thesis approach has been both inductive and deductive when I have viewed the theory both before the theme had been decided, but also after the data had been collected.

Chapter three consists of the research method, data, data retrieval, data analyses, and the research's credibility.

Chapter four consists of the results and analyses of the questionnaires and interviews; I have viewed the questionnaire and then the interview in light of the questionnaire.

Chapter five is a discussion chapter divided into the three research questions: *Who might use English picturebooks when teaching English? Why do or don't some teachers use English picturebooks in their teaching?* And *How do teachers that use English picturebooks on a regular basis use them?*

Chapter six consists of a summary and conclusion with the main findings and suggestions for further research.

2 Review of empirical and theoretical research

In the following chapter, I will present previous research, some positive functions of picturebooks, and different pedagogical theories relevant to my thesis. The theories substantiate some of the different opportunities that picturebooks provide: social competence in a community, the development of language, and individual cognitive development. For each of those opportunities, I have also chosen relevant theories that view those characteristics from a pedagogical point of view. I will present how they are relevant to my thesis. The theories I have chosen for my thesis are 1) *adaptive teaching, mastery, and motivation,* 2) *sociocultural learning*, and 3) *cognitive learning,* which are also the titles of the following sub-chapters after previous research and positive functions of picturebooks.

When viewing the answers from the questionnaire and interview, I had another look at relevant theories. Then I identified the following review areas, which together form my theoretical framework that I will use to analyze the results from the questionnaires and interviews (see Table 1).

Table 1: Theoretical framework.

Research areas	Contribution	Example sources	Connection to the research question
Research focusing particularly on picturebooks	Provide empirical insight from research focusing particularly on picturebooks	- Aarem, E. & Horgmo, M. (2022). - Klungland, S. (2017).	RQ 1 RQ 2 RQ 3
Research on adaptive teaching, mastery, and motivation	Pay particular attention to picturebooks from the perspective of adaptive teaching, mastery and motivation	- Skaalvik, E. M., & Skaalvik, S. (1998). - Pintrich, P. R., & Zusho, A. (2002).	RQ 2 RQ 3
Picturebooks in a cognitive perspective	How picturebooks support cognitive process and development	- Golden, A. (2014). - Ogden, C. K., & Richards, I. A. (1989).	RQ 2 RQ 3
Picturebooks in a sociocultural perspective	How picturebooks works as a mediating artefact in social processes	- Säljö, R. (2008). - Vygotskij, L. S. (1978).	RQ 2 RQ 3

2.1 Previous Research on picturebooks

When searching for studies on the different aspects of using English picturebooks for teaching English to Norwegian primary school pupils, there seem to be few relevant hits, and there appears to be a hole in the research. Although I did find some relevant hits from Norway and abroad, some of the studies target older pupils, but the findings are still relevant for my thesis.

Leismann (2015) wrote a master´s thesis about the possibilities of multimodality in supporting text comprehension of literary texts in language learning of the second language (L2). She conducted an empirical study with 114 pupils in ninth grade from two schools in Norway, viewing the different results of reading proficiency with a standardized reading test and then a multimodal text. She also measured the pupils' personal experience of support with a questionnaire. In her chapter – "Implications for teaching reading in the EFL classroom", she writes that she believes that she has enough ground to say that pupils benefit from multimodal text representations as long as the texts and pictures are contextual, or in other words, that the picture supports the text (Leismann, 2015, p. 90-91). Further, Leismann also says that regarding her findings, using picturebooks was especially profitable for weaker readers.

Another relevant master´s thesis was written by Klungland (2017). It was based on English as a foreign language (EFL) didactics, reporting on a mixed method study exploring high school teachers' perception of the role of literature in EFL teaching considering the digitalized society. She had eighteen teachers answer a questionnaire, five of whom also participated in an in-depth interview (Klungland, 2017, p. 95). Her results showed that many pupils find the digital multimodal text more engaging to work with than literature and that such text is a nice way to vary teaching and motivate the pupils. Further, she also found that her participants thought that using multimodal text could be used to vary lessons: "…presenting native, authentic use of spoken language; appeal to the different learning preferences of students; as well as intercultural competence." (Klungland, 2017, p. 97)

Grundvig (2012) wrote a master´s thesis exploring using reading strategies when reading picturebooks among strong and weak readers in Norway, age eleven. The research was conducted by combining quantitative (multiple choice questionnaire) and qualitative (think–aloud interview) methods resulting in important and insightful discoveries. According to Grundvig (2012, p. 52), the weak readers' prior knowledge helps and motivates the reader if they are already familiar with the text in their mother tongue. She also writes that for her weak reader participant that struggled with

decoding, the pictures help to improve as a reader due to good visualization skills. As for the strong readers, Grundvig (2012, p. 53) saw the same development but at a more advanced level. "As the weak readers experience that words and pictures in combination convey meaning, the strong readers know how to use the pictures selectively for their own purposes."

A master´s thesis about how picturebooks read-aloud can contribute to inclusive education in primary school was written by Aarem and Horgmo (2022). The research is based on observations and interviews of three teachers that worked in first and second grade. Some of the key aspects of their thesis are the read-aloud itself, that while reading for pupils, all the pupils get the same text experience regardless of their educational prerequisite (Aarem & Horgmo, 2022, p. iii). Another key aspect of their thesis was that the pictures allowed all pupils to participate in the lessons. Further, Aarem and Horgmo also wrote that according to their research, teachers chose the picturebooks based on if the pupils knew the book, whether the theme appealed to the pupils, and based on the pupils' needs to achieve more engagement. Their research also found different reasons why teachers do not use picturebooks in their teaching, and that included: poor access to an updated selection of picturebooks in the school and lack of time; the teachers would rather use lessons plans included in teaching material than plan their own lesson plans based on picturebooks (Aarem & Horgmoe, 2022, p. iii).

I also found an article named *Learning through Picturebook Artwork*, based on a classroom-based research project with second-grade pupils written by Pantaleo (2018). According to Pantaleo's experiences, working with picturebooks lets the pupils learn new information and metalanguage, which improve their ability to comprehend, interpret and systematically analyze what they see (Pantaleo, 2017, referred to in Pantaleo, 2018, p. 557). In Pantaleo´s research, the pupils made multimodal texts, and she viewed how the pupils developed their visual meaning-making skills and competence and accessed their previous knowledge and understanding of the different elements of visual art and design (Pantaleo, 2018, p. 559). The pupils also made a written response to another multimodal text to be able to reflect on their work later (Pantaleo, 2018, p. 562). While working with the written response, the teacher applied several scaffolding techniques to support the pupils, such as teacher modeling, think-aloud, student sharing orally, and discussing examples of pupils' writing. According to Pantaleo:

> Some educators may need to develop and extend their own understanding of the elements of visual art and design to both prepare for and provide appropriate pedagogy about images in picturebooks and other visual and multimodal texts. (Pantaleo, 2018, p. 566)

Rahman and Tan (2022) conducted research in China, viewing the use of picturebooks with younger pupils. They found that it seemed helpful for learners of English as a foreign language to use picturebooks since pictures, short sentences, and careful choice of words helped the pupils to understand new and difficult vocabulary (Rahman & Tan, 2022, p. 297). Rahman and Tan (2022, p. 298) also indicated that using picturebooks helped the pupils better understand the books' plot and that the visual aspects motivated the pupils to further reading. I also found that Laliena, Tabernero, and Yebra (2022) conducted a pilot study of teachers' beliefs in applying picturebooks in the classroom. They found that the teachers' selections of picturebooks and their use were primarily influenced by their intention to use them for working with pre-established linguistic decoding (Laliena et al., 2022, p. 346). They also found that the teachers they interviewed considered that certain features of picturebooks would require more cognitive effort than expected of pupils with English as a second language and, therefore, more suitable for pupils with English as their native language.

During my research, I also came across a news update from *The Faculty of Teacher Education and Language*, ¨Billedbøker I engelskopplæringen – ny digital ressursside¨ translated to: Picturebooks in English teaching – new digital resource-page (Østfold University College, 2022). In this new update, they informed that Østfold University College had published their digital resource page to help English teachers to find good books to use in English teaching (https://www.hiof.no/english/services/knowledge/picture-books/index.html). In the news update, three employees with many years of experience in further education of teachers' state that by their experience, teachers want to use picturebooks but find it difficult to find suitable books amongst the ¨sea of books¨. Whit the help of their resource, teachers can find books presented with themes, attachment to the curriculum, abstract of the content, and suitable grades for the different books.

Additionally, I found a book called *Picturebooks in the Classroom* by Tørnby (2020). OsloMet wrote an article about that book, calling it a new quarry work (Aamli, 2020). According to Aamli, there is no similar book in the Norwegian or European market, which is also why Tørnby writes in English. Tørnby says that: *Trough Picturebooks the pupils get to read a whole authentic text in English* (translated from Norwegian, by me, Aamli, 2020). And that: *In the picturebooks, the visual*

is probably as important as the pictures. The pictures give the reader support, they complete the text, convey more, and give room to think and reflect. The book provides an introduction to the theoretical fields of research regarding the use of picturebooks in a general matter and presents several picturebooks suitable to use in the classroom and practical teaching material (Tørnby, book description, 2020), which is relevant to my thesis regarding the third research question.

Further, I also came across a report for Statistics Norway where Arnesen, Steffensen, Foss, Lervåg, and Keute (2023, p. 4) write that only 40% of English teachers in primary school in 2021/2022 had sufficient professional competence when viewing the teacher's education in connection with regulations to the Education Act § 14. In § 14-2d, it is written that within the first of August 2025, teachers should have at least thirty study points in the English subject to be able to teach (regulations to the Education Act, 2014). I have observed that many teachers use picturebooks when teaching Norwegian and use books to substantiate the Norwegian words with pictures, in addition to repetitive teaching of high-frequency words. Since I have not yet observed much of that specific teaching method in the English classroom, I am intrigued to determine whether my observation is a probability in the actual English classroom. In this master project, I would like to investigate that teaching aspect and further research with those who actively use English picturebooks. Especially since, according to the English curriculum (Utdanningsdirektoratet, 2020), after fourth grade, ¨The pupils are expected to be able to read and talk about the content of various types of texts, including picturebooks¨.

In literature, the question of what a picturebook is is disputed (Birkeland & Storaas, 1993, p. 14). Some think picturebooks are only books written for children, and some look at the amount of text compared to the pictures and if those components are equalized. One definition made by Mjør and Birkeland (2013, p. 70) says that it is a book with one or more pictures on each spread, all of which form a thematic and dramaturgical whole. The pictures can stand alone but are often combined with verbal text. Sporaland (2022) has another definition, she writes that picturebooks are multimodal texts that combine illustrations with written text. And that those components communicate visually and verbally, and the story is created through the interaction between the two.

When reading about picturebooks in science, the books are associated with multiple positive functions:
Detailed descriptions: To use picturebooks in the classroom can be an enrichment in several ways as written in Tørnbys (2020) book *Picturebooks in the Classroom* ¨Some [books] create a magical

world, while others lend themselves to spoken interactions and playful approaches to teaching English¨.

Expanding vocabulary: By using picturebooks, the pupils get the chance to have language input, where they are introduced to language in context (Munden & Myrhe, 2015, p. 106). Since picturebooks are often written for young children/pupils, the teacher can expand or simplify the pupil's vocabulary based on the words read in interaction with pictures.

Concept learning based on the modality of images: Researchers have also been interested in exploiting modalities other than verbal to develop conceptual understanding. This is because several researchers have exploited the connection between symbols, objects, and even memory retrieval based on connectors and the cognitive process of learning new words (Golden, 2014, p. 140-141; Ogden & Richards, 1989, p. 11; Piaget and Inhelder, 2002, p. 57).

Engage and motivate: According to different motivation theories, all humans must be seen, acknowledged, and encouraged. Skaalvik and Skaalvik (1998, p. 75-87) mention Maslow, Atkinson, Bandura, and Eccles, among others, that all have theories regarding motivating people to accede in different arenas, if it is based on positive reinforcement, set goals, expectations, and so on. This also applies to teaching. By using picturebooks, the pupils can be encouraged using color, expressions, and support from the pictures in textual contexts, by experiencing mastery when facing challenging texts, the pupils can experience inner motivation to continue to challenge themselves when facing difficult texts, for by doing so developing their language and vocabulary.

2.2 Adaptive teaching, mastery, and motivation

When using conversations in the classroom discussing picturebooks, it might be easier to adapt the teaching according to the different pupils in the classroom and their different learning preferences. Some pupils might have a general understanding of a topic, and others might have a deeper understanding of what´s up for discussion and might learn more from the same teaching as others (Munden & Myhre, s. 106, 2015). Either way, In Norway, it is legally required to adapt the teaching in the classroom to the abilities and prerequisites of the individual pupil by applicable laws and regulations (see § 1,3 in The Educational Act). Independent of what the pupils learn, a conversation might lead to mastery, which might lead to motivation for further development.

Mastery can be explained by a person's feeling of achievement and how that person handles success in a specific task or challenge (Vifladt & Hopen, 2004, p. 61). Considering that explanation, the pupils' feelings of mastery are what one must remember when teaching. And as written, the feeling of mastery can motivate the pupils to further work. And regarding the use of picturebooks, the

combination of pictures and texts might help the pupils to understand the plot of the book regardless of their ability to understand the texts. Therefore, using picturebooks might lead to mastery for many pupils under the right circumstances.

Motivation theories aim to understand, explain, and predict human behavior in different situations, while motivation drives people's direction, intensity, and endurance behavior (Skaalvik & Skaalvik, 1998, p. 72). Because of that, motivation theories are most relevant when it comes to schooling since there are many performance situations in the daily activities in school, both in lessons, during break time, and socially. But Pintrich and Zusho (2002, p. 267) write that in general motivational constructs, there are always influential contextual factors in classrooms and schools. So, not only the pupils affect the self-motivation but also the context, for example, other pupils, the teacher, the classroom, and so on.

Using the pupils' interests and exploiting what they feel is valuable increases the self-efficiency while working on different tasks in school (Pintrich & Zusho, 2002, p. 271). Indicating that if you find a picturebook that the pupil´s in your class finds interesting, their motivation to work with that book increases. According to Pintrich and Zusho (2002, p. 271), the pupils' mental development causes an overall decline in interest and value for homework as they get older, which also often affects the ability to self-regulating school tasks. This shows how important it is to intrigue the pupils´ interest and motivation at an early stage.

2.3 Cognitive learning theories

With cognitive learning theories, the central point is that growth and development happen in the brain and that there is a certain way the brain functions to develop over time. Piaget is a well know theoretician within the cognitive perspective and his theory about how children actively construct their ways of understanding (Myklebust, 2019, p. 50). Children cognitively develop by making their cognitive schemas based on their action experiences and changing during life to go from a general schema to a more complex and differentiated one (Myklebust, 2019, p. 51). When adapting the schemas according to the knowledge that the children learn over time, the changes are divided into two different adjustment processes: assimilation and accommodation (Myklebust, 2019, p. 51-52). Assimilation is when the cognitive schemas in the child's brain change due to newly acquired knowledge that differentiates the knowledge they already have. Accommodation is when the child must make a new schema because the newly acquired knowledge does not fit into existing schemas.

These changes and developments of schemas lead to an ever more advanced cognitive structure in their brains.

By using picturebooks, we can help pupils develop their cognitive schemas by giving them examples of where to use which words, and that words can have several meanings depending on their context, and even provide new schemas for them to fill – and by doing so, giving them a broader and deeper understanding of words in context. Another relevant theoretician within the same field is Krashen with his ´input hypothesis´, which he uses to explain how pupils get a natural development and progression in learning a new language by being challenged within the pupils understanding (Krashen, 1985 referred to in Flognfeldt & Lund, 2016). He believes, like Piaget, that development and language learning is based on already-known knowledge. Based on Krashen´s theory, we can say that to get the full potential out of teaching, we must know what the pupils know already and use that as a base before introducing the pupils to new knowledge.

Researchers have also been interested in exploiting modalities other than the verbal to develop conceptual understanding. In other words, to exploit the cognitive process between 'symbol, thought or reference and referent' or "Triangle of reference" (Ogden & Richards, p. 11, 1989). Additionally, within the constructivist ideas, there is a thought that it might be easier for the child to understand the meaning of the word if there is a picture to connect it with since it is easier to connect own experiences with pictures rather than written words that usually do not give a representative image of what is presented since words/symbol is arbitrary. This is something that Piaget and Inhelder (2002, p. 57) write that already by the end of the child's sensory-motor stage (age approx. 1 ½ - 2 years), the child develops the ability to let something (a thing, a term, an event) be represented by a signifier which is originated from the original significator. This ability is something that the child continues to develop over time. And since pictures might be easier to connect to own experiences, it is more likely easier to store and recall from the pupil's memory. Golden (2014, p. 140) writes about language acquisition in the mother tongue and that there are three sub-processes in the word acquisition process: preconception, storage, and retrieval. Further, Golden writes that the first process involves some thinking activity like analyzing the words or connecting them with other known words. Then the storage process starts, which is influenced by gathering the information we have retrieved and the information currently present when acquiring the new word. That information can be everything to; who you are with, where you are, what else happened when you heard it, and so on, and they are called association portals in our brain (Golden, 2014, p. 141). To

use the word, one must be able to retrieve the information about the word that has been stored by accessing the associations' portals.

2.4 Sociocultural learning theories

Few things are more gathering than sitting together and reading a picturebook. Children have a natural curiosity that picturebooks satisfy; therefore, it is a wonderful time to socialize the pupils and make them think and wonder together as a group. That thought leads me to Vygotskij´s (1978, p. 84-85) learning theory ¨the zone of proximal development¨, which is that there is only so much a pupil can do on their own, and so much more when learning together and especially with a competent teacher. There is room for exploration, wonder, and discussion when working with books in schools. By working together in groups, the learning curve is steeper because pupils then must explain things with their own words, both in questions and explanations to other pupils. This professional discussion is important that the teacher facilitates so that the present resources are fully exploited.

