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Unpacking Teachers' Perspectives and Strategies for Reading Success

Investigating English teachers' views and perspectives on the importance and understanding of motivation and engagement for reading English among Norwegian students in grade 5-7, and their strategies for increasing motivation and engagement for English reading.
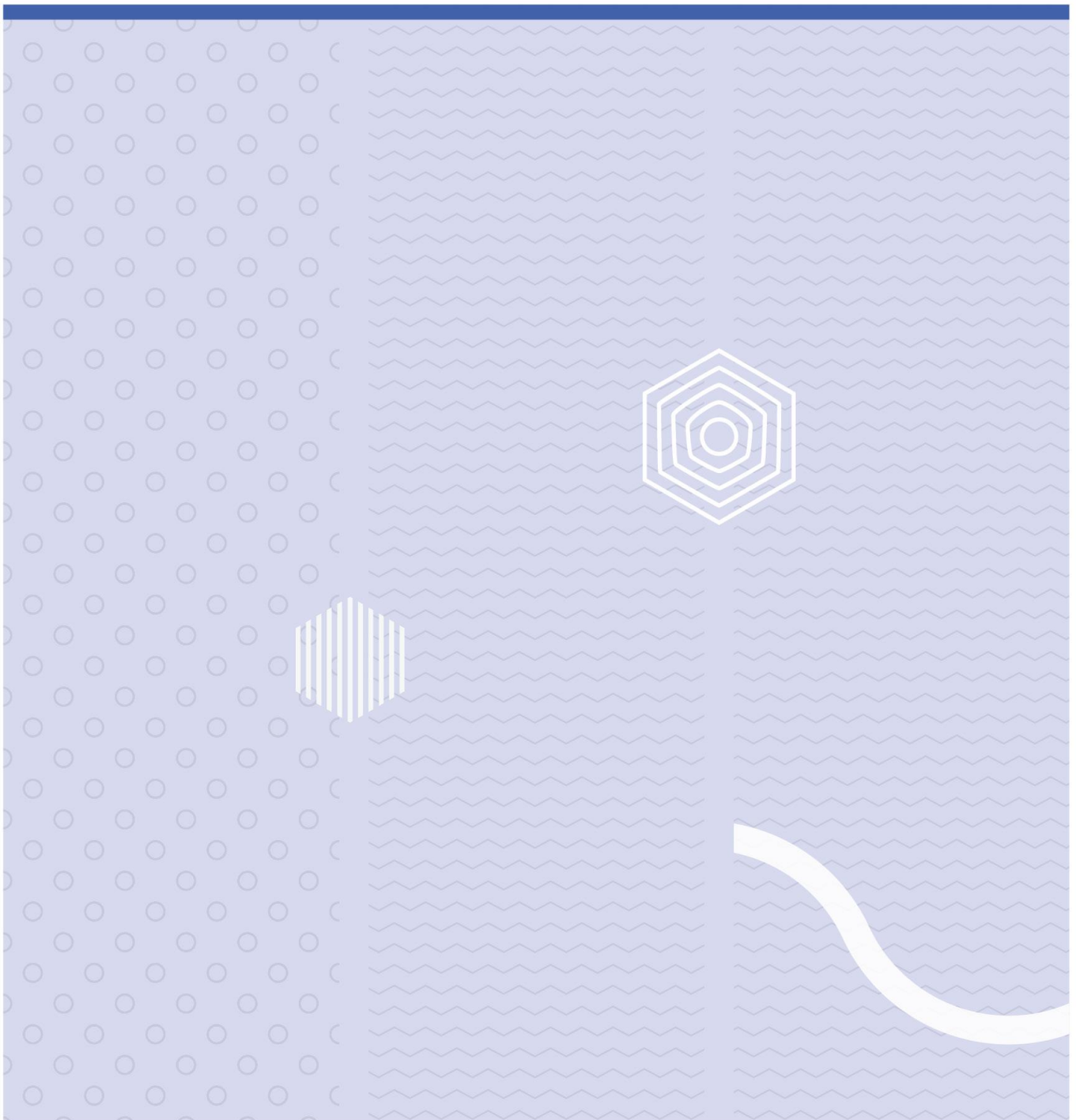
This thesis is worth 30 study points.

Abstract

Reading motivation and engagement in English are important for the student's reading skills. However, there has been a scarce focus of Norwegian teachers' views on the importance of motivation and engagement for reading in English among students in grades five to seven. Theory on teacher cognition explains that teachers' views are affected by their own beliefs and thoughts from previous years in school, studies, and by their past classroom practices. This relationship affects each teacher to have individual views and perspectives on motivation and engagement for reading English. The limited attention on motivation and engagement for reading in English among Norwegian students and the interest in the individual teacher cognition led to this research which aims to investigate how teachers understand the importance of reading motivation and engagement among students in grades five to seven, and the teachers' strategies for improving motivation and engagement for English reading.

Four individual semi-structured interviews were conducted with four teachers from three different elementary schools. The results indicate that teachers find motivation and engagement for reading important for students' reading skills, although, their ability to separate and define the two concepts were perceived as difficult. Two topics were considered important for their students' motivation and engagement for reading English. This included texts and technology. The teachers' definitions of good texts vary, and their views on technology varies from believing it to be only advantageous to reading motivation and engagement in English or viewing it as both advantageous and disadvantageous. Additionally, their stated practices aligned with their beliefs on how to motivate and engage for reading English, and partially reflect existing theory on motivation and engagement for reading English as a foreign language. However, the teachers' understanding of motivation and engagement for reading English leans further towards beliefs based on experiences rather than research. Therefore, this deserves more attention in the teacher education, in the teaching profession, and in educational research in Norway.

Content

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1 Introduction

English is considered a lingua franca, which means "a language used for communication between speakers of two mutually unintelligible languages" (Galloway & Rose, 2015, p. 255). As English is the dominant language in academia and business (Krulatz et al., 2018, p. 14), learning English is important for every student to ensure equal opportunities in life (Krulatz et al., 2018, p. 14). Therefore, student's English skills are important for their academic success (Whitten et al., 2016, p. 58).

Student's motivation and engagement for reading English is crucial for their reading skills in English (Whitten et al., 2016, p. 58). McGeown (2013) explains reading as an activity which requires tenacity for reading skills to increase (p. 2). This tenacity requires motivation and engagement to find the enjoyment of reading. The student's motivation and engagement for reading in English can be affected by multiple factors, but they can also be facilitated by the help from a teacher.

As research on motivation and engagement for reading English among Norwegian students has been limited, this research which includes the teachers view of the importance of motivation and engagement for reading English and their strategies will be of importance. Until recently motivation and engagement for reading were two concepts which were not considered separate terms (Martin et al., 2017, p. 151). However, recently researchers have tried to separate them (Martin et al., 2017, p. 151). Due to the new detachment of the two concepts, the definition of the terms may differ in variation. Though, in this thesis motivation for reading is defined as "an individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes for reading" (Guthrie & Wigfield, 2000, cited in Barber & Klauda, 2020, p. 28). Whereas, reading engagement "refers to an individual's actual involvement in reading as reflected in behavior, affect, or cognition" (Guthrie, Wigfield, & You, 2012, cited in Barber & Klauda, 2020, p. 28). Unrau and Quirk (2014) simplifies these definitions by explaining motivation as a psychological process which needs to be present before feeling engaged about a reading (p. 262).

Teachers' roles as professionals can create opportunities for academic and personal achievement for their students (Schnitzler et al., 2020, p. 1). However, the teacher's

perspectives about what is in the best interest of the student is based on their experience in school, studies, and practice in the classroom (Borg, 1997, cited in Borg, 2003, p. 82). Therefore, their perspectives are subjective to each teacher. By profiling the student's motivation and engagement for reading and their reading skills correctly, there is the opportunity for differentiated instruction (Schnitzler et al., 2020, p. 1). Consequently, the teachers' roles as professionals can be important for their students' academic success related to their own reading motivation and engagement in English (Whitten et al., 2016, p. 58). Their techniques and thoughts around how to increase motivation and engagement for reading English is of importance to fulfill the student's academic potential.

As English reading motivation and engagement is important for students' English reading skills, and the limited research on the issue of teachers views of motivation and engagement for English reading among Norwegian students, it creates the opportunity for interesting research. Therefore, the research question I aimed to answer was as follows:

> "How do teachers understand the importance of reading motivation and engagement in English among students in grades 5-7, and what strategies do they employ to increase motivation and engagement for English reading?"

To answer this question, there were conducted four individual semi-structured interviews with teachers who has either previously taught English or teachers who currently teach English to students in grades five to seven. The interviews included inquiries of their knowledge concerning motivation and engagement for reading, and the reading development among students in grades five to seven. Additionally, questions about their practices in the classroom related to motivation and engagement for reading were asked.

The findings in this research show that the interviewed teachers believed motivation and engagement for reading English as important for their students' English reading skills, which complied with research on this. However, their ability to separate motivation and engagement were difficult for them. One of the teachers mentioned that not only is motivation and engagement for reading English important for their English reading skills, but their motivation and engagement for English reading is also dependent on

their English reading skills. This means that she believed students who are strong readers of English will more easily be motivated and engaged in English readings, than students who are poor readers of English. The interviewed teachers also mentioned support and habits in the home as crucial for their student's own motivation and engagement for reading English. In addition, they mentioned the habits of using technology in the home was also affecting the students' motivation and engagement for English reading. However, their beliefs differed in viewing technology as an advantage and disadvantage or only as an advantage for English reading motivation and engagement. Their beliefs on motivation and engagement for English reading affected their practices in the classroom.

The thesis is structured as follows: it begins with a background section which includes research on fifth graders reading, the definitions of motivation and engagement for reading English, differentiation as motivating, and technology in relation to these two concepts. Secondly, the thesis contains a theory section including self-determination theory, the second-language acquisition theory, extensive and intensive reading, social cognitive theory and ecological system theory, and at last theory on teacher cognition as it is highly relevant due to the conducted interviews including teachers' own views and perspectives. Thirdly, the thesis will present the methods used, including limitations and ethical considerations. Then, there is a presentation of the results from the questionnaires and the interviews, and then I will use empirical research to support and discuss my findings in the discussion section. Lastly, the key findings in the research and recommendations for further research will be presented.

2 Background

In this section there will be a presentation of research which provides an overview of motivation and engagement for reading English. The theory presented below will be used to analyze the gathered data. This section includes a presentation of fifth grade students' reading habits, definitions of motivation and engagement, including motivation for second language acquisition and differentiation as motivation. At last, technology will be introduced to show the advantages and disadvantages it has for students' reading skills in English, and their motivation and engagement for reading English.

2.1 Reading Among Fifth Grade Students

Reading motivation and engagement in English is crucial for students' reading skills, and therefore motivation and engagement for reading becomes important for academic success (Whitten et al., 2016, p. 58). Consequently, there is an importance of tracking students' reading motivation and engagement to support their needs. The PIRLS test (Progress in International Reading Literacy Study), provided by the IEA (International Association for the Evaluation of Educational Achievement), is an international reading test in Norwegian with Norwegian fifth grade students participating (Utdanningsdirektoratet, 2023). This test is investigating the reasons for reading, reading comprehension, attitudes toward reading and what they are doing while reading (Utdanningsdirektoratet, 2023). Next, some of these reported findings from PIRLS will be examined further.

Reading small amounts infrequently will not increase reading skills, therefore Drew & Sørheim (2016) emphasize the importance of students reading frequently in their spare time, preferably for an hour and a half each day (p. 79). However, many students do not read as much because they lack motivation and engagement for reading English. The participating fifth grade students in PIRLS 2021 read less than the participating group in 2016 (Wagner et al., 2023, p. 43). In PIRLS 2021 22% percent of Norwegian students answered that they read for fun in their spare time, while 31% answered that they never or almost never read for fun in their spare time (Wagner et al., 2023, p. 43). Norwegian students are also the participating nation who report the lowest enjoyment for reading

(Wagner et al., 2023, p. 43-44). This confirms that motivation for reading is lacking, and the question of what is considered fun can also be questioned. Accordingly, the topic of teacher beliefs on reading motivation and engagement in English is of importance for the students to become improved readers with lifelong learning possibilities and possibly academic success.

2.2 Defining Motivation and Engagement

For years motivation and engagement has been used as synonyms in research, but recently, there has been an effort to clarify and separate these two terms (Martin et al., 2017, p. 151). Because this is a new separation of the concepts, there are different thoughts among researchers of the difference between the two terms. Continuing, there will be a distinction between the two concepts in relation to reading, and to motivation and engagement in reading for second language acquisition.

2.2.1 Motivation and Engagement for Reading

Motivation for reading is often thought of as an internal process, therefore it should be separated from our behavior (Unrau & Quirk, 2014, p. 262). Motivation for reading can therefore be explained as "an individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (Guthrie & Wigfield, 2000, cited in Barber & Klauda, 2020, p. 28), while reading engagement "refers to an individual's actual involvement in reading as reflected in behavior, affect, or cognition" (Guthrie, Wigfield, & You, 2012, cited in Barber & Klauda, 2020, p. 28). However, the act of reading engagement can be both observable and unobservable (Unrau & Quirk, 2014, p. 173). Engagement for reading can be shown as excitement by body language or facial expression, although, it can also be undetectable to an outsider as it can occur only in the mind of the reader. To conclude, motivation is a psychological process which appears before becoming engaged in something, while engagement is the external process and the action that follows motivation (Unrau & Quirk, 2014, p. 262). So, for example if a student loves to read English texts, the motivation for reading would be the love for English reading, but the engagement would be the behavior, or the internal mind set when reading English. If the student did not like reading English, the student would probably not be engaged in the reading because there are other options which seem more enjoyable.

Making an effort as a teacher to understand the student's motivation, motivating them, and engaging them is crucial for the student's motivation and engagement for reading, "as reading is an effortful and purposeful activity that often involves choice and perseverance, motivation is crucial for children to develop their reading skills" (McGeown, 2013, p. 2). It is important to engage the children in activities concerning the texts they read (McGeown, 2013, p. 1). For example, Leather & Uden (2021) mentions the importance of interesting and relevant reading materials and related activities for the learner to develop reading motivation in English as a foreign language (p. 32).

2.2.2 Motivation for Second Language Acquisition

Most students in Norway today learn English as a second language (Flognfeldt & Lund, 2016, p. 18). Therefore, this subsection is of importance to understand how motivation affects most students. However, some students might learn English as a L3, L4, and so on. This section will still be partly relevant for multilingual learners of English as there are similarities between learning English as second language and learning English as a multilingual. One similarity is the relatively limited exposure to English compared to the extensive exposure to their L1 (Flognfeldt & Lund, 2016, p. 35). However, students who learn English as a L3, L4, and so on has already experienced learning and relating to more than one language (Jessner, 2008, cited in Flognfeldt & Lund, 2016, p. 35). Therefore, learning an additional language as a multilingual might be beneficial (Flognfeldt & Lund, 2016, p. 35). Further, the shift in research on motivation for second language acquisition and the changes in motivation among learners of English will be presented.