From a sociocultural perspective, physical and psychological tools help people develop in the face of new situations (Säljö, 2008, p. 155; Vygoskij, 1978, p. 28). Physical tools can, for example, be a book, computer, or toy, and psychological tools can be spoken language, numbers, or written language. We change as people through interaction as individuals; intellectually, communicative repertoire, and how we handle physical tools later (Säljö, 2008, p. 155). Viewing picturebooks from that perspective, reading picturebooks (a physical tool) together (a social interaction) will develop the pupils as individuals, both psychologically, in interaction with other people, and linguistically. One can use picturebooks as a mediating artifact to provide visual support, contextualization, increase reading comprehension, enhance cultural awareness, and motivate pupils. One can choose to focus on different themes depending on what kind of picturebooks you present for your class, and there are many different conversations one can have that might be less intimidating when the discussions originate from a book. People act according to their situations and previously learned experiences, the typical classroom tuition might not be the most beneficial learning strategy since when the pupils are faced with real conversations, the arranged conversations might not be sufficient (Säljö, 2008, p. 152-153). Therefore, one might think that spontaneous discussions based on themes from picturebooks might lead to more relevant use of language regarding vocabulary, discourse markers, pauses, reflections, and so on.

3 Method

In this chapter, I will outline the research methods. Firstly, I will discuss the process of searching for previous research, followed by an explanation of the research design. Next, I will provide details about the data material I have gathered, the methods used to gather that data, and the categorization and coding of the questionnaire and interview data. I will demonstrate how I have analyzed the data and, finally, I will discuss the research´s credibility.

3.1 The search for previous research

To begin searching for relevant previous research I made an appointment with a librarian from the University of South-Eastern Norway (USN) campus Porsgrunn. We did a literary search in the following databases: Oria, ERIC, Academic Search Premier, Scopus, Web of Science, and Google scholar. We used ERIC to construct search strings since that database gives good suggestions for relevant keywords or synonyms. We conducted searches both in English and Norwegian and the search strings we had in English were:

- "Picture books" OR "multimodal books" OR "multimodal texts" OR "childrens books" OR "Childrens Literature" OR "Picture books for children" OR "multimodal assessment"
- "English as a foreign language" OR "English as a foreign language" OR "english as an additional language" OR efl OR e2l OR esl OR eal
- Norway OR Norwegian OR "Norwegian classroom"
- "elementary school" OR "primary school" OR "grade school" OR preschool

And the search strings we had in Norwegian were:

- bildebøker OR barnebøker OR bildebok* OR barnebok* OR "multimodale tekster" OR "multimodale bøker" OR barnelitteratur
- engelskfag* OR engelskundervisning* OR engelskdidaktikk OR andrespråk

We used a much smaller search string in Google Scholar since that database does not support longer search strings; "Picture books" AND English AND Norway. This search gave us approximately 3 350 hits, but most of these hits very a little off the subject, and I had to use some time to find a few hits that might be a little relevant. In ERIC we had over 660 000 hits with the first English search string alone, when we combined the two first search strings, we got over 141 000 hits. When

connecting the three first search strings, we got over 28 000 hits, and by combining all four English search strings, we got just over 20 000 hits. Using the last search, where we combined all four search strings, we added Norway as a location in hopes of reducing the hits and ended up with 219 hits, but even those hits included mostly irrelevant hits regarding my subject. We used this method in the different databases, combining the search strings, limiting the searches to locations, and going back and forth in both time since published and the type of publication (ex., Theses preferable to articles). When we found some relevant publications, we viewed the reference list in those papers.

3.2 Research design

One of the five major approaches to research is mixed methods research (Leavy, 2017, p. 9). I used a mixed method research design in this thesis, combining a questionnaire with interviews. Mixed methods research designs as a design that involves collecting, analyzing, and integrating quantitative and qualitative data within a single project (Leavy, 2017, p. 9). In other words, mixed method is a method that combines both quantitative and qualitative methods to give data that provide both insight and understanding (qualitative) and overview and explanation (quantitative). Mixed method is routinely used in applied social and behavioral science research, including research that aims to promote community change or social action (Leavy, 2017, p. 9). By using mixed methods, one might be able to provide better answers to more complex research questions than if you only used one method (Lund, 2012, s. 157). If you are set about a more traditional view of qualitative and quantitative research methods, one might not see the possibilities when combining those two (Tjora, 2021, s. 29).

By looking at a research question from two different prospects and using two different methods, one can obtain more than one perspective of the problem. Then one can gain the chance to further wonder, deeper reflection, and understanding of the problem. In my master´s thesis, I have used a combination of questionnaires and interviews to get a more holistic view of my three research questions. Fig. 1. shows a simple illustration of the research design:
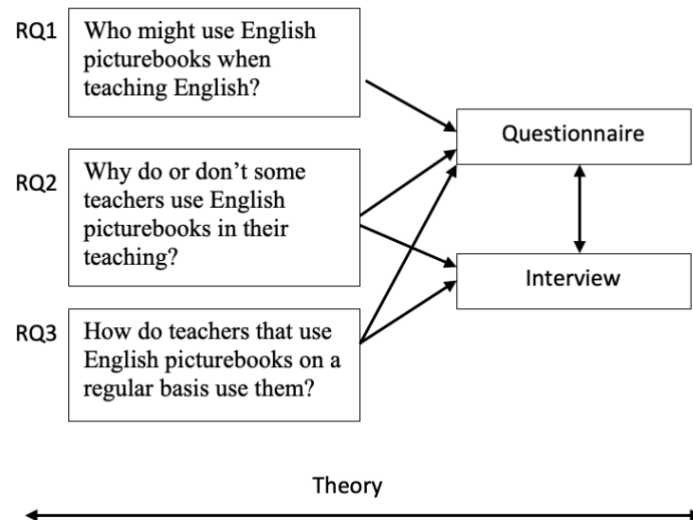
Fig 1: Illustration of the research design. The correlation between the research methods and the research questions (RQ).

Since I gathered the questionnaires first, I was able to bear those results in mind when conducting the interviews and ask further into some of the already set questions so that the answers could enlighten some of the replies from the questionnaires. I was able to get a possible indication of who might use picturebooks when teaching English and with extra weight on who uses it in 1. – 4. grade. One of the questions in my questionnaire was: why or why don't you use picturebooks when teaching English? In this question, the participants that answered could only answer for themselves, which gives truthful data, but are a little one-sided. When interviewing the four interview subjects, I asked what might be decisive for those who choose not to use picturebooks, here, I was able to get a point of view from someone that sees the benefits but also sees what the challenges are. Therefore, I think that when viewing those results together, I was able to present richer data.

3.3 Data material

Before gathering data, I had to choose how to limit the research, and I decided to limit it mainly to 1.-4. Grade. The reason for the limitation is that I think those age groups have more to gain since they have a steep vocabulary development curve during those years and are more likely to be motivated by simple picturebooks. Furthermore, I had to limit the research to get more reliable numbers to work with that are concentrated on a specific targeted group. Although, I do believe that researching the same topic in 5.-7. grade, or higher, would be interesting to do to see if there are some significant differences in how teachers use picturebooks and if those teachers use more or less picturebooks.

Further, I also needed to think about how to select my participants. Sampling is the process by which you, as a researcher, select several individuals from a larger population, in my case, teachers (Leavy, 2017, p. 76). Further, all sampling procedures fit into two categories: probability sampling and purposeful sampling (Leavy, 2017, p. 78). Probability sampling is when everyone within a population has the same chance of being selected and the main types of probability sampling strategies are: simple random sampling, systematic sampling, cluster sampling, and stratified random sampling (Leavy, 2017, p. 78). In this setting, a population refers to a collection of a specific group of individuals that share certain characteristics or traits. As for my research, I could not base my selection on, for example, the national teacher population as a whole or all English teachers from 1.-4. grade. Therefore, I used a purposeful sampling type based on the idea that collecting the most suitable participants will get the most suitable results (Patton, 2015, referred to in Leavy, 2017, p. 79). According to Leavy (2017, p.80-81), some of the most commonly used purposeful sampling strategies are: snowball sampling, exemplar of the phenomenon of interest, and homogeneous sampling.

Initially my thought was to recruit teachers for my questionnaire through the principals of different schools within the same municipality using what Leavy (2017, p. 80) refers to as *homogeneous sampling.* That is because I wanted to use the principals of the different schools to recruit suitable participants who teach English and/or Norwegian for my research. Homogeneous sampling is when cases are selected based on common characteristics (Patton, 2015, referred to in Leavy, 2017, p. 81). But, after nearly a month, I realized that that idea would not give sufficient data since the principals and I cannot force only encourage teachers to participate. After sending emails and calling five different schools and principals, I got positive feedback from four of them, I contacted these five schools in late December and early January. Nevertheless, only eleven questionnaires were answered by the middle of January, so I sent requests to three more schools hoping to get more answers. At the same time, I applied for a change in my NSD schema about the selections for the questionnaire. The change would include the possibility to send requests to different forums on the Internet, forums made for and by other teachers.

When I contacted the principals of the different schools, I sent an information letter to the principal describing the project and informing them how the data would be gathered and treated. I also wrote that they could forward that information letter to those who want it. The participants would be

informed about the research when entering the online questionnaire. I also sent the link to the questionnaire so it would be easy to contribute to the target group.

I had only twelve responses on the questionnaires when January was almost ended. However, I received positive feedback from NSD and was allowed to use different forums to gather participants. After posting on four various forums, with 126,6 k teachers or other people that are in one way or another working in schools or educating people, I received over twenty answers in one day. In the posts, I wrote that I was a master's student that was working on my master's thesis with the theme picturebooks in the English classroom and that I wanted to survey the use of picturebook when teaching English, but I also wanted some feedback from teachers teaching Norwegian to have a basis of comparison. I asked for teachers that teach 1.-4. grade in English and/or Norwegian to use five to ten minutes to answer the questionnaire. I also emphasized that the answers were anonymous. Combining the responses, I got forty-nine responses to the questionnaire.

I experienced that recruiting participants was more challenging than I had expected. If my recruiting had worked according to my original thoughts, I might have received more varied answers regarding gender, age, or other factors. But I could have also ended up with many similar answers since they were working in the same school, so how representative my original thought would have been could also be debated. My idea had been that when multiple teachers in the same school answered, I would receive answers from teachers that might not otherwise answer the questionnaire. When posting on different forums that are available from all of Norway, and by all that is interesting in teaching, the probability that those who answered were some intrigued by the project, and therefore the result that I end up with might not be as relevant as it would have been if the principals had imposed the questionnaire. But either way, posting the request online is one way to find potential participators and as long as there are varied answers, I still have a potential future assumption.

After conducting the questionnaire and closing the questionnaire-link, I started to track down potential interview subjects. In my information letter to the schools that were asked to contribute, I had posted that I wanted approximately five interview subjects, but I received no inquiry from those. I, therefore, started to ask teachers that I know if they would know of any that might be interested in contributing. In other words, I used a convenience selection or what Leavy (2017, p. 80) referred to as *snowball sampling,* which means that I asked a few numbers of teachers that further asked some in their social circle. And some of the ones that agreed to participate gave me

tips on other possible participants that also agreed. From those inquiries, I received four potential candidates. Because of limited time, only two out of those four could stand for an interview. Since I had initially thought of having approximately five interview subjects I also, for this selection decided to post on a forum for teachers online. The same day that I posted that I was searching for possible interview subjects for my master´s thesis, I received three potential candidates that wanted to contribute. One teacher teaches in second grade, one teaches in fifth grade, and one teaches in sixth grade. Since my limitation were 1. – 4. grade I turned down the one teaching sixth grade but decided to keep both the teacher from second grade and the one from fifth grade. I decided to keep the one from fifth grade, because that is the grade above fourth, and it would be interesting to see where the pupils were going. And, because that teacher said that she adapts the teaching according to her pupils meaning that quite some of the plans she conducts for her fifth grade, would also be suitable for fourth grade.

3.4 Methods used to collect data

In the following subsections, I will describe the methods I have used for collecting data in my research. I conducted the questionnaire first and was, therefore, able to shape my interview guide according to the answers that I received from the questionnaire. Therefore, some interview questions are similar to those from the questionnaire.

3.4.1 Questionnaire

A questionnaire is a tool that can give you a clue to a general opinion on some matters under optimal circumstances since it is easier to distribute questionnaires to a larger number of participants. I used a questionnaire to get an overview of those who might use picturebooks in their English teaching. My questionnaire combined qualitative and quantitative questions (see annex 2 for the questionnaire). I had some questions that had already set answers, and I had some that were open so that the participators could give more complex answers, and I would have more varied answers to work with.

Using a questionnaire with already set categories, I could structure the answers to make the answers into numbers, which I then could count and use in statistics (Postholm & Jacobsen, 2011, p. 86). This enables efficient processing of a larger quantum of data, which is the biggest advantage for this kind of data collecting. For those answers that had open answers, I conducted a thematical analysis of the data to make codes and categories that I could then turn into numbers and later statistics.

I could have chosen only to let English teachers answer the questions, but I chose instead to let both teachers in Norwegian and English answer the questions to get a basis for comparison. When I was almost finished with the thesis, I realized that I had to further narrow down the scope of the study due to the size constraints, and therefore removed some of the questions that were less relevant than I initially thought. I had thought that by including both languages, I could get an indication of why some use picturebooks and why some do not, and if the targeted language has anything to say on whether they use picturebooks. In the questionnaire, I made eighteen questions, and the questions were as follows in Fig. 2:

1. Gender?
2. Age?
3. What kind of education do you have?
4. If you have approved teacher education, how long is it since you completed your studies?
5. How long have you worded as a teacher?
6. Which grade do you teach?
7. Do you use picturebooks in your teaching?
8. Do you teach English?
9. If you use picturebooks in English teaching, how often do you use them?
10. Why or why don´t you use picturebooks in your English teaching?
11. Do you see any advantages in using English picturebooks when teaching English? Possibly what?
12. Do you see any disadvantages in using English picturebooks when teaching English? Possibly what?
13. Do you teach Norwegian?
14. If you use picturebooks in Norwegian teaching, how often do you use them?
15. Why or why do you not use picturebooks in your Norwegian teaching?
16. Do you see any advantages in using Norwegian picturebooks when teaching Norwegian? Possibly what?
17. Do you see any disadvantages in using Norwegian picturebooks when teaching Norwegian? Possibly what?
18. If you had access to simple teaching plans with picturebooks, to be used for teaching English, would you use more picturebooks in your teaching?

Fig. 2: The questions from the questionnaire.

The questions that were removed were questions fourteen to seventeen.

When viewing the rapport for the first time, I soon realized that those questions with ready-answer options were much simpler to work with than those with open answers. Still, I do think that I did the right choice when not giving all questions ready answers since I then could get a wider range of answers, which I did.

The questionnaire has been done through a database called *Nettskjema*, an online questionnaire I have access to through the University of South-East Norway (USN) clouds, and thereby not stored on my account or computer. When the survey was completed, I could download the report, and

since I decided that the replies would be anonymized continuously, there were no personal data I had to handle.

3.4.2 Interview

To give my thesis more depth I interviewed four teachers to learn more about how they use picturebooks, what kind of benefits they see when using that resource, if they use it interdisciplinary, how they adapt the teaching to different pupils, and so on. Qualitative research is characterized by considerable sensitivity to the circumstances of the research, for example, with interviews you are working quite close to that person when conducting the interview (Tjora, 2010, p. 11). But it is the sensitivity and closeness that make qualitative research more exciting and more intense than what one might work with within a quantitative setting, where you usually work with number and quantity (Tjora, 2010, p. 11). As experienced when interviewing the subjects, I was talking to a person and getting answers and personal opinions with differentiations that were only present because I talked to them directly. And I picked up on hesitations and noticed when there might be more to say, so I gave them time to formulate their answers. If I had not talked to them directly, there would be much information I would never have heard.

One of the standard models for interviewing in the qualitative research tradition is semi-structured interviews (Tjora, 2010, p. 110). Semi-structured interviews are flexible on how the questions are asked, in what order, and that there is room for digressions and reflection. I chose to use a semi-structured interview, and what Tjora (2010, p. 110) refers to as focus interview, a type of interview that is shorter in timespan and more thematical delimited. As for my thesis, that type of interview was more beneficial because of my research questions, and the fact that the theme is rather limited, and I focus on how my interview subjects use picturebooks. Additionally, I wanted them to talk longer about each question since I had rather few questions. The interview was supposed to take just under half an hour, which would be less time-consuming for the subjects and, therefore, might be perceived as more manageable for occupied teachers.

Since I chose to use semi-structured focus interviews, I made an interview guide (see annex 3). That interview guide was sent to all the interview subjects in good time before the interview was set to take place along with the consent form. Since my interview subjects lived in different places in Norway, I only had the opportunity to interview one person face to face, and the other three via Zoom. Zoom is a video and web conferencing platform allowing me to meet with my interview subjects virtually. As previously written, qualitative research is characterized by considerable

sensitivity to the circumstances the research is conducted so the fact that only one of my interviews was face-to-face the information that was gathered might have been slightly different if I have had the opportunity to conduct all the interviews face to face. Although, I believe that the information I received was satisfactory enough concerning the discussed topic.

The interview guide was sent to my supervisor so that he would have the opportunity to comment on it before I conducted any of the interviews, and I did a test interview with a fellow student to set the approximate time use and check that the questions were relevant and understanding. In the guide, I thanked the interview object for participating and that we would have to sign the agreement contract (see annex 1). I also wrote that the interview would take twenty to thirty minutes, if they have any questions, shortly who I am, and that the interview would be recorded, and that the recording would be deleted after the interview has been transcribed. Fig. 3. shows the questions from the interview, that were partially based on the replies of the questionnaire.

1. Gender.
2. Age.
3. Work position.
4. How long have you worked in school?
5. Which grade do you work in?
6. How do you define a picturebook?
7. Before this interview, you stated that you use picturebooks in your English teaching.
    a. How often do you use picturebooks?
    b. Do you use them equally actively regardless of the grade level?
    c. Why do you choose picturebooks sometimes rather than, or additionally to different textbooks?
8. How do you proceed when selecting picturebooks?
9. How do you plan your lessons when you are going to use picturebooks?
10. In what way do you use picturebooks?
11. What kind of advantages do you see in using picturebooks?
12. Are there any disadvantages/challenges to using picturebooks?

Fig. 3:The questions from the semi-structured interview.

And the average time spent on each interview was twenty-six minutes, in addition to the polite conversation before and after the interview, to reassure the interview subjects.

The interview subjects came from four different schools and four different municipalities. One informant worked in second grade, one in second and fifth grade, one in fourth grade, and one in fifth. Table 2 shows an overview of the interview subjects, whit fictitious names.

Table 2: Overview of the interview subjects.

Amanda	Is in her mid-twenties, have worked six years in school. Are a subject teacher and a lecturer. She now teaches on second and fifth grade.
Bella	Is in her mid-forties, have worked twenty years in school. Are a contact teacher and an assistant professor with additional education. She now teaches in fourth grade.
Charlie	Is in his early sixties, have worked twenty-five years in school. Are a contact teacher and a preschool teacher with additional education, including PAPS. He now teaches in second grade.
Darla	Is in her late thirties, have worked ten years in school. Are a contact and subject teacher and a lecturer. She now teaches in fifth grade.

3.5 Coding

Since I conducted a questionnaire and interviews in this thesis, I decided to do an empirical coding of the material I have gathered. That means that I work with the empirical evidence and draw parallels from the results that I find to the theory that are relevant and not look for particular theoretical conveniences that would match relevant theory. Working with the material this way, I might find things that I otherwise would not if I had been set up on finding particular things.

Coding is a technique for systematizing large materials where you label different themes and tendencies (see Coffey & Atkinson, 1996, p. 27). You first view the data as a whole and then systematically divide what´s relevant and what is not for your project. Further, you must view the data that you have thought to be relevant and divide that data into smaller groups, for example, based on tendencies or relevance. In this thesis, I have used empirical coding, an inductive form of coding where you base your coding on your data. This kind of coding is often referred to as in-vivo-codes, or living codes (Anker, 2021, p. 77). Coffey and Atkinson (1996, p. 29) have presented a simple approach when using in-vivo-codes: first, identify relevant concepts and phenomena in the material. Secondly, you review your material to find examples that fit into those concepts and phenomena (such as words, phrases, sentences, or paragraphs). Thirdly you gather your codes into some overall categories before you think about connections and patterns in your materials. You must find similarities as well as differences or abnormalities.

3.5.1 Development of categories, and codes.

When working with questionnaires, one usually has to deal with a larger quantum of data, in my case, forty-nine questionnaires and eighteen questions on each form, resulting in eight hundred and eighty-three answers that had to be interpreted, coded, and categorized.

Since seven out of eighteen questions were set with already made answers, those questions, were easier to overview, but the other questions had to be categorized according to similarities. I tried to use the function to generate codes in *Kodebok* in *Nettskjema*. The codes could have been more optimal, and I found it difficult to view the data this way. I also tried to upload the data I had gathered into the program *Nvivo* that I had access to through the USN. However, here too, I found it challenging to handle the data satisfactorily, so I decided to do the coding manually. Questions that had ready options for the participants that answered were easy to view through *Nettskjema* since that program made different diagrams understandably viewing the results and were easier to fit into the coding framework.

After viewing the answers, I soon realized that I should have had more closed answers, that is, questions with answer options. For example, question three; *what kind of education do you have?* When viewing the results, I realized several answers were from older work positions, so I had to investigate quite a few to categorize them correctly. I chose to use the municipal sector´s salary step to have some standard titles to work with, I used the following steps: teacher and positions with a requirement for a 3-year university/college education, adjunct professor and positions requiring a 4-year university/college education, assistant professor with additional education and positions requiring a 5-year university/college education, lecturer and positions requiring a master's degree, and the last step, lecturer with additional education.

Some of the answers that I categorized as teacher and positions with a requirement for a 3-year university/college education were: ¨*Preschool teacher education, pedagogical work on preschool English 1, 30 study points*¨ and ¨*Preschool teacher with Norwegian basic subject and mathematics*¨. The next step is adjunct professor and positions requiring a 4-year university/college education, I included answers like: ¨*General teacher (adjunct) from teachers' college*¨ and ¨*4-year university education*¨. The third step, assistant professor with additional education and positions requiring a 5-year university/college education I included answers like: ¨*Bachelor in English + mathematics (30 stp) and Norwegian (30 stp) + PPU*¨, and ¨*General teacher with promotion, teacher specialist in initial training*¨. For the fourth step, lecturer and positions requiring a master's degree, I included

answers like: *¨GLU 1-8¨* and *¨Primary school teacher education 1-7¨*. For the last step lecturer with additional education, I only had one reply, which was *¨Lector with an additional master in English as a foreign language¨*.

After a tip from my supervisor, I had another turn on some of the more complex questions from the questionnaire that I had analyzed manually and made a Word document for question 10-12 and 15-17. When filing in the data in Word I used the linking function to tag frequent or important words that occurred and linked the words to each participant's replies that had used the same word. It was very clear and easy to view when I had used some time to get to know the function properly. I had done the same analysis manually, but again I found it more transparent when viewing the data through Word on the more complex questions/answers, and it was easier to navigate between the answers and the themes. This perception is also described by Nilssen (2012, p. 124), that by using digital coding aids, it will be more sufficient to navigate between documents when working with a larger amount of data. Using digital word processing tools can be discussed if appropriate and efficient, but according to Nilssen (2012, p. 121), digital tools make the analysis more efficient and sustain more quality to the results. The different Word functions, such as the search function and the possibilities to navigate the documents using titles and headings, were very helpful for me and something that I used a lot navigating between the different replies from the participants.

I started the coding process by first making a title on my document, naming it as the questions that I was viewing, for example: *Why or why don't you use picturebooks in your English teaching?* Then I filled in all the answers that were written to that particular question. Some of the answers in some of the questions referred to previous answers, so I had to go back and forth to be able to fill in all the answers accordingly. Then I gave each reply a number which I made into a headline to make it easier to navigate the different answers. Then I marked different words or phrases within each answer for example, in the following reply, I marked the word and phrases that I used in bold: *The pupils often think that picturebooks are* **motivating and catchy**. *Nice for the pupils to* **make their own texts based on pictures from the picturebooks**. *A lot of language practice when* **conversating** *about the picture.* When coding, I have made changes once, twice, and even three times, going back and forth viewing words and phrases that occurred multiple times, marking them, for then unmarking them when working with the documents. Some codes seemed relevant initially but were not frequent when viewing all the replies overall, and vice versa. After marking the words and phrases, I made hyperlinks in the document so that for each word that I marked, I made a hyperlink sending me to the code that I had made for the particular word or phrase and making a hyperlink

under that code with names corresponding to the reply number. So that when I clicked **motivating and catchy,** I was sent to the code *motivating,* where another hyperlink sent me back to the current reply. After marking and making codes for all the answers, I grouped the codes into one category. For example, the codes *capture the pupils' attention, inspirational, motivating, creativity, social,* and *opportunities* were gathered into the category *Motivation and engagement.* By doing it accordingly, I managed to code the data based on the empirical evidence and what was previously described as in-vivo-coding.

3.6 Data analysis of the interviews

I used a thematic approach to better understand the given answers when analyzing the interviews. A thematic analysis is a method for identifying, analyzing, and reporting patterns within the data (Braun & Clark, 2006, p. 79). In my thesis, I conducted a thematic analysis of the interview and some of the open-answer questions in the questionnaire. Braun and Clark (2006, p. 79, 81) write that the thematical analysis does not have a specific way to conduct the analyses, but they do explain how that specific way of analyzing involves a few choices which are often not made explicit. The choices that Braun and Clark (2006, p. 82-86) explains are:

1. *What counts as a theme?*
2. *A rich description of the data set, or a detailed account of one particular aspect.*
3. *Inductive versus theoretical thematic analysis.*
4. *Semantic or latent themes.*
5. *Epistemology: essentialist/realist versus constructionist thematic analysis.*
6. *The many questions of qualitative research*

Braun and Clark (2006, p. 87) also had a step-by-step guideline for how one might analyze the qualitative data;

1. *Familiarizing yourself with your data.*
2. *Generating initial codes.*
3. *Searching for themes.*
4. *Reviewing themes.*
5. *Defining and naming themes.*
6. *Producing the report.*

I wanted to use the interviews to enlighten possible ways to use picturebooks, therefore, I chose to use several quotes. But even though, I still had to analyze the data I received to find specific phenomena or themes that were relevant enough to use. Table 3 shows examples of how I analyzed the interviews.

Table 3: Examples of the analytical method used in the interviews.

Source	Codes	Categories
And it is a lot on YouTube, I like to use Doctor Zeus, he is great. And it is… And it´s the phonetics about it as well. That everything is on rhyme and then we can see how the language is built, because it sounds the same, but are written differently (Bella).	.. specific tip .. specific tip .. language use .. morphology	.. (used in text) .. (used in text) .. Linguistics .. Linguistics
And then I can use some that are read by others so that the pupils get to hear other varieties of the language. They sometimes get Pakistani-English and you might get an Irish accent as well as an American one (Bella).	.. specific tip .. varieties .. audio	.. (used in text) .. Linguistics .. Sensuously
I think it's a very nice way to speak a lot of English for those who kind of understand it, because I feel that the pictures in the book support what it says so I don't have to translate everything I read. They can still understand what I read and understand what is happening even if they don't know all the words in second grade (Amanda).	.. nice .. for those .. visually support .. understandable .. supportive	.. motivating .. adaptable .. Sensuously .. adaptable .. scaffolding

Each interview was analyzed separately before they were compared and presented in this thesis giving a possible answer to how a teacher that uses English picturebooks on a regular basis might use them.

3.7 The credibility of the research

If a research project does not have validity and reliability, the research itself has no value. I took some precautions during my planning, implementation, and follow-up to ensure my thesis´ validity and reliability. I had to make sure that my point of view did not affect my work and that I tried to keep the data close to the original and not interpret it more than need be.

Scientific research is a systematic production of knowledge that is systematically procured according to the demands within the different subject areas, and that knowledge must be possible to verify to show that the empirical evidence is thorough, critical, and responsive (Nyeng, 2012, p. 9). That is to say that the research process must be as transparent as possible so that others can replicate

the study, increasing the project's reliability and trustworthiness (Blikstad-Balas & Dalland, 2021, p. 43).

According to Postholm and Jacobsen (2011, p. 126), the teacher researcher should reflect openly on both strengths and weaknesses of how the data is collected and analyzed. The research quality depends on how much the researcher has reflected on the valid findings and results and if the researcher has coverage in the data for the interpretations and generalizations that one does (Postholm & Jacobsen, 2011, p. 126). In addition to reflecting on the reliability of the findings and results, one must also see if there are any obvious errors or omissions.

Although one might base the research on the previous questions, there is no right or wrong to them. But by doing those reflections, others can see what choices and angles of approach that has been made and then create a basis for discussion and other points of view (Postholm & Jacobsen, 2011, p. 126).

3.7.1 Validity

Validity is basically if we have cover for our interpretations of findings and results (Postholm & Jacobsen, 2011, p. 126). That the data we have used answers the research question rather than something off-topic. There are several forms of validity, but the most basic is concept or construct validity, which is about measuring what one wants to measure (Bhandari, 2022; Nyeng, 2012, p. 109). When conducting questionnaires or interviews, there is always room for interpretations of the questions from the participants' points of view, whether intentional or not. When sitting face to face, there might be easier to catch if the participant doesn´t answer what was asked, especially when the answers are written individually. There is no room for clarification, and the answers might be thereafter. No matter how much prework you do before collecting specific data, it is rare, or never that one gets perfectly valid results (Nyeng, 2012, p.109). For example, in my questionnaire, question 3: *What kind of education do you have?* I wanted to know the different titles and the participants' education. Some participants answered with subjects and study points, some answered with only their position, and others again answered with older titles no longer in use. The different answers showed me that the participants had interpreted the question slightly differently, which can affect the results. This was something that I had to address to ensure the internal validity of the thesis. Internal validity is when the researchers can justify their results using logical arguments and empirical evidence (Taylor, 2013, p. 11).

Since the validity of the research is important, I did several reflections on many aspects of the thesis, for example, in the questionnaire. I did not want the questionnaire to be too comprehensive and time-consuming since I know time is essential when working with teachers. Therefore, I limited the questions so that the average reply to the questionnaire would take five to ten minutes to submit. To ensure the time use, I had two fellow students answer the questionnaire before submitting it and had them take the time. After those two answers, I made small adjustments to the questionnaire´s clearness and unambiguity to avoid misunderstandings. I also had my supervisor look over the questions as an extra precaution so that I would be sure that the questions were relevant to my thesis and that they were following the privacy guidelines.

As for my thesis, and the ones that answered my questionnaire, I wanted to have many different teachers to answer. However, the likelihood that many of the ones that answered were already interested in picturebooks is high, and therefore the results are questionable. But although I can´t generalize due to the size of my thesis, and the selections of my participants, my findings are still not unimportant for further research since the findings and result can have transferability to other projects. When a project has generalizability or transferability to other contexts which are not researched, we say that it has external validity (Nyeng, 2012, p. 109).

Since I included quantitative data in my research, another validity that is worth mentioning is statistical validity which refers to the strength of the statistical results, which can be threatened by, for example, low statistical power, experiment-wise error, or over- or under-interpretations of statistical results (Tyler, 2013, p. 15). The reason for my choice of a questionnaire is to get a quantitative overview of who uses picturebooks. Since this thesis is just a thesis worth 30 study points, it is limited in size, meaning there is a limit to the data I can collect. Still, a questionnaire can give you a clue to a general opinion on some matters under optimal circumstances. Suppose the questionnaire had been given to random people relevant to the target research, both sexes, different age groups, different education, and so on. In that case, one might have a reasoned assumption that could lead to a theory over time and research. Since, as I mentioned, this thesis is somewhat limited, and I cannot randomly assign teachers from all-around Norway of different sexes, age groups, and different educational titles, I cannot give a reasoned assumption based on all teachers. But, since I have been able to get forty-nine different teachers to respond with their experiences and thoughts on the matter at hand, I will be able at least to give a view of a possible reasoned assumption that might be able to be confirmed or adjusted later by further investigation.

In the previous paragraphs, I have written about concept or construct validity, internal validity, external validity, and statistic validity. Although these types of validity represent different focuses, they must still be viewed together to get an overall assessment of the study´s validity.

3.7.2 Reliability

Reliability is about trusting that the researcher has done a good enough job in conjunction with the investigation (Postholm & Jacobsen, 2011, p. 129). In social studies, however, reliability is problematic because human behavior is always dynamic, and what one person might experience, another might not (Merriam & Grenier, 2019, p. 27). According to Merriam and Grenier (2019, p. 28), "replication of a qualitative study will not yield the same results, but this does not discredit the results of any particular study; there can be numerous interpretations of the same data". They also say that what's more important than the project's replication is if the result is consistent with your gathered data. As for my thesis and qualitative questions, I would not get the same results when asking different persons. I might get similarities, but because everyone is different, another person would probably never have answered the same thing. The term reliability comes from the quantitative method and refers to that the project must be able to be replicated with the same results (Anker, 2021, p. 108). That is not a goal for qualitative projects, but the term can still be used if one fills the term with content that suits a qualitative project (Anker, 2021, p. 108).

When writing about reliability, I also must mention transparency, a term used when you write how you collected the data, the challenges, and problems you encounter, so that the project can be reliable. By doing so, the reader gets to see how you have collected the data, how you have done a selection on the data, and that you give examples of analyses so that the reader can follow the process and arguments for the analysis (Anker, 2021, p. 108-109). As I have done, showing short passages from the interviews. There I showed what I collected from the transcription, what I kept, and what I might have used for further discussion. I have also demonstrated how I have analyzed the answers from the questionnaires, marked words to be coded, and then categorized the codes according to content.

3.7.3 Research ethics considerations

Research ethics is about protecting the privacy of those who participate and ensuring the credibility of the research results (Dalland, 2012, p. 96). Concerning ethical issues, I have done the following steps – the schools, forums, and interview subjects are anonymized, the focus will be the positive sides of using picturebooks and I will have a questioning and objective view of the collected data.

Both participants of the questionnaire, interview subjects, and principals that I contacted initially for recruiting participants were given information describing the project, the purpose of the project, how the information that is gathered will be used, and what participation would mean for them (see annex 1, for the consent form for the interview subjects). Other research ethics measures I have done are:

- Everyone participating in an interview must sign a consent form, agreeing that I can use the interview in my thesis.
- Participants in the questionnaire must agree that they want to participate before sending their answers. If they abort during the questionnaire, no data will be stored.
- Those who participate in the interviews can withdraw their interview until the data is anonymized/categorized.
- All recordings of the interview subjects are deleted after the transcription is completed.
- Posts in forums were deleted after receiving inquiries from enough participants. No participants were contacted publicly but received personal messages instead.

Since I had to get consent from the interview subjects to be able to use what they said in my thesis and that I would be recording the interview, I had to apply to NSD (Norwegian Center for research data, during writing this thesis NSD have changed their name to Sikt) with a notification form for personal data (see annex 4 for confirmation from NSD). NSD´s notification form is a digital form all researchers have to fill in if they are going to process personal data in a research project, thru that form, NSD ensures that the project planned processing is following data protection legislation (https://sikt.no/en/notification-form-personal-data).