In recent years there has been a shift in research of motivation for second language acquisition (SLA). From a focus of how one uses motivation for being included in a multicultural community to a focus to studies of SLA where the target language can be distant from your everyday community and life (Dörnyei, 2003, p. 11). This shift became important for language learnt in school around the world, including Norway where the main language used is Norwegian. The new research started focusing on "*course-specific motivational components*" which includes teaching materials, interest in activities, relevance of materials, and the suitability of teaching method used

(Dörnyei, 2003, p. 11, emphasis in original). Additionally, "*teacher-specific motivational components* (e.g., the motivational impact of the teacher's personality, behavior, and teaching style/practice)", and "*group-specific motivational components*" which include norms within the group, goal-focus, and different characteristics of the student (Dörnyei, 2003, p. 11, emphasis in original).

Later, there has been an attentiveness to the missing of variables in motivation (Dörnyei, 2003, p. 17). Students can have high motivation at one point and then suddenly become unmotivated to learn a second language, or the other way around. Dörnyei (2003) introduces three separate phases which decides whether motivation for a second language stays stable, increases, or decreases (p. 18-20). The first phase he introduces is the *preactional stage*, which is the stage where the student decides whether they are motivated to pursue a task and a goal (Dörnyei, 2003, p. 18, emphasis in original). The second phase is the *actional stage*, which is the stage where motivation needs protection from distracting influences, such as off-topic conversations and thoughts and task-anxiety (Dörnyei, 2003, p. 20, emphasis in original). The last stage is the *postactional stage*, which is the stage where the students look back at their experience (Dörnyei, 2003, p. 20, emphasis in original). He continues to explain this stage as a process in which "their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future" (Dörnyei, 2003, p. 20). These phases can be enlightening for a teacher to understand, because their student's process of motivation for reading English can shift in any of these phases. The teachers can try to understand at what stage there was a lack of motivation, which can help their students to stay motivated for English reading.

Accordingly, the research on motivation in SLA has shifted from testing motivation by looking at results, to looking at motivation for a longer period (Dörnyei, 2003, p. 22). By researching the process, one gets a holistic understanding of student motivation and facilitates for understanding how teachers can differentiate for the students' needs.

2.2.3 Differentiation as Motivating

Differentiation is instruction adapted to the student's individual differences (Stray & Wittek, 2014, p. 422). The differentiation is often related to levels, amount, and speed provided for the student's benefit (Stray & Wittek, 2014, p. 423). Adapting readings to

each student's needs creates the opportunity to motivate and engage the students to reading English (Stray & Wittek, 2014, p. 431).

Reis et al. (2011) studied how reading comprehension and fluency was affected by differentiated reading instruction and a focus on reading engagement (p. 492). They discovered that reading comprehension and fluency increased when the reading instruction was differentiated and the students had the option of choosing their own books to read (Reis et al., 2011, p. 492). Brief differentiated reading sessions were implemented with limited teacher instruction (Reis et al., 2011, p. 492). The results collectively indicated positive outcomes from differentiated reading instruction (Reis et al., 2011, p. 493). However, the results differed among the schools participating (Reis et al., 2011, p. 493). Schools and homes of students with limited availability of books (schools of lower socioeconomic status), outperformed the other schools included in the study regarding their reading engagement and interest (Reis et al., 2011, p. 493).

Differentiation opens possibilities for students to develop their English reading skills from their current level. This allows the students to comprehend the text, which can increase their motivation and engagement for reading English. Therefore, it is important for teachers to understand the value of differentiating English texts for their students to develop their motivation and engagement, and their reading skills in English.

2.3 Technology

As earlier mentioned, PIRLS 2021 reported a decline in both reading in the spare time, and more students now report that they do not like to read (Wagner et al., 2023, p. 43-44). Students now live in a world with fast-paced entertainment instead of only the slow activity of books. The easy access of entertainment on phones, tablets, computers, or televisions might lead students to substitute reading for these alternatives (Roe, 2021; Verboord & Rees, 2003, p. 298). This transition makes it even more difficult for teachers and parents to encourage reading when more familiar and stimulating activities are available.

As the new age of technology has arrived, our communication styles and where we pursue information have changed. In Norway on an average day, people pursue

information, do activities, and read newspapers online (SSB, 2024). Additionally, there has been a decline in ordinary newspapers, magazines, and radio (SSB, 2024). Reading digitally has become more available to people, just a few clicks away (Munden & Sandhaug, 2017, p. 307). They often include more multimodality than reading on paper, often cost nothing, they can be non-linear with hyperlinks, and create a bigger opportunity to raise your voice as there often are comment sections connected to the texts (Munden & Sandhaug, 2017, p. 307). However, reading digitally compared to reading on paper decreases the reading comprehension (Munden & Sandhaug, 2017, p. 308). This is caused by the scrolling which makes it more difficult to follow the text, the possibility for multitasking, and the fatigue caused by reading on a bright screen (Munden & Sandhaug, 2017, p. 308). The digital world has become more available to the students. However, the digital world offers more exploration, interactivity, and social setting than reading on paper (Herkman & Vainikka, 2014, p. 98). Therefore, the competition between reading on paper and digital spare time activities are fighting for the student's time.

Johnsson-Smaragdi (1994) states that "young people are not born with an innate tendency to use media in certain ways" (subtitle: Media use in childhood and adolescence). What he means by this is that media, social media, and technology are introduced to the child by parents, school, peers, neighbors, and others (Johnsson-Smaragdi, 1994, subtitle: Media use in childhood and adolescence). As technology can have a disadvantageous relationship to a child's reading progress and reading level (Verboord & Rees, 2003, p. 298), it is important to be aware of parents' habits of using technology and reading as they are affecting the child's reading motivation and engagement in English (Verboord & Rees, 2003, p. 298).

As opposed to the disadvantages of technology, digital games which includes reading activities can create opportunities to increase motivation and engagement for English reading. Compton-Lilly (2007) states that digital games with reading included create the opportunity for learning through engaging contexts, where they can show their identity, which she explains as important for literacy learning (p. 726). By using digital games in the classroom, home activities and school activities are merging which can be motivating and engaging for English reading. However, there are differences between reading on paper and reading in digital games. Reading on paper allows the students to

create images of the story in their head and focus on their imagination, while digital games are often multimodal which prevents this imagination but can engage the students and gain their attention to another level (Compton-Lilly, 2007, p. 726).

Not only can games that have a literary purpose increase motivation and engagement for reading English, but so can games created for entertainment. Sundqvist (2019) studied the relationship between entertainment games and vocabulary skills (p. 104). The results showed that those who played video games for entertainment at home outperformed the vocabulary of the non-gamers, even of the difficult words (Sundqvist, 2019, p. 104). As understanding vocabulary plays a significant role in reading comprehension, the students who use games for entertainment might also increase their reading motivation and engagement and reading skills in English. The usage of gaming, social media, watching YouTube, and other technology, are entertainment used by students because they are engaging. They can, in moderation, provide the students with motivation and engagement which enhances their vocabulary skills and reading skills in English.

3 Theory

This section includes theory which later will be used to analyze the results from the interviews. This theory will support or challenge the results from the interviews, helping to conclude an answer for the research question. In addition, the subsections regarding teacher cognition will contribute to the understanding of the teachers' perspectives as they are subjective. This will affect the results of study as their views and understanding of the importance of motivation and engagement for reading English will differ from other teachers. This section includes self-determination theory, second-language acquisition theory, extensive and intensive reading, social cognitive theory and ecological system theory, and lastly the previously mentioned teacher cognition will be presented.

3.1 Self-Determination Theory by Ryan and Deci

"Self-determination theory (SDT) is an empirically based, organismic theory of human behavior and personality development" (Ryan & Deci, 2017, p. 3). The theory is focused on intrinsic motivation and factors that drive human behavior (Ryan & Deci, 2017, p. 3). SDT is highly relevant for this thesis as motivation for reading English can be driven intrinsically or extrinsically, which the student's reading motivation will reflect in their attitude toward reading.

SDT has divided three different driving forces for human behavior which is important for psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2017, p. 3). Autonomy is often thought of as independent, but in this theory, autonomy means that "behaviors are self-endorsed, or congruent with one's own interests and values" (Ryan & Deci, 2017, p. 10). Competence is about the necessity to function efficiently in one's own life and "refers to our basic need to feel effectance and mastery" (Ryan & Deci, 2017, p. 11). However, competence can easily be hindered by negative feedback, activities that are too challenging, comparison between individuals, and criticism which can cause less confidence and effectiveness (Ryan & Deci, 2017, p. 11). Lastly, relatedness "concerns feeling socially connected" (Ryan & Deci, 2017, p. 11). Feeling socially connected to someone usually happens when an individual is taken care of by

someone, feeling that they belong, and feeling important to others (Ryan & Deci, 2017, p. 11).

The satisfaction of autonomy, competence, and relatedness will give an individual the experience of greater well-being, optimal functioning, and intrinsic motivation (Ryan & Deci, 2017, p. 11). On the contrary,

> "when individuals experience need-thwarting environments, such as contexts that are overly controlling, rejecting, critical, and negative or that otherwise frustrate autonomy, relatedness, and competence needs, individuals are more likely to become self-focused, defensive, amotivated, aggressive, and antisocial" (Ryan & Deci, 2017, p. 9).

This unfavorable behavior occurs due to extrinsic motivation which is an "external reward or social approval, avoidance of punishment, or the attainment of valued outcome" (Ryan & Deci, 2017, p. 14; Ryan & Deci, 2000a, p. 333). Therefore, creating a space for autonomous decision making is important for the individuals to perform out of interest and enjoyment, also referred to as intrinsic motivation (Ryan & Deci, 2017, p. 14).

By the time a lot of students have reached the age where they will go to college or university, their desire for learning has diminished because of their experience with controlling instruction (Levesque-Bristol, 2021, p. 26). Instead of viewing the role of teachers as controllers, monitors, and trainers, one can view them as facilitators, guides, and supporters of students' development (Ryan & Niemiec, 2009, p. 270). Self-determination theory in education can lead to natural growth, curiosity, interest, learning, and development among the students (Levesque-Bristol, 2021, p. 25). In addition, autonomous-supportive teachers tend to listen to the students' insights and connect with them through questions and remarks and will give the students the ability to explore their independent work, as well as encourage effort, growth, and mastery (Levesque-Bristol, 2021, p. 28). When autonomy, competence, and relatedness are met students can develop intrinsic motivation, which is the goal of self-determination theory, and their motivation will come from within instead of an extrinsic factor.

3.2 Second-Language Acquisition Theory by Krashen

Krashen's book *The Input Hypothesis: Issues and Implications* (1985) explains his second-language acquisition theory and its five hypotheses embedded in this theory. *The input hypothesis* is one of the five hypotheses, which has gained most attention, but *the acquisition-learning hypothesis* and the *affective filter hypothesis* will also be explored further in this section due to the relevance for motivation and engagement for reading in English. As previously mentioned in section 2.2.2, the focus of second language acquisition can be somewhat relevant for bilingual learners of English. However, there are differences in attaining a language as a bilingual, therefore one cannot assume the hypotheses underneath is as relevant to these learners as they are to L2 learners of English.

As mentioned, the input hypothesis is the one hypothesis that has gained the most interest. The input hypothesis suggests that people who learn a second language should read what is just beyond their current level (Krashen, 1985, p. 2). 'I+1' is used as the way to symbolize this hypothesis (Krashen, 1985, p. 2). 'I' means their current level, while '1' is just the level above their current level (Krashen, 1985, p. 2). This hypothesis is important for teachers to take into consideration when suggesting English texts for their students, because reading suitable texts can motivate and engage for more English reading. Reading at a level which is either too low or too high can have a negative impact on their motivation and engagement for reading (Chiang, 2016, p. 461). Additionally, reading at a level not suitable for themselves could potentially ruin their experience with the English subject as its either too easy or difficult to follow.

The acquisition-learning hypothesis argues that there are two different ways to obtain second languages (Krashen, 1985, p. 1). First is "acquisition" of developing a language, which is the subconscious way of attaining a language (Krashen, 1985, p. 1). This development of language can be compared to how people develop their first language, or how English as a foreign language is used in a natural way in the daily life. By contrast, the second way to obtain a language, is by "learning" it as students does in their English class in Norway (Krashen, 1985, p. 1). Their motivation can be influenced by either of these being used to comprehend the language. The natural way in which the language is acquired can be through books (extensive reading/voluntary reading),

technology, environments where English is used frequently, and other related activities. Krashen (2004) mentions that "voluntary reading is very enjoyable" (p. 28), therefore the language acquisition can contribute to more motivation and engagement for reading English.

The affective filter is according to Krashen (1985) "a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition" (p. 3). Therefore, it is not enough for the student to only acquire comprehensible input, but they need to be open to the input as well (Krashen, 1985, p. 3). When the acquirer of the input is unmotivated, uninterested, lacks self-confidence, or is anxious, the affective filter is high (Krashen, 1985, p. 3). This exemplifies the difficult task the teacher experiences when students' affective filters are high. If their mind is elsewhere, their brains will not acquire the information they are able to. Therefore, thinking about the student's well-being and their motivation and engagement for English reading is highly important.

As mentioned, the second-language acquisition theory is the theory of five different hypotheses. Krashen (1985) summarizes them by explaining that "people acquire second languages only if they obtain comprehensible input and if their affective filter are low enough to allow the input 'in'" (p. 4). Krashen continues to explain the hypotheses and theory as acquisition is certain to happen if the affective filter, or the willingness to acquire, is low enough to obtain the comprehensible input (Krashen, 1985, p. 4). Therefore, the job of the teachers requires them to look at their students' health and motivation and engagement before even thinking about the possibility to acquire information about the second language reading. After this they can think about if the students are learning or acquiring language, and whether they are reading at the correct level.

3.3 Extensive and Intensive Reading

While Krashen (2004) according to his complexity argument against direct instruction, mostly believed in extensive reading for children to become fluent users of English as a second language (p.18), most scholars today believe English language growth comes from both extensive and intensive reading (Drew & Sørheim, 2016, p. 28). While

extensive reading is about reading longer texts for pleasure without the focus of grammar, translation, and answering questions about the text (Drew & Sørheim, 2016, p. 79; Munden & Sandhaug, 2017, p. 310), intensive reading is about reading for a purpose, often to find information (Drew & Sørheim, 2016, p. 79). Both ways of reading are important for development of English reading skills. However, extensive reading is often mentioned as a resource to develop students' interest in reading English (Drew & Sørheim, 2016, p. 28), and therefore motivation and engagement for reading English follows.