4 Results and analysis

In the following subchapters, I will present the results of both questionnaires and interviews and view the results in light of each other when analyzing the data I have collected.

The following subchapter 4.1 describes the answers that were given in the questionnaire. Since I published the questionnaire in Norwegian to make it more available and more appealing for those who do not have English as a subject, I have in this thesis translated the answers to English to give the thesis more contextuality and flow. The questionnaire is attached as annex 2; the annex is in the original language, Norwegian. Since there originally were eighteen questions, which I have analyzed and worked with, I have kept the original question numbers. When all the data were collected, and the thesis was almost done, I as previously mentioned, had to further narrow down the scope of the study due to the size constraints, and therefore removed some of the questions that were less relevant than initially thought. The questions that I removed were questions: 14-17. Those four questions were about using Norwegian picturebooks in the classroom.

4.1 Results from the questionnaire

The number of participants who have answered varies somewhat from question to question and is given in parentheses – the total number of respondents is 49 (N=49). Since there were several questions that I needed to analyze since they were open-answered questions, I have chosen to make tables to show how I have analyzed the different answers in each of the questions in which I have done so. The analysis tables are presented together with the questions' results to make it more transparent.

As for the different research question (RQ) in relation to the questionnaire questions:
- RQ 1: the questions 1-8 and 18 are the most relevant.
- RQ 2: the questions 10-12 are the most relevant.
- RQ 3: the questions 9-11 are most relevant.

Question 1: Gender. (N=49) 91,8% were female and 8,2% were male. When removing those who do not use picturebooks I got a total of (N=45) were 93% were female and 7% were male.

Question 2: Age. (N=49) To get a relevant result from this question I removed those who do not use picturebooks ending in a total of (N=45) I divided the age into groups with intervals of five years, except for the last group, which was the age group ¨over 50¨ years old (See Fig. 4).
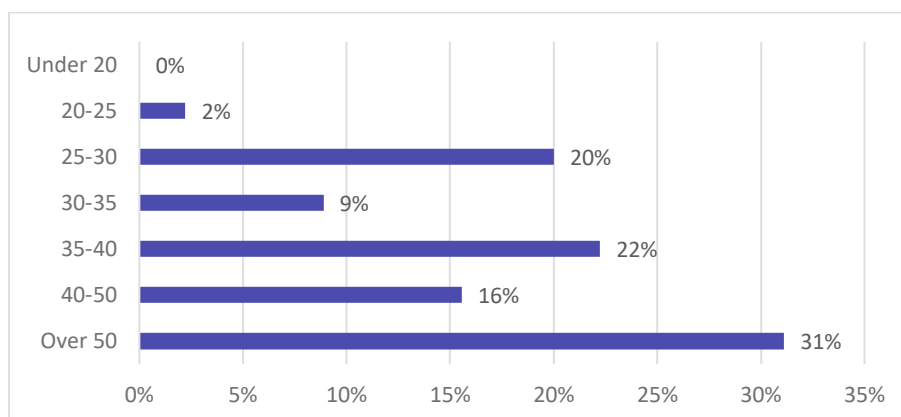
Fig. 4: Question 2: Age

Out of those who answered the four largest age groups were ¨over 50¨ with 31%, ¨40-50¨ with 16%, ¨35-40¨ with 22%, and ¨25-30¨ with 20%.

Question 3: *What kind of education do you have?* (N=49) I had to categorize them into the municipal sector´s salary step (see Table 4).

Table 4: How I categorized questionnaire answers based on the municipal sector´s salary step.

Answer from the questionnaire	Category
Preschool teacher education, pedagogical work on preschool English 1, 30 study points	Teacher and positions with a requirement for a 3-year university/college education
General teacher (adjunct) from teachers' college	Adjunct professor and positions requiring a 4-year university/college education
Bachelor in English + mathematics (30 stp) and Norwegian (30 stp) + PPU	Assistant professor with additional education and positions requiring a 5-year university/college education
Primary school teacher education 1-7	Lecturer and positions requiring a master's degree
Lector with an additional master in English as a foreign language	Lecturer with additional education

I did that to be able to count how many participants had similar education since several titles were from older school systems, and I decided to remove those who do not use picturebooks to make it more relevant to my research questions giving a total of (N=45) (see Fig. 5).
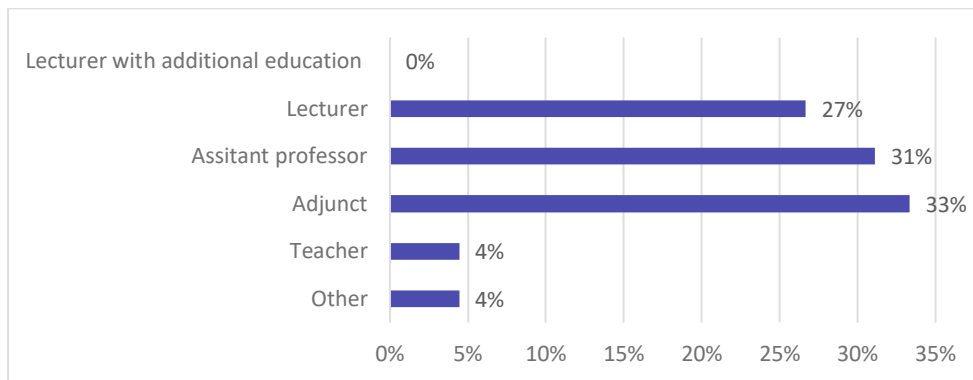
Fig. 5: Question 3: What kind of education do you have?

I had two participants with education outside the municipal salary steps´, and I had two participants in the first step; a teacher and positions requiring a 3-year university/college education. In the second step; is adjunct professor and positions requiring a 4-year university/college education, I had fifteen participants. I had fourteen participants for the third step, assistant professor with additional education and positions requiring a 5-year university/college education. In the fourth step, lecturer and positions requiring a master's degree, I had twelve participants. In the fifth and last step, in the municipal sector´s salary step, a lecturer with additional education, I had zero participant.

Question 4: *If you have approved teacher education, how long is it since you completed your studies?* (N=45) Also in this question I felt I answered more to the research question if I removed the ones that do not use picturebooks resulting in a total of (N=41). I decided to group the different answers with age gaps of five years (see Fig. 6).
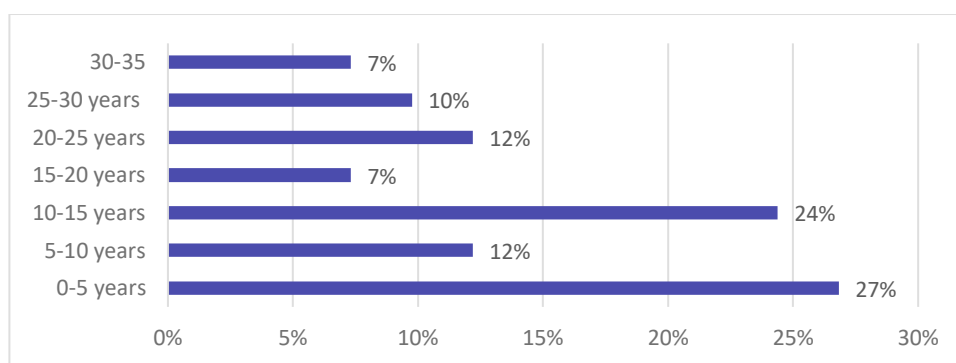

Fig. 6: Question 4: How long since completed studies?

The first group, 0-5 years after completed studies, had eleven participants. The second group, with 5-10 years since completed studies, had five participants. Furter was the group with 10-15 years

with ten participants, 15-20 with three, 20-25 with five, 25-30 with four, and finally, the last age gap with 30-35 years since completed approved teachers' education with three participants.

Time since completed approved teacher education for those who do not use picturebooks were one from the age group 20-25, and three participants from the age group 25-30.

Question 5: *How long have you worked as a teacher?* (N=46) I grouped it as I did for question 4, and also removed those who do not use picturebooks for the same reason resulting in a total of (N=42), (see Fig. 7).
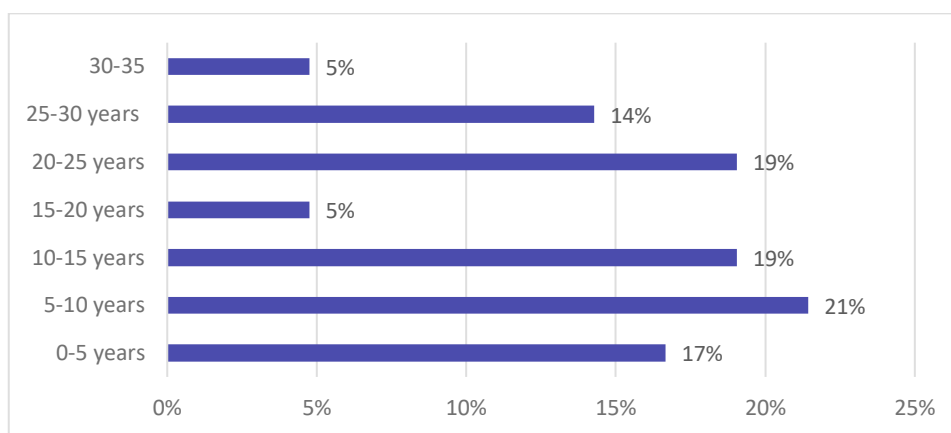

Fig. 7: Question 5: How long have you worked as a teacher?

The numbers of participant that had worked for 0-5 years were seven, and for 5-10 years there were nine participants. Further, I had the group 10-15 years with eight participants, 15-20 years with two participants, 20-25 years with eight participants, 25-30 years with six participants, and the last group with 30-35 years working as a teacher with two participants.

For those who I removed, the time they have worked as a teacher were one participant in the group 20-25 years, two participants from the group 25-30 years, and one participant from the group 30-35 years.

Question 6: *Which grade do you teach?* (N=48) It was possible to give more than one answer on this question, resulting in that, for example, one participant answered that she worked in first, second and fourth grade. Another participant, for example, only answered that she worked in third grade. To make this diagram relevant for my research question, I removed those who do not use picturebooks, giving a total of (N=44). Based on the last total, I had thirty-three participants that

answered only one grade, and twelve answered that they worked in two to four different grades, resulting in sixty-seven answers (see Fig. 8).
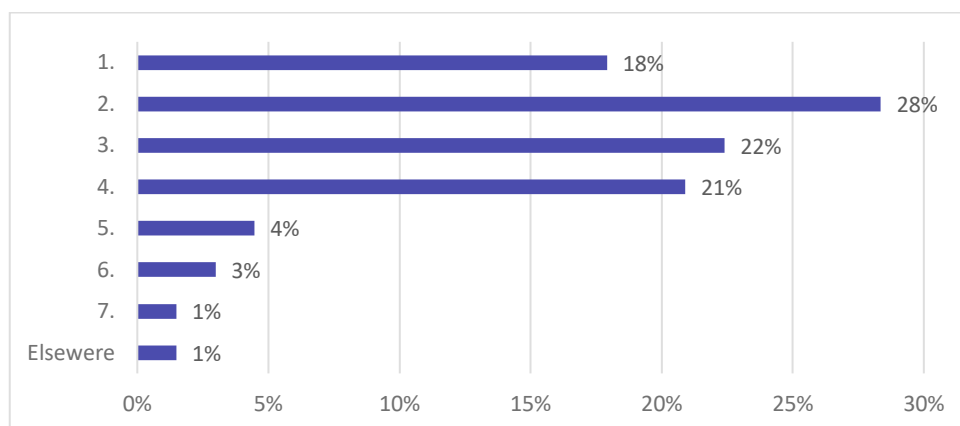

Fig. 8: Question 6: Which grade do you teach?

18% (twelve participants) answered that they worked in first grade, 28% (nineteen participants) responded that they worked in second grade, 22% (fifteen participants) in third grade, 21% (fourteen participants) in fourth grade, 4% (three participants) in fifth grade, 3% (two participants) in sixth grade, 1% (one participant) in seventh grade and finally 1% (one participant) answered that she worked elsewhere.

For the participants that I removed since they do not use picturebooks, two of them worked in second grade, one in third grade, and one in fourth grade.

Question 7: *Do you use picturebooks in your teaching?* (N=49). Again, there were forty-nine participants, and in this question, there were possible to give multiple answers. 55% (twenty-seven participant) answered that they used picturebooks in both Norwegian and English (see Fig. 9).
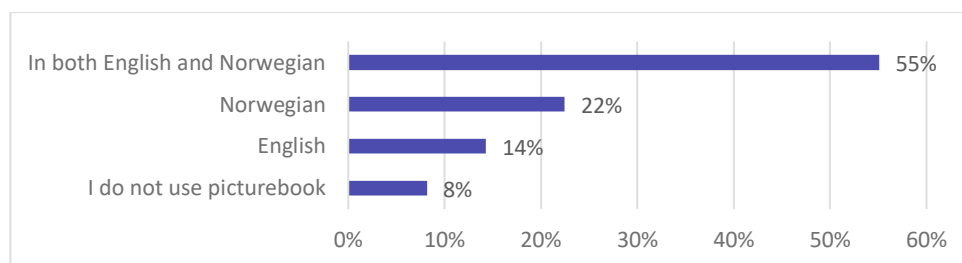

Fig. 9: Question 7: Do you use picturebooks in your teaching?

22% (eleven participant) answers that they use picturebooks in only Norwegian, 14% (seven participants) only in English and 8% (four participants) do not use picturebooks in their teaching.

Of the seven participants that only use picturebooks when teaching English, three do not teach Norwegian. Out of those eight participants that only use picturebooks when teaching Norwegian, five do not teach English. Four participants answered that they do not use picturebooks; three teach Norwegian and English, while the fourth only teaches English.

Question 8: *Do you teach English?* (N=49) On this question, all forty-nine participants answered, 82% (forty participants) responded that they teach English, and 18% (nine participants) answered that they did not.

Question 9: *If you use picturebooks in English teaching, how often do you use them?* (N=35) In this question, I had to categorize them since it was an open question, and the answers varied a lot. The categories I made for this question were: every week, every month, every six months, and less than every six months. When viewing the answers that were a little vague in context with the other answers in the questionnaire, I managed to categorize them adequately. See Table 5 for how I have categorized some of the answers from the questionnaire.

Table 5: How I categorized questionnaire answers based on the participants´ usage of picturebooks frequency

Answer from the questionnaire	Category
- I sadly do not use them often. I follow the curriculum in *Skolestudio* and some other resources. - Little.	Less than every six months
- Approximately 2 periods on 4-5 weeks pr. Year. - A few times a year.	Every six months
- 1-3 times a month. - Once a month.	Every month
- A lot! - Every lesson.	Every week

I counted four that use picturebooks for teaching English every week, eighteen that use them every month, nine that use picturebooks every six months, and four that use picturebooks less than every six months (see Fig. 10).
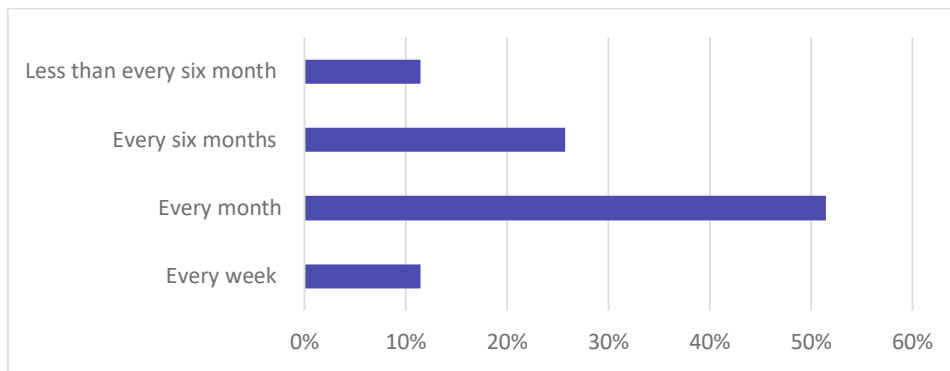
Fig. 10: Question 9: How often do you use English picturebooks?

In total, thirty-five participants answered this question.

Question 10: *Why or why don't you use picturebooks in your English teaching?* (N=40). I had to do a thematic analysis to count the answers or get an overlook to view common factors. Forty participants answered this question, and for each answer, I marked keywords, which I made to codes which I then put into categories (see Table 6).

Table 6: How I categorized questionnaire answers based on why or why don´t the participant use picturebooks in their English teaching.

Answer from the questionnaire	Code	Category
Haven´t thought about it. Thought I might be difficult for the pupils to understand.	- Difficult.	Challenges
Educational, inspirational, and fun. Complements the textbooks and themes we work with.	- Inspiring - Motivating - Theme	Motivation and engagement Literacy
To learn more English concepts. Can use pictures to explore. Model teaching and visualization for the pupils,	- Language understanding - Model - Visual support	Language Sensuously
Illustrating the theme – preferable parallel with a theme in Norwegian/science/social science/math. Cross-curricular teaching.	- Cross-curricular	Teaching
To visualize and motivate. Conversating about themes.	- Visual support - Motivating - Conversation	Sensuously Motivation and engagement Conversation and reflection

In the first category I named Challenges, 9% of all the markings of words or phrases relevant to my question fell within this category (see Fig. 11).
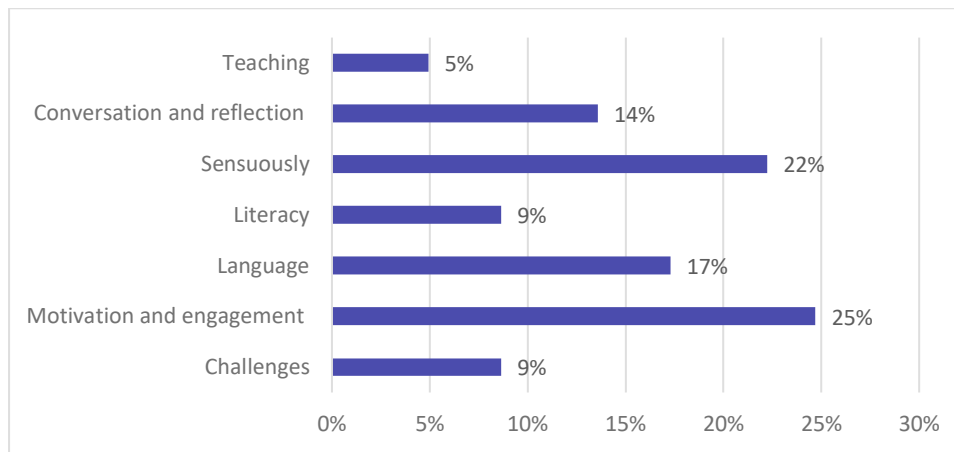
Fig. 11: Question 10: Why or why don't you use picturebooks in your English teaching?

This category has the following codes: *difficult* which was marked two times, *little access,* which was marked four times, and *should use it more* which was marked once. The second category, with 25%, I named *Motivation and engagement,* and it had the codes: *capture the pupils' attention* which were marked four times, *inspirational* marked three times, *motivating* eight times, *creativity* one time, *social* two times, and *possibilities* two times. The third category with 17%, I named *Language* with the codes: *vocabulary* three times, *language learning* six times, *language understanding* five times and *modeling* one time. Category four with 9%, *Literacy* had the codes' *theme* five times, *genre* one time and *introduction to English literature* one time. The fifth category with 22%, I named *Sensuously* with the codes *take turns on several senses* six times, *visual support* ten times, *auditory* one time and *develop empathy* once. The second last category with 14%, in this question were *Conversation and reflection,* with the codes´ *conversation* six times and *reflection* five times. The last category, with 5% *Teaching* had the codes *cross-curricular* one time and *variation* three times. In this question, the top two categories were *sensuously* and *motivation and engagement,* which shows us that those are the two most positive sides of using picturebooks that my participants consider the most valuable. Not many wrote answers to why they do not use picturebooks. Still, the answers that were given to that part of the question I set under the category challenges and the things that weigh down considering using picturebooks are that they think that it is difficult to find books suitable for their pupils and that there is not much access to usable picturebooks in their schools.

Question 11: *Do you see any advantages in using English picturebooks when teaching English? Possibly what?* (N=38) Here too, I had to do a thematic analysis to view the data in the context of the questions (see Table 7).

Table 7: How I categorized questionnaire answers based on the participants´ thought advantages of using picturebooks in English.

Answer from the questionnaire	Codes	Category
Easier for children to speak English.	- Simplicity	Teaching
Increases vocabulary, recognizable, inspiring, and motivating.	- Vocabulary. - Engaging, inspirational, and motivating	Linguistic Positive
Information both visually and audibly	- Takes turns on several senses	Sensuously

Category one with 25%, was *Sensuously,* with the codes *visually* with thirteen markings, *take turns on several senses* with five markings and the last code *picture and text complement each other and gives rom for the imagination* one marking (see Fig. 12).
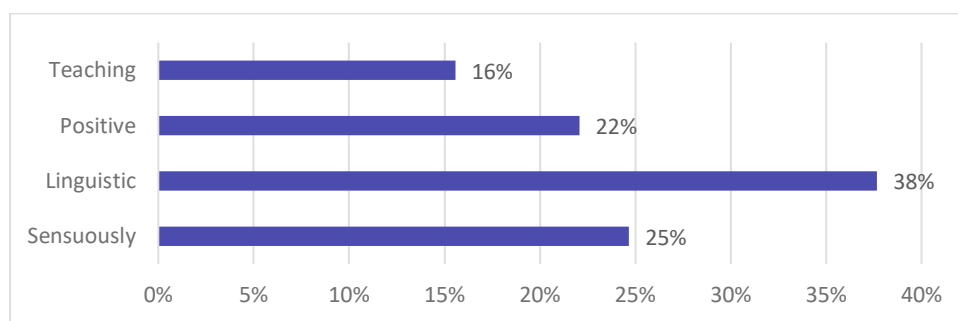

Fig. 12: Question 11: Do you see any advantages in using English picturebooks when teaching English?

The second category with 38%, *Linguistic* had the codes *vocabulary* with eight markings, *language training* with four, *language understanding* with five, *reading comprehension* with one, *met English literature* with two and *conversation with* nine markings in the answers given. The third category, with 22%, I named *Positive* and had the codes *engaging, inspirational and motivating,* which I marked twelve times, *is well received* with one marking, *mastery* with one marking, *makes the reading harmless* with two markings, and *possibility for creativity* with one marking. The last category with 16%, I named *Teaching,* which had the codes: *adapted teaching* which I marked three times, *cross-curricular teaching* with one mark, *theme-based teaching* one mark, *variation* one mark, *simplicity* with four markings, and *educational* with two markings in the answers.

Question 12: ***Do you see any disadvantages in using English picturebooks when teaching English? Possibly what?*** (N=37) I saw that the majority did not see any disadvantages by using picturebooks when teaching English, still, I made four categories to differentiate the answers (see Table 8).

Table 8: How I categorized questionnaire answers based on the participants´ thought disadvantages of using picturebooks in English.

Answer from the questionnaire	Codes	Category
Might seem scary for some pupils. This is going to be difficult.	- Seemingly to scary	The pupils' attitude
Often it is not whole class sets of books. Use therefore picturebooks on e.g. YouTube. It can also go to quickly for the pupils, and then one has to stop and translate/explain	- Resource demanding - That you become a translator	Resources More demanding of the teacher
No	- No	No

Therefore, I made the first category with 54% *No disadvantages,* which had only one code, *no,* which I marked twenty times (see Fig. 13).
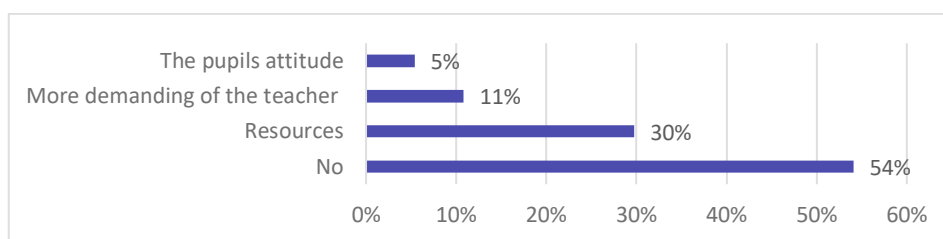

Fig. 13: Question 12: Do you see any disadvantages in using English picturebooks?

The second category with 30%, I named *resources* which had the codes: *dependent on a smart-board* which had one marking, *dependent on books in the right level of difficulty* which were marked four times, *time-consuming* three times, *resource demanding* two times, and last the code *difficult to use as homework, without breaking the law of origin* which had one marking. The third category with 11%, were named *More demanding of the teacher,* which had the codes *you have to make your own lesson plans* with one marking, *that you become a translator,* which had two markings and last *demanding* which had one marking. The last category, with 5%, was *the pupils' attitude* which had the codes *Pupils can be negative towards ¨childish¨ books* and *can seemingly be too scary or too demanding,* which each had one marking.

Question 13: *Do you teach Norwegian?* (N=49) Forty-three participants replied that they teach Norwegian, and four replied that they do not. One of the two that did not reply either yes or no, states that she uses picturebooks in Norwegian every week, and the other have not written on any of the question regarding Norwegian teaching. Therefore, I mark one *yes* and one *no* extra. Resulting in a total of 90% with forty-four *yes* or and 10% with five *no.*

Question 14-17, which were about using Norwegian picturebooks in the classroom, are removed due to size constraints of the thesis.

Question 18: *If you had access to simple teaching plans with picturebooks, to be used for teaching English, would you use more picturebooks in your teaching?* (N=45) Three participants replied that they already have access to such resources. No participant answered that they would not use the resources if available, and two replied that they were unsure if they would use more picturebooks even if they had access to simple teaching plans. The majority of the participants counting forty-one, or 91%, answered that they would use more picturebooks when teaching English if they had access to simple teaching plans with picturebooks for teaching English and giving a clear indication that if there had been simple teaching plans for teaching with picturebooks in English available, most teachers would use them.

Cross-checking the results from gender, if they teach English and use picturebooks in English.
Combining gender if the teach English and if they use picturebooks, I had the results of 10% being male, and 90% being female, of a total of (N=31) participants.

Cross-checking the results from age, if they teach English and use picturebooks in English.
I had to cross-check who uses picturebooks when teaching English with the age groups in the second question and if they teach English (see Fig. 14).
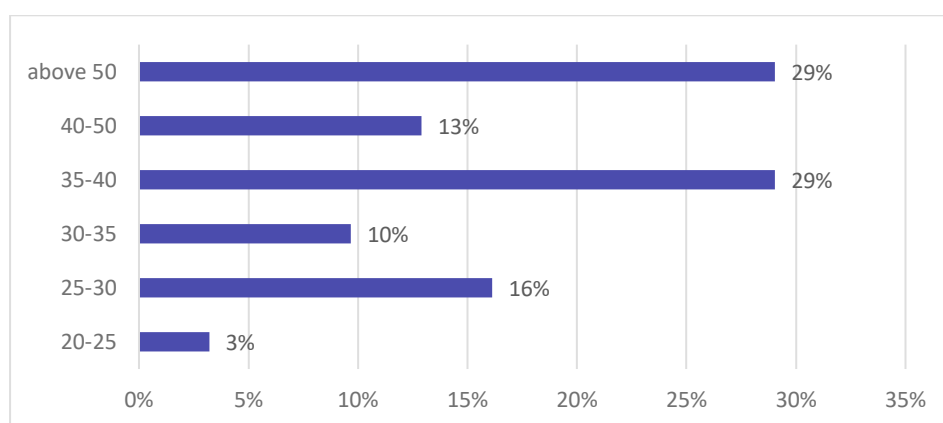

Fig. 14: Cross-checking age, teaching English and use of English picturebooks

I found out that those who answered in the age group 20-25, 3% use picturebooks in their English teaching. In the age group 25-30, 16% uses picturebooks, age group 30-35, 10%, age group 35-40,

29%, age group 40-50, 13% and the last group over fifty years 29% uses picturebooks in their English teaching.

Cross-checking time since completed approved teacher education, that they teach English, and the use of picturebooks.

Combining some of the results gives more relevant indications to my specific research questions. And when I combined the time since my respondents had completed their teachers' studies and if they used English picturebooks when teaching English, I got the following results (see Fig. 15).
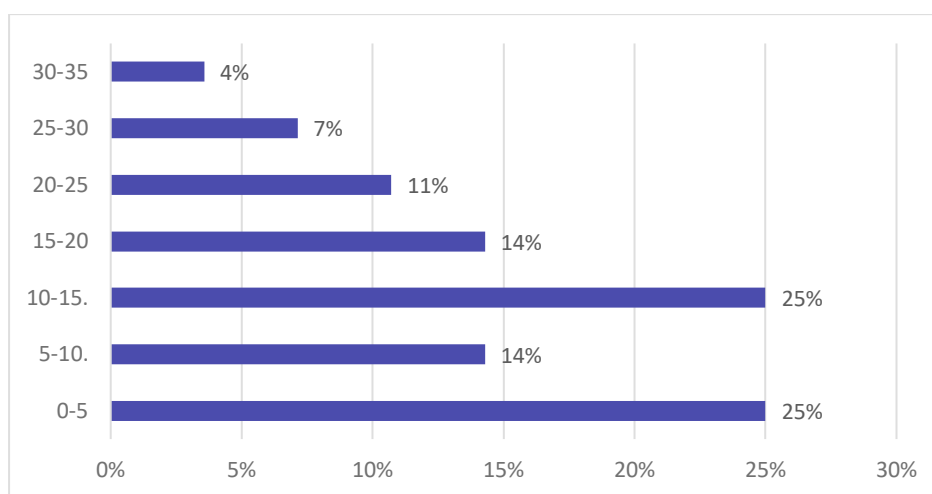

Fig. 15: Cross-checking time since education, teaching English, and use of English picturebooks.

Most of my respondents using picturebooks completed approved teachers' education less than fifteen years ago. Of those who completed approved teachers' education zero to five years ago, 25% use English picturebooks when teaching English. 14% of my respondents that use picturebooks finished their education five to ten years ago. 25% finished ten to fifteen years ago, 14% finished fifteen to twenty years ago, 11% finished twenty to twenty-five years ago, 7% finished twenty-five to thirty years ago, and only 4% of those that use picturebooks when teaching English finished their approved teacher's education thirty to thirty-five years ago.

Cross-checking those who use English picturebooks and those who use Norwegian picturebooks when teaching both languages.

I wanted to see if those who used English picturebooks also used picturebooks in Norwegian, therefor I cross-checked those who used picturebooks in English with those who used picturebooks in Norwegian but chose only to view those who also taught in both languages to see if some decided to use only in one language. I had twenty-seven participants who taught English and used

English picturebooks. Of those, 81% use picturebooks in both languages, and 19% do not in Norwegian.

I then cross-checked the other way, finding thirty participants using Norwegian picturebooks and teaching both languages. 80% of those also use picturebooks in English teaching, and 20% only use picturebooks in Norwegian, although they teach English.

Varieties that single out when not using picturebooks?

I wanted to see if any variables are single out when viewing the ones that do not use English picturebooks. So first I highlighted all that said that they did not use picturebooks when teaching English, and then I removed those who do not teach English. I ended up with nine out of the forty-nine respondents who did not use English picturebooks when teaching English. All nine were women, but no personal variables were singled out when viewing those. But I did see that the reasons for that they do not use picturebooks when teaching English had similarities. Three out of the nine that I had highlighted to not use picturebooks when teaching English wrote: *¨we do not have English books at our school¨, ¨we do not have any selection in our school, only two or three books¨* and *¨little available at school¨*. Some other answers were: *¨Haven´t given it so much thought. But I have thought that it might be difficult for the pupils to understand¨, ¨I don't really have a good answer, but I probably should use it more¨*. Indicating that there is no huge reason they do not use English picturebooks when teaching English. I therefore believe that had the schools facilitated that the teachers would have more suitable English picturebooks in the school's library more teachers would use them.

4.2 Results from the interviews in light of the questionnaire responds

To be sure that I would not scare off any potential interview subjects, I decided to speak Norwegian in the interviews so that the participants would not be prohibited by language when talking to me about different aspects regarding their use of picturebooks in their teaching. Further, in this thesis, which is written in English, I translated the quotes from the interview subjects to make this thesis cohesive and coherent regarding the use of language.

Further, I must mention that the names in the interviews are fictional to preserve their privacy. Following is a short introduction of each participant:

Amanda: female in the middle of her twenties, she is a subject teacher in English and social studies, in addition to that, she functions as a third teacher which is a teacher that is on top of the

original staff. She has worked in schools for a total of six years, where two of them were in public schools with subject responsibilities. She has worked in every grade from first to seventh but currently teaches English in second and fifth grades.

Bella: female in her mid-forties, was an adjunct professor at the time of the interview, but by the time this thesis was completed, she got the title of assistant professor with additional education. Bella has worked for twenty years within the school system. She has worked as a contact teacher, digital tutor, been outside the classroom, and a teaching inspector in a school for one to tenth grade. During her career, she has been in every grade from one to ten but has been teaching most of the years from one to fourth grade.

Charlie: man in his early sixties is now a second-grade contact teacher but is educated initially as a preschool teacher. He has taken several additional educations, including PAPS (Pedagogical work in preschool). Charlie has worked for twenty-five years in public school. Since his education as a preschool teacher, he has worked from first to fourth grade.

Darla: female in her late thirties. She works as a contact teacher and a subject teacher in fifth grade. She usually works from fifth to seventh grade and has worked in school for ten years, during her career, she has worked four years in secondary school from eighth to tenth grade, two years as a substitute teacher, a little here and there, and the last four years in elementary school.

4.2.1 The informants´ definition of a picturebook

As written in Chap.1, the definition of a picturebook is disputed, and there are different ways to describe what a picturebook is. To view the different answers from the interview subjects correctly, I felt that I had to have them explain their definition of a picturebook. Amanda says that for her, a picturebook is: *… a book with pictures on virtually every page. It is not enough with a larger book with a picture now and then… It is neither necessary with text on each page.* When I asked Bella for her definition of a picturebook her answer was more tuned in on the combination of the two different media – pictures and text, her answered was:

> *It must be that the pictures support the story, that there are enough pictures that you cannot read the story without, without the pictures telling a part of the story. […] Without the pictures, the story would not be complete.* (Bella)

Charlies' response was more in sync with Bella's answer as his reply was:

> *…I think it lies a bit in the word, that it is a book with pictures and that the pictures support the text, and that… yes, and the fact that you understand the plot of the book trough the pictures.* (Charlie)

Darla´s definition is something between Amanda and Bella since her response was: *...that it is multimodal. That it has quite many pictures with texts that explains the plot. So, it has more pictures than text.* All four subjects describe picturebooks as a combination between pictures and text, and three of the subjects define the picturebooks almost like a tool to understand text, as they indirectly say, the pictures support the text in some way or another. The responses in the questionnaires also support that thought. In question 11, I asked if they saw any advantages in using picturebooks in English (see question 11, in Chap. 4.1) where the linguistic category scored high on both languages. The participants for the questionnaire referred to the possibilities of language development using picturebooks.