Extensive reading, or free voluntary reading as Krashen (2004) calls it, is a joyful activity (p. 28). This activity leads to cognitive development and develops the English reading skills in addition to comprehension, writing style, vocabulary, grammar, and spelling (Krashen, 2004, p. 37). The act of finding your own book to read can make the act of reading more enjoyable, because you gain autonomy in your readings as opposed to what class readings do (Birketveit, 2018, p. 5). The enjoyment and interest of a text cannot only affect the reading abilities, writing abilities, and cognitive development, but also affects the intrinsic motivation for reading (Krashen, 2004, p. 116). Takase (2007) found that students who did not enjoy reading in their first language, got more motivated to read English when they finished an English book (p. 12). The extrinsic motivation for reading is an important part of why we keep reading (Krashen, 2004, p. 116). Likewise, the motivation and engagement for reading English will increase when you find the act of reading enjoyable.

Reading intensively is "intended to strengthen the reading skill, text comprehension, and reading speed of the students" (Ni'mah & Sholihah, 2022, p. 17). In the classroom, intensive reading often entails reading a text and then answer specific questions about the text. Even though Krashen's belief toward extensive reading as superior to intensive reading, he acknowledges reading instruction as meaningful for the students under certain conditions (Krashen, 1982a, cited in Krashen, 1985, p. 13). He states that English instruction is valuable when this is the only English students are exposed to, or the students are too young to understand any English without the help of teacher instruction (Krashen, 1982a, cited in Krashen, 1985, p. 13). In *The Power of Reading* (2004) he also states that teacher instruction can fill gaps in the students' grammar and vocabulary that extensive reading will not fill (p. 131). Because extensive reading focus

more on the enjoyment of reading, it is generally thought of as more motivating and engaging for the students. However, intensive reading can be motivating and engaging for students as well, as every individual has different preferences. The fact that the students' English skills improves by using intensive reading can cause a drive toward becoming increasingly fluent in English, and therefore more motivated.

Extensive and intensive reading are two different ways of exploring the second language for students. Even though, the intensive reading should strengthen the students' English skills, extensive reading includes a higher potential of student investment and ownership to their reading, because they can choose their own books (Munden & Sandhaug, 2017, p. 313). Therefore, it does seem like extensive reading is much more effective in terms of creating a motivating and engaging student environment for reading English.

3.4 Ecological System Theory by Bronfenbrenner and Social Cognitive Theory by Bandura

Social cognitive theory emphasizes the importance of reciprocal interactions, environmental events, and personal factors for learning (Bandura, 1986, p. xi). The key component of the theory includes observational learning, modeling, vicarious reinforcement and punishment, self-efficacy, reciprocal determinism, and cognitive processes (Bandura, 1986, p. 1-38). While this theory emphasizes the importance of environmental influences, the dynamic interaction between individuals and their context, the theory also focuses on the individual's learning in their own environment (Bandura, 1986, p. xi- xii). Ecological system theory, however, includes the same importance to "the developing person, … the environment, and especially of the evolving interaction between the two" (Bronfenbrenner, 1979, p. 3). The ecological system theory introduces the environments surrounding an individual in several layers from the most influential to the least influential (Bronfenbrenner, 1979, p. 3- 6). The individual's cognition is discussed in the light of these environments, and the individual is recognized for their experience and development of the world which affects the development (Bronfenbrenner, 1979, p. 3- 6). Next, the two theories will be further explained and then they will be discussed in the light of motivation and engagement for reading English.

3.4.1 Ecological System Theory by Bronfenbrenner

The ecological system theory concentrates on the developing person, the environment, and the relationship between the two (Bronfenbrenner, 1979, p. 3). This theory provides us with revealing information about the development of a person based on the environments surrounding them (Bronfenbrenner, 1979, p. 15).

The ecological environment is structured "each inside the next, like a set of Russian dolls" (Bronfenbrenner, 1979, p. 3). These structures contain a microsystem, mesosystem, exosystem, and macrosystem which is all part of a person's life (Bronfenbrenner, 1979, p. 3). The microsystem is the immediate environment a person is a part of, often the home or the classroom (Bronfenbrenner, 1979, p. 3). The next environment, the mesosystem, is the connection between the environments in the microsystem (Bronfenbrenner, 1979, p. 3). Bronfenbrenner (1979) explains this interrelationship as "a child's ability to learn to read in the primary grades may depend no less on how he is taught than on the existence and nature of ties between the school and the home" (p. 3). This shows us that the relationship between the two different environments in the microsystem can shape a person's motivation and engagement for reading English. The third system, the exosystem, is an environment that is out of a person's control (Bronfenbrenner, 1979, p. 3). This means that for example something has affected a parent or a teacher to act in a particular way, which affects the child (Bronfenbrenner, 1979, p. 236). If a teacher has received a call before class about a relative's death, this could affect the teachers work, which again will affect the child in the classroom. The fourth system, the macrosystem, is all-encompassing influences impacting a child through all the systems and environments surrounding the child, such as how the school system affects the child and the systems around the child if it were to change (Bronfenbrenner, 1979, p. 4).

These systems create a foundation for the child's future and will affect the child in ways that could not be researched in a laboratory, but strictly in their own authentic lives. Bronfenbrenner (1979) explains the importance of this theory like this: "recognition of this relationship provides a key to understanding developmental changes not only in children but also in adults who serve as primary caregivers – mothers, fathers, grandparents, teachers, and so on" (p. 5).

3.4.2 Social Cognitive Theory by Bandura

Social cognitive theory contains elements of learning through observation, imitation, cognitive processes, and how an individual is learning through the interaction of the environment, personal factors, and the behavior (Bandura, 1986, p. 18-22). Despite this thorough view of an individual's learning, the focus of this section will be learning through observation, imitation and modeling.

Bandura (1986) states that "virtually all learning phenomena, resulting from direct experience, can occur vicariously by observing other people's behavior and its consequences for them" (p. 19). Students can observe the actions of someone else and use it as a guide on how to do this action themselves (Bandura, 1986, p. 47). When this information has been coded and one wants to use this information to do the action themselves, they are modeling the behavior (Bandura, 1986, p. 47). Modeling is something that teachers can accommodate for in their classrooms. Urbanski (2006) states that "the most important thing that we do for our students is to demonstrate our own […] reading habits in order to help them form their own" (p. 26). Observing the environment around oneself as a student can be quite inspiring (Bandura, 1986, p. 47).

3.4.3 Similarities between the Two Theories and Their Effect on Motivation and Engagement for Reading English.

Even though, Bandura's social cognitive theory is more focused on the cognitive processes and the behavior of the individual, and Bronfenbrenner's' ecological system theory looks at the overall picture of a child's development and environments, there are some similarities in the two theories (Bandura, 1986, p. xi-xii; Bronfenbrenner, 1979, p. 3-6). As mentioned earlier both theories emphasize on the importance of an individual's learning and their environment, and how these interact with each other.

Observational learning and modeling of others can foster motivation and engagement for reading English. The child can be shown the importance of reading and good reading habits by the surrounding environments. The observation of these values can be transferred to the child, and the child will be able to model their behavior and acquire the same value system for their reading perceptions. Even though, observing and modeling the behavior of someone else will somewhat determine the behavior of the observer, the observer can also use their own experiences and decisions in the modeling

(Donald Graves, 1996, cited in Urbanski, 2006, p. 32). Therefore, the teachers can foster motivation and engagement for reading English by using different techniques and activities in the classroom, but they still need to be aware of differences among the students.

The microsystem, mesosystem, exosystem, and macrosystem can inflict these values to a child as well (Taylor & Pearson, 2004, p. 167). As mentioned, the teachers, parents, and others close to the child, can affect the child's perception of reading, but so can the communication between the home and the school (Helgøy & Homme, 2017, p. 145). The cooperation between the home and the school can lead to inspiration between one another and create meaningful conversations about the importance of reading motivation and engagement in English. In addition, the exosystem and macrosystem can support the child's motivation and engagement for reading in English as well as their reading habits. The libraries, after school activities, and the school system, can all participate in the values towards reading in English (Taylor & Pearson, 2004, p. 167).

The environments surrounding the child can affect the child's motivation and engagement for reading in English (Bronfenbrenner, 1979, p. 3-4). The way we communicate about reading, the occurrence of reading, and the value system from above can help for improved reading motivation and engagement in English.

3.5 Teacher Cognition

Teacher cognition is explained by Borg (2003) as "the unobservable cognitive dimension of teaching – what the teachers know, believe, and think" (p. 81). The complexity and fullness of teaching has proven to be problematic, due to all the responsibilities a teacher has, such as planning, evaluating, classrooms activities, routines, reacting, deciding, and so on (Burns et al., 2015, p. 585). The teacher cognition is not only affected by what is visible to others, but also elements which is only available to the teacher himself. Therefore, the teachers mind can be occupied while trying to answer the questions given to them in the interview in this study. Additionally, their teacher cognition can affect the results due to their own individual thoughts which will affect the answers given in the interviews.

Barnard and Burns (2012) says that "teaching is more than merely transmitting information" (p. 2). In the teaching profession in Norway, you have a great deal of autonomy in the way you teach, but it is still the job of a teacher to convey the curriculum in a way that one thinks is the best for the students. The autonomy of the teacher profession was not always how it is now. The audiolingual method and the direct method used to play a big part in the teachers' everyday life at work. The audiolingual method was a way to create language habits by listening to recordings and repeating what they said in the recording, while the direct method was about only speaking English, creating a link between new vocabulary with real objects, actions, and pictures (Munden, 2018, p. 61). These methods created less individuality and differences among the schools and classes and were thought of as being superior to classrooms activities dependent on good decisions by the teacher (Burns et al., 2015, p. 586). Additionally, they demanded that the teacher's thinking aligned with the method (Burns et al., 2015, p. 586). Today, we acknowledge and consider the teachers' knowledge about how to teach in the best interest of their students, which used to be largely overlooked.

During the time one starts the education of teaching to the time where one is a teacher who has worked for years, the practical theories of teaching changes (Kettle & Sellars, 1996, p. 1). Working through and reflecting upon the theory one has about teaching, and adapting to the new knowledge and experience one gains of years of school and practice will change the teaching practices (Kettle & Sellars, 1996, p. 1). Student teachers have theories and thoughts about almost all the subjects presented at university, based on their previous knowledge about school, classroom instruction, home structures, and so forth. (Holt-Reynolds, 1992, p. 326-27). Students in an educational program at university might have views which align with the university, or their thoughts, views, and beliefs differ from their university's views, which can create a discrepancy between the theory and the actual reality of teaching (Holt-Reynolds, 1992, p. 327).

Teacher cognition can be summarized by a model (figure 1), presenting cognition that teachers have throughout all their work (Borg 1997, cited in Borg 2003, p. 81). This includes what the teachers have cognition about, how the cognitions develop, how the cognitions interact with teacher learning, and at last how cognitions interact with the classroom practice (Borg, 2003, p. 81).
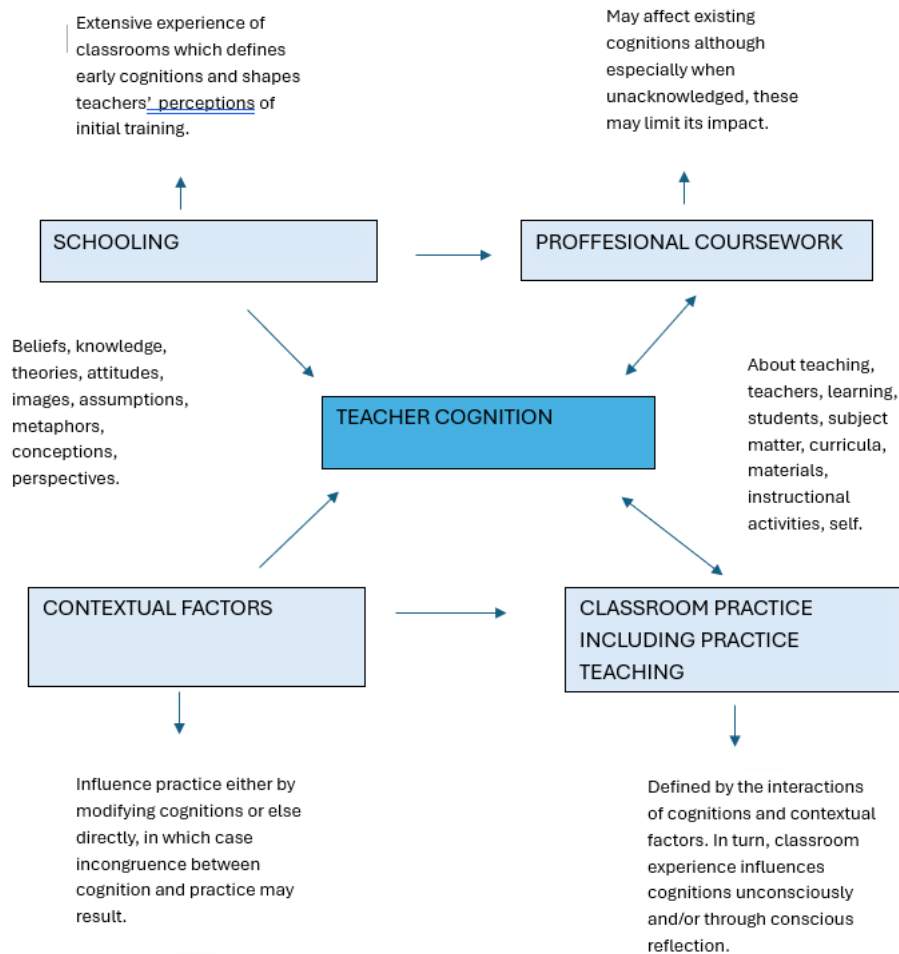
Figure 1: teacher cognition, schooling, professional education, and classroom practice (Borg, 1997, cited in Borg, 2003, p. 82).

In figure 1 above, one can see the teacher cognition (thoughts, beliefs, and what one does) is influenced by what you have learnt through the studies and vice versa (Borg, 1997, cited in Borg, 2003, p. 82). Teacher cognition which features all schooling, contextual factors, and classroom practice will also influence what you find important in your studies (Kettle & Sellars, 1996, p. 7). Additionally, the classroom teaching is affected by teacher cognition and vice versa (Borg, 1997, cited in Borg, 2003, p. 82). The beliefs and thoughts of a teacher will impact the teaching practices, and the experiences a teacher encounter in the classroom will impact their beliefs and thoughts about teaching.