4.2.2 The use of picturebooks

Since all my interview subjects had confirmed using picturebooks regularly, I had to know what that meant. Therefore, I asked them, and the answers varied a little, but they all shared that they sometimes use picturebooks just as they are: picturebooks, a means to entertain. Three subjects, Amanda, Bella, and Charlie said they use picturebooks weekly. Darla, on the other hand, uses English picturebooks more in clusters since she uses the books for a month or two at a time, but then she uses them several times a week in school and as homework. Darla deep dives into each book and spends a lot of time there, and she does not choose the shortest books either. Some books she uses are *Fantastic Mr. Fox* by Roald Dahl, and *The 26-storey Treehouse* by Andy Griffith. And using the books cross-curricular, for example, English combined with arts and crafts.

Amanda says that:

> *Sometimes I read picturebooks for my pupils without any particular reason. I just read for them, and we discuss what we read. Other times, I read a picturebook that has specific tasks tied up to the book which we work with over time. Then other times I use picturebooks as a start for the lecture.* (Amanda)

Charlie explains that he is not the one planning the English lessons in his school, but he still decides to use picturebooks to vary the lesson. And tries to find books tied up to what they work with in other subjects.

> *Earlier, we had about bugs and spiders and ladybugs and such, and then I found a picturebooks that really appealed to the pupils, because it had such fun-facts like: the length of the treads to the spider, how strong the web is and so on.* (Charlie)

So, as you can read, there are ways to use picturebooks, even if there is yet to be a specific plan before you use them. Conversation about what you are reading also helps develop the language understanding. Sitting together to read, there is a social context that many pupils learn much from, both experienced pupils and pupils with lesser experience in the language. They can learn together as a group taking advantage of each other's strengths and knowledge.

Before this thesis, I had a thought that many English teachers might not use picturebooks due to observations that I and my fellow students had made. But according to the result from question 9 in my questionnaire, 51% of the asked English teachers answered that they use picturebooks every month, and 11% wrote that they use them every week. Before my research, I tried to be open-minded to the results, but the number of teachers that use picturebooks regularly surprised me positively.

4.2.3 Why use picturebooks

One can always argue for using and not using picturebooks; I think one can have valid reasons for either. In the interviews, I had to ask why they felt it worthwhile to use them. Several reasons came up through the interviews, and quite some of the reasons mentioned in the questionnaire were also explained further in the interviews. In the questionnaire question 10 (see Chap. 4.1), *Why or why don't you use picturebooks in your English teaching?* Some repetitive answers were that picturebooks could capture the pupil's attention and that the pupils found it motivating to use both because of the visualization, the stories, and the support from the pictures to the texts. Answers that wrote about language development in forms of language learning and language understanding were also repetitive. Those reasons also came up during the interviews, Bella seemed to use picturebooks more as a tool for a means rather than as some teachers might think of them as just picturebooks. *I mainly use them to support the vocabulary we are working with, but I also use them as a deductive-inductive method on grammar.* She gave me an example of how she worked with final ¨s¨ last year, where she read a story, but each time there was a final ¨s¨ the s was prominent. After the book, she asked the class if they noticed any patterns, and out of twenty third-grade pupils, five noticed the difference after listening to a book being read aloud. She also said plenty of English books are online, and she likes to use those from Doctor Seuss.

> *… there you also get the phonetics. Everything is in rhyme, and we can view how the language is built, since it sounds the same, but is spelled differently. And there lies a lot of phonetics and there it is on an exploratory level, like it is on third and fourth grade.* (Bella)

The picturebooks can be read by herself or others online. Bella sees the value of using other speakers of English as well. She says that she can, for example use books read by speakers of Pakistan-English, Irish-English, American-English, or British-English. Then the pupils will have heard other varieties of English than just her variety.

Some of the reason Amanda has for using picturebooks was that talking to the pupils about the book was an excellent way of using English understandably for most pupils since they can use the pictures as a visual support for the text. She would not have to translate the whole text. Further, Amanda has conducted a reading project that she had going for a fifth grade through a whole school year where she had the pupils log into a webpage called ¨Get Epic ¨, which is a free online resource with thousands of high-quality books for all preferences (visit www.getepick.com for more information), and read for the first fifteen minutes of each English class. *I tested the pupils to see which reading level they were on at the beginning of the project and retested them at the end of the school year.* She saw a clear development from the beginning to the end of the project, not just for understanding the English but also for being able to read out loud to her, resulting in a feeling of mastery regarding reading in English.

Bella says that she will use more picturebooks since she has learned how to use picturebooks in her additional education studies in English. She has learned how to make the experience with the books more motivating for the pupils by adding music to set the mood or props to activate their vocabulary. She also believes you can use picturebooks throughout elementary school, if you adapt the level and theme. Another way Bella used picturebooks was to fill her walls in the classroom. When I came to do the interview, she had used a large section of the wall for her ¨grammar wall¨, and she also explained how she had also used the walls as a ¨vocabulary wall¨ and ¨dictionary wall¨ as well. Depending on what they were working on within the books and what the focus was on, if it was for pronouns or adjectives and so on. *... I think the picturebook is all a base, a good story, pictures, short comic movies. And that you can have them make their picturebooks in iMovie, really exciting. There are so many possibilities!*

Some teachers have, as a start of the day, fifteen minutes of reading before the school day starts, such as Amanda explained that she often does in English. Bella also has fifteen minutes a day with reading, not just in English but in Norwegian as well but she always has English books all around her classroom, tempting the pupils to read them instead of the Norwegian books. And she does have some strong English readers in her class that have to read English books for those first fifteen minutes instead of Norwegian books. After reading, they must write down a retelling of the story

based on keywords. And she experiences that more and more pupils choose English books when available.

> *… it is so much to retell, we use keywords… write keywords from this book, and that's easy, because if you do not understand so much you still have the pictures that you can view.* […] *and then you can, in some way or another express yourself. And retell.* (Bella)

On my question on why Bella chooses picturebooks in addition to, or instead of textbooks, her reply was: *Because the themes are so wide in picturebooks and where they* [the pupils] *are now, so much is about interpretation and understanding texts, as in national tests. And that is very easy to practice when working with picturebooks.* And she says that she uses a lot of picturebooks, *…they love it, they are ten years old, but they still love picturebooks!*

When I asked Charlie why we should use picturebooks he answered that by reading for the pupils, they get a reading experience, an experience that one can view as a social event that the pupils share. Other positivities that Charlie explains are that the picturebooks connect picture and text and that the pupils get to listen to the language outload. He also says:

> *I think that by repetitive use of words and expressions, it sticks eventually. It is a maturation subject, so if they do not learn it on the same day, I believe words and expressions will eventually sit when they have heard it enough. There are some standard expressions, which they learn quite quickly, they do know quite a lot of words in second grade.* (Charlie)

Darla's approach to picturebooks was similar to Bella's, where she connects the books to grammar, for example, adjectives or irregular verbs. She has chosen books covering specific things she wants her pupils to work with. One of the books she uses during fifth grade has mostly irregular verbs or past simple, during the period working with that specific book, she also focuses on those grammatical features present in the book. She also has a book with many adjectives, *Fantastic Mr. Fox* by *Roald Dahl,* she then works with adjectives and connections between adjectives and nouns and descriptive means. *How you describe the character or the nature, and things like that.* When Darla uses picturebooks, she does not only use them in the lessons at the school, but the pupils also get the book on pdf. And gets homework from the book.

> *They get homework, tasks from the text, find the irregular verbs, and write them into a schema where they should bend them in infinitive, simple present, past simple present perfect, and past participle.* […] *We also read aloud, we read together in class, one and one pupil read, and then we talk a lot about the pictures.* (Darla)

Getting all pupils to read from one book might be challenging, but after some well-argued arguments, Darla got her school to buy her full class sets of the books she uses. One of her

arguments was: *Because we do not have physical textbooks in English, we only work digitally, in addition to their writing book where they do their homework.* On the question of why she uses picturebooks sometimes rather or in addition to textbooks, she replied:

> *I think that literature is important for children, especially Roald Dahl. He is fantastic, I think it is important to develop their imagination and creativity, but I also choose them to use them cross-curricular in Arts and crafts. […] ...because then they work with different techniques, for example, portraits of the main character or drawing their own design on a three-house, and then they choose how many storey´s they shall have.* (Darla)

When I asked Amanda if there were any other positive reasons for using picturebooks than to get the support from the pictures to the text that they are working with as she said, she answered that one good reason is: *…everything that you can find if you know what you are looking for. You can find better and funnier text online than what you´ll find in the textbooks and the different topics that might be easier to find.* That was also something I saw was a repetitive pattern in the answers in the questionnaire, question 10 (see Chap. 4.1). In that question, several answers included that using picturebooks captures the pupils´ attention and is motivating to use. Amanda said:

> *I do feel that they are more engaged when reading books and are more interested. But I also think that that depends on how you choose to read the book; I try to put my soul into it and play the roles.* (Amanda)

Meaning that even if you have a good picturebook, if you do not read it with empathy you might not capture the pupils as well as you could have. When interviewing the teachers, it is clear to me that they all love picturebooks and the possibilities they present. They all talk about how they convey the books to the pupils, how they live into the stories, and make the pupils participate in those stories, either as a listening exercise or as a project they work with over time. Charlie feels that picturebooks are a nice addition to the usual English education, and he tries to find books relevant to the theme, but if he does not find one it doesn't stop him from choosing an English book to read anyway. *Since the English lesson I teach is forty-five minutes, I try to vary the lesson; I sing, read, and lecture what is stated in the plans.*

Darla explains yet another positive side of using picturebooks:

> *It´s adaptable to all levels, so those who know only a little English can still follow the lesson and learn a lot. And that all the new words they learn are tied to a specific book. Especially the action of the book sits really good afterward, and you can always refer back to for example in chapter twelve, this and that description, what kind of words did we use to describe the breed fox, or whatever…* (Darla)

Indicating that if the pupils have an event-like experience when working or listening to the book, they remember more of the language that they used.

4.2.4 How to plan lessons with picturebooks

There are almost as many ways to plan lessons as there are teachers. Our way of working is changing due to different colleagues, pupils, parents, education, experiences, etc. A clear majority of participants from the questionnaire would use more picturebooks when teaching English if they had access to simple teaching plans with picturebooks (see Chap. 4.1, question 18). Indicating that some participants might need to learn how to use picturebooks efficiently. Therefore, I asked my interview subjects, who I know use picturebooks regularly, how they plan their lessons.

Amanda explained that it depends a lot on how she will use them. If she is going to read aloud for the pupils, she usually reads the book for herself first so that she can read with the right tone of voice to make it more appealing for the pupils, but other than that:

> *I do not really do much more, prepare some questions to be asked along the way, if they are going to reflect. I see what I must translate for them to understand. And then I ask them some follow-up questions in the end. What is it about? What did we read?* (Amanda)

Since Amanda uses picturebooks a lot, her perception of how much prework one must do before using picturebooks is more relaxed. But she does say that if she is going to use the book that she read, more thoroughly, she does need to make more detailed plans or find one, but she has the answer for that too: *That is the best thing about having English as a subject. There are so many resources online that you can just download and print out yourself.* Of course, I had to ask a follow-up question, so I asked her if there were any particular places where she finds such lesson plans. Her reply came instantly: *Pinterest has many good proposals for lesson plans.*

When I asked Bella how she plans her lessons and implements her plan in the classrooms she replied that she thinks a lot and uses guided reading. Guided reading is an instructional practice or approach where the teacher supports pupils reading a text independently (Victoria State Government– Department of Education, 2023). According to a Victoria State Government – Department of Education (2023), guided reading sessions consist of three parts: Before reading discussion, independent reading, and after reading discussion. The main goal of guided reading is to guide pupils in using different strategies while reading for meaning independently. That means the pupils are scaffolded through reading and guided towards a better understanding of that specific text and other texts they encounter later. Bella says:

> *I create an expectation for what´s to come […] so it can be many different angels of approach, that I plan. When I shall get something specific out of reading the book, if it is grammar or other. But sometimes I just read a book for entertainment, but then I want them to see the pictures and text up on the screen, so that they can see the connection between picture and text.* (Bella)

She also says how she experiences that quite some end up reading for themselves, while she reads out loud. If she uses the books for a reason, the follow-up also takes some planning. *...if they shall write similar stories or if they are going to work with word classes, work with descriptions, roleplay or if they are going to have a conversation.* She has many thoughts regarding how she might use the picturebooks in the classroom, but her main idea is that: *But it has to be motivating […] I have to know that they are motivated to work with it.* She thinks the reason for why she succeeds in using books, is because she is really conscious of how she uses the books, that she has a goal and a purpose, and the way that she presents it to the pupils. Because she has taken English studies recently, she feels she has become much more conscious. Although she liked English before and liked to use picturebooks, she got even more into it after her studies.

> *Now I am really conscious, it is just there, and how much they get out of it and how much more they want English when I did this in English last year, then English become one of the favorite subjects. It is about conveying that it is fun. […] You can stand and read a book and it can be excruciatingly boring. […] But you have to like to convey, you have to be engaged in what you do.* (Bella)

So even though you plan your lesson to the smallest detail, Bella's most intent opinion is that it must be engaging and motivating to work with for both the teacher and the pupils. That is also seen in questions 10 and 11 in my questionnaire (see Chap. 4.1). Whereas for question 10: *Why or why don't you use picturebooks in English teaching?* One of my categories when analyzing the answers were Motivating and engagement which 25% of all the markings made for that question had words or phrases related to that category. The same comes for question 11: *Do you see any advantages in using English picturebooks when teaching English? Possibly what?* When analyzing that question, I made a category which I named *Positive* which codes like *engaging, inspirational, and motivating*, that category had 22% of all markings in the data for that question. Showing that other teachers, who might not use picturebooks as often as Bella does, also sees the benefits of using picturebooks and that the pupils enjoy working with them.

Since Darla works with picturebooks slightly differently than the other teachers I interviewed, it is interesting to see how she plans her picturebook periods. She has chosen specific books she reuses yearly since she has connected them to the learning goals. But she did say that the first time she

investigated which books to use, she found them out of convenience in the library. She also thinks about what kind of books the pupils typically read and decided to have something known and something new.

> *The 26-story treehouse, many pupils have already read the book in Norwegian, so it is easier for them to understand. […] And Fantastic Mr. Fox, had they never heard of before, that was new. So, then we had to work some on the main character in the book. And I might take an odd approach to that: who are the main characters, who are the good guys, who are the bad, what is it that they fight for? And then, what challenges do they face during the fight? It is fascinating for most of them… And they remember it well after.* (Darla)

Darla does have some rules in her class, and that is that everyone must read aloud, even if it is challenging for some, everyone must try. Since Darla uses quite long books and works with them for about two months, she has one chapter per lesson. She works with translating English, but also from Norwegian to English, which can be a fun exercise using both the Norwegian copy and the English. Darla also experienced that it is more challenging for her pupils to translate from Norwegian to English and not vice versa. *They get insecure about the different tenses to write the verbs in, mixing adjectives, nouns, and English sentence structure.* Therefore, she uses quite some time on different word classes and tenses.

4.2.5 Why not use picturebooks

In my questionnaire, question 10 (see Chap. 4.1) *Why or why don't you use picturebooks in English teaching?* One of my categories after analyzing the results was *Challenges* which had 9% of all the markings of words or phrases relevant to this question. Participants cited some different reasons for not using picturebooks. One reason was the belief that it was challenging for teachers to use picturebooks in a manner suitable for all pupils, another was the limited access to picturebooks. I believe that some teachers might think that it is more complicated than it is. There is no need for physical books, or at least not always, since there are many online books read by different people. Both Bella and Amanda said in their interviews that they often use picturebooks online for convenience and so that the pupils get to listen to different accents.

All my interview subjects were much for the use of picturebooks. Still, I thought that those who use picturebooks more would be able to see the downsides or hindering's that might stop other English teachers from using picturebooks in their classrooms. First out was Amanda, and when I asked her if there were any negative sides to using picturebooks. She first laughed and said: *It's the nagging about seeing the pictures.* But then her face fell slightly more serious, and she added: *And I do not think we are alone in having a poorer selection of English books. And certainly not English*

picturebooks… Something I also confirm with some of the answers to question 10 (see the paragraph above).

Bella's reply to the same question was:

> *They* [teacher and pupils] *have to master the language. You can´t set the bar too high, if the language is too difficult and they understand too little then it would not be motivating. They would fall out, even if there are pictures, they must have a basic knowledge of what they are working with.* […] *I think there are many unsure out there about how to use the books and how to hit the readers. And I think that just the reading part is an obstacle for many.* (Bella)

So, according to Bella's assumption, a tool for teachers to help them choose books that are the right level for both the teacher and the pupils would help many to use more picturebooks.

Darla thinks that many teachers might think that picturebooks have too little text to work with, and when they talk English in class, they focus on describing the pictures rather than having a deeper conversation. One can benefit from the knowledge already in classes by working with picturebooks with an open mind and letting the pupils lead the conversations. One can learn and develop together. Darla also thinks that the following thought might hinder teachers:

> *That they do not have enough vocabulary to explain and keep the conversation going. The point is not to finish quickly.* […] *… ten sentences give you many opportunities, ten sentences give me two weeks of homework with my schemas.* […] *But it requires that the teachers see these opportunities. Not just read and answer questions because that is the easiest.* (Darla)

So, there are several possible hindrances that teachers might think about before tackling the use of picturebooks, but both I and the people that are positive towards picturebooks, say that one must see the possibilities and see the obstacles as challenges instead.

5 Discussion

In this chapter, I will discuss the findings from the questionnaire and the interviews against the findings from the empirical and theoretical research review and vice versa. Since I have three related research questions in my thesis, I have chosen to discuss each research question in the following subchapters.

But first, the results gathered from the questionnaire can be debated since the likelihood that those who answered the questionnaire were interested in picturebooks in the first place are all present. The probability that those teachers that aren´t interested in that form of teaching wouldn´t click the link for the questionnaire is high.