Teacher cognition is influenced by the beliefs, thoughts and what they do, from earlier schooling, studies, surroundings, and by the classroom practices experienced in the past. The teacher cognition is important to acknowledge as they affect choices and classroom practices. Therefore, this is important to recognize as the teachers in my study will use their own knowledge, experience, and thoughts when answering the questions in the interviews about motivation and engagement for reading English and their connected classroom practices. Their teacher cognition could affect the results and therefore the conclusions of this study. Next, I will look further into the teacher cognition in relation to students' motivation and engagement for reading English as a foreign language.

3.5.1 Teachers' Perceptions of the Students

The teachers' perceptions of students in the classroom are important for the students to be fully met academically and personally. The perceptions a teacher has about a student can create opportunities for differentiated teaching and learning (Schnitzler et al., 2020, p. 1). On the other hand, perceptions of students can be difficult to create, and the wrong belief of what the student needs can create a discrepancy between the teacher's belief and the student's knowledge of their own academic and social life, which can be difficult to deal with for both parties (Schnitzler et al., 2020, p. 10). Accordingly, teachers' perceptions are important when understanding their knowledge about the importance of motivation and engagement for reading in English. Their understanding of the importance of motivation and engagement for reading is subjective, due to their perceptions of their students.

3.5.1.1 Difference in Perception between Students and Teachers

Teachers' thoughts about what motivates and engages the students will often not align with the student's knowledge of their own motivation and engagement (Allum, 2020, p. 95). The teachers' and the students' perspectives are different, which can cause discrepancy between the students' actual motivation and the teachers' perception of students' motivation (Wiesman, 2012, p. 103).

In Allum's (2020) study of students' and teachers' perceptions of what motivates students, conducted with twenty-two teachers and ninety-three students, the motivational factors of what teacher believed did not align with the students' knowledge of their own motivation (p. 95). While teachers believed their own characteristics as a

teacher had great influence over the students' motivation, the students believed that the teachers' characteristics only influenced their motivation to some degree, while their intrinsic motivation was the biggest motivational factor (p. 96). This corresponds to Wiesman's study (2012), where he states that the student's own goals of achievement and the intrinsic motivation was the biggest part of the motivational factors for students (p. 103). He also states that teachers believed that the biggest part of students' motivation was the teachers' characteristics (p. 103).

While it seems like students' and teachers' belief of motivational factors for students are contrasting, there is a difference between the maturity level of the brain of teacher and a student, which can cause these outcomes in research (Wiesman, 2007, p. 37). Therefore, the teachers' responses to questions about students' motivation and engagement for reading English in my study will be subjective. Their perceptions might either be correct or incorrect, but what is known is that their responses come from a teacher with maturity and experiences a student do not have.

3.5.2 Student Profiling

The perception of a student's motivation and engagement by a teacher can cause different outcomes in the way the students are offered help, the way they are spoken to by their teacher, and their accomplishment levels (Bradmiller et al., 2023, p. 4; Brookhart et al., 2016, p. 834; Goldberg et al., 2021, p. 7). Usually, the higher the motivation and engagement in class, the better the results academically (Brookhart et al., 2016, p. 834). Bradmiller et al. (2023) state that when students do not deserve the grade they acquired based on their work, this shows that the teachers are treating their students differently (p. 4). Their knowledge and perception of students' motivation, engagement, and skills will be different for every student, therefore there will be biased grades for the students.

Student profiling involves teachers' assessments of the students to "support individual students with adaptive teaching" (Schnitzler et al., 2020, p. 1). It can be a difficult task for teachers but also an important one. In a study conducted by Schnitzler et al. (2020) they researched teachers' abilities for profiling students' motivational- and cognitive characteristics (p. 10). They found a vast difference between the teachers' abilities to profile students correctly (Schnitzler et al., 2020, p. 10). To be able to profile a student

one needs to monitor the student in the classroom, observe the student to acquire information, and interpret this information before profiling the student (Schnitzler et al., 2020, p. 3).

There is evidence that show experienced teachers as better student profilers than novice teachers (Seidel et al., 2021, p. 85). In Seidel et al. (2021) research on the difference between novice and experts profiling students, it shows that experienced teachers paid more attention to students who might have needed extra support and help (p. 85). The expert teachers also profiled more correctly when the profiling was based on student engagement compared to the novice teachers (Seidel et al., 2021, p. 85). The difference between novice and expert teachers' abilities to analyze the behavior of students can create different outcomes in terms of adapting their lessons to the individuals in the classroom, providing feedback and help, and grading the students (Schnitzler et al., 2021, p. 2). This information can be of interest when analyzing the informants' interviews in my study. Their experience as teachers can affect the profiling of their students to be either correct or incorrect. Even though, there is a difference between the experienced and the novice teachers, there can still be differences of accurate profiling between two expert teachers, just as there can be a difference between two novice teachers' accuracy (Schnitzler et al., 2021, p. 1). Therefore, the accuracy of profiling students can be connected to the teacher experience, but their accuracy can also be individual.

I have presented teacher cognition and its implications for teacher profiling. The difference of perception between teachers and students has also been explored. Teacher cognition will affect this study. In the next section, 'methods', the population and sampling of this study will be introduced. These subsections will be closely related to teacher cognition, as the teachers included in this study will have their own subjective beliefs about their students' motivation and engagement for reading English. Choosing a different population and different requirements for participation, the results could differ.

4 Methods

The purpose of this research project is to explore teachers' perspectives and understanding of the importance of motivation and engagement for reading English among Norwegian students in grades five to seven, in addition to researching their employed strategies. In my research I adopted a qualitative approach, characterized as an in-depth exploration of detailed data from a few participants (Nyeng, 2012, p. 71, 73). The qualitative approach allowed me to engage extensively with each participant to retrieve rich information needed for my research. The participating teachers provided with comprehensive insights on the topic, with the possibility to interpret their words and utterances (Nyeng, 2012, p. 71). This provides an interesting analysis, emphasizing on depth rather than breadth.

In this research I used qualitative interviews and questionnaire including four participants, where pseudonyms were employed. This provided the possibility to listen to their perspectives in person, and additionally, receive background information through the questionnaire. Together, these methods collectively offer a comprehensive picture of the data (Postholm & Jacobsen, 2016, p. 100). However, alternative methods could be employed instead, such as a qualitative open-ended survey. This method could potentially include a larger sample which could provide for representative results (Andersson-Bakken & Dalland, 2021, p. 174). However, the response rate is often low, their answers could potentially lack the depth needed, and follow-up questions would be missed (Andersson-Bakken & Dalland, 2021, p. 173-175). Additionally, longitudinal observations of the teachers could be employed for the reasons of comparing their practices to what they say they believe or do. However, this would be time consuming with the timeframe of a master's thesis.

In the subsequent sections, I will explain the methods used in detail. In addition to the explanations of the methods used, the validity of the study will be addressed. Validity entails whether the findings are answering the research question (Anker, 2020, p. 109).

4.1 Research Context and Participants

This study was conducted in Porsgrunn, which has a population of more than 75 000 citizens. University of South-Eastern Norway, located in Porsgrunn, offers a teacher education program of five years. This makes the participants used to working with or having pre-service teachers in practicum or working at their school. The interviews and questionnaires were conducted and answered in March of 2024.

There were four female teachers participating in the research. I met all the teachers in person. I met three of them at their workplace and interviewed them within their work hours. The last interview was conducted at the University of South-Eastern Norway in her spare time.

4.1.1 Sampling

In my research I used a nonprobability sampling. This is a sampling method used when not all the people in a population are as likely to be a part of the study (Andersson-Bakken & Dalland, 2021, p. 188). This method includes both purposive sampling and convenience sampling. While purposive sampling is a method used for selecting participants based on criteria, convenience sampling is a method used to simplify the process of finding participants and using the connections one has to the population (Andersson-Bakken & Dalland, 2021, p. 188). In this research a mix of both purposive sampling and convenience sampling was used. I selected teachers meeting specific criteria. They needed a teacher education to participate, while they additionally needed to have experience teaching grades five to seven. The choice of this sampling method was used to ensure the teachers had experience with teaching English reading to students in grades five to seven and ensure they had theoretical knowledge about the teacher education and profession. Additionally, convenience sampling was employed due to the difficulty to find participants for my research in the given time span I had available for the study. Therefore, I reached out to colleagues, colleagues of family members in the teaching profession, and former peers.

4.1.2 Participants

There were four female participants in my research. Two of the teachers worked at the same school, while the other two worked in separate schools. These teachers were of

different age, had different teacher education, different English credits, and different teacher experience.

4.2 Instruments

Two different instruments were used in the study. One questionnaire (see appendix 3) was filled out by each teacher, and one interview was conducted per teacher. The method of using a questionnaire helped as a contextual factor, to understand their backgrounds, attitudes, and habits of reading in comparison to the answers given in the interview. Additionally, interviews were chosen because the participants were given the flexibility of elaborating and asking questions when necessary.

4.2.1 Interviews

I used a semi-structured interview approach in my research. Andersson-Bakken and Dalland (2021) explains this interview method as an approach with already formulated questions, which is asked in the interviewers preferred order (p. 95). The semi-structured interview makes it easier to compare answers from the different participants, due to the already formulated questions, which makes the analysis process more organized. However, this type of interview allows for flexibility, with elaborations and follow-up questions (Andersson-Bakken & Dalland, 2021, p. 95-06). The teachers were given the same questions with minor differences, supplemented with follow-up questions related to their individual answers in the interview. Andersson-Bakken and Dalland (2021) supports the use of follow-up questions by adding the advantage of elaboration when necessary (p. 96). This research method is often used to create a calm environment, for the participants to reflect on their own thoughts, actions, experiences, and opinions around a specific subject (Tjora, 2021, p. 127).

My interview guide (see appendix 4) contained open ended questions, that allowed the teachers to reflect on their own experiences and beliefs about the theme before sharing their thoughts (Tjora, 2021, p. 127). I adhered closely to this interview guide, although I made minor adjustments prior to the first interview to enhance clarity. Tjora (2021) mentions the importance of a comfortable interview for the interviewees (p. 127). Hence, I added affirming words whenever the participants displayed uncertainty in their responses, intended to nurture a supportive and pleasant atmosphere during the

interview. Additionally, follow-up questions were asked in all the interviews. These questions aimed to clarify the responses and encourage the teachers to elaborate on parts relevant to the study (Andersson-Bakken & Dalland, 2021, p. 96).

Even though I did not intend on providing the participants with the interview guide prior to the interviews, I did offer it to one participant, Sonja (pseudonym). This occurred due to her apprehension toward participating in the interview because she had not been responsible for teaching English to her class for several years. Even though she did not have the responsibility of the English subject for her class, she had been a substitute teacher in English in the recent years. The distribution of the interview guide allowed her, unlike the rest of the participants, to prepare answers for the questions in the interview. During her interview, it did not seem to me as she was overly prepared. However, she had notes on her computer, which she looked at once at the end of the interview.

One of the reasons why semi-structured interviews were chosen, was my relationship with three out of four teachers. This method made it possible for me as an interviewer to treat every participant the same, without having the ability to steer the conversation because of the relationship to the teacher. Andersson-Bakken and Dalland (2021) supports this by adding that the advantages of this semi-structured approach are providing the participants with the same questions and the same structure for the interviews (p. 95). This made the interview professional for all the participants, and for the interviewer. The open-ended questions clearly told the story of my research in a specific order and made the participants understand the research project more fully (Galletta & Cross, 2013, p. 47). The professionality of the interview was important to be able to get the answers I required to answer my research.

The questions in the interview guide were based on research and theory outlined in the 'Background' section and the 'Theory' section. Andersson-Bakken and Dalland (2021) mention that an interview guide based on research and theory will provide the research with relevant information and will contribute to answering the research question (p. 294).

The interview guide (see appendix 4) contained nine questions, some of which had sub-questions due to the complexity of the questions and the topic. These sub-questions kept me focused and aided in obtaining a holistic view of the topic from every participant. The two first questions were designed to see if they understood the concepts, and to see their awareness of the subject. These questions were asked as an introductory approach to the subject. Andersson-Bakken & Dalland (2021) explain McNamara's (2009) beliefs about the practical side of interviews. In the aim of creating a good interview, one must start the interview with easy questions (p. 100). This was achieved through their own definitions of motivation and engagement, though, this could be considered intricate due to the terms' connectedness. The third question was given to understand their beliefs about the importance of motivation and engagement in relation to reading skills. While question four to seven was asked to understand their thoughts about what motivates, demotivates, engages, and disengages the children for reading English. This includes factors which can extend beyond the teachers control such as technology and the home environment, while it also includes the teachers' involvement in how to motivate and engage their own students for reading English.

Smooth transitions regarding the questions in the interview is important to create a good atmosphere for the participants (McNamara, 2009, cited in Andersson-Bakken & Dalland, 2021, p. 100). Following the interview guide closely in my interviews facilitated seamless transitions, improving the teachers' comprehension of the research.

4.2.2 Questionnaire

In addition to the interview, I created a questionnaire based on Elisabet Ryste and Magdalene Melaas Skjelsvik's questionnaire created for their MA thesis: "Even though extensive reading is good…" (Ryste & Skjelsvik, 2023). Their questionnaire included some of the topics relevant to my research question. Therefore, I edited some of it, while using the relevant questions, multiple choice answers, and boxes to check. The questionnaire was completed by the interviewees prior to our meeting or at the beginning of the interview session.

The first part of the questionnaire contained information they were providing about their age, gender, education, and experience as teachers. This information is helpful when analyzing the interviews and looking at their background in comparison to other

participant's answers. These questions appear harmless to the participants, establishing a favorable start for leaning into sensitive questions later (Postholm & Jacobsen, 2016, p. 92). The second part included close-ended and multiple-choice questions which required some personal information. These questions asked for their familiarity with motivation and engagement for reading, their view of the importance of reading, and their own reading habits.

The questionnaire is an addition to the interviews. The combination of different instruments is ideal due to the affordances and limitations of each of them (Postholm & Jacobsen, 2016, p. 100). Together they can provide for a better understanding of the results (Postholm & Jacobsen, 2016, p. 100). Their questionnaires provide a contextual element in the interview analysis.

4.2.3 Limitations of the Instruments

According to Kvale and Brinkmann (2015) an interview guide should provide the participants with both the interpersonal dimension and answer the research question (p. 162-163). Whereas the semi-structured interview offers the participants open-ended questions with no correct answer, this type of interview does not allow the participants to speak their mind at any given time. Alternatively, the unstructured interview allows the teachers to elaborate on parts when they have lots of input (Postholm & Jacobsen, 2016, p. 77), in addition to strengthen the participants' confidence throughout the interview. During my interviews several participants expressed doubtful utterings such as "I don't know if this is correct". Therefore, customizing the questions to specific participants could be beneficial. Conversely, I would potentially lose insight on more difficult questions.

The interview should start by asking innocuous questions (Postholm & Jacobsen, 2016, p. 92). It should reassure the participants' capabilities as professionals. However, there was one question in my interviews which seemed to make the teachers doubtful of their own abilities, specifically the initial question: "What do you think is the difference between motivation to read and engagement to read?". Looking at this in hindsight, I could provide them with an explanation for the difference between the two concepts after providing them the possibility to answer this question independently. This could prevent the participants to mix the two later in the interview, which most of them did.

Tjora (2021) explains the issue of participants responding to questions based on their perceived belief of what the interviewer wants to receive information about (p. 131). The participants often tend to answer question in a socially desirable manner. Given the participants' position as language teachers of English, they are aware of the significant advantages of using the English language frequently. The questionnaire included questions regarding their reading habits in English and their perceived importance of English reading. Responding to these questions indicating no English reading, could be regarded as socially unacceptable in this discourse.

Overall, the instruments were largely appropriate for the purposes of the research conducted. The interview provided me with subjective answers from each participant. Unfortunately, the sample size has an impact on the validity of the study due to the few participants contributing to this research (Nyeng, 2012, p. 75). The semi-structured interview provided the participants with the flexibility of prepared questions and follow-up questions (Tjora, 2021, p. 172). The alternation between formal and informal conversation allowed the interviews to be professional yet comfortable. The questionnaire provided the interview with context, which makes the analyses of the interviews more holistic (Postholm & Jacobsen, 2016, p. 100).

4.3 Procedure

4.3.1 Data Collection

Three of the interviews were conducted at the participants' offices, during their work hours. The last interview was held at the University of South-Eastern Norway, outside her work schedule, due to lack of suitable rooms available at her office. All the interviews were held in private rooms without distractions interfering. The interviews lasted between 14-25 minutes excluding the time spent signing the consent form (see appendix 2) and answering the questionnaire. The interviews were conducted in Norwegian, due to the participants' first language being Norwegian. Tsang (1998) explains that speaking the interviewees' language helps them to express themselves fully (p. 511).

Two participants received the consent form and the questionnaire more than a week prior to the scheduled meeting, due to the availability of these participants. I contemplated giving the other two participants the opportunity for extended review of the consent form and questionnaire. However, ultimately concluded giving these participants more time at the start of our meeting would be suitable. The two teachers who received the questionnaire before the meetings had questions regarding the questionnaire. In hindsight, I should have been available during the time they answered the questionnaire. Therefore, providing them with this document would be more suitable at the start of the interview.

I used a dictaphone app connected to the transcribing website "Nettskjema.no", recommended by the university and developed and hosted by the University of Oslo (nettskjema@usit.uio.no). I tested the app before each interview to make sure it recorded sufficiently. Even though the interviews had a positive outcome, a few of the interviews were conducted following a full day of work for both the participant and me. The influence of tiredness could potentially have affected the results.

4.3.2 Data Analysis

In the analysis of my data, I employed an abductive approach to coding the data obtained from the interview. The abductive approach is a combination of an inductive and deductive approach, which entails developing codes based on the empirical data, thereby transitioning from empirical data to theory, and then again turning to the empirical analysis (Anker, 2020, p. 79-80). I found codes from the empirical data, then redesigned the codes using theory, and then turning to the empirical data to analyze the data using theory. However, the approach was more inductive than it was deductive as the codes were derived from the empirical data, then underwent minor changes after reviewing relevant theory.

For the first and the third question in the interview guide, no codes were created. This decision was based in the aim of simplicity where it appeared advantageous. The first and the third question were isolated inquiries, which does not match to codes developed for the other material, therefore does not require to be coded. The second question (see appendix 4) was no longer relevant to the current research question; therefore, this question was excluded from the research. However, I coded the rest of the answers in

the interview. For the interview, codes were developed as follows: *reinforcements*, *support and habits in the home*, *differentiation*, *reading frequency*, *extensive reading*, *texts*, *text websites and apps and reading digitally*, and *technological entertainment*.

4.4 Limitations

A significant limitation in this research is the limited experience I had conducting interviews and making questionnaires. The only interview conducted in a scientific pursuit was in the spring of my third year at the university, while this was the first experience creating a questionnaire. Postholm and Jacobsen (2016) emphasize the importance of testing the instruments before starting the actual research, to identify areas of improvement (p. 92-93). However, I did not test the instruments. I completed the four interviews, and the participants completed the questionnaire before identifying areas which could be improved. In hindsight, writing clear questions in the interview guide and arranging them in the most comprehensible manner for my participants is something I should have paid more attention to. The first question in the interview asking the participants to state the difference between motivation and engagement for reading was the most difficult question to answer in the interview. However, this was an important question to ask before the following questions for the research question to be answered. Instead, there could be questions which eased into the more difficult questions. Additionally, when the participants felt uneasy about this particular question, there could be provided a definition before continuing the interview. This could have affected the interview positively by them acknowledging the difference before continuing to answer questions about motivation and engagement for reading in English. I should have edited and rearranged the questions following the first interview, although, I only became aware of this impediment after completing all the interviews. As mentioned earlier, I received questions regarding the questionnaire. Accordingly, it would be beneficial to have more training in making good questionnaires.

The results attained from using these qualitative methods used in this research cannot be generalized, similarly to all qualitative research (Nyeng, 2012, p. 75). Given the small sample size, their answers cannot be generalized to all teacher which fits the criteria in the research. This study only recognizes experiences and thoughts around the subject by

four teachers in one city. If a different population were included in the study the findings could potentially be different from the ones I do have (Nyeng, 2012, p. 122).

As discussed earlier, teacher cognition is about "the unobservable cognitive dimension of teaching – what the teachers know, believe, and think" (Borg, 2003, p. 81). Their teacher cognition is affected by what they have learned through their education, and vice versa (Borg, 1997, cited in Borg, 2003, p. 82). In addition, the classroom practices affect the teacher cognition, and vice versa (Borg, 1997, cited in Borg, 2003, p. 82). The interview and questionnaire recognize what the teachers say they do, rather than show their actual practices (Postholm & Jacobsen, 2016, p. 44). If I observed the teachers longitudinally, in addition to conducting interviews, the results of the study might have differed from those obtained. Participants can misrepresent answers in an interview due to their belief of what the interviewer wants to hear (Jerolmack & Khan, 2014, cited in Andersson-Bakken & Dalland, 2021, p. 100). The participants can share what is socially acceptable and what is positive about their practice, rather than share experiences and thoughts that can be criticized by others. In relation to this, the pre-existing relationship with three of the teachers could have hindered to answer the research question. Given my personal and professional relationship with the participants, they might have answered the questions in a socially acceptable manner to preserve their identity as competent professionals and as people in general.

Likewise, the relationship to the interviewees might have affected me as the interviewer. The ability to challenge the teachers and the confidence I displayed in the interviews could potentially differed with other participants with no significant relations. The nonverbal cues, such as nodding, confirming answers, gestures, and body language that were made to foster a comfortable atmosphere during the interviews may have differed if I had no prior relations to the teachers. Additionally, this could have impacted the participants to continue the conversation when I seemed pleased, while changing the course of the conversation when I displayed disagreement.

4.5 Ethics

The research consists of recorded interviews, which required an application for SIKT. The SIKT application was submitted in January 2024 and approved the same month

(see appendix 1). The SIKT application included a description of the research, and a copy of the interview guide and consent form. The standardized consent form (see appendix 2) was retrieved from their website. This consent form notifies the participants about the topic of the study, the purpose of the study, the scope, the responsible parties involved in the study, the method, their part in the study, protection of personal data, and their informed consent. Their informed consent ensures the participants with the opportunity to leave the project at any time, before, during, or after the interviews (Nyeng, 2012, p. 160). The challenge of finding available participants for a research project was known to the teachers. This may have affected their decision to stay in the project, especially due to our relationship. The participants were given the consent form either prior to the interview or at the beginning of the interview. They were additionally informed orally about the contents of the consent form. They were provided with the time needed to read through this thoroughly and ask questions. When signed, the interview started shortly after.

The importance of trust, confidentiality, and respect is considered as an important factor in a successful interview (Tjora, 2021, p. 53). The professionality in this research included the importance of mutual respect throughout the process, while simultaneously retrieving the information needed for the research (Kvale & Brinkmann, 2015, p. 108). The semi-structured interview was conducted in favor of the comfort for the participants, in addition to retrieving the information I needed through the process of having specific questions to go through and the ability to ask follow-up questions and clarifications. The place and time were set by the participants within a time span of three weeks. These were all elements of participation which were made to ensure a comfortable experience for the teachers.

This research is however not objective, like any research project (Anker, 2020, p. 112). The study is affected by the interpretations I have made throughout the research process (Alvesson & Sköldberg, 2018, p. 11). My interest in the topic may have influenced my interpretations (Tjora, 2021, p. 279), and therefore, other researchers' findings could be slightly different from the ones I found. I chose a semi-structured interview because it allowed me to follow the interview guide somewhat strictly, therefore my interest in this topic would not color the interview.

5 Results

This section will present the results from the questionnaire and the interviews conducted with the teachers. The subsections below are divided according to the corresponding codes which has been presented in the methods. Due to the limitation of length, the results presented below are the results most relevant to my study. These results reflect the participants answers through patterns and key themes in both the questionnaire and the interviews. The participants' names have been anonymized and they have been given a pseudonym. These pseudonyms will be used throughout the rest of the thesis.

5.1 Questionnaire

In the following table, the practical information about each participant is presented (see appendix 3). The second part of the questionnaire, which includes questions about motivation and engagement for reading English and reading habits will be discussed below.

Name	Sonja	Helen	Gert	Louise
Age	52	39	43	25
Gender	Woman	Woman	Woman	Woman
Professional experience as teacher	7 years	15 years	19 years	7 months
Experience as English teacher.	5 years	15 years w/o education 4 years w. education	3 years	7 months
Experience as language	5 years	15 years	19 years (on/off)	7 months

teacher.				
Education type	Teacher education, 4-year bachelor.	Teacher education, 4-year bachelor.	Teacher education, 4-year bachelor.	Teacher education, 5-year master.
English credits	30	30	-	135

In question eight, the inquiry asks whether the teachers have learned about motivation and engagement for reading English in their educational program. Louise was the only one who answered the question with a *yes*, while Helen and Sonja answered it with a *don't know*, and Gert answered the question with a *no*. Question nine asks whether they find motivation and engagement important for reading skills. All the teachers answered *yes*.

Next, questions were asked about their beliefs about reading and their own reading practices. They all thought reading in general was *very important*. Regarding the importance of reading in English, two of them, Sonja and Louise, thought English reading was *very important*, while Helen and Gert answered it with *important*. In inquiry 11 they were asked how much they read in their spare time, and in inquiry 13 they were asked how much they read in English. Gert, Helen, and Sonja answered that they *read some* (the general reading), while Louise answered *reading a lot*. Sonja answered that she *never* read English texts in her spare time, while Helen answered with *sometimes*. Both Louise and Gert answered that they read English texts *often*. The very last questions asked whether they read their own books brought from home in the classroom. Sonja and Helen answered with *never*, while Gert and Louise answered with *sometimes*.

5.2 Definition of Motivation and Engagement for Reading

In the questions which asked about their thoughts on the difference between motivation and engagement for reading, they all seemed a bit confused. Helen and Louise were the ones who answered the questions closest to the definition I have used in my thesis. The

definitions of motivation and engagement used in this thesis is that reading motivation is the "individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (Guthrie & Wigfield, 2000, cited in Barber & Klauda, 2020, p. 28), while reading engagement is "an individuals' actual involvement to reading, as reflected in behavior, affect, or cognition" (Guthrie et al., 2012, cited in Barber & Klauda, 2020, p. 28). Unrau and Quirk (2014) simplifies this by explaining that motivation is an internal process, while engagement is the behavior that follows motivation (p. 262). Gert and Sonja had a difficult time separating the two concepts. Sonja mentioned that engagement for reading is when you want to read, while motivation for reading is the enjoyment of reading. She interchanged her definitions by explaining motivation as engagement and engagement as motivation. Additionally, she mentioned external motivation as if a child wants to read due to a reward and her thoughts that reading engagement requires perseverance. Gert thought of motivation and engagement for reading as two commingled concepts. She explained the two concepts as the enjoyment of sitting down to read.

Louise described motivation as internal motivation, motivation that does not show on the outside of one's body, while she described engagement for reading as something that shows on the outside. She described engagement as how one talks, the body language that is used when reading. Differing from the other participants, Helen thought of motivation for reading as something that must be present before the engagement arrives. However, she mentioned that engagement can happen even though the student is not necessarily motivated to read. She continued to describe that engagement can contribute for more motivation for reading English in the future.

5.3 Relation Between English Reading Skills and Motivation and Engagement for Reading English

They were asked whether they thought motivation and engagement for reading English were related to English reading skills. They all thought there was a relation. Louise believed that motivation and engagement for reading leads to more reading. The amount of reading was the factor which she believed was the reason for English reading skills. Gert mentioned that the lack of motivation and engagement for reading would lead to students only reading because they were pressured to, and this would affect their

reading skills. Helen supported her answer by explaining that being curious leads to learning. Sonja justified her answer by explaining how poor English reading skills only leads to less motivation and engagement, because more work is needed for a student with poor English reading skills.

5.4 Reinforcements

Reinforcements in this thesis is defined as the help the teachers offer their students to increase their motivation and engagement for reading in English (my definition). In the classroom reinforcement can include pre-reading activities, during-reading activities, after-reading activities, or rewards. Helen, Sonja, and Gert mentioned reinforcements and rewards as techniques used in their classroom.

Helen specifically mentioned the use of rewards to increase the motivation and engagement for reading in English, however, she did not offer examples of any specific rewards. She also mentioned the use of book reports to increase their motivation and engagement for reading English. This was shared after saying she learned the value of approaching texts from different angles at university. She concluded with: "not that I am very good at this on a daily basis". Therefore, it remains unclear to whether she uses this reinforcement herself or simply recognize its value. Gert also explains the use of book reports and book clubs as a way of motivating and engaging the students to read English.