And secondly, I must mention the age categories that I used, the age group "40-45" and "45-50" were combined, so in the questionnaire, there was only one age group, "40-50" years old. The age group "over 50" could have been advantageously divided into several groups to get an even more precise distribution of the age of those who use picturebooks in their teaching.

5.1 Who might use English picturebooks when teaching English?

Everyone that teaches English in primary school can use picturebooks. I was interested in whether any variables indicate whether a teacher might use picturebooks. Searching with a librarian from USN gave few relevant hits, but that does not mean that it has not been researched previously, but that it might not be easily found because it might not be much research conducted.

Everyone can use picturebooks in their teaching, both experienced and inexperienced teachers. The quality of the lessons may vary, but it is important to play on the pupils' interests to motivate them further to work. As I was told by all my interview subjects, using picturebooks motivates the pupils to learn, which also was a tendency that I found in the answers from my questionnaire (see Chap. 4.2 and Chap. 4.1 – question 10). And as Pintrich and Zusho (2002, p. 271) wrote, using the pupils' interests may increase the self-efficiency while working on different tasks in school. And Skaalvik and Skaalvik (1998, p. 72) wrote that motivation is a driving force affecting people's direction, intensity, and endurance behavior, which we can use in the classroom. So, by motivating the pupils by, for example, using picturebooks to play on the pupils' interests, one can achieve a higher level of self-efficiency, and by combining that motivation with a social learning environment, the requirements for the teachers' competence regarding picturebooks lessens. However, the teacher's

ability to lead is probably more important if one is inexperienced regarding other aspects of the classroom.

After I researched this topic, I found several vague but interesting tendencies in both the replies from the questionnaire and the interviews. The first eight questions in the questionnaires were the most relevant to the first research question *Who might use English picturebooks when teaching English?* The questions were as follows in Fig. 16:

1. Gender?
2. Age?
3. What kind of education do you have?
4. If you have approved teacher education, how long is it since you completed your studies?
5. How long have you worded as a teacher?
6. Which grade do you teach?
7. Do you use picturebooks in your teaching?
8. Do you teach English?

Fig. 16: Questions from the questionnaire relevant to RQ 1

When I viewed the data, I thought that I might have gotten slightly misguiding results considering that 91,9% of the ones that answered my questionnaire were female and only 8,2% were men. But when viewing Statistic Norway (2022), I found out that there are 74,4% female teachers and only 25,6% male teachers nationally. I then think my percentage was not all that misleading regarding gender, considering there were only forty-nine participants. I believe that I had equalized the difference slightly with more participants. But I would probably not have ended up with approximately 70-80% women since my research was targeted towards 1.-4. grade and that it is particularly among the teachers for the youngest pupils that the gender distribution is skewed (Svarstad, 2023). And when I cross-checked gender, teaching English, and the use of picturebooks, I had a result of 90% being female and only 10% being male, but then again, there were not many male participants in this research. Still, it might indicate that there is more female that uses picturebooks in their English teaching, but that gender is not a decisive factor, only that there are more female teachers in primary school and that there are more females in the lower grades in primary school.

As for the question regarding the age of those who participated, 51% were above forty. But that alone does not indicate anything regarding the use of picturebooks. Therefore, I had to cross-check the age groups, if they teach English, and the use of English picturebooks in their teaching (see Fig.

14). The two age groups that were singled out were age groups 35-40 and above 50, with both 29%. Charlie, one of the interview subjects, said that the way the school was meant to be run had changed a lot over the last decades and that the pendulum has swung from play-based learning to textbook learning and back to more play-based learning again. Charlie also especially mentioned reforms -94 and -97 when discussing the different school system changes. Therefore, it is exciting when I see that one of the two age groups that use picturebooks in the English classroom the most, age group 35-40, started in preschool when the reform of -94 was integrated into the schools. And that the group that used the least picturebooks was the age group 20-25 years, with only 3% starting their preschool when the reform -97 was integrated into the school system. The last thought is, however, highly uncertain because that age group had the least participants. Nevertheless, this would be interesting to see on a larger scale if my research had been replicated and given more years to recruit teachers of those year models.

Regarding the education of those who answered the questionnaire, the three positions with the most respondents were adjunct, assistant professor, and lecturer. When cross-checking those positions with who teaches English and using picturebooks in English teaching, no specific positions were singled out, indicating that education might not be a decisive factor in using picturebooks in Norwegian or English teaching. This leads me to think that childhood/primary school education might have more to say regarding using picturebooks than teacher education.

I furthermore checked those who teach in English and Norwegian and found a tendency that those who use picturebooks in one language often use them in the other. Approximately 80%, either way, use picturebooks in both languages. The difference between those who do not use picturebooks in Norwegian or English while using picturebooks in the other language was marginal.

Nevertheless, I also wanted to cross-check: the time since completed approved teacher education, if they teach English, and if they use picturebooks (see Fig. 15). When viewing the data only with how long since approved education, the tendencies showed that among those who answered there were more of those that had newer education, since 25% of the respondents had only zero to five years since completed studies, and those who completed ten to fifteen years ago also had 25% of my respondents. The results from cross-checking showed a similar diagram: most of those who used picturebooks when teaching English had less than fifteen years since completed their studies. The diagrams were unclear, but there is a slight change in the diagrams towards the ones that finished their teacher's education between zero to fifteen. Bella also said that she was interested in

using picturebooks before her studies, but after learning how to use them, she is even more interested and uses them even more. This does not give me a clear indication of whether or not the time since completed studies have anything to say for the use of picturebooks, but possibly something that one might research further to get anything conclusive.

As for questions 5 and 6, *How long have you worked as a teacher?* and *Which grade do you teach?* There needed to be more respondents that said that they do not use picturebooks when teaching English to get a clear indication that would be documented well enough in the questionnaires that I had received. But counting those who use picturebooks when teaching English, more participants worked on third and fourth grade than the other grades. But as previously written, those who answered were probably already interested in the subject; therefore, there might be an adequate tendency if one had found other similar researches, to back up the information.

As previously written in Chap. 1.3, employees from Østfold University College stated that teachers want to use picturebooks but find it difficult to find suitable books (Østfold University College, 2022). Therefore, broadcasting that there are platforms teachers can use, for example, *Picture Books in the English Classroom - A Goldmine for Everyone!* by Østfold University College, or referring to books specialized for helping teachers use picturebooks such as *Picturebooks in the classroom* by Tørnby (2020), would maybe help other teachers to find the same joy and motivation to work with picturebooks as my interview subjects do.

Another aspect that Bella mentioned, was that since she had recently studied English, and there learned how to use picturebooks she was even more conscious about the use of picturebooks, it is interesting to view that comment in relation to Arnesens´ et al. (2023, p. 4) report about teacher competence in elementary school. Their numbers showed that in 2021/2022 only 40% of English teachers in primary school had enough competence in the view of The Educational Act § 14-2d (2014). And in relation to my result when cross-checking time since completed education, that they teach English and use English picturebooks, those who had the most participants only finished their approved teacher education within 10-15 years and 0-5 years.

5.2 Why do or don't some teachers use English picturebooks in their teaching?

There are many reasons to use picturebooks when teaching English. "Picturebooks are a valuable resource in our lives and speak to us in unique ways. They offer us beautiful and enriching stories from all over the world" (Tørnby, back of the book, 2020). Several respondents from the questionnaires and the interviews said that using picturebooks is beneficial to the motivation for learning English and that using picturebooks captures the pupil's attention. In question 10 of my questionnaire, the two categories that had the most markings were the categories *Motivation and engagement* and *Sensuously* (see. Fig. 11). Categories that are about how to capture the pupil's attention and give them the drive to investigate the language further, and that by using picturebooks they get scaffolding in language learning when being able to read together and use pictures as support. I also presented three studies by Rahman and Tan (2022, p. 297-298), Laliena et al., (2022, p. 346), and Leismann (2015) which presented findings that indicated that teachers use picturebooks to develop different linguistic skills for their pupils. If it is scaffolding, decoding, or vocabulary development, then picturebooks are a good tool, as long as the books are at a suitable level for the pupils. Or as Säljö (2008, 155) and Vygoskij (1978, p. 28) refers to for example picturebook as a physical tool, and the language as a psychological tool, used to help pupils develop in face of new situations or when facing new books or language. Since, to get the full potential out of teaching, the teacher has to teach the level that is just above their level of knowledge (Krashen, 1985, referred to in Flognfeldt & Lund, 2016). Something also Bella said in her interview. Using picturebooks allows one to adapt the teaching according to the different levels of the pupils, since several aspects of the books can be addressed, and some pupils might understand more depth of the book depending on the content.

Further, all my interview subjects said that the pupils enjoy using picturebooks and remember more of the language when working with the books over time. Developing language skills needs time, and managing to teach the pupils without them knowing is an excellent way to get them to develop their language. Amanda had her project with her pupils reading fifteen minutes on GetEpic each day with clear result regarding the pupil's development. I believe that when combining teaching with something the pupils enjoy, they profit more from the learning. Darla's interview also indicated that when she said that the pupils remember more from the teaching when they had their book periods and that they could recall from their memory when using specific words in context due to the books´ pictures and the event that they shared when working. Something that

corresponds to how theorists have thought about the cognitive process between symbol or signifier and referent or something (Ogden & Richards, p. 11, 1989; Piaget and Inhelder, 2002, p. 57). And how Golden (2014, p. 140-141) explains how language acquisition happens, that you go from preconception, to storage, to recall from the memory. People can connect text, pictures, and experiences to develop cognitively and develop their language by working with text in context and social conversations.

Many of the answers in the questionnaire talked about how picturebooks helped language development because of the context of words and that the picture supported the words and concepts. This aligns with the different theories regarding language development, and how one learns more if one is challenged and has the proper support (Krashen's input+1, Vygotskij´s proximal developmental zone). Something also Grundvig (2012) wrote that using picturebooks helped develop the weaker pupils reading competence due to good visualizations skills and that stronger students also benefited from using picturebooks but at a slightly more advanced level. And also, Rahman and Tan´s (2022) research showed that working with picturebooks with younger pupils was beneficial because of the support between pictures and text and that the text usually was shorter and had specific words suitable for the pupils' level.

 But I think that to have the best possible development, the teacher must have adequate experience and language skills. As Charlie said, he chooses the books according to his level and must read the book in advance to ensure he knows the different words and concepts used. Bella also says that one must choose books that are the right level for the pupils or slightly above them for them to have something to strive for, but they can´t be too difficult because then the teacher would lose some of the less experienced pupils. So, to get the full effect of using picturebooks, one must have enough knowledge about your pupils and the English language. Or at least have access to teaching plans designed for specific grades to suit the level the pupils are supposed to be in.

Another aspect of why some use picturebooks is that it is a nice introduction to a theme, both in English and as a cross-curricular project, such as how Darla, Bella, and Charlie use their books. Darla uses her books as a base for further involving other subjects, for example, arts and crafts, and Bella uses her books as a springboard for grammatical investigations, Charlie chooses his books based on the general topic of the planned lesson. Picturebooks can be used as a variation in a lesson or as deep learning within a specific topic. Several respondents in the questionnaire said they used picturebooks in planned themes. Something highly relevant since the new core curriculum

encourages working in-depth and across different curriculars with the main three themes – life skills, sustainable development, and democracy & citizenship (Kunnskapsdepartementet, 2017). This also might be a decisive factor for why one should use picturebooks in English teaching. Your possibilities for working with deeper topics that might otherwise be difficult ensure that the pupils are on board. By using books, you can show the pupils that other people also might think as they do while presenting the themes safely and neutrally.

While searching for previous research and other theoretical sources that I could use, I found a source that experienced that it appeared that many teachers did want to use picturebooks but did not know how (Østfold University College, 2022). This is also something that I feel are well documented in the answers for question 18 in my questionnaire, where 91% of the participant answered that they would use more picturebooks if they had access to simple teaching plans. Other reasons for not using picturebooks came up in the questionnaire replies (Chap. 4.1), that some teachers think that it might be difficult for the pupils, that they have little access to picturebooks, and lack of resources, which was also something that Aarem and Horgmoe (2022) found in their research. Laliena´s et al. (2022, p. 346) research, found that according to those who participated in their study, certain features of picturebooks were more adequate for those who have English as a first language since they thought that it required more cognitive effort than what´s expected of pupils with English as a second language.

5.3 How do teachers that use English picturebooks on a regular basis use them?

As a saying says: *there are many ways to Rome.* There are also many ways to teach with picturebooks. In the questionnaire, I had concise answers from those who use picturebooks every two weeks or more on why they use picturebooks. The answers were that it is nice for conversation and oral practice and easier to speak English using the picturebooks. Further, they wrote that picturebooks are nice for learning grammar and new words. Something that is confirmed by Munden and Myrhe (2015, p. 106), is that the pupils get language input, are introduced to language in context, and the teacher can expand or simplify according to the pupils. Bella also actively uses her picturebooks for language learning, where she makes her grammar wall, vocabulary wall, and dictionary wall, making the specific things they are working within the books visible after finishing the book.

Picturebooks might not be too overwhelming if you use them as a start for your lesson the way Amanda and Bella do; they start with fifteen minutes of individual reading. Reading for pleasure and the pupils choosing the books they read with guidance from their teacher helps give them a positive experience while reading. By doing so, the pupils read authentic language and learn words in contexts they might not learn through textbooks. Darla also reads a lot in her classroom, but they read a chapter per lesson together so that all her pupils practice their oral language with pronunciation and intonation. One chapter per lesson allows her class to read larger picturebooks over time.

You can use picturebooks as an introduction to a theme you work with, such as Amanda, Bella, and Charlie do, or you can use the picturebooks in a project either in English or cross-curricular, as Darla does. That way, you can free subject time and work simultaneously with several subjects, for example, arts and crafts, science, Norwegian, or KRLE (Christianity, religion, philosophy on life, and ethics). That also allows you to work in depth in a specific theme, which you otherwise might not do.

Back to the different grammatical points of view, you can have with picturebooks. Bella used picturebooks on many various grammatical aspects, but one example is to work with the ¨final s¨, that the only thing you need to do as a teacher is read a picturebook and emphasizes the ¨s¨. In Bella´s lessons, the pupils pointed out when she used -s themselves. This is a great way to learn when you can see grammatical aspects of the text together as a class just by listening to a catchy book. Darla uses a bending schema which the pupils fill in, after finding specific words from different word classes and bending them according to grammatical rules. Then the pupils get a context for the word and can reflect on when to use which tens.

As previously mentioned, pupils can read themselves, or the teacher can read for them. Amanda, Bella, and Charlie have taken pictures of the picturebook and displayed it on a big screen in the classroom so that everyone can see the picture and text. The teacher can also make an event of reading the book by adding different props, such as music or items, as Bella sometimes does. Bella also uses YouTube sometimes to introduce her pupils to different accents of English, which can be used intentionally as she does. Still, you can also use YouTube if you are not that strong yourself as a teacher of English. Since some might think it is uncomfortable to read out loud in English, audiobooks are an alternative, and there is a sea of books already read on YouTube. In Klungland´s 2017, p. 95 & 97) research, her participants also conducted those ways of using picturebooks; they

used picturebooks to motivate and vary their lessons, in addition to using them as a way to introduce the pupils to authentic use of spoken language and enhance intercultural competence.

Another aspect of picturebooks is the use of model text. The pupils can read picturebooks and be inspired to make one themselves, if it is written by hand, on iPads with different apps such as BookCreator, or they can make small videos with oral language and still pictures in iMovie. Either way, they use picturebooks as guidance for how a story is told, and they can combine oral and/or written language with pictures to convey the storyline of their picturebook. Using the picturebooks as model texts was something that several participants from the questionnaire and the interview subjects had done, so both those that use picturebooks regularly and those that use them more rarely can use picturebooks this way.

6 Summarizing and conclusion

The three research questions in this thesis are as follows:

1. *Who might use English picturebooks when teaching English?*
2. *Why do or don´t some teachers use English picturebooks in their teaching?*
3. *How do teachers that use English picturebooks on a regular basis use them?*

When searching for answers, I conducted a questionnaire and received forty-nine responses and to have more detailed answers to how one might use English picturebooks, I interviewed four different teachers from different municipals.

The answers I got on my questionnaires can be debated since there were only forty-nine participants, and not all of them answered all the questions. However, I still have a slight indication of some factors that could determine whether the teacher uses picturebooks. And I have several aspects teachers find positive about using picturebooks. That is all from language acquisition to scaffolding, language development, motivational learning, and cross-curricular teaching.

As for the indications of who might use picturebooks, some age groups stood out, the age group 35-40 and above 50 used more picturebooks, and the age group 20-25 used the least. I found those indications interesting because one school reform happened when the age group 35-40 started in preschool. And that the age group 20-25, which used the least picturebooks, started in preschool when Reform -97 was integrated into the schools. But, as emphasized in Chap. 5.1, that age group

is also the group with the fewest participants. Another factor that could be a slight indication is that those who finished their approved education less than fifteen years ago (read after year 2008) used picturebooks more than those who finished earlier. Other factors, such as gender, had not enough diversity among the participants to make an indication or an assumption. However, statistics shows more female work as teachers and therefore might also use more picturebooks. As for the teachers' positions, there was neither enough change when combining the answers in the questionnaire to give an indication. Since it was voluntary to participate, the probability that those interested in using picturebooks in English teaching were the ones to answer the questionnaire is high. Therefore, it would have been exciting to see if one could have conducted the questionnaire with a random country-based selection, meaning if the respondent would be randomized and picked throughout Norway.