Sonja mentioned reinforcements such as Kahoot and glossary tests of phrases. She explained her belief that these tools increase motivation and engagement for reading because it provides the opportunity to "achieve a bit at the end [of the reading]". While both Sonja and Gert explains other reinforcements they use in complementation to other skills. Sonja explains the use of exciting group work, such as creating a poster about a subject in collaboration with an understandable text. Gert explains: "They are very fond of talking. Usually reading is a part of, for example roleplay". She continues with an explanation about how she enhances their reading motivation and engagement in English by disguising it through oral work.

5.5 Support and Habits in the Home

All the teachers shared their beliefs regarding the student's support and habits in the home. Regarding reading, Sonja, Helen, and Louise expressed their belief that habits and support from the home affects the student.

I asked Louise if she thought the home, the cultural background or the socioeconomic status could affect reading skills. She answered: "Yes, I do. Both because I have read research regarding this, but also because it kind of makes sense". She did not reference the research; therefore, it is unclear where she has learned about this. Helen stated her belief that students become more motivated to read if they have a good experience with reading at home. She continues: "So I think a lot of parents underestimate how important their role is". Additionally, Sonja expressed her belief of family values that runs in generations. She explains it like this: "Do you see them reading much? Do they have much screen time? Do they watch a lot of TV? You [the student] kind of do the same as them".

5.6 Differentiation

Differentiating the student's reading material can affect their reading motivation and engagement in English (Stray & Wittek, 2014, p. 431). Sonja mentioned the differentiated texts in the teaching materials provided at her school, Skolestudio. She continues: "Where there are some simple texts and a more advanced text". Skolestudio does not only differentiate in level, but also length. Helen differentiates by using the same teaching material as Sonja. She further remarked: "But I think the best differentiation is actually the possibility for listening" when speaking about this teaching material. Louise exemplifies using websites with listening function for students who struggle with motivation and engagement in English reading. While Sonja mentions the use of Epic, an app with texts, which highlights the words while listening and reading.

Like Sonja and Helen, Gert differentiates on both level and length, without elaborating about particular teaching materials. Opposed to Gert, Helen, and Sonja, Louise does not believe in differentiating length of texts, instead she differentiates by level. She adds: "I

don't think that [differentiating by length] is a favorable idea either, that they should have much more to read just because they are very good [at reading], rather they should get more difficult [texts], because that's what they are in need of".

Gert, Sonja, and Louise mention differentiation when reading for pleasure. The three of them let their students' read books and longer texts in their classroom. Louise says: "We do have some [students] whose motivation and engagement is good, and they have found texts themselves". She refers to a student in her class finding anime books online. Gert helps the students to find suitable books at their level, while Sonja mentions making arrangement with students to read English texts in their reading lesson, which usually offers students to choose between English and Norwegian texts. However, the reading lesson is part of the Norwegian subject. She explains her reasoning for making these arrangements: "I make these kinds of deals sometimes when we have had progress reviews and wish to work on becoming better at reading in English".

5.7 Reading Frequency

Some of the participants explained their students' reading frequency or the value of reading frequency nowadays in the Norwegian school. Sonja, Gert, and Louise mentioned reading frequency in their interview. On the contrary, Helen did not mention reading frequency in her interview. This does not exclude her reading frequently with her class. It simply did not come up in the interview.

Louise expressed her beliefs that schools now place a greater emphasis on the importance of reading compared to previous years, based on her experience. Additionally, she has a focus on reading in her lessons, which she elaborates on: "And we have a reading session in my English lesson every Friday". She explains this reading session as familiar to the students, due to reading lesson in the Norwegian subject. This was answered regarding a question on how to increase motivation and engagement for reading.

Sonja also mentions her use of a 15-minute reading lesson, including English and Norwegian reading during Norwegian lessons. Gert explains the students' reading habits in the classroom as "we often have, at the start of the day, them sitting and

reading a little bit while waiting for things to start". She explains how multiple students read English during this time.

5.8 Extensive Reading

Extensive reading entails reading longer texts for enjoyment without concentrating explicitly on translation, grammar, or answering queries related to the text (Drew & Sørheim, 2016, p. 79; Munden & Sandhaug, 2017, p. 310). Extensive reading is often related to self-chosen reading sessions or self-chosen reading at home (Krashen, 2004, p. 28). During the interviews the enjoyment of reading was an important factor according to the interviewees for motivation and engagement for reading English, mentioned in section 5.2. All the participants used extensive reading in their classroom except for Helen which had not used the library at school for their students to choose their own book due to poor selection of English text available.

Louise is the only participant who used the words 'extensive reading' and stated: "More extensive is more motivating". She explained her use of reading sessions every Friday with her students. Her students could choose their own texts using three different websites she had found only serving English texts. Sonja also mentioned her use of reading sessions for both English and Norwegian texts. Additionally, Gert mentioned her use of reading in the mornings before they start up the lesson. This reading session was not reserved for English reading but states several students reading English due to finding it "Better, or that they find better books in English than in Norwegian".

Sonja, Gert, and Louise mention the importance of students choosing their own books. Louise says: "I think it motivates them to choose their own books themselves". Gert mentions students who picks books above their level. She does not comment much on this, but they choose something they are interested in. Sonja also explains the use of the app, Epic, which she explains as an opportunity to pick out texts adapted to them, because of the wide range.

5.9 Texts

One element all the participants agreed on was the importance of finding interesting literature for their students to become motivated and engaged in an English reading. Helen explained that engagement for a text blossom when the text is interesting and used the words 'carried away' when describing how a text can get you engaged. However, finding interesting texts for their students was considered difficult for the teachers. Sonja and Louise experienced finding good English printed books especially difficult in the library at their school. Louise explained the importance of different levels and different topics for the students to become motivated and engaged to read English, although, finding books which had the correct level and interesting topics for her student were difficult to find. Gert explained the same issue: "You do have students which maybe aren't the strongest of readers, neither in Norwegian nor English, who show up with *Harry Potter*, so that's probably not...", explaining that their topic of interest does not align with their reading level.

Sonja, Gert, and Helen mention techniques or genres they find helpful to motivate and engage the students for reading English. Gert explained roleplay as technique she often used to motivate the students for reading, while Helen explained the importance of pre-reading activities:

> "And it's about the teacher's way of presenting the text. To talk about words in advance, and what the text is about […]. That's something I think can motivate a lot to dive in, instead of throwing a text in their lap with neither pictures nor an explanation".

Additionally, Helen mentioned her positive experience with authentic literature, which refers to "texts that are not purpose-written for English learning" (Munden & Sandhaug, 2017, p. 289). She said: "It engages in a different way than these short excerpts one finds in the teaching material". However, she had used books to read aloud for her students which she found difficult. She explains this act: "It takes effort to read a whole book with a couple of hundred pages together". Her reasoning for using this reading technique was for the students to focus on the story rather than the pictures in the text but found this technique quite challenging.

Sonja did not mention a technique, but rather a specific genre which she found to be helpful for some students: "Cartoons are often motivating for those who struggle most with reading, while those who are good readers and more advanced might want to choose other texts".

5.10 Text Websites and Apps and Reading Digitally

In the interview, the participants explained their habits and thoughts of their usage of text websites and apps and their thoughts about reading on screen. All the participants highlighted their use of text websites or text apps for their students. Sonja, Helen, and Louise specifically referenced the teaching material provided by the school, Skolestudio. Sonja explained the use of Skolestudio's texts as an opportunity for differentiating, due to the texts' varied levels. Stray and Wittek (2014) explains that differentiating texts for students can enhance students' motivation and engagement for reading English (p. 431). Helen agreed with Sonja but emphasized the value of the listening function. However, she also addressed the drawback of Skolestudio by adding: "You can see that it's textbook texts, they are tailored for Norwegian children". She continued to explain how these texts lacks authenticity, which she believed to prevent the children from experiencing and discovering a rich English language. She believed the lack of authenticity decreased students' reading motivation and engagement in English.

Louise mentioned her utilization of three different text websites, including Skolestudio, Storygraph, and another platform she could not remember. She explained her reasoning for providing these websites to the students: "For them to have some options with listening functions" and continued to explain their possibility of options to motivate and engage the students for English reading. As previously mentioned, one of her students had found his own anime books online. Yet, she mentioned the disadvantages of using Skolestudio and the text websites. She explained her beliefs of how it negatively affects motivation and engagement for reading English: "I think that reading on screen is much harder than to read on a piece of paper. So, I think the endurance for the reading becomes more difficult when you read a lot on screen". Helen and Sonja also viewed digital reading as disadvantageous compared to reading on paper. Sonja referred to the possibilities of distractions when reading on screen, although, she also expressed her

gratification towards the app, Epic. She explained: "It is an amazing app for lots of English books. Excellent selection". Later, she continues to explain how this app makes it a possibility to choose their own suitable texts, with the possibility of a listening function and words appearing as you read, which she found to be motivating and engaging for the students.

Gert was the only participant who explained her use of games which contained reading. She continued explaining her belief about the use of technology: "So, I think technology is a part of what increases the reading skills. And what creates engagement and increases motivation". Gert was the only interviewee who only mentioned the advantages of reading on screen.

5.11 Technological Entertainment

All the participants, except Sonja, were asked whether they believed technology, such as gaming and social media, motivated and engaged students to read English. Sonja spoke about her beliefs of technological impact on reading. Therefore, the specific question was not asked.

Both Sonja, and Helen believed technology had a negative impact on English reading motivation and engagement. While Sonja explained the students' difficulty of staying focused reading instead of checking entertainment available on the iPad, Helen explained the difficulty of keeping the students motivated and engaged with the text due to their experience of technology outside of school. Helen explained: "Students are used to things moving quickly. Short reels and short texts and short posts and everything is compressed". She then started to explain that this has led to a difficulty getting student motivated and engaged in reading English.

Louise thought technology had both a positive and a negative impact on reading motivation and engagement in English. She said: "I think both gaming and social media includes more English [language], so they get more input", before continuing about the negative impacts of reading digitally which is mentioned in section 5.10. Gert agreed with the positive impacts mentioned by Louise. As mentioned earlier, Gert explained her students use of entertainment such as games which includes reading, then

expressing her thoughts of technology as a factor for increasing motivation and engagement for reading. Gert continued by adding her beliefs that lack the of technology a family might have at home can be hindering the student's motivation and engagement for English reading. Due to her only mentioning entertainment as positive for reading motivation and engagement, there was an attempt to challenge her views by asking whether she thought entertainment could lead to less reading motivation and engagement, which she replied: "not necessarily", before continuing explaining the positive elements of entertainment.

6 Discussion

In this section the participants' answers from the results will be analyzed, using relevant theory to answer the research question. The answers from the questionnaire will be discussed in relation to other elements analyzed underneath. This section is divided into subsections, each named according to the corresponding codes. The discussion section contributes to acknowledging teachers' awareness of the importance of motivation and engagement for reading English, while it also shows that teacher cognition is individual therefore their answers differ. The main conclusions made in this section is that the teachers find motivation and engagement important for their students' reading motivation and engagement in English, also for their students' reading skills in English. Texts and technology were two factors the teachers viewed as important for or against the students' motivation and engagement for reading English. However, their views on what sorts of texts as motivating and engaging differed among the teachers. Additionally, their views on technology as reading digitally, text websites and apps, and entertainment differed between viewing it only as advantageous or as both advantageous and disadvantageous for the students' motivation and engagement for reading English. Their stated practices correlate to their views on motivation and engagement for reading English.

6.1 Definition of Motivation and Engagement for Reading

When the participants were asked about the difference between motivation to read English and engagement to read English, they all seemed quite confused by the question. They all had a hard time separating the two concepts. If one understands the difference between the two terms one can identify increasing or growing motivation or engagement more easily. Dörney (2003) mentioned the different stages in which motivation for a second language stays stable, increases, or decreases (p. 18-20). This helps teachers to navigate the stage in which the motivation changed. However, the confusion between the two are justifiable as teachers will most likely not notice the change in motivation before the engagement has changed as this is the expressive behavior that shows their student's interest in the English reading.

Helen and Louise seemed to have a greater understanding of the two concepts as separate. Louise was also the only participant who learned about reading motivation and engagement in her education program, which justifies her understanding of the two terms. Helen did not know whether she had learned about reading motivation and engagement during her education. However, she had learned about authentic texts and children's and youth literature. This could be an indication that she had studied the two concepts in relation to what kinds of texts enhances motivation and engagement for reading English.

Gert explained the terms only as two commingled concepts, which could be connected to her not learning about reading motivation and engagement during her education and her lack of English credits. Sonja did not know whether she had learned about reading motivation and engagement during her education. This supports her concern about not being able to separate the two terms. Their little knowledge of the two concepts can stem from their little experience with these two concepts in their educational programs. However, Sonja might have learned about motivation and engagement for reading English in connection to texts, as indicated previously regarding Helen's understanding of the two terms. Sonja's answer about separating and defining the two concepts might have a connection with not working deliberately with these two terms as separate, but rather working on these as one concepts in relation to texts.

6.2 Relation Between English Reading Skills and Motivation and Engagement for Reading English

All four participants in the study believed motivation and engagement for reading English to be important for English reading skills, which is validated by McGeown (2013) who explains that the more motivated and engaged a person is to read, the better the reading skills (p. 2). However, their explanation of the correlation between motivation and engagement for English reading and English reading skills varied.

Louise believed students' motivation and engagement for reading English assist the students to read more frequently and extensively, which then increases the students' reading skills in English. Her statement is somewhat supported by Drew and Sørheim (2016) who explains that reading volume leads to better reading skills (p. 79). Gert and

Helen support Louise's beliefs. They mentioned that enjoyment of English reading affects reading skills in English. This is somewhat affirmed by Krashen (2004) as he states that indirect instruction is an enjoyable activity which contributes to language skills, which then increases reading skills over time (p. 37, 116). Additionally, Helen stated that being curious leads to increasingly better English skills, which is supported by Drew and Sørheim's (2016) views on volume reading that affects reading skills in English positively (p. 79). Despite Helen's and Gert's explanation of the connection between the two they did not use the words 'motivation' and 'engagement'. However, the words 'enjoyment' and 'being curious' was most likely substituted with the word 'engagement'. When students are motivated and engaged with an English text, they are intrigued which potentially leads to reading additional texts, thereby improving their English reading skills.

Sonja explained how motivation and engagement for reading are less likely to increase when the English reading skills are poor. She continued to explain that students with poor English reading skills, needs even more motivation and engagement for reading due to all the work they must put into the activity. Dörnyei (2003) supports this by explaining how motivation for reading in a language which you do not hear or use daily, is different from motivation for reading in a language you use or hear more frequently (p. 11). This means that Sonja's students who learn English as the foreign language are less familiar with this language than Norwegian, which surrounds them every day. Therefore, the reading skills might be less efficient than their Norwegian reading skills, and the reading motivation and engagement for English might require more perseverance.