The reason why some might use picturebooks is that there are several positive aspects of using picturebooks. The most prominent aspects of both the questionnaires and the interviews were the possibility to play on more than one sense. That the pupils can read, and view pictures at the same time as they can listen and experience the book together as a group. Teachers also experience using picturebooks as motivating for both pupils and teachers. Getting the pupils into the theme because of picturebooks is something that all teachers should be aware of and exploit. There is often more learning into something internally driven, such as when the pupils enjoy it. Another positive aspect of using picturebooks is that the pupils can use the text as a model and learn the language in context. The pictures support the text, and the pupils may encounter a more varied vocabulary than if the teacher only used textbooks.

As for how teachers might use picturebooks, I focused on how teachers that use picturebooks on a regular basis use them. The opportunities range from reading individually to reading together as a group and sharing an event. Teachers use picturebooks as a theme starter, as a cross-curricular project involving other subjects, or use the texts in the picturebooks to learn about different grammatical aspects of language learning. Using picturebooks, the pupils' experiences working with authentic text with a diverse language which is an excellent base for language learning. Some teachers make ¨grammar walls¨ or ¨vocabulary walls¨ based on the picturebooks that the pupils have read. And some teachers use the texts from the picturebooks to search for words within the different word classes and bend the words they find into different tenses. I think that either way how you use picturebooks, the pupils will connect to them differently than if you use textbooks because you, as a teacher, can choose books according to the pupils' preferences. And as Darla said, using

picturebooks only depends on the teacher's imagination and their ability to see the different possibilities you can have when using picturebooks.

As a final note to who might use picturebooks in their English teaching, my questionnaire confirmed that more than 90% of teachers would use more picturebooks if they had access to simple teaching plans. Therefore, my research on this theme is an important input on the research field of picturebooks in the English classroom in Norway. Because that shows that many teachers have a positive attitude towards including more picturebooks in their classroom, and as I wrote, since more than 90% would use picturebooks if they knew how, this thesis gives those teachers precisely that. Several ways to use picturebooks, which other experienced teachers already use daily, showing that there are possible to use picturebooks without too much time on preplanning.

Suggestions for further research

After working with this thesis, I have seen different sides of using English picturebooks in the Norwegian classroom that are worth further research. That is: *The use of picturebooks in comparison to own primary school.* Because of the indication I got when viewing the age groups that used picturebooks in their English teaching and that those age groups might have been affected by the school reforms that happened when those teachers started their schooling.

Further, it would be exciting to see *The use of picturebooks when having access to simple teaching plans for using English picturebooks when teaching English*. Since 90% of my participants for the questionnaire said, they would use picturebooks more if they had had that access.

Lastly, replicating this research with more respondents for the questionnaire would also be interesting. To see if, by adding numbers to the respondents, it would be clearer who chooses to use picturebooks depending on the different variables.

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Annexes

Annex 1: Consent form for the interview

Vil du delta i forskningsprosjektet til Aurora C. Gudmundsen, *«Pictures for learning»?*

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke bruken av engelske bildebøker i det norske klasserommet. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Formålet med dette prosjektet er å få et innblikk i hvem som benytter seg av bildebøker til engelsk undervisning. Om det er noen sammenheng om det er mann eller kvinne, alder, utdanning, fag etc. Og hvordan bildebøker blir benyttet av dem som bruker bildebøker aktivt, for med det å kunne få noen tips til hvordan å legge opp undervisning slik at det er gjennomførbart for andre lærere.

Prosjektet er en masteroppgave på 30 studiepoeng som skal gjennomføres i løpet av det siste studieåret til masterstudent Aurora C. Gudmundsen, på grunnskolelærerutdanning 1.-7-. trinn (2022-2023). Målet er å få ca. 50 svar på en spørreundersøkelse som inneholder flere spørsmål som omfatter ulik bakgrunnsinformasjon om hvem som bruker bildebøker og kort hva de ser er fordelene/ulempene ved å bruke dem. For med det, å se om det er noen sammenheng mellom bruken av bildebøker og ulike bakgrunnsvariabler. Videre ønsker masterstudenten fem intervjuobjekter som blir spurt mer utdypende om hvordan de velger ut bøker, hvordan de jobber med dem og hva slags fordeler/ulemper de ser ved å bruke bildebøkene.

Problemstillingen er som følger:
> *Who uses English picturebooks in the Norwegian primary schools for learning pupils English,*
>
> *why and how do they use them?*

Altså:

> Hvem bruker engelske bildebøker til å undervise elever på 1.-4. trinn i norske skoler, hvorfor
>
> og hvordan bruker de dem.

Hvem er ansvarlig for forskningsprosjektet?
Universitet i Sørøst-Norge er ansvarlig for prosjektet ved Jo Inge Johansen Frøytlog, veileder er førsteamanuensis Jan Erik Dahl.
Prosjektet er meldt og godkjent av NSD (Norsk senter for forskningsdata).
Forsker er masterstudent Aurora C. Gudmundsen.

Hvorfor får du spørsmål om å delta?
Du får spørsmål om å delta fordi du jobber i den norske grunnskolen, og underviser i engelsk, fortrinnsvis på 1.-4. trinn.

Aurora har fått tips om at du er en aktuell kandidat som kan berike masteroppgaven på grunnlag av hvordan du bruker bildebøker i undervisningen din, enten via kollegaer eller rektor/administrasjon.

Hva innebærer det for deg å delta?
Prosjektets data blir en kombinasjon kvantitativ data, i form av et elektronisk spørreskjema, og kvalitativ data, i form av individuelle dybdeintervjuer.

De opplysningen som samles inn er generelle opplysninger om personene som blir spurt; kjønn, alder, utdanning og relevant arbeidserfaring. Videre vil Aurora spørre mer utdypende spørsmål som skal hjelpe til med å besvare problemstillingen sin, for eksempel: hvordan velger du ut bøker som du skal bruke i undervisningen, hvordan legger du opp undervisningen, om du ser noen fordeler/ulemper osv.

Intervjuet vil bli tatt opp elektronisk (ved bruk av Nettskjema-Diktafon en app som sender filene direkte til ett eget område på Nettskjema.no som er klarert for lagring av personopplysninger, samt en ekstern lydopptaker). Etter endt intervju, vil intervjuet innen kort tid blir anonymisert mens det blir transkribert og lydfilene slettet. Transkripsjonene vil bli oppbevart på en sikker kryptert server som Aurora har tilgang til.

Dersom du velger å delta på intervjuet, innebærer det at du underskriver samtykkeskjemaet som gir forskeren rett til å ta opp intervjuet og bearbeide den informasjonen som blir gitt. Intervjuet er beregnet til å ta 20-30 minutter.

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du trekke samtykket tilbake uten å oppgi noen grunn så lenge det er før dataen er anonymisert (dataen blir anonymisert en uke etter intervju). Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan Aurora oppbevarer og bruker dine opplysninger
Opplysningene om deg blir kun brukt til formålene som er opplyst om i dette skrivet. Opplysningene blir behandlet konfidensielt og i samsvar med personvernregelverket.

I tillegg til forsker vil veileder ha tilgang til transkripsjonene, og korte anonymiserte utdrag av transkripsjonene vil bli inkludert i selve masteroppgaven.

Navnet ditt vil bli erstattet med et fiktivt navn, alderen vil bli rundet av, og navn på arbeidsplass vil ikke bli nevnt.

Lydopptak vil bli slettet etter at intervjuet er blitt transkribert.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?
Prosjektet vil etter planen avsluttes juni/juli 2023 da innleveringsfristen er 1. juni.
Det vil kun være igjen anonymiserte transkripsjoner, lydfiler blir slettet tidligere i forskningen.

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

På oppdrag fra USN, campus Porsgrunn, har Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

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

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

- Ansvarlig for master i profesjonsrettet pedagogikk ved USN, campus Porsgrunn, Jo Inge Johansen Frøytlog (jo.i.froytlog@usn.no).
- Masterstudentens veileder, førsteamanuensis Jan Erisk Dahl (jan.erik.dahl@usn.no).
- Masterstudent, Aurora C. Gudmundsen (aurora.gudmundsen@gmail.com).
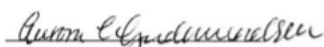- Vårt personvernombud: Paal Are Solberg (personvernombud@usn.no eller Paal.A.Solberg@usn.no).

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

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

Med vennlig hilsen

(Student/Forsker)   (Veileder)

Aurora C Gudmundsen   *Jan Erik Dahl*

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Pictures for learning*, og har fått anledning til å stille spørsmål. Jeg samtykker til å delta i intervju.

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

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(Signert av prosjektdeltaker, dato)

$\sqrt{}$ Nettskjema

Pictures for learning

Informasjon

Dette er en forespørsel til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke bruken av engelske bildebøker i det norske klasserommet.

Formålet med dette prosjektet er å få et innblikk i hvem som benytter seg av bildebøker til engelsk undervisning. Om det er noen sammenheng om det er mann eller kvinne, alder, utdanning, fag etc. Og hvordan bildebøker blir benyttet av dem som bruker bildebøker aktivt, for med det å kunne få noen tips til hvordan å legge opp undervisning slik at det er gjennomførbart for andre lærere.

Prosjektet er en masteroppgave på 30 studiepoeng som skal gjennomføres i løpet av det siste studieåret til masterstudent Aurora C. Gudmundsen, på grunnskolelærerutdanning 1.-7-. trinn (2022-2023).

Målet er å få ca. 50 svar på en spørreundersøkelse som inneholder flere spørsmål som omfatter ulik bakgrunnsinformasjon om hvem som bruker bildebøker og kort hva de ser er fordelene/ulempene ved å bruke dem. For med det, å se om det er noen sammenheng mellom bruken av bildebøker og ulike bakgrunnsvariabler. Videre ønsker masterstudenten fem intervjuobjekter som blir spurt mer utdypende om hvordan de velger ut bøker, hvordan de jobber med dem og hva slags fordeler/ulemper de ser ved å bruke bildebøkene.

Ved å sende nettskjemaet etter endt undersøkelse godtar du at informasjonen blir samlet inn og analysert for å brukes i masteroppgaven. All informasjon blir automatisk samlet sammen av programmet, det er heller ikke mulig å spore svarene tilbake til deg.

Spørreundersøkelsen er beregnet til å ta 5-10 minutter.

Kjønn

Han
Hun
Hen
Ønsker ikke å svare

Alder

under 20
20-25
25-30
30-35
35-40
40-50
over 50

Hva slags utdanning har du?

Hvis du har godkjent lærerutdanning hvor lenge er det siden endt studie?

Hvor lenge har du jobbet som lærer?

Hvilke trinn jobber du på?

1
2
3

4

5

6

7

annet

Bruker du bildebøker i undervisningen din?
Hvis ja: I hvilke fag bruker du bildebøker?

Norsk

Engelsk

Jeg bruker ikke bildebøker

Underviser du i engelsk?

Ja

Nei

Hvis du bruker bildebøker i engelskundervisning, hvor ofte bruker du det?

Hvorfor/hvorfor ikke bruker du bildebøker i engelskundervisning?

Ser du noen fordeler ved å bruke engelske bildebøker til engelskundervisning? Eventuelt hvilke?

Ser du noen ulemper ved å bruke engelske bildebøker til engelskundervisning? Eventuelt hvilke?

Underviser du i norsk?

Ja

Nei

Hvis du bruker bildebøker i norskundervisning, hvor ofte bruker du det?

Hvorfor/hvorfor ikke bruker du bildebøker i norskundervisning?

Ser du noen fordeler ved å bruke norske bildebøker til norskundervisning? Eventuelt hvilke?

Ser du noen ulemper ved å bruke norske bildebøker til norskundervisning? Eventuelt hvilke?

Dersom du hadde hatt tilgang på enkle opplegg med bildebøker, til bruk i engelskundervisning, ville du brukt mer bildebøker i undervisningen?

Ja

Usikkert

Nei

Jeg har allerede tilgang på slike undervisningsopplegg

Tusen takk for svarene!
Minner om at svarene ikke kan spores tilbake til deg.

Generert: 2023-05-07 21:47:22.

Annex 3: Interview guide

Intervjuguide

Før intervjuet, hilse og ønske velkommen, berolige deltakeren – smal talk.
Følgende er sentrale spørsmål som jeg er interessert i, i denne studien. Dermed kan det
forekomme mindre endringer i guiden som følge av litteraturgjennomgang, og selve
intervjuet, dersom det kommer frem noen interessante punkter der.

Informasjon:

Velkommen og takk for at du tar deg tid til å delta i dette intervjuet.
Jeg har valgt temaet; bruken av bildebøker i engelsk undervisning, i min masteroppgave. Derfor setter jeg stor pris på at jeg får bruke av tiden din til å få innsikt i temaet mitt, sett fra en lærers perspektiv. Du har på forhånd fått spørsmålene sendt på e-post, og hvis det er greit for deg, kan vi starte intervjuet?

(Etter bekreftelse) Når jeg da skal begynne lydopptaket kan vi starte med å informere hvem som er intervjuer og hvem som er deltaker. Jeg kan også bekrefte at vi har signert kontrakt på at intervjuet skal anonymiseres og vil bli slettet når intervjuet er ferdig transkribert.

Jeg forventer at intervjuet vil ta ca. 20-30 min. Det er ikke satt av tid til pause. Høres dette greit ut? Har du noen spørsmål før vi starter?

Da setter jeg på lydopptakeren.

Innledning:

Jeg er student ved Universitet i Sørøst-Norge, og intervjuet vil være en del av datagrunnlaget til min masteroppgave: *Pictures for learning.* Temaet er bruken av bildebøker i engelskundervisning. Hvor ofte, hvordan og hvorfor du benytter deg av bildebøker.

Spørsmål:

Kjønn (K/M):   Alder: Stilling:

1. Hvor lenge har du jobbet i skolen?
2. Hvilke klassetrinn har du jobbet på?
3. Hvordan definerer du en bildebok?
4. Du har før dette intervjuet startet, sagt at du benytter bildebøker aktivt i engelsk undervisningen din.
   a. Hva legger du i det å benytte seg av bildebøker aktivt? (*Hvis deltaker har vansker med å komme med et svar kan jeg spørre videre:* Er det en gang i uken, en gang i måneden, et par ganger i halvåret?)
   b. Bruker du det like aktivt uavhengig av hvilket klassetrinn du jobber på?
   c. Hvorfor velger du noen ganger bildebøker fremfor, eller i tillegg til tekster hentet fra ulike læreverk?
5. Hvordan går du frem når du velger bildebøker?
6. Hvordan planlegger du undervisningen når du skal bruke bildebøker?

7. På hvilken måte bruker du bøkene?
8. Hva slags fordeler ser du ved å bruke bildebøker?
9. Er det noen ulemper/utfordringer ved å bruke bildebøker?

Avslutning:

Da har ikke jeg flere spørsmål, men er det noe mer du ønsker å få sagt, noe jeg burde vite eller du vil spørre om før vi avslutter?

(Etter eventuelle ekstra kommentarer)

Da avslutter jeg lydopptakeren

Tusen takk for at du har stilt opp og delt av dine erfaringer. Det betyr mye for meg. Ha en fortsatt fin dag!

Annex 4: Confirmation from NSD

Sikt

Vurdering av behandling av personopplysninger

Referansenummer	**Vurderingstype**	**Dato**
290849	Automatisk ❓	24.01.2023

Prosjekttittel
Pictures for learning

Behandlingsansvarlig institusjon
Universitetet i Sørøst-Norge / Fakultet for humaniora, idrett- og utdanningsvitenskap / Institutt for pedagogikk

Prosjektansvarlig
Jan Erik Dahl

Student
Aurora Cecilie Gudmundsen

Prosjektperiode
31.10.2022 - 01.08.2023

Kategorier personopplysninger
Alminnelige

Lovlig grunnlag
Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 01.08.2023.

Meldeskjema 🔗

Grunnlag for automatisk vurdering
Meldeskjemaet har fått en automatisk vurdering. Det vil si at vurderingen er foretatt maskinelt, basert på informasjonen som er fylt inn i meldeskjemaet. Kun behandling av personopplysninger med lav personvernulempe og risiko får automatisk vurdering. Sentrale kriterier er:

- De registrerte er over 15 år
- Behandlingen omfatter ikke særlige kategorier personopplysninger;
  - Rasemessig eller etnisk opprinnelse
  - Politisk, religiøs eller filosofisk overbevisning
  - Fagforeningsmedlemskap
  - Genetiske data
  - Biometriske data for å entydig identifisere et individ
  - Helseopplysninger
  - Seksuelle forhold eller seksuell orientering
- Behandlingen omfatter ikke opplysninger om straffedommer og lovovertredelser
- Personopplysningene skal ikke behandles utenfor EU/EØS-området, og ingen som befinner seg utenfor EU/EØS skal ha tilgang til personopplysningene
- De registrerte mottar informasjon på forhånd om behandlingen av personopplysningene.

Informasjon til de registrerte (utvalgene) om behandlingen må inneholde

- Den behandlingsansvarliges identitet og kontaktopplysninger
- Kontaktopplysninger til personvernombudet (hvis relevant)
- Formålet med behandlingen av personopplysningene
- Det vitenskapelige formålet (formålet med studien)
- Det lovlige grunnlaget for behandlingen av personopplysningene
- Hvilke personopplysninger som vil bli behandlet, og hvordan de samles inn, eller hvor de hentes fra
- Hvem som vil få tilgang til personopplysningene (kategorier mottakere)
- Hvor lenge personopplysningene vil bli behandlet
- Retten til å trekke samtykket tilbake og øvrige rettigheter

Vi anbefaler å bruke vår mal til informasjonsskriv.

Informasjonssikkerhet

Du må behandle personopplysningene i tråd med retningslinjene for informasjonssikkerhet og lagringsguider ved behandlingsansvarlig institusjon. Institusjonen er ansvarlig for at vilkårene for personvernforordningen artikkel 5.1. d) riktighet, 5. 1. f) integritet og konfidensialitet, og 32 sikkerhet er oppfylt.