6.3 Reinforcements

Reinforcements and rewards are a part of what is called external motivation (Ryan & Deci, 2017, p. 14; Ryan & Deci, 2000a, p. 333). Helen was the only participant who used the word 'rewards' in her interview. She used rewards to increase the reading motivation and engagement. The disadvantage of using rewards as motivation is the short-term motivation and the lack of autonomy, relatedness and competence students will experience during this motivational reward (Levesque-Bristol, 2021, p. 26). Even though, it is considered disadvantageous to use external motivational factors according

to the self-determination theory by Ryan and Deci (2017, p.14), Helen explained her occasional actions as motivational for longer readings.

Helen, Sonja, and Gert explained their use of reinforcements in the classroom for their students to become more motivated and engaged in English readings. This included pre-reading activities, and after- reading activities, such as introducing the text, book reports, Kahoots, glossary tests of phrases, and group work. These reinforcements can be considered external motivators, but also internal motivators. Intrinsic motivation is described as the enjoyment or effectance (see Ryan & Deci, 2017, p. 14 for context of word) one feels when doing an activity (Ryan & Deci, 2017, p. 14), which these reinforcements contribute to. They allow the students to redirect their attention onto something they enjoy more than reading. Gert explained her use of redirecting their attention to something the students liked. She used reading disguised in oral work such as roleplay to motivate the students. This internal motivational move allows the students to be heard, which Levesque-Bristol (2021) describes as a factor to be an autonomous-supportive teacher (p. 28). An autonomous-supportive teacher connects with their students by listening to their students' questions and wishes, while encouraging effort, growth, and results (Levesque-Bristol, 2021, p. 28).

6.4 Support and Habits of Reading in the Home

Three of the teacher, Helen, Sonja, and Louise, explained their beliefs that support and habits in the home is important for the student's development of motivation and engagement for reading English. Helen believed parents often underestimate their own role as models of behavior, therefore also underestimating their influence on the student's reading behavior, which Sonja agreed with. Banduras' social cognitive theory (1986) support their claim as the theory recognizes learning through observation and imitation (p. 18-22). Students observe the actions of another person, potentially a family member, then they model this behavior (Bandura, 1986, p. 47). Bandura (1986) continues: "In actuality, virtually all learning phenomena, resulting from direct experience, can occur vicariously by observing other people's behavior and its consequences for them" (p. 19), while the actions of others can inspire and stimulate for learning (p. 47). Verboord and Rees (2003) additionally confirms Sonja and Helens

convictions about the importance of being role models of reading towards their child, by stating the facts that parents' interest in reading will affect their child's reading (p. 298).

Louise agreed with both Helen and Sonja, but what neither of them added was the importance of the relationship between the school and the home. The ecological system (1979) theory brings this connection to light. This theory explains the developing person as a person who learns from different environments (Bronfenbrenner, 1979, p. 3). One of the systems which Bronfenbrenner (1979) presents is the mesosystem, which is explained as the connections between the environments in the microsystem (p. 3). The microsystems include the immediate environment a person is a part of, such as the home and the school (Bronfenbrenner, 1979, p. 3). Bronfenbrenner (1979) continues to explain that a child does not only learn from either the home or the school, but from the ties between the microsystems (p. 3). Therefore, the teachers' failure of addressing the significance between the home and the school in fostering students' reading motivation and engagement is concerning as this relationship is the crucial for the students. However, the focus on the home was part of the question given to them, therefore they might have been focusing on answering the question without addressing other issues.

Additionally, the teachers did not mention the society's responsibilities for inflicting a good relationship for reading for their students. Attitudes for reading can be affected by several environment, such as the school system, after school activities, teachers' attitudes, and so forth (Taylor & Pearson, 2004, p. 167). Technology is introduced to the child by peers, parents, teachers, and others' close to the child, therefore the child may favor the use of technology over reading (Johnsson-Smaragdi, 1994, subtitle: Media use in childhood and adolescence). The child's reading could potentially be affected by the communication between the school and the home, or by other environments surrounding the child, and therefore important elements were not discussed during the interviews.

6.5 Differentiation

Differentiation is about how teachers adapt their instruction to match the individual differences among their students (Stray & Wittek, 2014, p. 422). This includes level, length, and speed (Stray & Wittek, 2014, p. 423). Sonja, Helen, and Gert mentioned

they differentiated both on level and length. While some students need adaption on level, others need adaption on length as some students lose motivation by the time they understand how much they are expected to read. However, Louise mentioned her concern of differentiating by length. She believed students with high motivation and engagement for reading and above average reading skills would benefit from more difficult texts rather than longer texts. She believed these students' reading skills would not improve if not given more difficult texts. This is supported by Krashen's input hypothesis (1985) which highlights the importance of student's reading what is just beyond their current level (p. 2). Louise's and Krashen's belief about the importance of reading levels align and is additionally supported by Chiang (2016) who expressed the importance of reading beyond the current level to preserve positive attitude to reading (p. 461). However, Louise did not mention differentiation for students who are struggling with reading English, therefore it is not known whether she would differentiate on length if she encountered students who lost all their motivation due to long texts.

6.6 Reading Frequency

During the interviews three of the teachers talked about their students' reading habits in the classroom. Gert, Sonja, and Louise used reading sessions of different lengths and variations with only English or English and Norwegian texts of the students own choosing. The teachers' use of reading sessions is supported by Krashen (2004) who mention voluntary reading as an enjoyable activity (p. 28). Accordingly, the teachers' choice of reserving time for reading extensively at school, they may contribute to the students' realization of reading as an engaging activity, which they might transfer into a spare time activity. This is important as reading frequently and for an hour and a half is recommended to improve reading skills in English (Drew & Sørheim, 2016, p. 79). As some students might lack motivation and engagement for reading English, encouraging the children to read is even more crucial for their motivation and engagement to increase. However, some of the teachers' used both English and Norwegian texts. This can create a challenge if some students lack motivation and engagement for reading English, as they would most likely read Norwegian texts during this period instead of improving their English reading motivation and engagement.

6.7 Extensive Reading

Gert, Louise, and Sonja used extensive reading in their teaching practice. Louise was the only participant who used term 'extensive reading' in the interview. Her belief of extensive reading as the most motivating way to read is supported by Krashen (2004) who explained extensive reading as an enjoyable activity which affects intrinsic motivation positively (p. 116). Her recent university degree might have contributed her to using this term, while it can also indicate that she has done research on extensive reading for motivating students, found the advantages of using this in the classroom, and therefore finds extensive reading important for her students.

Louise, Gert, and Sonja had different practices in the classroom, however, all their students were given the opportunity to choose their own readings. Munden and Sandhaug (2017) states that students who are offered this opportunity are given the potential of ownership and investment to their chosen readings (p. 313). By allowing students to pick their own texts, they provide the students with autonomy. Autonomy makes the act of reading more enjoyable (Birketveit, 2018, p. 5) which affects their reading motivation and engagement positively.

Extensive reading is an important activity to do for students to develop a higher potential of intrinsic motivation to read (Krashen, 2004, p. 116). However, Helen did not use the library at school due to poor selection of English books, therefore the students did not get the possibility of choosing their own books to read from the library. Poor selection in the library was an issue which both Sonja and Louise agreed with. On the other hand, there are alternatives to finding books online to create a broader library her students can choose from, just as Louise mentioned her websites and Sonja mentioned her use of an app. The teacher can participate in motivating and engaging the students for reading in English (Taylor & Pearson, 2004, p. 167). Despite Helen mentioning her lack of using library books for her students, we do not know whether she has let the students choose their own readings from the textbook, which is also a form of extensive reading.

6.8 Texts

All the teacher believed good text or relatable texts were the one factor which increases motivation and engagement for reading. Their belief is supported by Leather & Uden (2021) who explains that "the reading materials and related activities must be interesting and relevant for the learners" (p. 32). Motivation for reading can suddenly shift (Unrau & Quirk, 2014, p. 273), therefore, finding techniques that can motivate students to read are crucial.

Sonja and Louise mentioned difficulties finding good reading materials for their student or for the students to find good reading materials themselves, therefore the two of them found text websites and apps which had options for both topics and levels. McGeown (2013) supports their perseverance and creativity of finding alternatives to good reading materials, by mentioning reading as an effortful activity which requires motivation for reading (p. 2). Takase (2007) mentioned the occurrence of growing motivation in English reading when finishing an English book (p. 12). For students to finish books they need to be reading suitable material for themselves. Gert explained the difficulty of students picking books above their level, such as *Harry Potter* books. Krashen's input hypothesis (1985) suggests that students should read just above their current level (p. 2). Without the correct reading material, the attitude and motivation toward reading can suffer (Chiang, 2016, p. 461). Gert's concern is valid, and she acknowledges the difficulty of students picking their own reading material, which makes it important for her to help these students to choose reading materials more suitable for them.

Sonja used cartoons to motivate students who struggle to read, which is supported by Brown (2013) which finds cartoons useful for young learners (p. 208). Reading cartoons can be motivating for students with poor English reading skills because it seems manageable for students to finish a whole cartoon (Brown, 2013, p. 215). The mix of modes, such as pictures and understandable text, can help the students to independently understand the cartoon without the help or guidance of the teacher (Brown, 2013, p. 209). This can create the motivation that needs to be present before introducing them to more difficult texts which requires perseverance (McGeown, 2012, p. 2). However, Sonja did not mention texts suitable for students with high motivation and engagement for reading English or above average reading skills. This might indicate her focus of

increasing motivation and engagement for reading English among students with low motivation and engagement.

Additionally, Helen mentioned her use of authentic literature which she had experienced as engaging material to use, which also corresponds to LK20 which requires students to "listen to and understand words and expressions in […] authentic texts" (Kunnskapsdepartementet, 2020). However, she did not find it engaging when reading aloud for the students. Due to the reported low enjoyment of reading among Norwegian students (Wagner et al., 2023, p. 43-44), there is a necessity of motivating and engaging the students to read to foster enjoyment for reading. While technology might have created a higher standard for what motivates and engages (Roe, 2021), teachers must acknowledge factors for motivation and engagement for reading to increase their reading motivation and engagement.

6.9 Text Websites and Apps and Reading Digitally

Technology has a complex relationship to reading motivation and engagement in English, as it can both stimulate and hinder for motivation and engagement for reading. Helen, Louise, and Sonja expressed their positive attitude to the text websites they used for their students' motivation and engagement for reading Englis as these websites offered differentiation with a listening function. However, they did not mention other advantages of multimodal texts which could affect students' reading motivation and engagement in English. Munden and Sandhaug (2017) explains how the multimodality of non-linear stories, and the possibility of raising your own voice through a comment section can be motivating and engaging for students' English reading (p. 307). However, they also mention the negativity of fatigue which can implicate the reading (Munden & Sandhaug, 2017, p. 307), which Louise agreed with. Reading digitally includes reading on a bright screen which can cause students to become more tired than by reading on paper. Despite agreeing with the disadvantage of reading on a bright screen, Louise did not steer away from this activity. This might be because her limited options for library books, but also the advantages of differentiation.

Additionally, Sonja expressed her concern of students being distracted by other exciting elements on the iPad which can affect the students' motivation and engagement for

reading English as they are dependent on enjoyment for reading (Krashen, 2004, p. 116). Her concern is supported by Munden and Sandhaug (2017), which explains digital literacy as an important part of reading digitally (p. 307). To be able to read digitally one needs the awareness of digital behavior, therefore reading on a screen can be challenging for students whose endurance is low and who is easily distracted. Sonja did not mention whether she had taught proper instruction on digital literacy. However, if she had, this could possibly help the students to stay focused during her lessons, instead of focusing on other elements. Her continuing to have lessons where the students are reading on screen, even after explaining all the disadvantages, indicates that she has few other options besides using the iPads for reading.

Whereas Louise, Helen, and Sonja mentioned disadvantages of reading digitally, Gert mentioned the advantages. Her students used digital literary games, which she believes to be increasing the students' reading motivation and engagement, and their reading skills. Compton-Lilly (2007) supports this by stating that interactive games are engaging (p. 726). By using technological games the students two worlds of home and school meet, therefore the potential of motivation and engagement for reading might increase due to their identity incorporated in this activity (Compton-Lilly, 2007, p. 726). Gert's view of digital reading as only advantageous indicates that she is adaptable to the students' digital world. However, she did not acknowledge any disadvantages of digital reading even though there are many of them. As motivation and engagement for reading English is important for student's reading skills (McGeown, 2013, p. 2), the holistic view of reading digitally would be advantageous for students to have the same opportunity of attaining high motivation and engagement for English reading.

6.10 Technological Entertainment

Sonja, Helen, and Louise did agree on the entertainments' implications for students. Sonja explained her students' lack of focus while reading digitally, because of the entertainment available on their iPad. The students' spare time activities include interactivity, exploration, and social interactions, which written text may absent (Herkman & Vainikka, 2014, p. 98). Because of this difference between their spare time activities and reading English, the difficulty of calming the students to sit and read can be a challenge. Additionally, Helen expressed her concern for her students' short

attention span when reading English texts, due to their experience with short and fast-paced entertainment available to them. The interactivity, exploration, and social aspect of their technological entertainment had become an issue of less reading and instead using their technological devices for entertainment, which Roe (2021) agree on.

However, Sonja and Helen did not mention any advantages of technological entertainment for their students' reading motivation and engagement in English, which is concerning as there are evidence to support this. Compton-Lilly (2007) mention that digital games include learning through engaging contexts (p. 726), and Sundqvist (2019) discovered that students who game for fun in their spare time has English vocabulary skills which outperform non-gamers (p. 104), which affects students reading motivation and engagement for English positively. On the contrary, Louise and Gert viewed entertainment as an opportunity to learn more language. Louise explained her views of technology as an opportunity which offers students more input, such as vocabulary and grammar. Louise's view of technological entertainment as both advantageous and disadvantageous for students' reading motivation and engagement for English, indicates her holistic view of entertainment which can possibly facilitate for sustainable practice in her classroom.

Gert's attitude towards technological entertainment was exclusively positive. She believed the students maintained their English more than their Norwegian because of their time used on social media and YouTube, where they speak mostly English. She did also mention the use of games which included reading in her lessons, which creates a combination of many students' spare time activities with learning goals. Compton-Lilly (2007) states that learning happens through social interactions (p. 726), therefore practicing reading by using technological games which are interactive, exploratory, and sociable can facilitate for improved reading motivation and engagement. Additionally, Gert explained that the lack of technological equipment in a home could be damaging for the student's motivation and engagement for reading English. Sundqvist (2019) expresses the positive outcome of vocabulary for gamers (p. 104). When students' lack the possibility for gaming, social media, and other technological entertainment they can be affected by the lack of improved vocabulary (Sundqvist, 2019, p. 104). The students' vocabulary skills could potentially affect their motivation and engagement for reading as they need to work more to improve their vocabulary. However, the fact that Gert did

not mention any disadvantages of technology for students reading motivation and engagement raises concern, when there is a clear indication that reading skills are affected negatively to some degree when using technological entertainment.

7 Conclusion

This thesis has provided additional research to the topic of teachers' perspectives on students' motivation and engagement for reading English among Norwegian students. Simultaneously it has presented the teachers views on what motivates, demotivates, engages, and disengages for reading English by providing their insights on their own classroom practices. The research aimed to answer the following research question: "How do teachers understand the importance of reading motivation and engagement in English among students in grades 5-7, and what strategies do they employ to increase motivation and engagement for English reading?"

Before attempting to answer this question, the importance of English, importance of motivation and engagement for reading English, and importance of proficient English reading skills are worth mentioning. As previously stated, motivation and engagement for reading English is important for the student's reading skills. Additionally, proficient reading skills is a factor for academic success (Whitten et al., 2016, p. 58), which is supported by Krashen (2004) who states that "good thinkers read more" and "reading makes you smarter" (p. 36). As English has become a language with power and a lingua franca, which is defined as "a language used for communication between speakers of two mutually unintelligible languages" (Galloway & Rose, 2015, p. 255), it is important for students to become motivated and engaged in reading English texts to become students with proficient reading skills. Their reading fluency in English can create opportunities as the English language maintains an essential role in creating international relations, has an important role for business, education and sciences, politics, and relations between people who speak different languages within a country (Galloway & Rose, 2015, p. 54-57). Additionally, the Norwegian society progressively implements more English on social media, television, games, newspapers, advertisements, and so on (Drew & Sørheim, p. 79). The students reading skills are now important to improve as the society is globalizing.

The results in this thesis show that the interviewed teachers find English reading motivation and engagement important for their students. They also thought reading motivation and engagement for English was connected to students reading skills in English. While one teacher mentioned that motivation and engagement for reading

English leads to reading more English texts, which increases the English skills. Two other teachers mentioned their thoughts on how being motivated and engaged in English texts makes reading more enjoyable which affects their students' reading skills. The last teacher explained her belief that reading skills is not only affected by motivation and engagement but also vice versa. She believed that inadequate reading skills in English can decrease motivation and engagement for English reading because motivation and engagement in English is more difficult to attain when one finds English reading difficult. They all mentioned different factors which they believed to have an impact on students' motivation and engagement for reading English, such as differentiation of texts, extensive reading, text choice, and technology as a resource or a disadvantage for reading skills. Next, there will be presented important findings in the research which includes beliefs of texts and technology as factors which increase or decrease motivation and engagement. Additionally, their strategies in the classroom will be discussed.

Text choice was one of the factors which all the teachers mentioned as crucial for motivation and engagement for English reading. However, their beliefs differed in what kind of texts would lead to more motivation and engagement. One teacher explained her belief of the advantages of using activities which includes other skills than reading, to motivate and engage her students for reading English. This included roleplay and online games. In contrast, another teacher explained her belief that the students' motivation and engagement for English reading benefits from authentic literature. A third teacher mentioned her belief that differentiating texts for the students based on their English reading level was beneficial for the students' motivation and engagement for reading English. Even though they all thought good texts were the most motivating factor to increase motivation and engagement for reading, they all mentioned the struggle of finding good texts.

Additionally, the participants expressed their concern and/or positivity regarding technology which could impact motivation and engagement for reading English. As one teacher only saw the advantages of using technology to increase her students' motivation and engagement for reading English, the other three teachers mentioned their belief that technology could both lead to an increase and a decrease in motivation and engagement. The three teachers thought technology could be a distraction for

reading English texts and thought reading on a screen compared to reading on paper was disadvantageous. However, they also believed that reading digitally facilitated for differentiation. One of them mentioned her belief that technology could lead to more familiarity with the English language, which could be advantageous for the students' motivation and engagement for reading English. The teacher who seemed to only notice the advantages of technology for increasing reading motivation and engagement in English mentioned her belief that games are beneficial for her students reading motivation and engagement in English. She continued by adding her belief that the lack of technology a family might have at home might serve as a hinder for the student's reading motivation and engagement in English.

Their views of how to motivate and engage the students to read English differ greatly, for example while some participants only saw opportunities in technology, others saw it as a competing source for reading. The teachers' own views of factors which they believed to motivate and engage students to read English were utilized in their own practice. They also expressed their beliefs about the power of support and habits of reading and the use of technology in the home that could affect their reading motivation and engagement in English.

The thesis raises a complicated issue which can be difficult to answer with the limited resources available and the limitation of words one can write in a master's thesis. To investigate this issue further, one could benefit from additional resources and a bigger sample size which this study deserves to get a clear picture about the teachers' perspectives. By investigating only one of numerous factors – how different texts, practices in the classroom, different technology, or support and habits in the home could affect the students in this age groups' reading motivation and engagement – the results could potentially have more depth. This would also prove advantageous for the researcher, as certain participants provided extensive input on specific topics.

7.1 Further Research

This research presents teachers' perspectives and views on motivation and engagement for reading in English among students in grade five to seven and presents their practices

on how to motivate and engage for reading English texts. However, this thesis has some limitations which could benefit from further research on this matter.

The mentioned factors in this thesis which contribute to reading motivation and engagement in English are only some factors which could increase or decrease the reading motivation and engagement. By reviewing research on motivation and engagement for reading English as a foreign language one might discover factors which are not mentioned in this thesis which indicates importance to motivation and engagement for reading English. In addition, there are other factors than motivation and engagement which affects the students' English reading skill. Reviewing research on this would be advantageous to gain a clearer picture of how the students' reading skills are affected.

Additionally, research on teachers understanding of the importance of reading motivation and engagement for students learning English as a L2, L3, L4, and so on would be beneficial to further investigate. This research has relatively underemphasized the foreign language aspect specifically. One of the factors contributing to this was the lack of specificity on English reading motivation and engagement from the teachers. Reviewing research on this would specify the foreign language part more explicitly, compared to what this research has contributed to.

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Appendices

Appendix 1: SIKT approval

Meldeskjema / Læreres syn på motivasjon og engasjement til lesing på engelsk. / Vurdering

Vurdering av behandling av personopplysninger

🖨 Skriv ut   ⁝≡ 26.01.2024 ▾

Referansenummer
656637

Vurderingstype
Automatisk ❓

Dato
26.01.2024

Tittel
Læreres syn på motivasjon og engasjement til lesing på engelsk.

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

Prosjektansvarlig
Tom Zachary Bradstreet

Student
Cecilie Hvitsand Lønn

Prosjektperiode
25.01.2024 - 30.06.2025

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 30.06.2025.

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.

Vil du delta i forskningsprosjektet

«Læreres perspektiv på elevers motivasjon og engasjement for lesing på engelsk»?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å få innsikt i læreres perspektiv til elevers motivasjon og engasjement for lesing på engelsk. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

◢ Formål
Formålet med prosjektet:
- Finne ut om lærere er enige i nedgangen i engelske leseferdigheter
- Læreres tanker om sammenhengen mellom nedgang i leseferdigheter i engelsk og motivasjon og engasjement for lesing.
- Hva fører til dårlig motivasjon og engasjement for lesing.
- Hva kan lærere gjøre for å øke motivasjon og engasjement for lesing.

Omfanget til prosjektet:
- 4-7 engelsklærere som jobber/har jobbet på trinn 5-7.

Problemstillinger i prosjektet:
- Hva er læreres tanker om forholdet mellom nedgang i leseengasjement og -motivasjon blant elever på trinn 5-7 og nedgang i leseferdigheter i engelsk blant den samme aldersgruppen?

Forskningen er til en masteroppgave.

Hvem er ansvarlig for forskningsprosjektet?
Universitetet i Sør-Øst Norge (USN) er ansvarlig for prosjektet.

Tom Zachary Bradstreet er veileder: Tom.Z.Bradstreet@usn.no. Cecilie Hvitsand Lønn er ansvarlig for datainnsamling og analyse.

Hvorfor får du spørsmål om å delta?
Utvalg:
- Ikke-sannsynlighetsutvalg.
  - o Bekvemmelighetsutvalg
  - o Strategisk utvalg

Kriterier for deltakelse:
- Arbeider som lærer
- Underviser eller har tidligere undervist i engelsk på trinn 5-7

Henvendelse om deltakelse blir sendt til omtrentlig 7 lærere.

Hva innebærer det for deg å delta?
- Hvis du velger å delta i prosjektet, innebærer det at du deltar i et intervju. Først blir du tildelt et kort fysisk spørreskjema. Totalt vil ta deg ca. 45 minutter. Intervjuet inneholder spørsmål om dine meninger om den antatte nedgangen i engelske leseferdigheter og dens

sammenheng med motivasjon og engasjement for lesing. Det vil også være spørsmål knyttet til hvorfor noen elever har mye motivasjon og engasjement og andre elever har lite. Samtidig vil det spørres om hvordan engelsklærere kan øke motivasjon og engasjement for lesing på engelsk. Dine svar i intervjuet vil bli tatt opp på lydopptak, deretter blir svarene transkribert elektronisk. Spørreskjemaet vil bli skrevet inn sammen med transkriberingen av intervjuet.

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. 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. Dersom du ønsker å trekke deg fra prosjektet etter intervju, gjør det tidligst mulig ettersom analyse av dataene skjer fortløpende etter intervjuet.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.
- Cecilie Hvitsand Lønn (Masterstudent) og Tom Zachary Bradstreet (Veileder) vil ha tilgang til opplysningene.
- Navnet ditt vil erstattes med et fiktivt navn du selv velger i det fysiske spørreskjemaet. Dette navnet vil lagres sammen med transkriberingen. Det fiktive navnet ditt og korresponderende informant vil bli lagret på en egen navneliste adskilt fra øvrige data.
- Ditt fysiske spørreskjema vil bli destruert etter transkribering og lydopptaket fra intervjuet blir lagret i Nettskjema og vil blir slettet etter transkribering. Transkripsjonene fra det fysiske spørreskjemaet og intervjuet vil bli lagret ved to-faktor autentisering.

Deltakerne i prosjektet vil ikke gjenkjennes i publikasjon. Opplysninger som vil publiseres er:
- Kjønn
- Alder
- Erfaring og utdanning

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?
Prosjektet vil etter planen avsluttes innen desember 2024. Etter prosjektslutt vil datamaterialet med dine personopplysninger blir slettet. Personopplysninger nevnt ovenfor vil kun bli publisert i masteroppgaven, og kan bli publisert i tidsskriftartikkel.

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

På oppdrag fra Universitetet i Sør-Øst Norge har Sikt – Kunnskapssektorens tjenesteleverandør 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 vi 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:
- Studenten ansvarlig for prosjektet: Cecilie Hvitsand Lønn: cecilie.h.l@hotmail.com.
- Veileder for prosjektet: Tom Zachary Bradstreet: Tom.Z.Bradstreet@usn.no.
- Universitetet i Sør-Øst Norges personvernombud: Paal Are Solberg, personvernombud: Paal.A.Solberg@usn.no.

Hvis du har spørsmål knyttet til vurderingen som er gjort av personverntjenestene fra Sikt, kan du ta kontakt via:
- Epost: personverntjenester@sikt.no eller telefon: 73 98 40 40.

Med vennlig hilsen

Tom Zachary Bradstreet   Cecilie Hvitsand Lønn
(Veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «*Læreres perspektiv på elevers motivasjon og engasjement for lesing på engelsk*», og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å delta i intervju
- ☐ å delta i kort spørreskjema
- ☐ at opplysninger om meg publiseres slik at jeg ikke kan gjenkjennes.

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

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(Signert av prosjektdeltaker, dato)

Appendix 3: Questionnaire

Fiktivt navn: _____   Alder:_____

Mann: ☐   Kvinne: ☐

1. Hvor lenge har du jobbet som lærer?

   _____

2. Hvor mange år har du jobbet som engelsklærer?

   _____

3. Hvor mange år har du jobbet som språklærer?

   _____

4. Hvilke(t) trinn underviser du engelsk nå?

   _____

5. Hvor studerte du? Og når studerte du?

   _____

6. Hva slags utdanning har du?

   _____

   _____

7. Hvor mange studiepoeng har du i engelsk?

   _____

8. Var lesemotivasjon og leseengasjement noe du lærte om i din utdanning?

Ja   Nei   Vet ikke

9. Syntes du motivasjon og engasjement er viktig for leseferdigheter?

Ja   Nei   Vet ikke

10. Hvor viktig syntes du lesing er?

Ikke viktig   Viktig   Veldig viktig

11. Hvor mye leser du på fritiden?

Leser ikke   Leser noe   Leser mye

12. Syntes du lesing på engelsk er viktig?

Ikke viktig   Viktig   Veldig viktig

13. Hvor ofte leser du engelske tekster på fritiden?

Aldri   Sjelden   Noen ganger   Ofte

14. Leser du (for deg selv) egenbrakte tekster/bøker i klasserommet?

Aldri   Sjelden   Noen ganger   Ofte

Appendix 4: Interview Guide

1. Hva tenker du er forskjellen mellom lesemotivasjon og leseengasjement?

2. Syntes du leseferdighetene til elevene i Engelsk har blitt dårligere de siste åra sammenliknet med tidligere?

3. Tror du at elevenes motivasjon og engasjement har en sammenheng med deres leseferdigheter i engelsk?

    a. Hvorfor/hvorfor ikke?
    b. Hva er sammenhengen?

4. Hva tror du kan føre til mindre motivasjon og engasjement for lesing i engelsk?

    a. Teknologi/gamin/sosiale medier
    b. Aspirasjoner/jobbmuligheter/fagbrev
    c. Oppvekst/sosioøkonomisk status/ kulturell bakgrunn
        i. Extensive reading/lese for gøy (lange tekster: romaner)

5. Hva mener du motiverer elevene til å lese på engelsk? Hva demotiverer elevene til å lese på engelsk?

6. Bruker du noen taktikker for å øke elevenes motivasjon og engasjement til lesing i/på engelsk?

7. Bruker du forskjellige tekster til elever som sliter med motivasjon, engasjement og leseferdigheter i engelsk enn med elever som har gode leseferdigheter, motivasjon og engasjement i engelsk? Hva er forskjellen på tekstene? Hva slags tekster?
    a. Extensive reading/intensive reading.

Til slutt:
8. Er det noe mer du har lyst til å legge til?